

Teacher Education Students Living in Boarding House/Dormitories

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ABSTRACT : Living inside the campus guarantees all sorts of good facilities will be readily and quickly access from the gym, dining hall, classrooms, and library. This descriptive research study was aimed to determine the factors affecting the students who live in the boarding houses/dormitories towards their academic performance related to their financial; personal and boarding house security and if the gender of the individual affects the performances of the students who live in the boarding house or dormitories of President Ramon Magsaysay State University, Iba Campus, Iba, Zambales, A.Y. 2018-2019. Sixty (60) teacher education students were chosen to be the respondents of the recent researches. The method used in this research study was a descriptive survey questionnaire. Results revealed that Student –respondents were typically females, Academic Performance of the student respondents is at the average level. Moderately agree on the financial, personal, and boarding house factors affecting boarding student respondents. There is no significant difference in the factors affecting boarding student respondents in terms of sex. There is no significant relationship between factors affecting the boarding student – respondent in terms of the financial, personal, and boarding house. The result of the study will be the baseline information that the Electricity supply, potable and running water must be prioritize by the school administration. Parents should ensure enough allowance given to their children. Boarding house/dormitories must have enough space for the study area. Conduct another study to deepen the information provided specifically on focusing boarders privacy .

KEYWORDS : *Boarding house, Financial, Personal, Academic Performance, Dormitories*

I. INTRODUCTION

For the greater part of each school day across each year, boarding students work, play, and sleep at school. We counted that this establishes a unique set of circumstances and interactions that delineates the experience of boarding school from day students, the residential environment of boarding school provides a particular ecological context in the socialization process different from those of day students, which allows boarding students to engage in a different set of activities and interactions with peers and staff, thus providing differing opportunities for growth and development (Holden, Izzo, Nunno, Smith, Endres, Holden, & Kuhn, 2010). Boarding school life involves an elaborate system of regulation and tight scheduling of student daily routines, dictating when they have to wake or sleep, eat meals, and participate in recreational activities, prescribing how, when, and where they need to complete their homework, the standards for keeping their accommodation neat and tidy, as well as access to telephones and computers (Williams, 2011).

Academic performance can be improved during a stay in the boarding house. Can accomplish academic requirements efficiently during their stay in the boarding house. This is probably because no household chores will interrupt them whenever they review their lessons or do their school projects/requirements. In addition, board mates help in academic-related needs, thus, they perform better in school. Hierarchy is usually observed if one has a senior board mate willing to assist the needs of boarders of lower years . According to Brillantes (2012) the academic performance of students has improved during their stay in the boarding houses or dormitory because they can accomplish academic requirements efficiently during their stay in the boarding house

Living in a boarding house or dormitories will improve the sociability of the students. Especially for freshmen, living in a boarding house helps students meet new people and make friends with other students they might not have otherwise met. Boarding houses are usually diverse, multicultural, permitting a wide range of friendships to develop, the big numbers of students will make friends with a wider variety of people than they would otherwise. Instead of focusing only on students who share the same schedule or classes, those who live in the college boarding house make friends with students with diverse academic interests and ethnic backgrounds, and lastly living away from home increases leadership and interpersonal skills, and cultural awareness (De Larrosa (2000).

In the study conducted by De Araujo and Murray (2011), they concluded that the advantages of staying on campus tend to improve student performance. The result reveals that being on campus could have a positive impact on the academic performance of students during their time of academic period. Thompson et al(2012) in their study also revealed that residing on campus for a new student tends to make them more progressive in academics with educational higher performance.

In terms of gender difference, (Oppewal et al 2013) in their research indicate that gender type also influences the choice of students selecting their housing location. This assertion was further corroborated by (Jabareen 2013); Wang and Li (2014). When conducting her research on gender response to the reference of accommodation selectio., Boarders typically spend a greater amount of time with teachers, coaches, and other school staff (e.g. boarding staff) and have greater opportunity to develop mentoring or personal relationships with them than day students (The Association of Boarding Schools (TABS,2013).

II. OBJECTIVES OF THE STUDY

The objective of the study aimed to determine the factors affecting the students who live in the boarding houses/dormitories towards their academic performance:

1. What is the profile of the student-respondents in terms of sex?
2. What is the academic performance of the student-respondents?
3. What are the factors affecting the students who live in the boarding houses/dormitories in terms of the following: 3.1 Financial; 3.2 Personal; and 3.3 Boarding House Security?
4. Is there a significance difference between factors affecting the students who live in the boarding houses/dormitories to the student sex profile?
5. Is there a significant relationship in the Factors Affecting The Boarding Student- Respondents in Terms of the Academic Performance.

