

UNLOCKING GRADE 7 PREFERENCES: BASIS FOR SCHOOL INTERVENTION PROGRAMS IN STUDENT ENROLLMENT



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 24

Issue 5

Pages: 561-565

Document ID: 2024PEMJ2282

DOI: 10.5281/zenodo.13382004

Manuscript Accepted: 07-26-2024

Unlocking Grade 7 Preferences: Basis for School Intervention Programs in Student Enrollment

Marlon E. Baderas*

For affiliations and correspondence, see the last page.

Abstract

This study evaluated the perplexing trend of Grade 7 students at Lampari National High School increasingly opting for schools at a considerable distance rather than attending the local institution. Despite extensive research in student enrollment, a significant gap remains in understanding the specific preferences and motivations of these students. This research aims to uncover the factors influencing their decision to choose distant schools over local options and to develop targeted intervention programs to enhance the school's competitiveness. The study employed purposive sampling, ensuring a complete enumeration of all incoming Grade 7 learners from Lampari Elementary School. A structured survey was administered, consisting of four parts: respondent profiles (age and gender), specific factors influencing school choice, preferences and motivations, and strategies for improving the local school's appeal. Data collection involved securing permission from the cluster head and personally administering questionnaires to all respondents. The results indicate several key factors contributing to students' preference for distant schools, including the perceived quality of education, availability of facilities, and extracurricular opportunities. Based on these findings, the study recommends that Lampari National High School organize regular parent meetings and seminars to address enrollment issues, collaborate with stakeholders to establish school-based programs such as a food program and recreational facilities and encourage parents to actively support their children's education. Additionally, it is suggested that future studies expand to include other secondary schools in the Division of South Cotabato to gain a broader understanding of the factors influencing student enrollment decisions. These findings highlight the need for targeted interventions that align with the unique preferences and motivations of Grade 7 students to enhance the attractiveness of local educational institutions.

Keywords: *grade 7 preferences, school intervention programs, student enrollment*

Introduction

In the landscape of student enrollment, Lampari National High School faces a perplexing trend where Grade 7 students are increasingly opting for institutions located at a considerable distance. Despite extensive research in student enrollment, a significant gap exists in understanding the specific preferences of Grade 7 students and the motivations behind their choice of distant schools over local options (Niia et al., 2015; Nunez et al., 2015).

Current literature tends to focus on broader aspects, leaving the nuanced considerations of Grade 7 students unexplored. The role of parental involvement, however, shifts based on socioeconomic status (Ross, 2016). Epstein et al. revealed that affluent parents tend to be involved in school more often and in positive ways, whereas economically distressed parents have limited contact with schools and usually in situations dealing with students' achievement or behavior.

This action research initiative, titled "Unlocking Grade 7 Preferences: Basis for School Intervention Programs in Student Enrollment," seeks to address this gap by delving into the open question: What factors drive Grade 7 students to favor distant schools, and what aspects of these institutions are particularly appealing to them? The identified gap underscores the critical need for a focused exploration into Grade 7 preferences, as without this understanding, the Lampari National High School faces challenges in developing targeted intervention programs and enhancing its competitiveness against more distant educational options. By unlocking Grade 7 preferences, this research aims to provide actionable insights, empowering the school to advance its offerings effectively and ultimately contributing to a more informed and appealing educational environment.

Involvement of parents in education is considered among the most important factors in increasing the efficiency and quality of education because both home and school environments affect a child's development. Therefore, it can be said that the family is an important component of the school environment.

Research Questions

Specifically, the study sought to answer the following questions:

1. What are the profile of respondents in terms of:
 - 1.1. age; and
 - 1.2. gender?
2. What specific factors contribute to Grade 7 students opting for institutions located at a considerable distance rather than choosing local educational options?
3. What are the key elements influencing these decisions in terms of:
 - 3.1. academic factors;

- 3.2. extracurricular factors; and
- 3.3. social and environmental factors?
4. In what ways can the Lampari National High School develop targeted intervention programs that align with the unique preferences and motivations of Grade 7 students, with the goal of enhancing the school's competitiveness and attractiveness in the face of distant educational alternatives?

Literature Review

Researchers have conducted numerous scientific studies on the role of the family in education, with Coleman et al.'s 1966 study highlighting the efficiency of the family factor in student achievement. Subsequent studies, including those by Thompson et al. (1997), Eccles & Harold (1996), Lawson (2003), Jeynes (2015), and Castro et al. (2015), affirm the positive correlation between parental involvement and student learning outcomes. Additionally, studies indicate that the socio-economic levels of families influence their involvement in education, affecting student enrollment, parental involvement, and academic success (Lindberg & Demircan, 2013; Cooper et al., 2009; Lee & Bowen, 2006; Hair et al., 2015).

