PREDICTORS OF STUDENT'S ENROLMENT CONTINUANCE IN A COMMUNITY COLLEGE

By

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Abstract. Addressing a significant gap in research, particularly within developing countries and community college contexts, this study investigated the factors influencing enrolment continuance among third-year Business Administration students at a community college in the Philippines. Recognizing the substantial lack of research on this subject within developing nations and community colleges, this study is crucial in addressing a significant gap. The study uses Tinto's Student Retention Theory as a framework, examining personal, social, academic, and school operations variables to understand student persistence. The research employs a descriptive-correlational design, utilizing surveys and statistical analysis of the 190 third-year BSBA students, complemented by qualitative data from focus groups and institutional records for validity. Key findings indicate that quality of instruction, academic performance, and peer relationships significantly influence enrolment continuance. Quality of instruction received the highest rating, indicating a strong teaching environment. Surprisingly, faculty support showed a negative influence on continuance, suggesting a need for further examination of support methodologies. The study highlights the importance of academic and social integration in student retention, providing actionable insights for academic institutions to enhance support programs and instructional practices. It also recommends that future research explore additional variables and utilize qualitative approaches to provide a more nuanced understanding of student retention.

Keywords*: Enrolment continuance, third-year BSBA Students, Community College, Personal Social, and Academic factor, School Operation*

Introduction

It is no longer a secret that one of the biggest issues that higher education institutes face today is how to increase students' persistence to complete their academic programs and stay engaged. Even as the image of the institution may attract students, deeper motivation may escape the institution unless it can provide them with adequate support and inspiration. This issue of enrolment continuance in students is not only within the control of an institution but has implications for individual achievement, community building, and development of the society as a whole. Multiple studies have found that the decision for a student to remain in school is multi-faceted including personal readiness, social factors, academic engagement, and even commitments outside school (Lerdpornkulrat et al., 2022; Gabi & Harvey, 2023). These factors have to be understood and properly addressed for students to achieve their goals.

Students with a strong sense of purpose and a strong feeling of belonging tend to remain in their academic pursuits. This means that positive peer relationships, mentorship, and orientation, peer mentoring, and other formal institutional programs are vital in building this sense of belonging. Finances, long-distance commuting, caregiving responsibilities, and other factors interfering with part-time work could negatively affect students' academic commitment even if they have motivation. This highlights the importance of holistic, rather than simply academic, approaches by colleges that will take notice of the larger realities of students' lives.

In understanding the factors that influence students' enrolment continuance, the role of school operations cannot be overlooked. School operations refer to the overall management and functioning of an educational institution, encompassing various aspects that directly impact students' academic experiences and decisions to stay enrolled. This study focuses on four key sub-variables of school operations: program of studies, technology and innovation, service support for entrepreneurial activities, and quality of instruction. The program of studies serves as the foundation of academic offerings, ensuring that students have access to relevant, career-oriented, and flexible learning pathways. Technology and innovation in education facilitate more dynamic and interactive learning environments through digital tools and modern teaching strategies that meet the evolving needs of students.

Furthermore, service support for entrepreneurial activities plays a crucial role in equipping students with the skills and resources necessary to develop an entrepreneurial mindset, preparing them for future careers or business ventures. This support includes mentorship, business incubators, and networking opportunities. Quality of instruction remains a critical determinant of student success, as it reflects the effectiveness of teaching practices, faculty qualifications, and assessment processes in fostering a positive learning environment. These elements of school operations collectively influence students' academic engagement and satisfaction, which are key predictors of their enrolment continuance. By examining these variables, the study aims to provide a more comprehensive understanding of how school operations contribute to retaining students and enhancing their educational experiences in a community college setting. In developing countries like the Philippines, community colleges face unique retention challenges. Unlike universities, these institutions tend to work with students from a range of socio-economic backgrounds, many of whom are struggling with financial difficulties, inadequate family support, or few resources. Retention problems remain, despite the introduction of free tuition programs and financial aid programs. Community College also provides substantial tuition subsidies to lessen the cost burden on its students. Yet, despite this support, the college struggles with a significant retention issue with its third-year Business Administration (BSBA) students, who are currently in a transitional phase.

The third year can be a make-or-break moment where academic demands grow and outside pressures mount. For BSBA students in a Community College, these individual, social, and institutional issues intersect in a particularly challenging way at this stage of their educational journey. Ultimately, these all compel us to explore not why students leave, but rather what pushes and pulls students through the education pipeline (likely not much at a community college), and the importance of community; that the college climate and culture can sometimes operate and work against the institution's best efforts. The research points out how academic and external pressures intersect to either stall or propel students forward, highlighting institutional responsibility in sustaining momentum. (Schudde, L., & Mehl, A. (2023).

The need to address this problem is heightened by the fact that there is too little research conducted in the area of enrolment continuance in community colleges, especially not in the Philippines. Much of the current literature focusing on these issues is conducted on traditional 4-year colleges or focuses on students in Western contexts, creating a gap in knowledge of factors influencing student retention in developing countries where local socioeconomic, cultural, and institutional factors may differ significantly. Particularly, business administration attracts students holding various career-related objectives and dissimilar degrees of preparation. Retention patterns also tend to vary differently in those students than others pursuing studies in fields outside of business.

The paper bridges this gap for third-year BSBA students in a Community College by establishing a set of factors governing enrolment continuance. By focusing on personal, social, and institutional variables, the research aims to uncover actionable insights that can guide targeted interventions. The findings will not only contribute to the growing body of knowledge on student enrolment continuance but also help institutions like Community Colleges design programs and policies that better support their students, foster a positive learning environment, and improve overall retention rates. In doing so, the study aligns with the United Nations Sustainable Development Goal 4, which advocates for inclusive and equitable quality education and promotes lifelong learning opportunities for all.

Methods

The methodology section of this research proposal exhibits several notable strengths. Firstly, the research design is clearly articulated as a quantitative, descriptive-correlational approach, which is well-suited for identifying relationships between the variables of interest. A significant advantage is the planned integration of qualitative data through triangulation, which promises to add valuable depth and enhance the validity of the quantitative findings. Secondly, the research environment is well-defined, providing a contextual understanding of the community college setting and the specific demographic and academic challenges that make this research relevant. Thirdly, the description of the participants and sampling procedures is appropriate, focusing on third-year BSBA students and utilizing a sound simple random sampling technique with a calculated adequate sample size. Fourthly, the details regarding the data gathering instruments and procedures are comprehensive, clearly outlining the survey instrument's structure and the ethical considerations, including informed consent and data privacy, demonstrating a strong ethical framework. Fifthly, the planned measures for validity and reliability, including pilot testing and the use of Cronbach's Alpha, are standard and suitable for ensuring data quality. Sixthly, the scoring guidelines and procedures are straightforward and will facilitate the data analysis process. Finally, the proposed statistical treatment, utilizing frequency counts, weighted mean, and multiple linear regression, aligns appropriately with the research questions posed. Overall, the methodology demonstrates a robust understanding of research principles and methods, and the combination of quantitative and qualitative approaches suggests a potential for a comprehensive and insightful investigation.

Results and Discussion

The data collected for the study is presented, analyzed, and interpreted in this chapter. The data presentation is based on the problem sequence introduced in Chapter 1.

Table 1 presents the frequency, percentage, and mean distribution of participants' assessment of intrinsic motivation as a personal factor.