III. MATERIALS AND METHODS

The descriptive research design was used to describe the Factors Affecting Students who live in the boarding house/dormitories. The study was conducted at President Ramon Magsaysay State University, Iba Campus, A.Y. 2018-2019 and sixty (60) student teacher-respondent from the College of Education,

The questionnaire was the main instrument used in gathering the needed data. The indicators were taken from different materials/sources such as the internet, books, and informal interview. The questionnaire consisted of questions that would determine the Factors Affecting Boarding Students Towards their Academic Performance of Student Teacher.

The questionnaire consists of three major parts: part 1) deals with the profile respondents in terms of sex ; part 2) academic performance of the student respondent; part 3) Factors affecting the boarding student respondents in terms of the following; Financial; Personal; and Boarding House Security. A five-point Likert scale (5- Strongly Agree, 4-Agree, 3-Moderately Agree, 2- Moderately Disagree, 1-Strongly Disagree) was used to describe the respondents responses. Proper validation of the test was done thru pilot testing to nonrespondents and critiquing of senior faculty of the College. Permission from Dean was also sought for the test administration. The respondents answer the questionnaire completely getting the rate of one hundred percent (100%).

IV. RESULTS AND DISCUSSION

1. Profile of the student- respondents in terms of sex

Table 1 Frequency and Percentage Distribution of the Respondents' Profile as to Sex

Sex	Frequency	Percentage
Female	33	55.00
Male	27	45.00
Total	60	100.00

The data revealed the enrolment projection was dominated by female students. Similar to the study of Bada (2017) revealed that his respondent is typically female.

2. Academic performance of the respondents

Table 2 Academic Performance of the Respondents

Grades	Frequency	Percentage
1.0 - 1.25	2	3.33
1.26 - 1.50	4	6.67
1.51 - 1.75	12	20.00
1.76 - 2.0	20	33.33
2.0 - 2.25	9	15.00
2.26 - 2.50	6	10.00
2.51 - 2.75	5	8.33
2.76 - 3.00	2	3.33
Total	60	100.00
Mean	1.99	

The overall weighted mean of respondents' academic performance was 1.99 findings revealed that the students is in the average level that can supervise their studies and a student with as low score must enhance knowledge through the teachers' intervention plan. Related to the result of the study of Iker, Kabiru, Ogunjesa, Meliz, and Ismail (2017) there are 91 or 32.7% of students got a good performance on their academic study shows that the student's performance response is high.

3. Factors affecting the boarding student-respondents.

Table 3

Mean Rating on Factors Affecting Student – Respondent who live in the boarding houses/dormitories in terms of Financial

	FINANCIAL	AWM	DE	Rank
1	Hide spending from parent	2.93	Moderately Agree	3
2	Buy things cannot afford	2.63	Moderately Agree	5
3	Expenses greater than the allowance	2.93	Moderately Agree	3
4	Eat noodles, sardines, and other cheap main course to save money	3.72	Agree	1
5	Skip meal to save money	2.97	Moderately Agree	2
	Overall Weighted Mean	3.04	Moderately Agree	

The overall weighted mean of perception of the respondents in factors affecting the boarding studentrespondents in terms of financial was 3.04 interpreted as Moderately Agree (MA), findings revealed that it is important to save money for their future needs, it helps them to graduate without huge financial problem. According to the research studies of Graves and Savage (2015) the students' abilities to process information relating to personal finance, people experiencing financial scarcity are often stressed and emotionally taxed, which researchers have linked to a resulting lack of financial capabilities and poor attitudes toward one. Academic performance is another potential indicator of financial behavior (Javine, 2013)

Table 4 : Mean Rating on Factors Affecting Student – Respondent who live in the boarding houses/dormitories in terms of Personal

	PERSONAL	AWM	DE	Rank
1	Unable to concentrate in class while missing the family	2.68	Moderately Agree	5
2	Go upset/cry when missing the family	2.73	Moderately Agree	4
3	Unable to find a quiet, private place where could spend time on the studies	3.18	Moderately Agree	1
4	Feeling homesick when going back to school after visiting home	2.95	Moderately Agree	3
5	Unable to sleep well	3.18	Moderately Agree	1
	Overall Weighted Mean	2.95	Moderately Agree	

