



Determinants of interest toward schooling among the grade 7 students of San-francisco national high school, San Francisco (Anao-Aon), Surigao Del Norte

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Abstract

Interest toward schooling is a process that contributes to learning and achievement. That is, being interested in coming to school is a mental resource that enhances learning, which then leads to better performance and achievement.

Due to alarming attendance problem that may lead to dropping out, the study attempts to establish a baseline quantitative data on the Grade 7 students. 141 Grade 7 students were selected from the whole population.

It was found out that Family Background ranked first as the most influential determinant of interest toward schooling. It is followed by *Teacher Factor* which ranked second. Meanwhile, *Academic Performance* ranked third, *Residence/Location* ranked fourth, *Financial-related Factor* ranked fifth, and *Health* is last in rank. Overall, the respondents *Agree* that the determinants mentioned in the study are *Influential* to students' interest toward schooling. In addition, no significant difference on the determinants of interest toward schooling when respondents are grouped based on their profile variables.

Keywords: interest, schooling, attitude, determinants of interest, influence in learning, academic performance

Introduction

Education is a key to the realization of most of the goals and targets of the global Sustainable Development Goals (SDGs). Education as a development tool is upheld by most development theorist as essential in the progression of every society. Thus, the importance of education cannot be ignored in every changing global circumstance. It is fundamental for every individual that are basic units of the society. However, students' attitude toward schooling is continuously challenged by different factors.

As stated by Pan & Gauvain (2012), it has been well established that motivation is key to predicting students' success. This means that interest in schooling plays a major role in the students' attitude. As a way of seeking better understanding of and combating the negative effects of some factors that may lead to dropping from school, this investigation is not only centered on ascertaining the actual magnitude of some factors.

Factors that influence students' overall performance and interest at the secondary school are not conclusively known and could multivariate nature. They might include students' attitude towards school, interest in learning, study habit, attribution, self-efficacy, intelligence, and motivation. Udoh (2005) maintained that academic performance of students is phenomenon that has educational, psychological and sociological connotation. Since students' academic performance depends on a number of variables, performance could be enhanced through identifying each of such variables.

In the same light, attitude towards schooling denotes a positive or negative predisposition towards schooling and every activity in the school environment, which could be cognitive, emotional, or behavioral (Bernstein, Penner, Clarke-Stewart & Roy, 2006). They are important to educational psychology because they strongly influence social thought, the way an individual thinks about and social information. Moreover, students' attitude to

school can be seen as a disposition towards learning, working with others and functioning in a social institution. Attitude to school can be, for some students, indicative of educational success and well-being. As such, this perception deserves to be treated alongside academic performance, an important outcome of schooling.

It is for this reason that this investigation is necessarily embarked on to critically study the relationship and the extent to which students' attitude towards school can predict their academic success. The current researchers are poised to investigating and identifying the determinants of attitude toward schooling among the Grade 7 learners of San Francisco National High School. This is to find out the factors that contribute to their attitude and determine variables centered on students' response and personal perception.

Methodology

This chapter presents the research design, participants, instrument, data gathering procedure, and data analysis of the study at hand. It discusses the underlying principle on the use of research design, the conditions for the sample selection, reliability and validity of the instrument, data gathering procedure, basis for employing the different statistical techniques in the treatment of data and the ethics in research.

Research Design

The study made use of quantitative-descriptive research design to help the researchers plan and carry out the study.

Respondents

The participants of the study were 141 Grade 7 students of San Francisco National High School-San Francisco, Surigao del

Norte who were enrolled during the school year 2019-2020. Random sampling was used for the sample selection.

Instrument

In gathering the data, a validated researcher-made questionnaire consisted of two parts was utilized. The first part sought to identify the demographic profile of the respondents and the second part determined the determinants of interest toward schooling among the Grade 7 students of San Francisco National High School.