Results reveal the overall mean is 4.47 which falls within the "Agree" range, indicating that participants generally perceive their intrinsic motivation positively. The data shows that a majority of participants (53.16%) rated intrinsic motivation as Strongly Agree, while 44.21% rated it as Agree. The finding shows a conflicting view among participants. It's important to note that the mean's proximity to the 'Strongly Agree' threshold points to an exceptionally Agree level of perceived intrinsic motivation. Furthermore, the combined 97.37% of participants who 'Strongly Agree' or 'Agree' highlights a remarkable homogeneity in the sample's perception. This strong consensus indicates potential implications for group dynamics and performance, as Agree intrinsic motivation is often linked to enhanced engagement and productivity. While these findings are significant, the potential for generalizability should be considered cautiously, given the specific context of the sample. The near-absence of negative responses further emphasizes the strong, consistent perception of intrinsic motivation within this participant group. This indicates that the participants possess a strong internal drive, which influences their actions and decision-making. Recent studies by Deci, Olafsen, & Ryan (2023) emphasize that intrinsic motivation—fueled by autonomy, competence, and purpose—plays a crucial role in enhancing work engagement and satisfaction. Their findings indicate that individuals with Agree intrinsic motivation are more likely to be persistent, productive, and emotionally invested in their tasks.

A standard deviation (SD) of 0.49 indicates disagreement variability in responses, indicating an agreement level of agreement among participants regarding their intrinsic motivation. This disagreeing variance is consistent with findings from Gagné & Van den Broeck (2022), who noted that intrinsic

motivation tends to be stable within groups where individuals share common professional or educational backgrounds. However, minor variations may arise due to individual differences in personal experiences and external influences.

It is noteworthy that all items in the study received Agree ratings, reflecting participants' strong intrinsic motivation in their academic pursuits. The item "I feel accomplished when I learn something new in my courses" received the highest rating of 4.58 with Strongly Agree. This indicated that participants derive a strong sense of achievement from learning. This prominence underscores the intrinsic value participants place on the act of learning itself, indicating that knowledge acquisition is a reward in its own right, aligning with theories of intrinsic motivation. Furthermore, this finding has significant implications for pedagogy, highlighting the importance of fostering a sense of discovery and accomplishment in learning to enhance student engagement. The reported sense of accomplishment also points to potential Agree self-efficacy and a growth mindset among participants, viewing learning as a process of personal development. Understanding the specific context of these findings, such as the student's field of study or learning environment, could provide deeper insights into these motivational factors. This finding aligns with research by Deci, Olafsen, & Ryan (2023), who argue that the intrinsic reward of learning fosters greater engagement and long-term academic success. Their study emphasizes that students who experience a sense of accomplishment from learning tend to demonstrate higher persistence and deeper understanding.

Similarly, the item "I study because it contributes to my personal growth, not just for grades" also rated Strongly Agree at 4.53, reflecting participants' strong internal motivation to learn beyond academic performance. This Agree rating strongly indicates a growth mindset, where learning is viewed as self-improvement, not just a means to grades. It also highlights a preference for long-term, internal rewards, contributing to greater persistence. Participants likely engage in self-directed learning, driven by an internal desire for knowledge. This orientation may enhance academic resilience, as challenges are seen as growth opportunities. It underscores the value of meaningful learning experiences, where knowledge is integrated into personal understanding. This result highlights the importance of self-determined learning, which has been shown to enhance knowledge retention and critical thinking skills (Gagné & Van den Broeck, 2022). The positive perception of learning as a tool for personal growth indicates that participants value education as a means of self-improvement rather than merely achieving Agree grades.

Conversely, the item "My interest in my studies helps me stay engaged with the material" received a slightly Disagrees mean of 4.36, though still within the Agree range. This indicates that while most participants remain engaged due to their interest in their studies, some may experience fluctuations in motivation. The 'slightly lower' mean indicates that interest-driven engagement may be more susceptible to external factors or content-specific differences. Interest, as a motivator, can be more subject-specific and less consistent than other intrinsic drivers. External influences such as workload or perceived relevance may contribute to these motivational fluctuations. This underscores the need for curriculum design and instruction that actively sustains student interest highlighting the relevance of coursework to personal goals is crucial for maintaining interest-driven engagement. This finding aligns with research by Richard & Ryan (2023), who note that while intrinsic motivation is a strong predictor of engagement, external factors such as workload, teaching methods, and personal circumstances can influence students' ability to stay fully engaged.

In the following section, Table 2 presents the frequency, percentage, and mean distributions of the participants' assessment of personal factors in terms of Emotional Well-Being.

Table 1. *Frequency, Percentage, and Mean Distribution of the participant's assessment of personal factors in terms of intrinsic motivation*

Range	Interpretation	Frequency	Percentage
4.51-5.00	Strongly Agree	101	53.16
3.51-4.50	Agree	84	44.21
2.51-3.50	Slightly Agree	5	2.63
1.51-2.50	Disagree	0	0.00

1.00-1.50	Very Disagree	0	0.00
	Total	190	100.0
	Overall Mean	4.47	
	Interpretation	Agree	
	SD	0.49	

	Specific Indicators	M	Interpretation	SD
1	I enjoy learning new things in my studies.	4.45	Agree	0.61
2	I am motivated to learn because I want to deeply understand the subjects.	4.41	Agree	0.62
3	I study because it contributes to my personal growth, not just for grades.	4.53	Strongly Agree	0.60
4	My interest in my studies helps me stay engaged with the material.	4.36	Agree	0.67
5	I feel accomplished when I learn something new in my courses.	4.58	Strongly Agree	0.58

2. Frequency, Percentage, and Mean Distribution of the participant's assessment of personal factors in terms of emotional wellbeing

The overall mean of 3.98, categorized as "Agree," indicates that participants largely perceive their emotional well-being positively. This is further evidenced by the distribution of responses, with a significant majority (82.63%) falling within the "Agree" or "Strongly Agree" categories. Among the specific indicators, "I maintain a positive attitude toward challenges in my studies" stands out with the highest mean of 4.16. This aligns with research demonstrating the crucial role of a positive attitude in fostering academic resilience and effective coping mechanisms (Tugade & Fredrickson, 2020). Educators could leverage this strength by reinforcing positive coping strategies and cultivating a learning environment that encourages a growth mindset. Conversely, "I can handle stressful academic situations calmly" garnered the highest mean of 3.83, though still within the "Agree" range. This indicates that participants might experience some difficulty remaining composed under academic pressure, a common challenge in educational settings (Struthers et al., 2000). This finding underscores the potential need for interventions focused on stress-management techniques, such as mindfulness or cognitive behavioral strategies. Moreover, educators strive to mitigate unnecessary stress by creating a supportive and structured learning environment. The relatively Agree standard deviation of 0.95 indicates a Slightly Agree degree of variability in responses, highlighting the importance of considering individual differences in emotional regulation and stress management strategies.

Table 3 shows the frequency, percentage, and mean distribution of the participant's assessment of personal factors in terms of Income.

The overall mean of 3.88, interpreted as "Agree," indicates that participants generally acknowledge the influence of income on their educational experience. A majority of participants "Agree" (61.58%), while a notable portion "Slightly Agree" (18.42%), and a smaller group "Strongly Agree" (14.74%). A small percentage "Disagree" (5.26%), and none "Very Disagree." Among the specific indicators, "My family's financial situation positively influences my decision to stay enrolled at this college" received the highest mean, indicating that family financial stability is a significant factor in students' decisions to

continue their education. In contrast, "I receive adequate financial support (e.g., scholarship, grants) for my education" received the lowest mean, indicating that while income is a factor, the adequacy of financial support is a relative concern. The standard deviation of 0.68 for the overall mean indicates Slightly Agree variability, reflecting a range of financial circumstances and perceptions among the participants. The strong agreement that family financial situation positively influences enrolment decisions underscores the critical role of family resources in student persistence. This indicates that the institution should examine and potentially enhance its financial support programs.

