

Factors Influencing the Decision of Nursing Student Transferees to Enroll at Perpetual Help College of Manila

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Abstract

The purpose of this study is to determine the factors influencing the decision of nursing student transferees to enroll at Perpetual Help College of Manila during the Academic Year 2024–2025. It specifically aimed to identify the personal, social, academic, socioeconomic, and demographic factors that affect their decision to transfer, and to determine whether there is a significant relationship between these factors and the institution's reputation.

A descriptive-correlational research design was used in this study. The respondents were nursing student transferees from different year levels. A structured survey questionnaire was utilized to gather data. The collected data were analyzed using frequency, percentage, weighted mean, and correlation analysis to determine the relationship between the variables.

The results revealed that the respondents generally agreed that different factors influenced their decision to transfer. Personal factors, particularly the desire for a better future, were found to be the most influential. This was followed by academic and social factors such as peer recommendations and opportunities for hands-on clinical training. Financial considerations, including tuition fees and other expenses, were also influential. Furthermore, the findings showed a moderate, positive, and statistically significant relationship between the decision-making factors and the institution's reputation. The study concludes that while various factors affect students' transfer decisions, personal goals and perceived academic quality have a stronger influence, with institutional reputation serving as an important supporting factor in the decision-making process.

Keywords: *Student transfer, nursing students, academic struggles, financial difficulties, institutional policies.*



INTRODUCTION

Student transferring in other schools have become increasingly common as students seek institutions that better meet their academic goals, personal circumstances, and overall learning needs. Various challenges, including academic demands, social adjustment issues, personal concerns, and financial limitations, often influence students' decisions to leave their original institutions. Understanding these factors is essential for higher education institutions in developing effective support systems and improving student retention.

Perpetual Help College of Manila is recognized for providing quality education and has attracted a growing number of transferee students, particularly in the Nursing program. Many nursing students choose to transfer to institutions they perceive as offering stronger academic programs, a supportive learning environment, and a positive institutional reputation. Despite the increasing number of transferees, the specific factors that motivate nursing students to enroll at Perpetual Help College of Manila remain insufficiently examined. There is limited evidence on how personal, social, academic, and socioeconomic factors influence students' transfer decisions and how these factors relate to perceptions of institutional reputation.

STATEMENT OF THE PROBLEM

To address this gap, this study aims to identify the factors that influence nursing student transferees to enroll at Perpetual Help College of Manila. In particular, this study seeks to answer the following particular questions:

1. What are the demographic profiles of the respondents according to:
 1. Previous school
 2. Address
2. What is the respondents' perception on the factors influencing nursing students to transfer at Perpetual Help College of Manila in terms of:
 1. Academic
 2. Social
 3. Personal
 4. Socio Economic
3. What role does the reputation of Perpetual Help College of Manila play in the decision-making process of transferring students?
4. Is there a significant relationship between factors influencing nursing students to transfer and the role of the institution's reputation in the decision-making process?
5. Based on the study's findings, what recommendations or action plans can be proposed to address the factors influencing student transfers and enhance retention rates?



METHODS AND MATERIALS

RESEARCH DESIGN

The study utilized a quantitative, descriptive correlational research design which delves into the relationship between the factors and the decision of the students to transfer at Perpetual Help College of Manila.

The study gathered two types of data: primary and secondary. All levels of nursing students who had transferred to Perpetual Help College of Manila were the primary source of data. Through surveys and questionnaires, the researchers gathered data from these students, asking them questions such as personal values, academic support, academic resources, availability of financial aid, travel costs and personal convenience. To support the primary data, the study also utilized secondary sources, including books, academic thesis, research articles, journals, and online resources.

POPULATION OF THE STUDY

The respondents of this study were nursing student transferees from all level during the school year 2024-2025. They were selected because their decision to transfer may be influenced by different factors such as personal, social, academic, and socio-economic conditions. These experiences make them appropriate participants, as they can provide relevant information needed to examine the relationship among the variables in the study.