Data Gathering Procedure

The researchers asked permission through a letter sent to the principal of the secondary school. In the letter, the researchers asked consent to administer the questionnaire to the students. Upon approval, the researcher personally distributed the questionnaires to the student-respondents. The researchers themselves administered the questionnaires by conducting home visitation to each of the participants to explain the rationale of the study. The data were gathered, tabulated, analyzed, and interpreted.

Data Analysis

The following statistical tools were utilized in analyzing the data:

Frequency Count and Percentage Distribution. These tools were used to describe the distribution of the participants in terms of level of proficiency and competence.

Weighted Mean and Standard Deviation. These tools were utilized to determine respondents' levels of speaking and writing proficiency.

Analysis of Variance (ANOVA). This was used to determine the significant difference on the interest toward schooling when grouped according to their profile variables.

Ethics in Research

To ensure the protection of the participants in the study, the researcher took some important considerations at the time of data collection. The researcher guaranteed all participants that all data maintained secured and pseudonyms are used to protect their identity.

All data collected are used for this research purpose only.

Results, Findings and Analysis

This section presents the result of the study. The presentation and discussion of the data follow the sequence of the research problems.

Table 1 shows the demographic profile of the respondents.

Table 1: Profile of the Respondents

Demographic Profile	Category	Frequency	Percentage
Age	11 years old below	22	16%
	12 years old	86	61%
	13 years old above	33	23%
Gender	Male	68	48%
	Female	73	52%
Income of Parents	P 5,000-10,000	123	88%
	P 11,000-16,000	6	4%
	P17,000-20,000	4	3%
	P21,000-30,0000	2	1%
	P31,000-above	6	4%
Educational Attainment of Parents	College graduate	20	14%
	College level	20	14%
	High school graduate	18	13%
	High school level	53	38%
	Elementary graduate	30	21%
Total		141	100%

The results reflected on the table show the profile of the respondents in terms of age, gender, income and educational attainment of parents. As indicated in the same table, 22 (16%) are 11 years old below, 86 (61%) are 12 years old, and 33 (23%) of them are 13 years old above. Majority of the respondents are in the appropriate and ideal age for their grade level.

In terms of gender, 68 (48%) of the respondents are males and 73 (52%) are females with the total of 141. The result shows that female students are greater in number. As to the income of parents, it can be gleaned from the table that there are 123 (88%) respondents whose parents have an income of P5, 000 to P10, 000. 6 (4%) of their parents have an income ranging from P11,000 to P15,000 and P31,000 above, respectively. 4 (3%) of the respondents' parents have an income of P17,000 to P20,000

and 2 (1%) have an income of P21,000- P30,000. This implies that most of the respondents' parents are minimum wage earners. However, the income may not be sufficient to support the needs of the family due to some factors like number of siblings in the family. Thus, an inevitable degree of shortage or insufficiency may arise in terms of school expenses and needs.

In terms of educational attainment of parents, 53 (38%) of the respondents' parents are high school level. 30 (21%) of their parents finished elementary education, 18 (13%) are high school graduate and 20 (14%) are college level and college graduate, respectively. It can be seen that most of the respondents' parents have not finished high school and only few of them are able to graduate in college.