	Specific Indicators	M	Interpretation	SD
1	My family's income is sufficient to cover my educational expenses, including transportation and learning materials.	3.56	Agree	1.01
2	I have experienced financial difficulties that have affected my academic performance	4.17	Agree	0.95
3	My family's financial situation positively influenced my decision to stay enrolled at this college.	4.22	Agree	0.84
4	I receive adequate financial support (e.g., scholarships, and grants) for my education.	3.41	Agree	1.36
5	The availability of financial support programs encourages me to continue my education.	4.04	Agree	0.96

Table 4 presents a summary of the personal factors assessed in the study, encompassing intrinsic motivation, emotional well-being, and income, alongside the overall mean for all personal factors combined.

The table reveals that across all dimensions, participants reported a generally positive perception, with all mean scores falling within the "Agree" range. Notably, intrinsic motivation exhibited the highest mean (4.47), indicating a strong internal drive among participants. This aligns with research highlighting the positive impact of intrinsic motivation on academic engagement and performance (Ryan & Deci, 2023). Educators could leverage this by fostering learning environments that promote autonomy, competence, and relatedness, thereby enhancing students' intrinsic drive. Conversely, income received the lowest mean (3.88), indicating that while still perceived positively, financial factors presented a relatively greater challenge for participants. This aligns with findings that financial concerns can significantly impact student retention and academic persistence (Desjardins et al., 2002). Institutions should prioritize providing robust financial aid and support services to mitigate financial barriers and promote student success. The relatively Disagreeing standard deviations across all dimensions, particularly for overall personal factors (SD = 0.36), indicate an agreed degree of consistency in responses, indicating that the observed trends are representative of the participant group as a whole.

Table 4. Summary Table of Personal Factors

Dimensions	Mean	Interpretation	SD
Intrinsic motivation	4.47	Agree	0.49
Emotional wellbeing	3.98	Agree	0.50
Income	3.88	Agree	0.68

Personal factors	4.11	Agree	0.36

Table 5 presents the frequency, percentage, and mean distribution of participants' assessment of social factors related to peer relationships.

The overall mean of 3.94, interpreted as "Agree," indicates that participants generally have positive perceptions of their peer relationships. A majority of participants "Agree" (67.89%), with a smaller portion "Strongly Agree" (13.68%) and "Slightly Agree" (17.37%). A very small percentage "Disagree" (0.53%) and "Very Disagree" (0.53%). Among the specific indicators, "I feel a sense of belonging within my peer group at this college" received the highest mean (M = 4.04), indicating that a sense of belonging is a key positive aspect of peer relationships. In contrast, "My classmates provide me with both academic and emotional support" received the lowest mean (M = 3.75), indicating that while peer relationships are generally positive, the provision of academic and emotional support is perceived as relatively less strong. The standard deviation of 0.57 for the overall mean indicates Slightly Agree variability, reflecting some differences in how participants perceive their peer interactions. The relative Agree agreement on feeling a sense of belonging within the peer group underscores the importance of belongingness in the college experience. A strong sense of belonging is associated with increased student satisfaction, engagement, and persistence. This indicates that the college environment fosters a degree of social integration. The slightly higher agreement on classmates providing academic and emotional support points to a potential area for development.

While peer relationships are generally positive, enhancing the level of support peers offer each other could further strengthen the social fabric of the college community. Peer support programs and initiatives could be beneficial in this regard (Hurtado & Carter, 2023).

Table 6 presents the participants' assessment of social factors related to family support.

The overall mean of 3.94, with an interpretation of "Agree," indicates that, on average, participants generally agree that their families provide support. Looking at the frequency distribution, a significant portion of participants (43.16%) "Agree" and 28.42% "Strongly Agree," showing a generally positive sentiment towards family support. However, 24.74% "Slightly Agree," and 3.68% "Disagree," indicating that not all participants experience strong family support. Among the specific indicators, "My family offers practical help (like providing materials or transportation) to support my education" received the highest mean (M=4.28), indicating that practical assistance is a key aspect of perceived family support. In contrast, "My family regularly asks about my school projects or assignments" received the lowest mean (M=3.52), indicating this aspect of support is perceived as less consistent. This difference highlights that while tangible support is highly rated, active engagement in academic work through inquiry may be less emphasized. The standard deviation of 0.81 for the overall mean indicates a Slightly Agree amount of variability in the levels of family support experienced by participants. The Agree rating for practical help aligns with research emphasizing the importance of tangible support in student success.

Table 7 presents the participants' assessment of social factors related to faculty support.

The overall mean of 3.98, with an interpretation of "Agree," indicates that participants generally perceive faculty support positively. The majority of participants (56.32%) "Agree" and 24.21% "Strongly Agree," indicating a favorable view of faculty support. However, 17.89% "Slightly Agree," and 1.58% "Disagree," showing that a small minority has less positive perceptions. Among the specific indicators, "My professors make time to answer my questions after class or during office hours" received the highest mean (M=4.18), indicating that accessibility for questions is a strong point of faculty support. Conversely, "My professors are available to meet with me when I need academic help" received the highest mean (M=3.84), indicating that while professors are generally accessible for quick questions, availability for more in-depth academic help might be perceived as slightly less consistent. The standard deviation of 0.64 for the overall

mean indicates relatively disagreeing variability, indicating that most participants have similar perceptions of faculty support. The Agree rating for professors making time for questions aligns with research that emphasizes the importance of faculty accessibility for student learning and engagement. Institutions could explore strategies such as dedicated office hours, peer tutoring programs, and online support platforms to enhance access to academic help.

	Specific Indicators	M	Interpretation	SD
1	My professors make time to answer my questions after class or during office hours.	4.18	Agree	0.65
2	My professors provide written or verbal feedback on my assignments or exams.	3.98	Agree	0.75
3	My professors are available to meet with me when I need academic help.	3.84	Agree	0.91
4	My professors acknowledge my contributions in class (e.g., praise or mention).	3.95	Agree	0.80
5	My professors show interest in my academic progress by offering advice or guidance.	3.93	Agree	0.84

Table 8. Summary Table of Social Factors

The table reveals that across all dimensions, participants reported a generally positive perception, with all mean scores falling within the "Agree" range. Notably, faculty support exhibited the highest mean (3.98), indicating that participants perceived faculty as highly supportive. This aligns with research highlighting the positive impact of perceived faculty support on student engagement and academic achievement (Umbach & Wawrzynski, 2005). Institutions should continue to foster a culture of faculty support and accessibility to enhance student outcomes. Conversely, peer relationships and family support both received the highest mean (3.94), though still within the "Agree" range. This indicates that while participants generally perceive these areas positively, there might be some room for improvement in fostering stronger peer connections and enhancing family involvement in academic activities. Institutions should consider implementing strategies that promote peer interaction and build a sense of community, as well as create accessible opportunities for families to engage with the educational process. The relatively Disagreeing standard deviations across all dimensions, particularly for overall social factors (SD = 0.51), indicate an agreement degree of consistency in responses, indicating that the observed trends are representative of the participant group as a whole.

Table 9 presents the participants' assessment of academic factors in terms of academic engagement.

