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FROM HOME TO DORM: VIEWS ON ITS INFLUENCE IN THE
ACADEMIC PERFORMANCE OF STUDENTS

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Abstract:

This study aimed to determine the views of students on the influences of living in a dormitory/boarding house on their academic performance. The study tested to prove if there is a significant difference present in the views of fifty-two (52) respondents on the influences of living in a dormitory on academic performance between male and female, Course A and Course B, and the socioeconomic status. This employed a descriptive research design with quantitative. The 2-tailed t-test, two-way ANOVA, and weighted mean were utilized to analyze and statistically treat the data. Findings showed that the mean grade of the respondents is 1.78568462 which is very good. It concluded that living in a dormitory/boarding house does not adversely affect the students' academic performance. It brought about more of a positive impact on their studies than the negative. They performed better when living independently rather than with their families. Regardless of sex, the respondents manifested similar views on the influence of living in a dormitory/boarding house on academic performance. In terms of the courses, Course B respondents have better views on the influence of living in a dormitory/boarding house on academic performance. While, in socioeconomic status, the respondents with high socioeconomic status have better views compared to those with low and middle socioeconomic status.

Keywords:

Academic Performance, Dormitory/Boarding House, Influence

Introduction

Dormitories or boarding houses are known to be temporary shelters or dwellings of students who stay far from schools or in provinces. These were built to accommodate students' needs

particularly the school's distance can be more accessible and can minimize the hassles of commuting.

Based on the Fifteen Congress of the Republic of the Philippines, Senate Bill No. 1113 was introduced by Sen. Manny Villar on July 10, 2012, explaining that "Dormitories and boarding-houses have been providing temporary shelter to thousands of transients, employees, and students who have to live away from their parents and loved ones to pursue their respective endeavors."

The establishments of dormitories or boarding houses provide students the chance to be more focused on school activities. This is also an opportunity for students to learn among peers or dorm-mates which generally influence their academic success.

Students living on their own away from parents significantly affect their academic performance. It brought positive and satisfactory impact as they utilized their emotion focused coping strategies in dealing with the living arrangement challenges (Suyu-Tattaa, 2016). Similarly, in the study conducted by Simpson and Burnett (2017) results revealed that commuter students perform better academically compared to resident students

Further, the various living options of students can generate advantages and disadvantages. According to the study conducted by Brilliantes, Aga, Tipace, Adeque, Perez, Aya-ay, and Sagarino (2012) the findings state that living away from home to dormitory/boarding house can be advantageous and adversely affect the academic performance of students. Students who live in a dormitory or boarding house have influenced their personal, social, and academic development such that these accommodations provide well-housing facilities with provisions of safety and security. The respondents further disclosed that they are getting more responsible as they have to take care of themselves together with their daily academic undertakings out of their comfort zones with their own family. On the other hand, results revealed that living away from home allowed them to have the opportunity to be independent, learning to manage time and finances, exceptions to household chores and caring for younger siblings.

Also, students are minors and are vulnerable to temptations of any kind when unguarded by responsible adults. These students have to be monitored regularly to check whether their academic performance is doing well. In the case of students who are living in a dormitory, both families and their children will decide and anticipate some changes that they may influence and adjust with. Hence, being independent is also exposing them to possible danger for they may learn new things and be pressured among peers that may bring about a positive and negative impact on their academic performance.

Nonetheless, parents are continuously supporting their children in sending them to school despite the challenges in finances and the distance of the preferred school from home as long as they can cope up well in school because for students college is the life that they are looking forward to. These students start their college undertakings minding its easy transitions and optimistic social, emotional, spiritual, and academic endeavours. This is also one of the significant episodes in students' life because it does not only provide education but also moving out of their own comfort. In this stage, some students have to live away from their families in the province due to the distance and save money for other expenses. But, even the financial aspects were provided, the students' performance is more important.