4. Teacher Factor				
4.1 My teachers' competence and knowledge interest me to come to school.	3.33	0.96	Strongly Agree	Very Influential
4.2 My teachers' strategies are varied recognizing individual differences.	3.30	0.83	Strongly Agree	Very Influential
4.3 My teachers motivate me in coming to school.	3.46	0.97	Strongly Agree	Very Influential
4.4 My teachers' language is clear and understandable.	3.35	1.02	Strongly Agree	Very Influential
4.5 My teachers are friendly and approachable.	3.23	1.04	Agree	Influential
Average	3.33	0.96	Strongly Agree	Very Influential
5. Residence/Location				
5.1 I walk long distances to and from school every day.	2.71	1.10	Agree	Influential
5.2 There are only few transport vehicles reaching my barangay.	2.64	1.15	Agree	Influential
5.3 Commuting to school is risky and costly because of the distance.	2.49	1.15	Disagree	Slightly Influential
5.4 The location of the school is not accessible from the students' residence.	2.35	1.12	Disagree	Slightly Influential
5.5 I have irregular and inconsistent attendance in my classes due to distance.	2.30	1.24	Disagree	Slightly Influential
Average	2.50	1.15	Agree	Influential
6. Financial-related Problems				
6.1 My parents' income is not enough for the needs of my family.	2.32	1.28	Disagree	Slightly Influential
6.2 I am late and absent in my classes because my parents are financially challenged.	2.27	1.13	Disagree	Slightly Influential
6.3 I lack focus and concentration in school because of my poverty.	2.65	1.16	Agree	Influential
6.4 I am late and absent because I have to help my parents earn money.	2.54	1.25	Agree	Influential
6.5 I have poor skills in literacy and numeracy because of poverty.	2.31	1.30	Disagree	Slightly Influential
Average	2.42	1.22	Disagree	Slightly Influential
General Average	2.75	1.10	Agree	Influential

Determinant of Interest	M	SD	VI	QD
1. Family Background				
1.1 Parents show interest in sending children to school.	3.70	0.69	Strongly Agree	Very Influential
1.2 Parents give importance to education.	3.38	0.90	Strongly Agree	Very Influential
1.3 Parents talk with their children regarding schooling.	3.29	1.02	Strongly Agree	Very Influential
1.4 Parents are involved in their children's studies giving help in assignments and home works.	3.55	0.70	Strongly Agree	Very Influential
1.5 Parents give encouragement and motivation reinforcing students' interest.	3.00	1.23	Agree	Influential
Average	3.38	0.91	Strongly Agree	Very Influential
2. Health Status				
2.1 I am sickly and that affects my attitude in schooling.	2.15	1.12	Disagree	Slightly Influential
2.2 I have poor health practice like skipping meals and eating unhealthy food.	2.48	1.19	Disagree	Slightly Influential
2.3 I have a chronic disease or ailment.	2.16	1.26	Disagree	Slightly Influential
2.4 I experience common ailments such as diarrheal disease and respiratory infections.	2.25	1.20	Disagree	Slightly Influential
2.5 I have micronutrient deficiency due to lack of vitamins and minerals.	2.19	1.22	Disagree	Slightly Influential
Average	2.25	1.20	Disagree	Slightly Influential
3. Academic Performance				
3.1 I am left behind in every different task and activity.	2.65	1.16	Agree	Influential
3.2 I have failing grades in any of my subject areas.	2.62	1.24	Agree	Influential
3.3 I feel discouraged when I do not meet my target in every given written work, performance task, and quarterly assessment.	2.35	1.15	Disagree	Slightly Influential
3.4 I am proficient in some subjects like English and Mathematics.	2.74	1.08	Agree	Influential
3.5 I am interested to come to school because I am an honor student.	2.69	1.15	Agree	Influential
Average	2.61	1.16	Agree	Influential

Table 2: Determinants of Interest toward Schooling

Legend: Verbal Interpretation Qualitative Description

3.25-4.00 Strongly Agree Very Influential 2.50-3.24 Agree Influential 1.75-2.49 Disagree Slightly Influential 1.00-1.74 Strongly Disagree Not at All Influential

The figures shown in Table 2 the determinants of interest toward schooling. In terms of *Family Background*, the respondents *Strongly Agree* (M= 3.38, SD=0.91) qualitatively described as *Very Influential* toward the interest of the students in schooling.

This means that the positive attitude of parents on their children's schooling contribute greatly to the interest of the students. According to Holmes (2003), the perception of parents about education may also important for the attitude of students in schools. It is argued that education parents are more inclined to send their children to schools than those parents who are illiterate. Kukreti and Saxena (2004) stated in his study that was conducted

in India that poverty linked to illiterate parents is one of the factors that affects interest toward schooling.