The overall mean of 4.02, interpreted as "Agree," indicates that participants generally report a good level of academic engagement. The majority of participants (62.63%) "Agree" and 21.05% "Strongly Agree," demonstrating a positive inclination towards engagement. Notably, no participants selected "Disagree" or "Very Disagree," indicating a consensus on at least some level of engagement. Among the specific indicators, "I complete all academic assignments and tasks by their deadlines" received the highest mean (M=4.35), indicating a strong tendency among participants to meet their academic obligations. In contrast, "I speak up and participate during class discussions and activities" received the highest mean (M=3.61), indicating that while students are generally engaged, active class participation may be a less consistent behavior. The standard deviation of 0.50 for the overall mean indicates relatively Disagree variability, meaning that participants' levels of academic engagement are fairly consistent. The Agree agreement on completing assignments on time aligns with research highlighting the importance of conscientiousness and responsibility in academic success. Timely completion of tasks is often linked to better grades and overall achievement (Credé & Kuncel, 2008). Educational practices should continue to

reinforce and support students in developing effective time management and organizational skills. The higher rating for class participation, while still within the "Agree" range, indicates that this aspect of engagement could be improved. Active participation in class discussions is linked to deeper learning, critical thinking, and enhanced communication skills. Educators can employ various strategies to encourage participation, such as creating a safe and inclusive classroom environment, using interactive teaching methods, and incorporating participation into course assessments.

Specific Indicators	M	Interpretation	SD
I speak up and participate in class discussions and activities.	3.61	Agree	0.85
I complete all academic assignments and tasks by their deadlines.	4.35	Agree	0.68
I take extra time to understand challenging topics or concepts.	4.15	Agree	0.67
I consistently focus on my academic responsibilities.	4.08	Agree	0.62
I review class materials regularly to reinforce my learning.	3.89	Agree	0.65

Table 10 displays the participants' assessment of academic factors in terms of their performance.

The overall mean of 4.10, interpreted as "Agree," indicates that participants generally have a positive perception of their academic performance. A significant majority of participants (61.05%) "Agree" and 27.37% "Strongly Agree," reinforcing this positive view. Only a small fraction selected "Slightly Agree" (11.05%) and an even smaller number "Very Disagree" (0.53%), with none selecting "Disagree." Among the specific indicators, "My grades reflect my effort and commitment to my studies" received the highest mean (M=4.39), indicating that participants strongly believe their grades are a valid representation of their dedication. In contrast, "I meet the academic standards set by my professors consistently" received the highest mean (M=3.81), indicating that while generally positive, participants feel slightly less strongly about consistently meeting professors' standards compared to other aspects of performance. The standard deviation of 0.53 for the overall mean indicates relatively disagreeing variability, showing consistency in how participants perceive their academic performance. The strong agreement that grades reflect effort and commitment aligns with research emphasizing the importance of intrinsic motivation and effort in academic achievement. Students who believe their hard work leads to good grades are more likely to be motivated and perform well (Ryan & Deci, 2023). Educational practices should continue to foster a learning environment where effort is valued and rewarded. The somewhat higher agreement on consistently meeting academic standards, while still positive, indicates a potential area for attention. It could indicate that students sometimes struggle to fully understand or meet the specific expectations of their professors. Clear communication of expectations, timely feedback, and support services can help students better meet academic standards (Hattie, 2009).

	Specific Indicators	M	Interpretation	SD
1	My grades reflect my effort and commitment to my studies.	4.39	Agree	0.64
2	I perform well in exams, projects, and other assessments.	4.04	Agree	0.67
3	I meet the academic standards set by my professors consistently.	3.81	Agree	0.77
4	I feel proud of my academic achievements at this institution.	4.17	Agree	0.71

5	I exceed my academic goals through dedication and hard work.	4.10	Agree	0.72

Table 11 presents a summary of the academic factors assessed in the study, encompassing academic engagement and performance, alongside the overall mean for all academic factors combined.

The table reveals that across both dimensions, participants reported a generally Agree level of positive perception, with all mean scores falling within the "Agree" range. Notably, performance exhibited the highest mean (4.10), indicating that participants perceived their academic performance as particularly strong. This finding aligns with research indicating that a sense of achievement and positive performance feedback are significant motivators for students (Bandura, 2021). Institutions should continue to foster a culture of recognizing and celebrating student accomplishments to reinforce positive performance outcomes. Conversely, academic engagement received a slightly higher mean (4.01), though still within the "Agree" range. This indicates that while participants generally perceive their engagement positively, there might be room for improvement in fostering deeper engagement. This finding underscores the potential need to implement active learning strategies and create a more inclusive and participatory classroom environment. Educators should consider incorporating interactive activities and discussions to promote active participation and deeper engagement. The relatively Disagreeing standard deviations across all dimensions, particularly for overall academic factors (SD = 0.46), indicate an agreement degree of consistency in responses, indicating that the observed trends are representative of the participant group as a whole.

Dimensions	Mean	Interpretation	SD
Academic engagement	4.01	Agree	0.50
Performance	4.10	Agree	0.53
Academic factor	4.06	Agree	0.46

Table 12 shows the frequency, percentage, and mean distribution of the participant's assessment of school operations in terms of quality of instruction.

The overall mean of 4.33, interpreted as "Agree," demonstrates a strong positive perception of the instruction quality. A significant portion of participants "Strongly Agree" (45.79%) and "Agree" (47.37%), indicating Agree satisfaction. Only a small percentage (6.84%) "Slightly Agree," and none selected "Disagree" or "Very Disagree." Among the specific indicators, "Instructors encourage students to participate and engage actively in class" (M=4.45) received the highest means, highlighting the effectiveness of instructors in fostering engagement and relevance. Conversely, "Grading in my courses is fair and consistent" received the highest mean (M=4.15), indicating that while still positive, this aspect might be a relative area of concern compared to others. The standard deviation of 0.52 for the overall mean indicates relatively Disagree variability, meaning that participants' views on instruction quality are generally consistent. The Agree ratings for instructors encouraging participation and using real-world examples align with research emphasizing active learning and the importance of contextualizing information. Active learning strategies are shown to enhance student understanding and retention while connecting theory to practice increases relevance and motivation. The slightly higher rating for fair and consistent grading, while still positive, indicates that this area could benefit from attention. Fair and consistent grading is crucial for student motivation, trust, and accurate assessment of learning. Institutions should ensure that grading policies are clear, grading practices are standardized, and instructors are trained in fair assessment methods.

Specific Indicators		M	Interpretation	SD
1	Instructors use clear teaching methods that help students understand the course content.	4.35	Agree	0.70
2	Instructors are approachable and available to provide help outside of class.	4.26	Agree	0.65
3	Instructors encourage students to participate and engage actively in class.	4.45	Agree	0.60
4	Grading in my courses is fair and consistent.	4.15	Agree	0.76
5	Instructors use real-world examples that connect theory to practical applications.	4.44	Agree	0.59

Table 13 presents the participants' assessment of school operations in terms of the program of studies.

The overall mean of 4.03, interpreted as "Agree," indicates a generally positive perception of the program. The majority of participants "Agree" (65.79%), with a smaller portion "Strongly Agree" (16.32%) and "Slightly Agree" (17.89%). None of the participants selected "Disagree" or "Very Disagree." Among the specific indicators, "The program offers opportunities for internships, fieldwork, or practicums" received the highest mean (M=4.15), indicating that participants highly value the practical experience provided by the program. In contrast, "I can easily find flexible course schedules, like evening or online classes" received the lowest mean (M=3.93), indicating that while still positive, flexibility in course scheduling might be an area where improvement could be considered. The standard deviation of 0.50 for the overall mean indicates relatively Disagree variability, showing consistency in how participants perceive the program of studies. The Agree rating for internship and fieldwork opportunities aligns with research emphasizing the importance of experiential learning. Programs that offer robust experiential learning opportunities are likely to be viewed favorably by students. The slightly lower rating for flexible course schedules indicates that this is an area where the institution could focus on improving student satisfaction. Enhancing course scheduling flexibility can contribute to a more supportive learning environment.