Decision-making among parents is also crucial in the academic success of their children. They have to plan and decide wisely whether to allow their children to go to their preferred school away from them. Their decisions can contribute to success in the academic performance of their children. According to the study of Walker and Satterwhite (2002) as cited in the study of Glory, Go, Gonzales, Leviste, Santos, and Nozawa (2014) one of the responsibilities of parents is to consistently track down the performances of their children academically. In their study, the influence of living in a dormitory to academic performance is just minimal due to the kind of lifestyles that students are used to, practicing the western culture.

Thus, this motivated the researchers to examine views on the influence of living in a dorm in the academic performance of students. Document results to further help the students in the Education Department Institution Z who are living in a dorm away from their parents. The researchers focused on how living alone can affect one's academic performance.

Statement of the Problem

This study specifically sought to answer the following questions:

1. What is the academic performance of students living in a dormitory/boarding house?
2. What are the views of the students on the influences of living in a dormitory to their academic performance?
3. Is there a significant differences on the views of students on the influences of living in a dormitory to their academic performance when data are grouped according to:
 - 3.1. sex
 - 3.2. course
 - 3.3. socio-economic status

Literature Review

Accommodation like the dormitory or boarding house is a student house or a hall of residence where an individual can stay while studying away from parents. It is also the accommodation or quarter paid by students for their stay within a period. The landlord or landlady oversees the living conditions of students especially their security.

Studies have shown that college students welcome the idea of independency whereas this can bring about changes and influences in their academic performance. Their views on living away from families vary for they encounter different unexpected challenges and experiences. Thus, they tend to manage these problems directly or indirectly. This is closely related to the study conducted by Jordyn and Byrd (2003) as cited in Glory et al. (2014) that the most challenging part of the young adolescents' life is leaving their families back home to attend school. It is as well expected that they will encounter problems and solve them on their own with less supervision from parents.

In the study of Reynolds (2020), results revealed that living in dormitories among students has a positive effect on their grades. It provided evidence that dormitory residence is meaningful to students' academic performance.

In the Philippine context, Filipinos are family oriented. The attachment among family members is strong. This is relevant to what Watkins and Astilla (1980) have stated that Filipino children are accustomed to living with the family structure until they reached to the point that there is a

need to move for independence. In terms of the academic performance of students, living away from families has a positive influence despite the close relationship among family members. This affirms with the study of de Araujo and Murray (2010) there was an increased level of improvements in the academic performance of students who were living in a dormitory. Similarly, in the study of Goldscheider and Davanzo (1985) as cited in Glory et al. (2014) that staying away from their families breaks their routine of doing things as well as the communication or interaction because the usual bonds of siblings and other members of the family be minimized. In the same citation, Walker and Satterwhite (2002) saw the need for the intervention of families in the academic performance of students and they compare this practice to the Western students. They found out that the relationship of families matters to influence the academic performance of students. Others have less effect on parents to their studies due to the lifestyles that they practice.

In the research study of Glory et al. (2014) about “Living Away from Home and Academic Performance”, it was discussed that the family has to decide in the essentials of letting their child stay far away and live in a dormitory or boarding house so that it would be more accessible to the school or university of their choice. This ensures the safety of traveling to and fro, saves money and time. On the other hand, many students consider the idea of living away from their families because they want to be independent. Given these reasons, this can contribute to a positive and negative effect in their college life, especially in their academic performance.

Similarly, in the study of López and Wodtke (2010) showed that “students who live on campus are more advantaged than those who lived with their families. They showed better performance on their academic subjects and other school activities thus they gain higher GPAs and become more active in school compared to those who lived with their families. These students claimed that they become more motivated, independent and better prepared when they attend to academic institutions that are away from their families. Most of them also said that they were able to concentrate more on their studies when they are living alone.”