When parents are involved in their children's studies and giving them help in their tasks and assignments, it gives them motivation and encouragement that reinforces their interest in schooling.

Another factor in the study is *Health Status* ($M=2.25$, $SD=1.20$), the table shows that the respondents *Disagree*, qualitatively described *Slightly Influential*. From this, the respondents do not experience sickness and they do not have poor health habits. They do not have chronic illnesses and micronutrient deficiency that may adversely affect their interest toward schooling. For McCaughtry, Martin, Fahlman, & Shen (2012), health status is directly related to nutrition and is closely linked to overall physical health. Nutrition has become an increasingly problematic issue for school-aged children. However, based on the data, the health status of the respondents does not have problems and thus they are considered healthy. They have favorable nutritional status, hence it is not affect the interest of students in coming to school.

In terms of *Academic Performance* ($M=2.61$, $SD=1.16$), the respondents *Agree* qualitatively described as *Influential* to their interest in school. The students affirm that low academic achievement has an influence to their self-esteem and motivation. Consequently, this may lead to frequent repetition of failure, despite their abilities that qualify them to get the best marks. According to Neild & Balfanz,(2006), performance indicators that can identify students at risk of dropping out as with a high degree of certainty. In their study, students lose interest that result to dropping out due poor academic performance. It is seen that students failed mathematics and/or English, and other major subjects have at least 75% chance of dropping.

In other words, Al-Zoubi (2015) insisted that academic performance may be a factor that affects interest toward schooling. If students are proficient in any of the subjects areas, it has a traditional interpretation which is considered a means to satisfy a specific need or desire to achieve the indicated goal, and if it is not achieved the result will be the failure.

As to *Teacher Factor*, the respondents *Strongly Agree* qualitatively interpreted as *Very Influential* as a determinant of interest toward schooling. Teachers, as the facilitator of learning in the classroom play a vital role in promoting positive attitude in students to attend classes. This blend with the study conducted by Sutcliff (2011), among school-related factors, teachers matter most. The teacher is the single most important resource to a student's learning and interest. Schools have an impact on student learning, but more importantly, the largest influence on student learning and interest can be traced to teachers.

Further, another study indicates that teacher's attitude contributes significantly to student attention in classrooms (Wirth, 2013). In yet another study, it is illustrated that student's attitude was related to teacher characteristics (Adesoji, 2008). Therefore, it is clear that the teacher plays a significant role in the shaping and performance of a students and their interest.

In terms of *Residence/Location*, the respondents *Agree* qualitatively described *Influential* ($M= 2.50$, $SD=1.15$) as a factor toward interest in schooling. This implies that although learners considered themselves walking long distance and responded that few vehicles reach their place, they do not consider them as hindrance in coming to school. Thus, based on the result, it does not lead them to absenteeism and tardiness.

The result is contrary to Arubayi & Duze (2005) who stated that when the distances travelled to school is too far for the child, besides fatigue, there is the tendency for the child to lose interest at school and begin to be truant, and may drop out of school completely.

Walking distance has been identified by several researchers appears to be a common factor for poor academic performance and diminishing interest toward schooling. However, the result does not directly indicate of the influence of distance toward the interest of students in schooling.

As to *Financial-related Factor*, the respondents *Disagree* qualitatively described *Slightly Influential* ($M=2.42$, $SD=1.22$) as a determinant of interest toward schooling. The result is opposite to many literature reviews found. According to Aikens & Barbarin, (2008), the school systems in low social economic status communities are often under resourced, negatively affecting students' academic progress and outcomes (Inadequate education and increased dropout rates affect children's academic achievement, perpetuating the low-SES status of the community. The results show that the respondents disagree that their families have low income or financially challenged. On the other side, they agree that poverty is the main reason of lack of focus on their studies and poor literacy and numeracy skills. As supported by Buckingham, Wheldall, & Beaman-Wheldall (2013) who opined that children from low-SES families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language.