Specific Indicators		M	Interpretation	SD
1	I can easily find flexible course schedules, like evening or online classes.	3.93	Agree	0.81
2	The program aligns with my personal and career goals.	4.08	Agree	0.68
3	The program offers opportunities for internships, fieldwork, or practicums.	4.15	Agree	0.63
4	I receive guidance on my academic progress and course selection.	3.97	Agree	0.77
5	Graduation requirements are clearly defined and can be met within a reasonable time.	4.01	Agree	0.65

Table 14 presents the participants' assessment of school operations in terms of technology and innovations.

The overall mean of 3.82, interpreted as "Agree," indicates a generally positive sentiment towards the school's technology and innovation efforts. A majority of participants "Agree" (54.21%), with 14.74% "Strongly Agree" and a notable 30.00% "Slightly Agree." A small percentage (1.05%) "Disagree," and none "Very Disagree." Among the specific indicators, "The college encourages the use of innovation in both academic and extracurricular activities" received the Agree mean (M=4.09), indicating strong agreement with the institution's emphasis on innovation. In contrast, "Technology resources (e.g., computers, Wi-Fi) readily available and reliable on campus" received the Disagree means (M=3.22), indicating that while still in the "Agree" range, the availability and reliability of technology resources are a relative concern. The standard deviation of 0.60 for the overall mean indicates Slightly Agree variability, showing that participant opinions on technology and innovation have some degree of spread. The standard deviation for indicator 1 is notably Agree at 1.17, reflecting greater variability in responses related to technology resources. This positive perception indicates that the college's efforts to cultivate innovation are effective. Reliable technology is fundamental for effective learning in the modern educational environment. Issues with technology availability and reliability can hinder student learning, create frustration, and limit the integration of technology into teaching and learning.

Specific Indicators	M	Interpretation	SD
Technology resources (e.g., computers, Wi-Fi) are readily available and reliable on campus	3.22	Agree	1.17
Instructors use technology effectively in teaching and class activities.	3.98	Agree	0.76
Online resources such as e-books and databases are available to support my learning.	4.02	Agree	0.70
The college regularly upgrades its technology to meet modern demands.	3.79	Agree	0.80
The college encourages the use of innovation in both academic and extracurricular activities.	4.09	Agree	0.70

Table 15. Frequency, Percentage, and Mean Distribution of the participant's assessment of school operation in terms of service support for entrepreneurial activities

The overall mean of 4.03, interpreted as "Agree," indicates a generally positive perception of the support provided for entrepreneurial activities. A large majority of participants "Agree" (61.58%), with a significant 20.00% "Strongly Agree" and 18.42% "Slightly Agree." None of the participants selected "Disagree" or "Very Disagree." Among the specific indicators, "The curriculum includes courses on entrepreneurship and business management" received the Agree mean (M=4.25), indicating that participants Strongly Agree with the quality and relevance of the entrepreneurial curriculum. In contrast, "The college provides resources like co-working spaces and tools for business projects" and "There are funding opportunities, such as grants or competitions, for student business ideas" received the Disagree means (both M=3.96), indicating these areas, still positive, are perceived as slightly less strong compared to the curriculum. The standard deviation of 0.55 for the overall mean indicates Slightly Agree variability, showing some degree of spread in participant opinions. The Agree rating for the entrepreneurship and business management curriculum highlights the importance of a strong educational foundation in fostering entrepreneurial intentions and skills. The positive perception indicates the curriculum is meeting students'

needs in this regard. Enhancing these support mechanisms could further strengthen the institution's entrepreneurial ecosystem.

Specific Indicators		M	Interpretation	SD
1	The college offers programs or workshops to help develop entrepreneurial skills.	3.98	Agree	0.78
2	The curriculum includes courses on entrepreneurship and business management.	4.25	Agree	0.63
3	The college provides resources like co-working spaces and tools for business projects.	3.96	Agree	0.67
4	There are funding opportunities, such as grants or competitions, for student business ideas.	3.96	Agree	0.75
5	The college offers opportunities to collaborate with local businesses through school programs.	3.98	Agree	0.73

Table 16 presents a summary of the participant's assessment of various dimensions of school operations, including quality of instruction, a program of studies, technology, and innovation, and service support for entrepreneurial activities, along with the overall mean for school operations.

The table reveals a generally positive perception across all dimensions, with all mean scores falling within the "Agree" range. Notably, quality of instruction received the highest mean of 4.33, indicating that participants perceived the teaching and learning environment as particularly strong. Institutions should continue to prioritize faculty development and support pedagogical best practices. Conversely, technology and innovation received the lowest mean of 3.82, though still within the "Agree" range. This indicates that while participants generally agree with the college's technology and innovations, there might be some room for improvement in this area. This finding underscores the potential need for institutions to invest in and upgrade their technology infrastructure and promote innovative teaching and learning practices. Institutions should consider conducting regular assessments of their technology infrastructure and exploring opportunities to integrate innovative technologies into the curriculum. The relatively Disagreeing standard deviations across all dimensions, particularly for overall school operations (SD = 0.39), indicate an agreed degree of consistency in responses, indicating that the observed trends are representative of the participant group as a whole.

Dimensions	Mean	Interpretation	SD
Quality of instructions	4.33	Agree	0.52
Program of Studies	4.03	Agree	0.50
Technology and innovation	3.82	Agree	0.60
Service support for entrepreneurs. Activities	4.03	Agree	0.55
School operations	4.05	Agree	0.39

Table 17 presents the participants' assessment of their enrolment continuance considering cognitive factors.

The overall mean of 4.65, interpreted as "Strongly Agree," indicates a very strong positive sentiment toward continuing their enrolment. A large majority of participants "Strongly Agree" (66.32%),

with the remaining 33.16% "Agree." Only a very small fraction (0.53%) "Disagree," and none "Very Disagree" or "Slightly Agree." Among the specific indicators, "I believe finishing my studies at this college will benefit my future" received the highest mean (M=4.77), demonstrating the strongest agreement that completing their education at the institution is seen as advantageous for their future. In contrast, "I feel confident that my academic needs are being met here" received the lowest mean (M=4.51), although still within the "Strongly Agree" range, indicating it's the area where agreement is relatively less strong. The standard deviation of 0.46 for the overall mean indicates Disagree variability, highlighting an agreement degree of consensus among participants regarding their intention to continue enrolment based on cognitive factors. This finding indicates the college effectively communicates the value of its education. While still Agree, the slightly lower agreement on confidence in meeting academic needs indicates a potential area for attention. Ensuring that students feel their academic needs are fully met is crucial for maintaining satisfaction and promoting persistence.

	Specific Indicators	M	Interpretation	SD
1	I believe finishing my studies at this college will benefit my future.	4.77	Strongly Agree	0.47
2	I trust that this college supports my personal and career goals.	4.67	Strongly Agree	0.53
3	I see value in continuing my education at this college.	4.66	Strongly Agree	0.53
4	I feel confident that my academic needs are being met here.	4.51	Strongly Agree	0.62
5	I believe my education at this college will lead to better career opportunities.	4.64	Strongly Agree	0.52

Table 18 presents the participants' assessment of their enrolment continuance considering affective factors.