According to Lopez (2015) in his study conducted that there are main problems that are related to living away from family and he mentioned the studentification and its negative effects. In the study of Lopez (2015 p. 26) it explains that studentification processes connote urban changes which are tied to the recommodification of ‘single-family’ or the repackaging of existing private rented housing, by small-scale institutional actors (e.g. property owners, investors, and developers) to produce and supply houses in multiple occupations (HMO) for higher education (HE) students.” The other concern relating to living in a dormitory is the adverse influence on students. This can be addressed to negative peer influence.

With the readings of several researchers conducted similar studies, there were significant comparisons as to the culture and environment they were brought up. Western students perform and behave differently with Asian students. At the same time, the differences in performances of students living on campus dormitory and the nearby hall of residence. All of those studies provided information about understanding the views of students living independently of academic performance.

Theoretical Framework-This study is anchored on the theory of Alexander Astin (1999) which is the theory of student involvement wherein this focuses on facilitating the administrators and faculty to provide more conducive and operational learning environments for students. He

further explains that “student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience”.

The Student Involvement Theory of Astin (1999) emphasizes the behavior of students. Involvement determines and describes the behavior and actions of students that take significant and dynamic contribution to learning. The environment of the students as a whole is valuable that they can fully achieve the greatest potential in their learning development. Consequently, this theory is composed of three elements that describe its main idea. First is the input of students' profiles and prior experiences, second, students' environment in which they interact and gain experiences during college and third, students' outcomes which comprise of the students' knowledge, character, attitudes, beliefs, and values.

Astin (1999) attempted to study the influences of students' environment in tertiary that has a valuable impact on the continuous education of students. The increase of involvement among students depends on the positive influences while less involvement for negative influences the students may experience during their college years. Further, Astin's student involvement theory is correlated with academic performance. This has various uses in the area of higher education and provided greater proof of students' co-curricular activities.

Similarly, Clarkson (2006) supports the theory of student involvement. He emphasized that this theory originated from the general theories of human development. The general experiences of students are being studied and described as part of the growth processes. He further believes that it is essential to take care of one's health condition in which this gets critical to students in the tertiary level. The gratifying life that the college students need is felt in the environment which is familiar to them away from the vulnerability. Clarkson further states that students when placed in a new environment that generates efforts to achieve acceptance from peers and acquaintances. Thus, developing social groups is tough.

Another concepts that claim support to this study is the conducted research of Kane (1990) stating that living away from families and reside from dormitory adversely influence the holistic development of students. Living in dormitory/boarding house is beneficial to students' personal development. Further, stated that living in dormitory showed that there is progress in the students' social and intellectual growth.

Research Methodology

Research Design

The respondents of this study focused on the fourth year students who stayed in a dormitory/boarding house for they facilitated the information needed in the study. The study was limited to the students from the Education Department Institution Z excluding other departments in the college for they generated relevant concerns in education. The involvement of the respondents in the study is voluntary without compensation. The respondents can withdraw any time they wished. The withdrawal from the study did not harm them in any manner. In the conduct of the study, there were no respondents who withdrew from the actual data gathering.

All data gathered were treated with utmost confidentiality such that the names of the respondents were properly coded. This was checked by the Research Oversight Committee

(REOC) for clearance. The output of this research was not publicly disclosed that can provide information to the identity of the respondents. The findings of the study can also be provided to the respondents if requested.

This research study utilized a quantitative research design with a descriptive method or normative survey approach to determine their views on the influence of staying in a dormitory to their academic performance. The quantitative data collection makes use of a survey to determine the information about variables. Further, according to Best and Khan (1989) that the design involves the interpretation of the meaning or significance of what is described.

In this study, the researchers used purposive sampling in selecting the number of respondents. The respondents were selected through total enumeration with the basis that they are living in a dormitory/boarding house and fourth-year students enrolled for second semester SY 2018-2019 from the Education Department. This was conducted at Institution Z which positioned two (2) kilometers west of Zamboanga City proper. A questionnaire-checklist was used to identify the views of students on the influence of living in a dormitory/boarding house to their academic performance. The questionnaire consists of two parts.