The overall weighted mean of perception of the respondents in factors affecting the boarding studentrespondents in terms of personal was 2.95 interpreted as Moderately Agree (MA), findings revealed that most of the respondent is not able to do their studies due to lack of study area in their boarding houses and not able to sleep well due to personal matters. Boarding houses must provide a study area and good ambiance for their student-boarders, According to the study of Brillantes, Aga, Tipace, Adeque, Prez, Aya-Ay, and Sagarino (2012) reveal that a student's stay in a boarding house and dormitory has signed cant contributions to his/her personal, social, academic and emotional growth. But, this has nothing to do with the development of his/her spirituality.

Table 5 : Mean Rating on Factors Affecting Student – Respondent who live in the boarding houses/dormitories in terms of Boarding House Security

	BOARDING HOUSE SECURITY	AWM	DE	Rank
1	The room is overcrowded and noisy	2.72	Moderately Agree	3
2	Poor lighting and ventilation	2.48	Disagree	4
3	Stealing of properties occurs	2.35	Disagree	5
4	Electricity supply is continuous (24 hours)	3.03	Moderately Agree	1
5	Potable and running water is limited	2.80	Moderately Agree	2
	Overall Weighted Mean	2.68	Moderately Agree	

The overall weighted mean of perception of the respondents in factors affecting the boarding studentrespondents in terms of boarding house security was 2.68 interpreted as Moderately Agree (MA), findings revealed that electricity plays an important part in boarding houses. Murillo and Roman (2011) also show that the availability of electricity has an effect on the achievement of education students, Bacolon and Tobias (2006) discovered that providing basic facilities such as electricity performed much better in achievement growth. Findings revealed that the boarding house is secured in any form of stealing, there is a constricted security within the boarding house. One of the reasons behind the results of this study might be because of the implementation of the Philippine Republic entitled: An Act Establishing A Comprehensive And Integrated National Policy And Program Guidelines For The Operation And Maintenance Of Dormitories And Boarding Houses, Providing Penalties Therefor, And For Other Purposes. It is stipulated in the declaration of the policy that the State shall promote and improve the condition of those living in dormitories and boarding houses. Towards this end, the State shall adopt a national standard for the operation and maintenance of dormitories and boarding houses to make these facilities conducive to living and learning (Salindo and Ubat, 2018).According to Valderama (2013), the boarding houses nearby Staten Universities in the Northern Philippines were assessed along with four areas namely basic amenities, safety and security, special services, and other boarders' concerns.

4. Significant Difference in the Factors Affecting the Boarding Student Respondents

Table 6 : Analysis of Variance to Test the Significant Difference on Factors Affecting the Boarding Student – Respondent in terms of Financial When Grouped According to Sex

Source of Variation		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.03	0.85	Accept Ho Not Significant
	Within Groups	58			
	Total	59			

Table shows that there is no significant difference on the factors affecting the boarding student – respondent in terms of financial when grouped according to sex variables manifested in their computed Sig. Values of 0.85 respectively which are greater than ($<$) 0.05 alpha level of significance. The study revealed that the sex profile of the respondent has no effect on the financial factors of the student. Opposite to the study of Abawag, Ancheta, Domingo, Rabina, Saclote, and Taguinod (2019), their findings of the study revealed that there is a significant difference in the spending behavior of male and female respondents as male respondents spend more loosely compared to females. According to Holland (2016), many college students are unused to managing money. One of the biggest money challenges that they usually encounter is staying on top of what they are spending, which means that they have a difficulty in controlling the way they spend. De Guzman (2011) found out that female students tend to spend a huge amount of money on food and art materials while male students have a different kind of prioritize.

Table 7 : Analysis of Variance to Test the Significant Difference on Factors Affecting the Boarding Student – Respondent in terms of Personal When Grouped According to Sex

Source of Variation		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	1.15	0.29	Accept Ho Not Significant
	Within Groups	58			
	Total	59			

Table shows that there is no significant difference on the factors affecting the boarding student – respondent in terms of personal when grouped according to sex variables manifested in their computed Sig. Values of 0.29 respectively which are greater than ($<$) 0.05 alpha level of significance.