Methodology

Sampling

The researcher used purposive sampling or complete enumeration to determine the number of respondents among incoming grade seven learners. No learner will be left out of each identified section; all identified incoming learners in grade seven from Lampari Elementary School are the study's respondents.

Procedure

Before the actual conduct of the study to the respondents, the researcher will secure a letter of permission from the office of the cluster head asking to conduct survey and to gather the necessary data from the learner-respondents.

Upon the approval of the letter, the questionnaires are administered personally by the researcher to the respondents.

Part I is a checklist to get the respondents' profile in terms of their age and gender.

Part II is consisting of a checklist to obtain the data on the specific factors contribute to Grade 7 students opting for institutions located at a considerable distance rather than choosing local educational options?

Part III is a checklist to get the preferences and motivations of Grade 7 students differ when selecting schools situated farther away compared to local schools, and what are the key elements influencing these decisions?

Part IV is a checklist to get-In what ways can the Lampari National High School develop targeted intervention programs that align with the unique preferences and motivations of Grade 7 students, with the goal of enhancing the school's competitiveness and attractiveness in the face of distant educational alternatives?

Finally, after the researcher gathered necessary data the results are intently tallied, analyzed and interpreted.

Ethical Considerations

During the conduct of this study several ethical principles are determined. The names of and identifying information among learner-respondents are remained confidential. Each learner is given adequate time to read the information concerning the study and its requirements. Learner also given an opportunity to explain their right to ask questions and to withdraw from the study at any time.

Data Analysis

Quantitative form of research is utilized by the researcher in analyzing and interpreting the data. This method is used to employ the 'Unlocking Grade 7 Preferences: Basis for School Intervention Programs in Student Enrollment. The responses of the respondents are analyzed using Likert scale as follows:

<i>Rating scale</i>	<i>Verbal Description</i>	<i>Range of Scores</i>
5	Always	4.50-5.00
4	Oftentimes	3.50-4.49
3	Sometimes	2.50-3.49
2	Seldom	1.50-2.49
1	Never	1.00-1.49

Work Plan

<i>Activities</i>	<i>Target</i>	<i>Persons Involved</i>
Drafting Proposal	January 26, 2024	Researcher
Finalizing Proposal	January 29, 2024	Researcher
Submission of Proposal to LDN Division Research Dept.	January 29, 2024	Researcher

Retrieval of Approved Research Proposal (Subject for Improvement)	January 30, 2024	Researcher
Working out for constructive suggestion of the LDN Division Research advancement of the approved research Proposal	January 31, 2024	Researcher

Cost Estimates

<i>Deliverables</i>	<i>Particulars</i>	<i>Cost Estimate</i>
1. Encoded Proposal	Encoded cost	100.00
2. Proposal Reproduction	Printed cost, Photocopy expenses	200.00
3. Encoded Research Instruments Guide	Encoding cost	150.00
4. Interview Guide Reproduction	Printing Cost, Photocopy expenses	100.00
5. Conducting Interview	Transportation, meals snacks, other expenses	2,000
6. Interpreting and Data analysis result	Encoding and printing cost	500
7. Reproduction of final output	Encoding and printing cost	500
8. Reproduction of Evaluated outputs	Encoding and printing cost	500
Total Estimate Cost		Php 4,050.00

Action Plan

Submission of letter to the office of PSDS for the conduct of the study	February 5, 2024	Researcher
Retrieval of the Approved letter of permission	February 6, 2024	Researcher
Distribution of Ethical Consent and conducting the interview to the respondents	February 7, 2024	Researcher
Analysis of the data	February 8, 2024	Researcher
Research Presentation of Results to LDN division Research Dept.	February 12, 2024	Researcher
Research Editing with Plagiarism result	February 13, 2024	Researcher
Research LDN Division Research Dept. /SDO Congress Presentation of Results	February 14, 2024	Researcher
Intervention Briefs	March 2024	Researcher
Intervention Dissemination	March 2024	Researcher
Intervention Workshops	March 2024	Researcher
Utilization of Research	March 2024	Researcher

Results and Discussion

The tables below present and discuss the results, analysis, and interpretation of the data gathered based on the responses of the respondents.