Part I was intended to gather general information on the background of the respondents such as the name, sex, course, GPA, and socio-economic status.

The socio-economic status of students was based on the parents' monthly income with the range of High, Middle, and Low. The overall household income is an indicator of the socioeconomic status of a person. According to the Philippine Statistics Authority (PSA), there are three income classes for an average household monthly which are the High income with ₱50,000 and up, Middle income with ₱11,915 to ₱49,999 and Low income with ₱0 to ₱11,914.

For the Grade Point Average of the participants, the researchers secured them from the University Registrar for accuracy. Records of the respondents such as the grades were kept confidential. This was only used for the study.

Part II includes the main instrument that indicates the views of students on the influence of living in a dormitory/boarding house to their academic performance. The questionnaire was on a Likert Scale which includes Strongly Agree- 3.5-4.0; Agree- 2.5-3.49; Disagree -1.50-2.49; Strongly Disagree- 1.0-1.49 according to the views of the respondents regarding the situation of living independently.

The researchers prepared the instrument and presented it to a panel of three experts for validation and improvements to ensure the validity of the items. The validation committee was requested to rate the items using the scale as very relevant (3), relevant (2) and not relevant (1).

The validated instruments were pilot tested at the Peninsula College utilizing the fourth year Course A and Course B students. To assess reliability, Cronbach Alpha was used to determine the content validity from the three raters' ratings.

Plan For Data Processing and Analysis

Permission was sought from the school administrators through a written letter securing approval to conduct the study. With the approval, a letter of consent was given to the identified respondents seeking for their voluntary participation. Each respondent was oriented and

provided with a complete set of the instrument for them to accomplish. This instrument was immediately retrieved by the researchers for appropriate interpretations.

Statistical devices such as tables were utilized to make the interpretation and analysis of data clear and understandable. The data were tallied and analyzed using descriptive statistical measures like the frequency counts, mean, and percentage.

T-Test and two-way ANOVA were used to determine significant variables exist in the views of influence in the academic performance of student staying in a dormitory/boarding house

Results And Discussions

Problem 1. What Is the Academic Performance Of Students Living In A Dormitory/Boarding House?

Table 1 shows the Grade Point Average (GPA) of the respondents wherein twelve (12) out of fifty-two (52) or 23.08% of respondents graduated with Latin Honors. Three (3) respondents or 5.77% with the GPA lies between 1.25-1.49 (Very Outstanding); nineteen (19) respondents or 36.54% with the GPA that lies between 1.5-1.74 (Outstanding); twenty-four (24) or 46.15% of the respondents with the GPA within 1.75-1.99 (Very Good); and six (6) or 11.54% of the respondents with the GPA within 2.0-2.24 (Good).

Table 1 Grade Point Average of The Respondents Indicating Their Academic Performance Covering Their Four Years in College

<i>Respondents Code Name</i>	<i>Sex</i>	<i>Course</i>	<i>GPA</i>
Aira	F	A	1.3611
Eric	M	A	1.4012
Rico	M	B	1.4797
Marie	F	A	1.5073
Ross	M	B	1.5155
Jay	M	B	1.5180
Sye	M	A	1.5305
Rine	F	B	1.5309
Alia	F	A	1.5584
Issa	F	A	1.5817
Nita	F	A	1.5863
Gary	M	A	1.5952
Annie	F	A	1.6919
Vince	M	A	1.6982
Aiza	F	A	1.6982
Tin	F	B	1.7113
Lyn	F	B	1.7176
Juliet	F	B	1.7255
Hazel	F	B	1.7263
Marky	M	A	1.7240
Jen	F	B	1.7410
Reena	F	B	1.7436