The overall mean of 4.33, interpreted as "Agree," indicates a generally positive emotional connection and satisfaction with their experience at the college. A majority of participants "Agree" (54.74%), with a substantial 41.05% "Strongly Agree," and a small 4.21% "Slightly Agree." None of the participants selected "Disagree" or "Very Disagree." Among the specific indicators, "I am proud to be a student of this college" received the highest mean (M=4.58), demonstrating the strongest positive emotional affiliation. In contrast, "I feel emotionally connected to the college community" received the lowest mean (M=4.11), indicating that while still positive, the emotional connection to the community is relatively less strong compared to other affective factors. The standard deviation of 0.48 for the overall mean indicates Slightly Agree variability, showing that while most participants are positive, there is some spread in their emotional responses. The strong agreement with pride in being a student highlights the role of institutional pride in fostering student retention. Students who are proud of their institution are more likely to be engaged and committed to their studies (Hausmann et al., 2007). This indicates that the college has successfully cultivated a sense of pride among its students. The slightly lower agreement on an emotional connection to the college community indicates that while students are generally satisfied, building a stronger sense of community could be a focus for improvement. A strong sense of community can enhance student well-being, increase engagement, and improve retention (Tinto, 1993). Efforts to foster connections among students, faculty, and staff might be beneficial.

Specific Indicators		M	Interpretation	SD
1	I feel emotionally connected to the college community.	4.11	Agree	0.68
2	I enjoy my experience as a student at this college.	4.35	Agree	0.66
3	I am satisfied with the quality of education I receive here.	4.16	Agree	0.66
4	I am proud to be a student of this college.	4.58	Strongly Agree	0.56
5	I feel that I belong at this college.	4.47	Agree	0.58

Table 19 presents the participants' assessment of their enrolment continuance considering behavioral factors.

The overall mean of 4.47, interpreted as "Agree," indicates a strong behavioral intention to continue their studies at the college. A majority of participants "Strongly Agree" (51.05%) and a large portion "Agree" (46.84%), with very few "Slightly Agree" (1.58%) and only one participant "Disagree" (0.53%). None of the participants selected "Very Disagree." Among the specific indicators, "I plan to complete my degree at this college" received the highest mean (M=4.75), demonstrating a very strong commitment to degree completion at the institution. In contrast, "I actively participate in both academic and extracurricular activities at this college" received the lowest mean (M=3.98), indicating that while participants intend to stay, their active participation is relatively lower compared to their commitment to completing their degree. The standard deviation of 0.46 for the overall mean indicates Slightly Agree variability, showing a consensus with some degree of spread in behavioral intentions. The Strongly Agree agreement with the plan to complete their degree signifies a strong behavioral intention, which is a key predictor of actual persistence. This indicates that students have formed a clear goal to achieve their academic objectives at the current institution. The relatively lower agreement on active participation in academic and extracurricular activities, while still in the "Agree" range, indicates a potential area for improvement. Student engagement, including active participation, is crucial for academic success, personal development, and retention. While students intend to stay, increasing their involvement could enhance their overall experience and outcomes.

Specific Indicators		M	Interpretation	SD
1	I plan to complete my degree at this college.	4.75	Strongly Agree	0.46
2	I am not considering transferring to another college or university.	4.56	Strongly Agree	0.77
3	I actively participate in both academic and extracurricular activities at this college.	3.98	Agree	0.89
4	I would recommend this college to others who are considering high er education.	4.47	Agree	0.63
5	I intend to stay enrolled here, even when faced with challenges.	4.59	Strongly Agree	0.54

Table 20 presents a summary of the participants' enrolment continuance, considering cognitive, affective, and behavioral dimensions, alongside the overall mean for continuance.

The table reveals a generally strong intention to continue enrolment across all dimensions, with all mean scores falling within the "Agree" or "Strongly Agree" range. Notably, the cognitive dimension, encompassing perceived value and quality of education, exhibited the highest mean of 4.65 (Strongly

Agree). This indicates that participants perceive a strong cognitive benefit from their college experience, reinforcing their enrolment continuance. Research has shown that perceived value and quality of education are significant predictors of student satisfaction and retention (Elliott & Healy, 2001). Institutions should continue to emphasize the long-term benefits of a college degree and maintain Agree standards of academic quality. Conversely, the affective dimension, which measures emotional connectedness to the college, received the lowest mean of 4.33 (Agree), though still indicating a positive sentiment. This indicates that while participants intend to persist, their emotional connection to the institution might be slightly less pronounced compared to cognitive or behavioral factors. This finding underscores the potential need for institutions to foster a stronger sense of belonging and community among students. Research indicates that a sense of belonging is associated with increased student engagement, persistence, and academic success (Strayhorn, 2012). Institutions should consider implementing strategies that promote student interaction, create inclusive environments, and build a strong campus community. The relatively Disagreeing standard deviations across all dimensions, particularly for overall continuance (SD = 0.40), indicate an agreed degree of consistency in responses, indicating that the observed trends are representative of the participant group as a whole.

Problem 4. Do the participants' factors and assessment of school operations significantly influence their enrolment continuance?

Ho 1. Participants' factors and assessment of school operations do not significantly influence their enrolment continuance.

Ho 2. Participants' factors do not significantly influence their enrolment continuance.

Ho 3. Participants' assessment of school operations does not significantly influence their enrolment continuance.

The result confirms that the overall regression model, when all independent variables Intrinsic Motivation, Emotional Wellbeing, Income, Peer Relationship, Family Support, Faculty Support, Academic Engagement, Performance, Quality Instruction, Program of Studies, and Technology and Innovation are combined, is statistically significant (F = 23.135, p = .000), explaining 61.1% of the variability in the dependent variable. The adjusted R² value of 0.584 further indicates a strong explanatory power of the model even after adjusting for the number of predictors. This implies that these learner factors and social operations collectively play a substantial role in influencing the outcome variable. However, it's equally important to acknowledge that 38.9% of the variability remains unexplained, indicating that other unmeasured factors also contribute to enrolment decisions. These could encompass unexpected life events, evolving career goals, or specific aspects of the learning environment not captured by the study's variables. While the statistical significance is clear, the practical implications is considered within the institution's specific context, evaluating whether the explained variance translates into meaningful improvements in retention rates. Future research should prioritize identifying and exploring these unexplained factors, potentially through qualitative methods to gain a deeper understanding of student experiences.

Other factors influencing enrolment continuance could include institutional reputation, financial constraints, career aspirations, and external opportunities. For instance, students' enrolment decisions may also be shaped by scholarship opportunities, peer influence, or emerging career trends. According to Tinto (2021), student retention is influenced by both academic and social integration, which may not be fully captured by the model. Additionally, learning environment modernization and extracurricular involvement could be influential factors that enhance student commitment and motivation to continue their education (Pascarella & Terenzini, 2020).

The regression analysis indicates that Quality Instruction (B = 0.253, Beta = 0.329, p = 0.000) has the strongest influence on enrolment continuance. With the highest Beta coefficient, it underscores the critical role of Agree-quality teaching in shaping students' academic satisfaction and persistence. The regression analysis revealed that quality instruction emerged as the most significant predictor of enrolment continuance, evidenced by the highest Beta coefficient of 0.329 and a highly significant p-value of 0.000. This underscores the pivotal role of effective teaching in shaping students' academic satisfaction and,

consequently, their persistence. Institutions should interpret this finding as a mandate to prioritize investments and strategies that enhance instructional quality, recognizing its direct impact on student retention. This includes fostering faculty development programs that emphasize effective pedagogical practices, providing resources that support innovative and engaging teaching methods, and establishing robust evaluation systems to ensure consistent instructional excellence. Understanding the specific components of quality instruction, such as clarity of explanations, instructor accessibility, and classroom engagement, is crucial for targeted improvements. Moreover, the positive influence of Agree-quality instruction extends beyond retention, potentially leading to enhanced student engagement, motivation, and long-term academic and career success. However, it's essential to acknowledge that quality instruction interacts with other factors influencing enrolment decisions. Therefore, while prioritizing instructional excellence is paramount, institutions must also address broader student needs, such as financial support and a supportive campus environment, to ensure holistic student success. The consistency of instructional quality across all courses is also important to maintain student confidence in the institution. Research by Kuh et al. (2020) supports this, indicating that students are more likely to remain in institutions offering engaging, well-structured, and impactful learning experiences. Therefore, prioritizing instructional quality is essential for fostering long-term student retention.