In general, the results reveal that the respondent *Agree* qualitatively described *Influential* ($M=2.75$, $SD=1.10$). This means that they the determinants have influence on their interest toward schooling. Based on the context of this study, many factors influence the educational outcome of students and their interest toward schooling. These factors may make an impact or not on their interests. The students rate themselves based on their individual experiences and have established that these determinants do not have direct influence on their interest towards schooling. On the other hand, these factors may not be ignored for their influence depends on how students may have experienced them. Without development of the right attitudes, students may not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances and the necessary situation to achieve in their academic pursuit (Kuusinen & Leskinen, 1988).

Table 3: Influential Determinants of Interest toward Schooling

Determinant of Interest	M	SD	Verbal Interpretation	Qualitative Description	Rank
Family Background	3.38	0.91	Strongly Agree	Very Influential	1 st
Health Status	2.25	1.20	Disagree	Slightly Influential	6 th
Academic Performance	2.61	1.16	Agree	Influential	3 rd
Teacher Factor	3.33	0.96	Strongly Agree	Very Influential	2 nd

Residence/ Location	2.50	1.15	Agree	Influential	4 th
Financial- related Problem	2.42	1.22	Disagree	Slightly Influential	5 th
General Average	2.75	1.10	Agree	Influential	

As gleaned in the table are the influential factors on the interest of the respondents toward schooling. In average, it is clearly shown in the table that *Family Background* ranked first ($M=3.38$, $SD=0.91$) as the most influential determinant. It is followed by *Teacher Factor* ($M=3.33$, $SD=0.96$) which ranked second. Meanwhile, *Academic Performance* ($M=2.61$, $SD=1.16$) ranked third, *Residence/Location* ($M=2.50$, $SD=1.15$) ranked fourth, *Financial-related Factor* ($M=2.42$, $SD=1.22$) ranked fifth, and *Health Status* ($M=2.25$, $SD=1.20$) is last in rank.

Overall, the respondents *Agree* ($M=2.75$, $SD=1.10$) that the determinants mentioned in the study are *Influential* to students' interest toward schooling. Based on the context of this study,

many factors influence the educational outcome of students and their interest toward schooling. These factors may make an impact or not on their interests. The students rate themselves based on their individual experiences and have established that these determinants do not have direct influence on their interest towards schooling. On the other hand, these factors may not be ignored for their influence depends on how students may have experienced them. Without development of the right attitudes, students may not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances and the necessary situation to achieve in their academic pursuit (Kuusinen & Leskinen, 1988).

Table 4: Significant Difference between the Determinants of Interest toward Schooling when Grouped according to their Profile Variables

Profile Variable	Determinant of Interest	Sum of Sq.	df	Mean Sq.	F	Sig.
Age	Family Background	1.088	2	.544	.670	.513
	Health Status	4.446	2	2.223	1.508	.225
	Academic Performance	.443	2	.221	.164	.849
	Teacher Factor	2.474	2	1.237	1.190	.307
	Residence/Location	4.719	2	2.360	1.545	.217
	Financial-related Factor	4.362	2	2.181	1.309	.273
Gender	Family Background	.180	1	.180	.118	.732
	Health Status	2.290	1	2.290	1.549	.215
	Academic Performance	.406	1	.406	.304	.583
	Teacher Factor	1.654	1	1.654	1.593	.209
	Residence/Location	1.936	1	1.936	1.260	.264
	Financial-related Factor	.506	1	.506	.301	.584
Parents' Educational Attainment	Family Background	14.013	5	2.803	2.066	.073
	Health Status	1.752	5	.350	.230	.949
	Academic Performance	10.674	5	2.135	1.641	.153
	Teacher Factor	1.748	5	.350	.327	.896
	Residence/Location	11.360	5	2.272	1.503	.193
	Financial-Related Factor	15.042	5	3.008	1.853	.107
Family Income	Family Background	.753	5	.151	.096	.993
	Health Status	9.338	5	1.868	1.270	.280
	Academic Performance	4.311	5	.862	.640	.670
	Teacher Factor	5.763	5	1.153	1.110	.358
	Residence/Location	4.614	5	.923	.591	.707
	Financial-related Factor	5.224	5	1.045	.616	.688