Melyin	F	B	1.7537
Jane	F	B	1.7588
Boy	M	A	1.7703
Lea	F	A	1.7904
Maja	F	B	1.8043
Thea	F	B	1.8077
Joy	F	B	1.8134
Tina	F	B	1.8275
Lilia	F	A	1.8341
Kyle	M	A	1.8403
Echo	M	B	1.8528
Cherry	F	A	1.8528
Eya	F	B	1.8744
Clarie	F	B	1.8750
Mia	F	B	1.8756
Deli	F	B	1.8902
Narda	F	A	1.9043
Mitch	F	B	1.9264
Kaye	F	B	1.9331
Lene	F	A	1.9372
Ches	F	B	1.9503
Oey	M	A	1.9601
Rina	F	B	1.9652
Jean	F	B	1.9851
Ralph	M	A	2.0150
King	M	B	2.0387
Marj	F	B	2.0429
Lee Ann	F	B	2.0572
Abner	M	A	2.0573
Son	M	A	2.1844

Table 2 Summary of the Mean Grade of the Respondents

Respondents	N	Mean Grade	Description
Course A	29	1.81966897	Very Good
Course B	23	1.74283478	Very Good
TOTAL	52	1.78568462	Very Good

Legend: 1.0 Excellent, 1.25 Very Outstanding, 1.5 Outstanding, 1.75 very Good, 2.0 Good, 2.25 Very Satisfactorily, 2.5 Satisfactorily 2.75 Fair, 3.0 Passing, 5.0 Failure, INC Incomplete (Source: University Registrar)

The data in Table 2 shows the mean grade of the respondents wherein both the Course A and Course B respondents had a mean grade of 1.82 and 1.74 respectively with the description of Very Good following the grading system description of the University. Thus, the overall average mean grade of the respondents is 1.78568462 with the description of Very Good.

This further reveals that living away from parents can have both a positive and negative impact on the students' academic performance. These findings agree with the study conducted by Brilliantes et al. (2012) that living in a dormitory/boarding away from parents is advantageous and has an impact on students' academic performance. Being independent, helps them become more responsible for themselves and their endeavours towards academic success.

Similarly, these findings are linked with the theory of Astin (1975) with the theory of involvement wherein students' behavior is taken into considerations for it involves interaction in the environment and decision-making because these are contributory to students learning the process. The environment of students as a whole is valuable for them to achieve their greatest potential as an individual. This theory of Astin is supported by Clarkson (2006) which emphasizes human development. Experiences of students are described and studied as part of growth processes. Clarkson further emphasized that when a student is placed in a new environment, this allows him/her gain acceptance from people that surrounds him or her. Achieving social acceptance in groups is challenging.

Problem 2 What Are the Views of The Students on The Influences of Living in A Dormitory to Their Academic Performance?

Table 3 presents the views of students using the Likert Scale regarding the influences of living in a dormitory to their academic performance. There were twenty-five (25) statements, and two (2) statements yielded the weighted mean within 3.5-4.0 with the description of Strongly Agree, seventeen (17) statements gained the weighted mean within 2.5-3.49 with the description of Agree, and six (6) statements with the weighted mean within 1.50-2.49 with the description of Disagree. No statement was rated as Strongly Disagree.

Table 3 Statements with The Highest Responses Views on The Influence of Living in A Dormitory/Boarding House

No	Statements	Weighted Mean	Description
13	I have constant communication and close relationship with my parents.	3.71	Strongly Agree
14	I was trained by my parents to be independent. I am used to this set up	3.54	Strongly Agree
15	If I have the choice, I would rather live with my parents rather than living in a dormitory/boarding house.	3.48	Agree
16	I am more motivated to strive harder in my studies when I am with my family.	3.44	Agree

Legend: Strongly Agree - 3.5-4.0
Agree - 2.5-3.49

Disagree - 1.5-2.49
Strongly Disagree - 1.0-1.49

Table 3 shows the top 4 statements which highly rated by the respondents across the twenty-five (25) statements used in the research instrument. The statement number 13 "*I have constant communication and close relationship with my parents.*" has the highest mean score with the weighted mean of 3.71 which is Strongly Agree. This implies that the respondents communicate consistently with their parents. Despite the distance yet the family bonding continues.