Next, Performance (B = 0.232, Beta = 0.306, p = 0.000) also significantly influences enrolment continuance. The regression analysis further highlighted performance as a significant predictor of enrolment continuance, with a Beta coefficient of 0.306 and a p-value of 0.000, indicating a strong statistical relationship. This underscores the importance of students' perceived academic success in their decision to persist. Students who feel they are performing well are more likely to remain enrolled, indicating that institutions should prioritize creating environments that foster student achievement and provide clear pathways to success. This finding has several implications: Firstly, institutions should focus on providing robust academic support services, including tutoring, advising, and mentorship, to ensure students have the resources they need to succeed. Secondly, clear and consistent feedback on student performance is crucial. Regular assessments and constructive feedback can help students track their progress and identify areas for improvement. Thirdly, fostering a sense of accomplishment and celebrating student achievements can positively impact motivation and persistence. Institutions should consider implementing strategies that recognize and reward student success, such as honors programs, awards, and public acknowledgments. Additionally, it is important to note that performance is often intertwined with other factors, such as quality instruction. Effective teaching can lead to improved student performance, which in turn strengthens their commitment to continuing their education. Therefore, a holistic approach that addresses both instructional quality and academic support is essential for maximizing student retention. The result highlights that students who perform well academically are more likely to persist in their studies. Bandura (2021) emphasizes the importance of self-efficacy and achievement motivation, both of which contribute to academic persistence. Institutions aiming to improve retention should focus on supporting student performance through academic programs, mentoring, and skill development initiatives.

Peer Relationships (B = 0.192, Beta = 0.273, p = 0.000) also play a significant role in students' decisions to continue their enrolment. A positive social environment, strong peer networks, and a sense of belonging are crucial for student engagement and commitment. The regression analysis further highlighted the significant role of peer relationships in influencing enrolment continuance, with a Beta coefficient of 0.273 and a p-value of 0.000, underscoring the vital connection between social dynamics and student retention. A positive social environment, characterized by strong peer networks and a sense of belonging, acts as a crucial protective factor against academic challenges and isolation, directly contributing to student well-being and engagement. Strong peer relationships facilitate collaborative learning, enhance academic motivation, and reduce stress, ultimately fostering a more supportive and enriching educational experience. To capitalize on this, institutions should prioritize the creation of inclusive environments that promote diversity, equity, and inclusion, ensuring all students feel welcomed and valued. Facilitating peer interaction through student organizations, social events, peer mentoring programs, and collaborative learning activities is essential. Moreover, making extracurricular activities as accessible as possible can provide additional avenues for students to form meaningful connections. By recognizing and nurturing the

social aspects of the student experience, institutions can significantly enhance student engagement, sense of belonging, and ultimately, retention rates. Astin (2021) highlights that social integration and collaborative learning experiences help foster academic engagement, thereby encouraging students to remain enrolled.

In contrast, Faculty Support (B = -0.113, Beta = -0.183, p = 0.006) has a significant negative effect on enrolment continuance. The counterintuitive finding that faculty support negatively impacts enrolment continuance (B = -0.113, Beta = -0.183, p = 0.006) necessitates a deeper examination of potential contributing factors. This negative influence might stem from students perceiving excessive faculty intervention as an indication of their lack of autonomy, leading to feelings of resentment. Alternatively, the type and quality of support offered might not align with students' actual needs, resulting in frustration and disengagement. It's also possible that faculty support acts as a proxy for academic difficulty, with struggling students receiving more support but remaining at a higher risk of dropout. Furthermore, perceived faculty incompetence, inconsistent support delivery, or cultural factors could contribute to this negative association. Ultimately, this unexpected finding underscores the complexity of student-faculty interactions and the critical importance of understanding not just the presence of support, but its quality, type, and the student's perception of it. Institutions must carefully design faculty support programs that empower students, foster autonomy, and are tailored to individual needs, ensuring that support is perceived as helpful rather than intrusive. This indicates that students who perceive inadequate faculty support may feel disengaged, which could lead to higher dropout rates. Tinto (2021) argues that students who feel disconnected from faculty are less likely to stay in school. Therefore, fostering stronger faculty-student relationships through mentorship programs and academic advising is crucial for enhancing student retention.

Finally, Family Support (B = -0.051, Beta = -0.104, p = 0.067) approaches statistical significance, indicating that a lack of family encouragement may have a slight negative effect on students' enrolment decisions. The finding that family support approaches statistical significance with a negative effect on enrolment continuance (B = -0.051, Beta = -0.104, p = 0.067) indicates that while not as strong as other factors, a lack of family encouragement may subtly undermine students' decisions to persist in their studies. This warrants further exploration into the nuanced ways family dynamics influence academic choices. Firstly, the marginal significance (p = 0.067) indicates a trend rather than a definitive relationship, indicating that family influence may interact with other variables or manifest differently across student populations. For instance, students who rely heavily on family for emotional or financial support might be more vulnerable to the impact of negative family attitudes. Secondly, the negative beta coefficient implies that as perceived family support decreases, the likelihood of enrolment continuance also tends to decrease. This could stem from students feeling unsupported or pressured to prioritize family obligations over their education. Furthermore, the nature of "family encouragement" is crucial. It may not simply be about direct verbal support but also encompass practical assistance, understanding of academic demands, and alignment of family values with educational goals. Conversely, a lack of perceived encouragement could translate to students feeling their academic pursuits are undervalued or dismissed, leading to decreased motivation and increased consideration of withdrawal. Finally, this finding underscores the importance of institutions recognizing the student as part of a larger social system. Educators and support staff should be mindful of potential family influences and consider incorporating strategies that engage families in a supportive manner, particularly for students who might be at higher risk of attrition due to limited family backing. While not a strong predictor, this finding aligns with literature emphasizing the role of parental involvement in student retention. Epstein (2020) indicates that emotional support and encouragement from family members play a vital role in students' academic persistence.

The multiple linear regression analysis presented in the table is based on several underlying assumptions that must be satisfied to ensure the validity and reliability of the results. First, the assumption of linearity requires that the relationship between the dependent variable—students' enrolment continuance—and each of the independent variables (personal, social, academic factors, and school operations) is linear. This assumption is essential because regression analysis models linear relationships between variables. Second, the assumption of independence of errors means that the residuals or error terms

should not be correlated with each other. Third, homoscedasticity assumes that the residuals exhibit constant variance across all levels of the independent variables. If this assumption is violated, the standard errors of the coefficients may be biased, affecting the accuracy of hypothesis testing. Fourth, the normality of residuals is required so that the error terms follow a normal distribution. Fifth, the model assumes no multicollinearity, meaning the independent variables should not be highly correlated with each other, as multicollinearity can distort the estimated coefficients and weaken the statistical power of the analysis.