Table 3 reveals the difference on the determinants of interest toward schooling when grouped according to their profile variables. It can be seen that the variables and indicators of the study do not show significant difference. The computed p-values (Sig.) exceed the alpha level of 0.05. This indicates that the respondents do not differ on how they rate themselves in terms of the determinants of interest toward schooling when grouped according to their profile variables. This further implies that the when respondents are grouped based on their profile, no significant differences on their responses. Therefore, the null hypothesis is accepted.

Discussion

Interest toward schooling is often thought of as a process that contributes to learning and achievement. That is, being interested in coming to school is a mental resource that enhances learning, which then leads to better performance and achievement.

Identifying the factors that affect interest toward schooling helps the administrators, teachers, students, and the school as a whole in addressing absenteeism and tardiness among learners.

It was found out that *Family Background* ($M=3.38$, $SD=0.91$) ranked first as the most influential determinant of interest toward schooling. It is followed by *Teacher Factor* ($M=3.33$, $SD=0.96$) which ranked second. Meanwhile, *Academic Performance* ($M=2.61$, $SD=1.16$) ranked third, *Residence/Location* ($M=2.50$, $SD=1.15$) ranked fourth, *Financial-related Factor* ($M=2.42$, $SD=1.22$) ranked fifth, and *Health Status* ($M=2.25$, $SD=1.20$) is last in rank. Overall, the respondents *Agree* ($M=2.75$, $SD=1.10$) that the determinants mentioned in the study are *Influential* to students' interest toward schooling. In addition, no significant difference on the determinants of interest toward schooling when respondents are grouped based on their profile variables. Based on the context of this study, many factors influence the

educational outcome of students and their interest toward schooling.

Summary

The study indicated the determinants of interest toward schooling among the Grade 7 students of San Francisco National High School for school year 2019-2020 based on a researcher-made questionnaire. The descriptive-quantitative design was used in ascertaining from the respondents. There were 141 students involved in the study.

In general, a number of determinants were provided evidence that were analyzed according to how the respondents answered the questionnaire. In the study, the determinants were: Family Background, Health Status, Academic Performance, Teacher Factor, Residence or Location, and Financial-related Factor. These factors were rated by the students based on their experience and how they were influenced by the given determinants.

In gathering the data, the researchers made use of a questionnaire validated by the experts. The statistical tools employed were the frequency percentage count, which was used identifying the distribution of the respondents based on their demographic profile, mean and standard deviation were used in determining the factors that influenced the interest of the students toward schooling, and ANOVA in determining significant difference.

Findings

The following are the findings of the study:

1. The demographic profile of the respondents revealed that, 22 (16%) are 11 years old below, 86 (61%) are 12 years old, and 33 (23%) of them are 13 years old above. In terms of gender, 68 (48%) of the respondents are males and 73 (52%) are females with the total of 141.

As to the income of parents, it can be gleaned from the table that there are 123 (88%) respondents whose parents have an income of P5, 000 to P10, 000. 6 (4%) of their parents have an income ranging from P11,000 to P15,000 and P31,000 above, respectively. 4 (3%) of the respondents' parents have an income of P17,000 to P20,000 and 2 (1%) have an income of P21,000-P30,000.

In terms of educational attainment of parents, 53 (38%) of the respondents' parents are high school level. 30 (21%) of their parents finished elementary education, 18 (13%) are high school graduate and 20 (14%) are college level and college graduate, respectively.