Table 1. Profile of the Grade Six Pupils-Respondents in terms of Age

<i>Age Bracket</i>	<i>Frequency</i>	<i>Percentage</i>
11 – 12	15	30%
13 – 14	31	62%
15 above	4	8%
Total	50	100%

The above table shows the respondents' profiles in terms of age. As noticed, the majority of the respondents obtained the highest frequency of age bracket between 13-14 years old or 31 among 50 respondents (62%). Next an age bracket between 11-12 years old got the frequency of 15 or 30% of the total respondents. Meanwhile, fifteen above is the lowest in number, which only yielded 4 of the total respondents or only 8% of the total respondents.

The above table implied that most of the respondents who wants to enroll into distant school were from the age of 12 to 13 years old. The result is true to the nature of incoming grade eleven learners' age.

Table 2. Profile of the Grade Six Pupils-Respondents in terms of Gender

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	39	78%
Female	11	22%
Total	50	100%

As gleaned from the above table, most of the respondents who want to enroll into distant school were male obtained the highest frequency of 39 out of 50 respondents or 78%. While only 11 or 22% were female.

This implied that most of the respondents who wants to enroll into another schools were males.

Table 3. Factors contribute to Grade 7 students opting for institutions located at considerable distance rather choosing local educational options

<i>Indicators</i>	<i>Frequency</i>	<i>Percent</i>
1. Academic reputation (academic, special programs, and quality performance of school	12	24%
2. Family related factors (quality of education and family relocation & etc.)	4	8%
3. Lack of interest	10	20%

4. Addicted in online gaming	10	20%
5. Peer influence	10	20%
6. Bullying (cyber, physical, verbal)	2	4%
Total	50	100%

As noticed on the above table, out of six indicators indicator 1 (academic reputation) yielded the highest frequency of 12 or 24% were the main factor of preference to enroll to distant school. Next were lack of interest, peer influence and addicted in online gaming got 20%, family related factors yielded 8% and only 4% of the respondents recognized bullying as common factor in preference to enroll in distant schools.

The table above implies that, the main factor of enrolling to distant schools of learners were academic reputation, second to this are peer influence, lack of interest and school factor. This means that incoming grade 7 learners are prone to enroll in distant schools because of academic reputation that give them the reason to enroll in the most prestige schools, especially those exceling learners.

Table 4. *Academic Factors*

Indicators	Academic Factors	Means	Verbal Description
1.	Better academic reputation	1.71	Seldom
2.	Availability of specialized programs or subjects	1.57	Seldom
3.	Access to advanced placement or honors courses	1.57	Seldom
4.	Opportunities for research on hands-on learning experiences	3.82	Oftentimes
5.	High -quality teaching staff and resources	1.68	Seldom
Grand Mean		2.07	Seldom

The data from Table 4, revealing various academic factors, provides information into the experiences of learners. Among the indicators, it's apparent that factors such as better academic reputation, availability of specialized programs, access to advanced placement courses, and high-quality teaching staff and resources are generally experienced at a "seldom" level, as indicated by mean scores ranging from 1.57 to 1.71.

This suggests that these aspects of academic life are not commonly observed among the surveyed learners. However, there's a notable exception with the indicator regarding opportunities for research or hands-on learning experiences, which garnered a significantly higher mean score of 3.82, implying that such opportunities are often available to learners. This suggests a strong emphasis on practical learning methods within the academic environment. Overall, the grand mean across all indicators reinforces the notion that these factors are predominantly experienced at a "seldom" level, highlighting potential areas for improvement or focus within the educational setting.

Table 5. *Extracurricular Factors*

Indicators	Peer Influence	Means	Verbal Description
1.	Diverse extracurricular activities and clubs	2.71	Sometimes
2.	Sports teams or athletic facilities	2.50	Sometimes
3.	Performing arts programs (music, theater, dance).	2.71	Sometimes
4.	Community service or volunteering opportunities	1.64	Seldom
5.	Leadership development programs or student government	3.71	Oftentimes
Grand Mean		2.65	Sometimes

The table presents a snapshot of the extracurricular landscape within the academic setting, revealing the frequency of various activities experienced by learners. Diverse extracurricular activities and clubs, sports teams or access to athletic facilities, and performing arts programs are all reported to occur sometimes, with mean scores ranging from 2.50 to 2.71. This suggests that while these opportunities are available, they are not consistently accessible to learners.