In conclusion, as a whole, all the variables contribute to the variability of the model. But when taken individually the regression analysis highlights that Quality Instruction, Performance, and Peer Relationships as the most significant predictors of enrolment continuance. On the other hand, Faculty Support has a negative influence, and while Family Support approaches significance, it does not emerge as a major factor in this model. These findings emphasize the importance of both academic quality and social support systems in shaping students' decisions to continue their education. Based on the findings, the null hypotheses Ho1 and Ho2 are rejected, indicating that both personal factors and school operations, as well as personal factors alone, significantly influence enrolment continuance. Meanwhile, Ho3 is accepted, indicating that participants' assessment of school operations alone does not significantly influence their enrolment continuance.

Table 21. Regression Analysis of the influence of personal factors and assessment of school operations on their enrolment continuance.

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	1.59	.25		6.46	.00
PERSONAL FACTOR					
Intrinsic Motivation	.07	.05	.09	1.36	.18
Emotional Wellbeing	.05	.05	.06	1.12	.27
Income	-.05	.03	-.08	-1.63	.10
SOCIAL FACTOR					
Peer relationship	.19	.04	.27	4.77**	.00
Family support	-.05	.03	-.10	-1.84	.07
Faculty support	-.11	.04	-.18	-2.80	.01
ACADEMIC FACTOR					
Academic engagement	.02	.05	.03	.37	.71
Performance	.23	.05	.31	4.70**	.00
SCHOOL OPERATIONS					
Quality Instruction	.25	.05	.33	5.09**	.00
Program of Studies	-.05	.05	-.06	-1.02	.31
Technology and innovation	-.06	.04	-.09	-1.51	.13

Model Summary

R =0.78 R^2 = 0.61   Adj. R^2 = 0.58   F=23.13**   p = .00

**significant at 0.01 level

Summary, Conclusion, and Recommendations

This part deals with the summary of the problem, methods, and findings. It also features the conclusions of the study and the recommendations.

Summary

The Problem. This study aimed to investigate the predictors of students' enrolment continuance in a Community College. Specifically, this study sought to answer the following questions: 1) What is the participants' assessment in terms of intrinsic motivation, emotional well-being, income, peer relationship, family support, faculty support, academic engagement, and performance? 2) What is the participants' assessment of school operations in terms of quality of instruction, a program of studies, technology and innovations, and entrepreneurial activities? 3) What is the participants' assessment of enrolment continuance considering cognitive, affective, and behavioral? 4) Are the participants' factors and assessment of school operations significantly influence their enrolment continuance?

Methods. A descriptive research design was used in this study. Printed survey questionnaires were distributed to the participants for them to complete. The survey questionnaire was employed, involving a total of 190 Business Administration 3rd year college students from a community college. The data were analyzed using descriptive statistics, such as frequency, mean, percentages, and standard deviation, to describe the study's variables. Additionally, regression analyses were conducted to determine the significance of the variables and their interrelationships.

Findings.

The following results were disclosed after analyzing the data gathered.
1. Participants showed generally positive perceptions of personal factors. Intrinsic motivation was highest, indicating a strong internal drive. Income, while still positive, presented a relative challenge. Responses were consistent across participants. Moreover, participants expressed positive views on social factors. Faculty support was rated the highest, indicating strong support from instructors. Peer and family support were also seen favorably, though slightly less so, indicating potential areas for growth. The responses showed a consistent pattern across the group. Lastly, participants reported Agree on positive perceptions of academic factors. Academic performance was rated slightly higher, indicating a strong sense of achievement. Academic engagement was also positive, but with potential for deeper development. Responses showed consistency across participants.
2. Participants generally perceived school operations positively. Quality of instruction received the highest rating, indicating a strong teaching environment. Technology and innovation, while still positive, had the lowest rating, indicating potential for improvement. Responses were consistent across participants.
3. Participants showed a strong intention to continue enrolment. The cognitive dimension (perceived value and quality) was rated highest. The affective dimension (emotional connectedness) was slightly lower, indicating a need for stronger community building. Responses were consistent across participants.
4. The regression model shows that not all personal factors and school operations significantly influence enrolment continuance. Quality instruction, performance, and peer relationships positively predict continuance. Interestingly, faculty support has a negative influence.

Conclusion

Based on these findings, several aspects of Tinto's Student Integration Model appear confirmed. The strong positive influence of academic performance particularly peer relationships on enrolment

continuance aligns with Tinto's emphasis on academic and social integration as key drivers of student persistence. The positive perceptions of faculty support and quality of instruction also indicate a supportive academic community, a crucial element in Tinto's theory. However, the unexpected negative association of faculty support and the slight negative trend for family support deviate from Tinto's traditional model, which typically posits these as positive influences on social integration and commitment to the institution. While the importance of cognitive factors like perceived value and quality resonates with students' commitment to educational goals, the identified need to strengthen the affective dimension through community building further underscores Tinto's emphasis on social integration, indicating that while academic integration might be strong, fostering a stronger sense of belonging and emotional connection could further enhance retention. Therefore, while some elements of Tinto's theory are supported by the positive impact of academic and social integration factors, the nuanced findings regarding faculty and family support indicate a more complex interplay of these elements within this specific context, warranting further investigation into potential mediating factors or unique characteristics of this student population.

The regression analysis further substantiates these insights by quantifying the degree to which each factor significantly predicts enrollment continuance, with academic performance, peer relationships, and quality of instruction emerging as statistically significant positive predictors, while faculty support surprisingly shows a significant negative association. This analytical approach not only confirms the strength of academic and social integration variables but also reveals nuanced relationships that call for deeper exploration.

Overall, these results show the importance of maintaining Agree-quality instruction and fostering positive peer environments to bolster retention, while also highlighting the need to investigate and potentially address the unexpected negative influences of faculty and family support and to cultivate a stronger sense of community to enhance students' emotional connection to the institution.

Recommendations

In light of the results and the gap in the study, the following are indicated.

1.   To School Administrators:

It is recommended that school leaders prioritize the continuous improvement of instructional quality by investing in faculty development programs, regular classroom observations, and feedback systems. Since quality instruction significantly influences positive student outcomes, administrators should ensure that teaching practices are student-centered, engaging, and aligned with academic standards. Moreover, policies that foster a supportive academic environment and monitor student performance should be strengthened.

2.   To Teachers and Academic Staff:

Given the strong impact of academic performance and peer relationships, teachers are encouraged to implement strategies that promote collaborative learning, peer mentoring, and student engagement. Facilitating inclusive classroom discussions, group tasks, and cooperative projects may enhance peer interactions and academic motivation. Teachers should also reflect on how their support is perceived by students, ensuring that guidance is constructive, encouraging, and responsive to students' diverse needs.

3.   To the Students, Parents and Guardians:

Students are encouraged to actively engage in peer groups and campus activities to strengthen their social connections and deepen their emotional attachment to the college, supporting their persistence. They should also continue utilizing academic resources to sustain Agree performance and seek opportunities that build a stronger sense of belonging. Parents and guardians are advised to provide balanced support that encourages student independence while maintaining open communication about academic and personal progress. Additionally, they should motivate students to participate in campus and community activities, helping them build wider support networks that reinforce their commitment to continue their education.

4.   To Future Researchers:

Future studies are encouraged to explore additional variables not covered in this research, such as learning environments, institutional support systems, or personal challenges outside the academic domain, to better explain the remaining variance. Qualitative approaches may also be used to understand the nuanced reasons behind the negative perception of faculty support and how it can be addressed constructively. Comparative studies across different academic programs or school settings may also provide broader insights.

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