INSTRUMENTATION AND VALIDATION

To create a useful instrument for the study entitled “*Factors Influencing the Decision to Transfer Among Nursing Students at Perpetual Help College of Manila and the Role of the Institution’s Reputation in the Decision-Making Process,*” a structured questionnaire survey was developed.

This instrument was designed to gather data consistent with the variables presented in the study, namely: (1) Demographic Profile of the respondents, (2) Factors Influencing Students’ Decision to Transfer, and (3) The Role of the Institution’s Reputation in the Decision-Making Process.

DATA GATHERING PROCEDURE

RESULT AND DISCUSSION

Table 1.0 Distribution of Respondents in terms of Year Level

Year Level	Frequency	Frequency
First Year	8	7.4
Second Year	29	26.9
Third Year	57	52.8
Fourth Year	14	13.0
TOTAL	108	100.0



Table 1 presents the distribution of respondents according to year level. The majority of respondents are Third Year students with 57 respondents (52.8%), followed by Second Year students with 29 respondents (26.9%). Fourth Year students account for 14 respondents (13.0%), while First Year students represent the smallest group with 8 respondents (7.4%). This indicates that students in the middle years of the nursing program are more likely to consider transferring, possibly due to increased academic exposure and clearer evaluation of their educational experiences.

Table 2.0 Distribution of Respondent in terms of Previous School

Previous School	Frequency	Frequency
University 1	39	36.1
University 2	21	19.4
University 3	8	7.4
University 4	6	5.6
University 5	6	5.6
University 6	5	4.6
University 7	3	2.8

University 8	2	1.9
University 9	2	1.9
University 10	1	0.9
University 11	1	0.9
University 12	1	0.9
University 13	1	0.9
Others	12	11.1
TOTAL	108	100.0

Table 2 shows the distribution of respondents according to their previous schools. The largest group of respondents came from University 1 with 39 respondents (36.1%), followed by University 2 with 21 respondents (19.4%). The remaining respondents came from various other institutions. This suggests that transfer decisions are influenced by diverse institutional experiences rather than a single source.

Table 3.0 Distribution of Respondent by Municipality

Municipality	Frequency	Percentage
Manila	74	68.5
Quezon City	10	9.3
Caloocan	5	4.6
Taguig	3	2.8
Pasig	1	0.9
Makati	1	0.9
Navotas	1	0.9
Mandaluyong	1	0.9
Pasay	1	0.9
Paranaque	1	0.9
Others	10	9.3
TOTAL	108	100

Table 3 presents the distribution of respondents according to their municipality of residence. Most respondents reside in Manila, comprising 74 respondents (68.5%). This is followed by Quezon City with 21 respondents (19.4%), while other municipalities account for 12.1%. The findings suggest that accessibility and proximity to the institution may play a role in students' decision to transfer.

Table 4.0 Factors Influencing Students' Transfer in Terms of Personal Influence.

Statement	Mean	Interpretation
My personal interests and academic goals, like switching programs or finding a better course, influence my decision to transfer.	2.97	Influential
Academic quality, support systems, and campus culture matter to me.	3.36	Highly Influential
The way I see my academic abilities and strengths impacts my confidence. This affects my choice to transfer.	3.26	Highly Influential
My personal goals (such as career aspirations, work-life balance, or achieving a certain lifestyle) influence my decision to transfer to another	3.23	Highly Influential

university.		
My personal desire for a better future strongly influenced my decision to transfer.	3.48	Highly Influential
TOTAL MEAN	3.26	Highly Influential

Table 4.0 shows that personal influence significantly affects students' decisions to transfer, with the strongest factor being their desire for a better future (mean 3.48, Highly Influential). While interests like changing programs or courses are still important (mean 2.97, Influential), the overall grand mean of 3.26 indicates that internal goals and self-improvement mainly drive transfer decisions. This highlights the importance of student-centered support in nursing education, where personal motivation often guides academic choices.