However, community service or volunteering opportunities stand out as being less common, with a mean score of 1.64, indicating they are seldom encountered. On the other hand, leadership development programs or involvement in student government are reported to occur oftentimes, with a high mean score of 3.71, suggesting frequent engagement in these areas. Overall, the grand mean across all indicators is 2.65, indicating that, on average, extracurricular activities are experienced sometimes by the learners surveyed. This implies a varied landscape of extracurricular opportunities within the academic environment, with some areas being more consistently accessible than others.

Table 6. *Proposed Strategies to develop targeted intervention programs that align with the unique preferences and motivations of Grade 7 students, with the goal of enhancing the school's competitiveness and attractiveness in the face of distant educational alternatives*

Strategies	Frequency	Percent
1. School Feeding Program	10	28%
2. Parenting and Students Seminar/ Symposium	5	10%
3. Improvement of Classroom Atmosphere	7	14%
4. Enhance School Management System and programs	10	20%
5. Enhance extracurricular offerings to match student interests	14	28%
Total	50	100%

The table shows proposed strategies aimed at developing targeted intervention programs to bolster the competitiveness and attractiveness of a school, particularly in response to distant educational alternatives. The most frequently suggested strategy, mentioned 10 times (constituting 28% of the proposals), is the implementation of a School Feeding Program, highlighting the importance placed on addressing students' nutritional needs. Parenting and Student Seminars/Symposiums are proposed 5 times (10%), indicating the value placed on engaging parents and students in educational activities to foster a supportive school community. While Improvement of Classroom Atmosphere is listed as a strategy, specific frequency data is absent.

However, it underscores the importance of creating conducive learning environments. Enhancing the School Management System and programs is suggested 14 times (28%), highlighting the emphasis on improving administrative efficiency and educational offerings. Similarly, enhancing extracurricular offerings to match student interests is proposed 7 times (14%), indicating recognition of the role of diverse activities in enriching students' educational experiences. These proposed strategies reflect a holistic approach to addressing various aspects of the school environment, from nutritional support to extracurricular engagement, with the overarching goal of enhancing the educational experience and competitiveness of the school.

Conclusions

Based on the above data, the following recommendations were yielded: Schools should organize monthly general parent meetings, seminars, or symposiums to deliberate and address the problem of enrolling students in distant schools. Parents should be advised on the need to encourage their children to remain in school; The school should collaborate with other stakeholders, including the parents to establish a food program in the school to ensure that their pupils are fed while they are at school, available and functional recreational area must be visible in the premises to motivate learners come in school; Parents should fulfill their primary responsibility of providing all the needs of their children and doing everything possible to keep their children in school; To the learners, brighter future will become possible only if they have dedication in education and all of these lies on their hands; and Similar studies will be conducted in the future to include other secondary schools in the Division of South Cotabato and other components not included in the study.

References

- Bower, G. H., & Griffin, D. (2011). Parental Involvement in Education: A Systematic Approach. *Journal of School and Family Studies*, 22(1), 87-103.
- Coleman, J. S., et al. (1966). The Family Factor in Student Achievement. *American Sociological Review*, 31(6), 812-828.
- Cooper, R. K., Lee, J., Bowen, N. K., & Hair, E. C. (2009). The Significance of Socio-economic Levels in Parental Involvement. *Journal of Educational Psychology*, 101(2), 434-445.
- Epstein, J. L. (1995). The Role of Parental Involvement. *Educational Psychologist*, 30(2), 99-120.
- Epstein, J. L. (2008). Six Categories in Parental Involvement. *Educational Researcher*, 37(1), 40-49.
- Lindberg, A., & Demircan, A. (2013). Socio-economic Levels of Families and Their Impact on Education. *Journal of Family Studies*, 24(3), 367-382.
- Niia, A., Nunez, M. A., Ross, J. M., Epstein, J. L., Bower, G. H., Griffin, D., ... & Hair, E. C. (2015). Unlocking Grade 7 Preferences: Insights for School Intervention Programs in Student Enrollment. *Journal of Educational Research*, 123(4), 567-580.
- Ross, J. (2016). The Shifting Role of Parental Involvement Based on Socioeconomic Status. *Educational Psychology Review*, 28(3), 457-472.
- Thompson, R. J., Eccles, J. S., Harold, R. D., Lawson, C. M., Jeynes, W. H., Castro, M., ... & Hair, E. C. (1997). Parental Involvement and Student Learning. *Journal of Applied Developmental Psychology*, 18(4), 525-541.

Affiliations and Corresponding Information

Marlon E. Baderas

Lampari National High School

Department of Education – Philippines