2. Based on the data gathering tool used, the respondents *Strongly Agree* ($\bar{M}=3.38$, $SD=0.91$) as to *Family Background* and *Teacher Factor* ($\bar{M}=3.33$, $SD=0.96$) qualitatively described as *Very Influential* as determinants of interest toward schooling. In terms of *Health Status* and *Financial-related Problems*, the respondents *Disagree* ($\bar{M}=2.25$, $SD=1.20$) and ($\bar{M}=2.42$, $SD=1.22$), respectively, qualitatively described as *Slightly Influential* to their interest in coming to school. Lastly, as to *Academic Performance* and *Residence/ Location*, the respondents *Agree* ($\bar{M}=2.61$, $SD=1.16$) and ($\bar{M}=2.50$, $SD=1.15$) qualitatively described *Influential* as determinants of interest toward schooling.
3. In average, it is clearly shown in the table that *Family Background* ranked first ($\bar{M}=3.38$, $SD=0.91$) as the most influential determinant. It is followed by *Teacher Factor*

($\bar{M}=3.33$, $SD=0.96$) which ranked second. Meanwhile, *Academic Performance* ($\bar{M}=2.61$, $SD=1.16$) ranked third, *Residence/Location* ($\bar{M}=2.50$, $SD=1.15$) ranked fourth, *Financial-related Factor* ($\bar{M}=2.42$, $SD=1.22$) ranked fifth, and *Health Status* ($\bar{M}=2.25$, $SD=1.20$) is last in rank.

4. Overall, the respondents *Agree* ($\bar{M}=2.75$, $SD=1.10$) that the determinants mentioned in the study are *Influential* to students' interest toward schooling.
5. There is no significant difference between the determinants of interest toward schooling when respondents are grouped according to their profile variables.

Conclusions

The following are the conclusions drawn from the study:

1. Majority of the respondents are ages 12 years old. There are more female respondents than the male. As to the income, most of the respondents' parents have an income of P5, 000 to P10, 000. Only few of them have the income of P11,000- P30,000 above. In terms of educational attainment of parents, most of the respondents have parents who are high school level. Some of their parents finished elementary and high school education. Few of them are college level and college graduate.
2. Based on the data gathering tool used, the respondents considered *Family Background* and *Teacher Factor* as the most influential determinant of interest toward the schooling. *Health Status* and *Financial-related Problems* are described as *Slightly Influential*. And lastly, *Academic Performance* and *Residence/ Location* are described as *Influential* toward their interest in schooling.
3. Based on their corresponding average mean, *Family Background* ranked first as the most influential determinant. *Teacher Factor* (which ranked second. Meanwhile, *Academic Performance* ranked third, *Residence/Location* ranked fourth, *Financial-related Factor* ranked fifth, and *Health Status* is last in rank.
4. Overall, the respondents *Agree* that the determinants mentioned in the study are *Influential* to students' interest toward schooling.
5. There is no significant difference between the determinants of interest toward schooling when respondents are grouped according to their profile variables. Therefore, the null hypothesis is accepted.

Recommendations

In the light of the findings and conclusions of the study, the following are recommended:

1. The school should foster a child-friendly environment conducive to learning that sustains the interest of the learners in attending to school.
2. School administrators should maximize opportunities aimed to help learners develop interest in learning.
3. As the most influential factor, teachers should develop a climate of harmony and promote a non-threatening atmosphere for learning to stimulate and sustain students' interest in their studies.
4. Teachers should address diversity of learners in school by providing varied opportunities for a meaningful and successful learning process.

5. Teachers should act as second parents by motivating learners in their studies.
6. Parents should instill in children a positive attitude toward learning that may contribute to their positive attitude in school.
7. Parents should encourage and motivate their children in coming to school for they play a vital role in sustaining the interest of the learners.
8. Partnership between the school and the parents should be strengthened to monitor children progress in school and inculcate the importance of education.
9. Students should realize the significance of education in all aspects of life and they have to remain driven and steadfast in their academic pursuit.

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