Table 5.0 Factors Influencing Students' Transfer in Terms of Personal Influence.

Statement	Mean	Interpretation
My friends' or peers' opinions and experiences influence my decision to transfer to another university.	3.07	Influential



The influence of faculty or mentors (such as academic advisors, professors, or senior students) is a factor in my decision to transfer.	2.86	Influential
My family members, such as parents, siblings, or other relatives, play a role in my decision to transfer to another university.	3.06	Influential
The social environment at my current university, including campus culture, social groups, and student organizations, affects my desire to transfer.	3.00	Influential
I knew other people studying here who spoke positively about the school which influenced my decision to transfer.	3.11	Influential
TOTAL MEAN	3.02	Influential

Table 5.0 indicates that social influence moderately affects students' transfer decisions, with positive peer feedback being the most influential factor (mean 3.11, Influential) and faculty or mentor guidance less so (mean 2.86, Influential). The overall grand mean of 3.02 shows that while social factors are not the primary driver, they still play a relevant role in shaping decisions, highlighting the value of peer support and mentorship in nursing education.

Table 6.0 Factors influencing transfers in terms of Academic Influence:

Statement	Mean	Interpretation
I decided to transfer to Perpetual Help College of Manila because I did not meet the qualifying exam requirements (battery exam) or had unsatisfactory academic performance at my previous school.	2.40	Less Influential
Perpetual Help College of Manila offers specialized nursing programs that align with my academic and career goals.	3.37	Highly Influential
I transferred because I wanted access to better academic resources (such as libraries, learning materials, simulation labs)	3.19	Influential
The nursing subjects are taught in a way that helps me understand complex medical concepts more clearly.	3.31	Highly Influential
I transferred to gain more hands on	3.38	Highly Influential

learning and clinical opportunities		
TOTAL MEAN	3.13	Influential

Table 6.0 shows that academic factors play a significant role in students' decisions to transfer, with the strongest influence being the desire for more hands-on learning and clinical experience (mean 3.38, Highly Influential). Academic difficulties, such as failing to meet exam requirements, were the least influential (mean 2.40, Less Influential). The overall grand mean of 3.13 indicates that students prioritize quality academic programs and practical training opportunities when deciding to transfer.

Table 7.0 Factors influencing students' transfer in terms of Socio-Economic Influence

Statement	Mean	Interpretation
My family's financial situation influences my decision to transfer to another school.	2.73	Influential
Tuition fees and other school expenses affect my choice of school transfer.	2.75	Influential
Transportation costs affect my willingness to transfer	2.56	Less Influential



to another school.		
The cost of living near the school is a factor in my decision to transfer.	2.61	Influential
The availability of part-time job opportunities influences my decision to transfer.	2.24	Less Influential
TOTAL MEAN	2.58	Less Influential

Table 7.0 shows that socio-economic factors moderately influence students' decisions to transfer, with tuition fees and school expenses being the most significant (mean 2.75, Influential) and the availability of part-time jobs being the least influential (mean 2.24, Less Influential). The grand mean of 2.58 indicates that financial considerations, particularly education costs, play a considerable role in shaping students' transfer decisions.

Table 8.0 Institution's Reputation Impact on Decision-making

Statement	Mean	Interpretation
My experience with faculty members and senior students in my previous school, who offered limited academic engagement, helped	3.09	Influential

me recognize the importance of a more supportive learning environment, which influenced my decision to transfer.		
The positive reputation, including its faculty, clinical training and facilities, plays a big role in my decision to transfer.	3.15	Influential
The reputation of the school for producing well-prepared nursing board takers influenced my transfer.	3.19	Influential
The school's reputation for maintaining high standards in nursing ethics and conduct was important to me.	3.24	Highly Influential
I transferred because of the school's known commitment to student success.	3.23	Highly Influential
TOTAL MEAN	3.18	Influential

Table 8.0 indicates that the reputation of Perpetual Help College of Manila strongly influences students' decisions to transfer, with the highest impact coming from the school's high standards in nursing ethics and conduct (mean 3.24, Influential). Even factors like seeking a more supportive environment were considered influential (mean 3.09). The grand mean of 3.18 confirms that the institution's reputation and commitment to quality education play a significant role in students' transfer decisions.