According to the study of Mutambara & Bhebe (2012), fifty-six percent of the respondents indicated that it has not been easy to take responsibility for themselves at the campus. The remaining 44% reported that they did not have problems staying on their own for the first time. Most of the students who said that they were not facing any problems noted that their experiences of being in boarding schools at high school helped them adjust. 68% of the respondents indicated that they had no problems coping with stress at college while 32% of the respondents indicated that they were facing difficulties coping with stress at college. In contrast to the recent study, half of the respondents indicated that they felt moody a lot while the other half indicated that they did not feel moody. Of the 50% who indicated that they felt moody 16 were males while 34 were females. Females, therefore, reported more moody feelings in comparison to their male counterparts.

Table 8 : Analysis of Variance to Test the Significant Difference on on Factors Affecting the Boarding Student – Respondent in terms of Boarding House Security When Grouped According to Sex

Source of Variation		df	F	Sig.	Decision/ Interpretation
Sex	Between Groups	1	0.08	0.78	Accept Ho Not Significant
	Within Groups	58			
	Total	59			

Table shows that there is no significant difference on factors affecting the boarding student – respondent in terms of boarding house security when grouped according to sex variables manifested in their computed Sig. Values of 0.78 respectively which are greater than ($<$) 0.05 alpha level of significance. It was revealed in the study of Fernando et.al. (2016), that there is no significant relationship between the respondent's extent of perception on the safety and security of the boarding houses or dormitories they are renting and their age and/or gender; however, the respondents' combined family monthly income shows a low correlation with the respondents' extent of perception on the safety and security of the boarding houses and dormitories they are renting. It implies that the respondents' combined family monthly income slightly affects how the respondents prefer the safety and security of the boarding houses or dormitories they are renting. Furthermore, it implies that the higher the combined family monthly income the respondents have, the more he/she will prefer a safer and more secured boarding house or dormitory stated in the study.

5. Significant Relationship in the Factors Affecting The Boarding Student- Respondents in Terms of the Academic Performance.

Table 9 : Analysis of Variance to Test the Significant Difference on Factors Affecting the Boarding Student – Respondent in terms of Personal When Grouped According to Sex

Source of Correlation			Decision/ Interpretation
Financial	Pearson Correlation	-0.14	Negligible Relationship Not Significant
	Sig. (2-tailed)	0.28	
	N	60	
Personal	Pearson Correlation	-0.05	Negligible Relationship Not Significant
	Sig. (2-tailed)	0.70	
	N	60	
Boarding House	Pearson Correlation	0.12	Negligible Relationship Not Significant
	Sig. (2-tailed)	0.36	
	N	60	
**. Correlation is significant at the 0.01 level (2-tailed).			

Table shows the statistical analysis revealed that there is slight relationship between factors affecting the boarding student – respondent in terms of boarding house security and academic performance manifested in the computed generated r-value of -0.14 for financial, - 0.05 for personal, and 0.12 for boarding house. The correlation is significant at the 0.01 level of significance (2 tailed) test. Therefore, there is no significant relationship between factors affecting the boarding student – respondent in terms of financial -0.14, personal 0.05 and boarding house 0.12 to the academic performance variables manifested respectively which are greater than ($<$) 0.05 alpha level of significance. This implies that students who live in boarding houses reveal that the stay of a student in boarding houses having good structures, financial support, and a proactive mindset. Similarly to the study of Sagarino, Brilliantes, Perez, and Aga (2011) student boarders reveal that the stay of student in a boarding house/dormitory has recognized their boarding houses/dormitories possessing good features, especially on basic housing facilities.

V. CONCLUSION

Based on the findings of the study, the following conclusions were drawn, it was revealed that the student –respondents were typically females. Academic Performance of the student respondents is in the average level. Moderately agree for the financial, personal and boarding house in factors affecting boarding student respondents. There is no significant difference on the factors affecting boarding student respondents in terms of sex. There is no significant relationship between factors affecting the boarding student – respondent in terms of financial ,personal and boarding house

VI. RECOMMENDATIONS

In light of the findings and conclusions, the researcher have formulated recommendations as follows: Teacher and parents must contribute desirable efforts towards what will engender credible students' academic achievement or to a more academic achievement. Electricity supply, potable and running water must be prioritize by the school administration. Parents should ensure enough allowance given to their children. Boarding house/dormitories must have enough space for the study area. Conduct another study to deepen the information provided specifically on focusing boarders privacy.

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