IX . TOTAL

	Grand Mean	Interpretation
Factors influencing the decision-making to transfer	2.998	Influential

The summary shows that multiple factors influence students' decisions to transfer, with an overall grand mean of 2.998 (Agree, Influential), indicating that students generally consider these factors significant. This underscores the complex nature of student mobility and institutional choice. Nursing schools are encouraged to adopt a holistic approach—enhancing clinical training, providing financial support, and fostering a supportive environment—to address both academic and socio-economic challenges, helping improve student retention, especially among transfer students.

Table 9.0 Correlation between Factors Influencing the Decision-making and Role of the institution's reputation on decision-making process

Variable 1	Variable 2	Correlation Coefficient	Interpretation	P-value	Interpretation
Factors Influencing	Role of the institution's	0.502	Moderate	0.000	Significant



g	the	reputation in the				
Decision-		decision-making				
Making		process				

The results show a moderate, positive, and statistically significant correlation between the factors influencing students' transfer decisions and the institution's reputation ($r = 0.502$, $p = 0.000$), indicating that a school's reputation meaningfully affects students' decision-making.

CONCLUSIONS

This study aimed to identify the factors influencing the decision of nursing student transferees to enroll at Perpetual Help College of Manila. After analyzing the survey responses, the researchers found that personal factors, particularly the desire for a better future were the most influential in transfer decisions. Social and academic influences, such as peer recommendations and the availability of hands-on clinical training, also played significant roles. Financial considerations, including tuition fees and school-related expenses, were found to be influential. Additionally, the institution's reputation, particularly in terms of academic opportunities and graduate success, was also found to be influential. The researchers concluded that while multiple factors contribute to transfer decisions, personal aspirations and academic quality hold greater weight. Furthermore, the study found a statistically significant relationship between these influencing factors and the institution's reputation, indicating that students do consider reputation as part of their overall decision-making process.



RECOMMENDATIONS

1. **Implementation of Sustained Retention Initiatives.**

The institution should develop and implement sustainable retention programs that address the specific needs of transferee students. These may include financial assistance programs such as scholarships, flexible payment schemes, and tuition discounts; academic support services such as tutoring, mentoring, remediation classes, and board exam preparation; and student wellness programs including counseling, peer support groups, and stress management activities. Institutional policies should also be strengthened to ensure smooth transfer processes, fair credit evaluation, and continuous monitoring of student progress.

2. **Strengthen marketing strategies through targeted and data-driven campaigns.**

The institution should maximize its competitive strengths, particularly its high nursing board examination passing rate and strong clinical training exposure, by integrating these advantages into focused recruitment campaigns. Digital marketing strategies should be intensified through platforms such as Facebook and Instagram, targeting students currently enrolled in competitor schools, students who failed battery examinations, or those seeking better academic opportunities. Strategic keywords such as “nursing transfer,” “failed battery exam,” and “second chance nursing school” may be used to attract prospective enrollees. Promotional content should also highlight available financial aid opportunities, scholarships, installment tuition plans, and supportive learning environments to increase appeal.



3. Conduct Longitudinal Satisfaction Studies.

The institution should conduct follow-up studies among transferee students after one to two years of enrollment to assess their academic satisfaction, financial adjustment, social integration, retention status, and academic performance. This will help determine the long-term effectiveness of current support systems, including financial assistance, academic interventions, and student services. Findings from these studies can guide evidence-based improvements in institutional policies, retention strategies, and student success programs.



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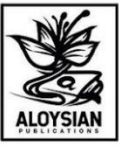
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