These findings agree with the study of Walker and Satterwhite (2002) wherein they saw the need for the intervention among family members in the academic performance of students. Further according to their study that in the Philippine setting, it was found out that family relationships are significant that greatly influence the academic performance of students. However, others have minimal influenced due to accustomed lifestyles and practices.

Meanwhile, the statement number 14 "I was trained by my parents to be independent, I am used to this setup." was also given a description of Strongly Agree with the weighted mean of 3.54. This means that based on the respondents they had the prior experiences of being independent before entering tertiary schooling. According to them, being trained in this set-up makes them comfortable even away from home.

This somehow negates with the study of Watkins and Astilla (1980) which stated that some Filipino families had a strong family attachment. The Filipino culture of kin-knitted is still being valued. Thus, only when the children are ready for independency that is the time parents allow them to live in a dormitory/boarding house despite that the children are used to live with the family.

On the other hand, this result agrees to the study of Lopez Turley and Wodthes (2010) as cited in the study of Glory et al. (2016) that students living away from families are more productive compared to those who are with their parents. They perform better academically and in other school activities and gain a higher GPA if they live away from their families.

Moreover, in terms of the statement number 15 "If I have the choice, I would rather live with my parents rather than living in a dormitory/boarding house." It has the third-highest weighted mean of 3.48 with the description also of Agree. This shows that the respondents agree that they prefer to stay with their parents while studying. This corroborates with the study conducted by Lopez (2015) about studentification and its negative effects. This further explains the ability of students to cope with urban changes.

In statement number 16 "*I am more motivated to strive harder in my studies when I am with my family*". This is the fourth highest weighted mean of 3.44 with the description of Agree. This implies that respondents further agree that motivation from family helped them to strive harder in school.

Problem 3.1 “Is There a Significant Difference on The Views of Students on The Influences of Living in A Dormitory to Their Academic Performance of Students When Data Are Categorized According to Sex?”

Table 4 in the next page presents the significant difference in the views of students on the influences of living in a dormitory to their academic performance when data are grouped according to sex. The 2-tailed t-test was used to determine if there are differences in the views of students when categorized according to sex.

Table 4 T-Test Result on The Views of Students on The Influences of Living in A Dormitory According to Sex

	Sex	N	Mean	SD	t-test	Sig (2-tailed)	Interpretation
Views	Female	30	2.84	0.32	-1.95	0.057	Not Significant
	Male	22	3.04	0.45			

Legend: t-Value<0.05 alpha is significant

t-value>0.05 alpha is not significant

The data in Table 4 show that the male students have a higher mean score of 3.04 as compared to female students with 2.84. However, when this difference was statistically tested using Independent t-test, the t- value is -1.95 with a significant value of 0.057 which is greater than Alpha 0.05. Therefore, there is no significant difference in the mean score between the two (2) groups. This implies that male and female students have the same views on the influence of living in a dormitory to their academic performance.

Problem 3.2 Is There a Significant Difference on The Views of Students on The Influences of Living in A Dormitory to Their Academic Performance of Students When Data Are Categorized According to Course?

Table 5 presents the significant difference in the views of students on the influences of living in a dormitory to their academic performance when data are grouped according to course.

Table 5 T-Test Result on the Views of Students on the Influences of Living in a Dormitory According to Course

	Course	N	Mean	SD	t-test	Sig (2-tailed)	Interpretation
Views	B	23	3.05	0.38	2.10	0.04	Significant
	A	29	2.83	0.37			

Legend: t-Value<0.05 alpha is significant

t-value>0.05 alpha is not significant

Table 5 presents the significant difference in the views of the students on the influence of living in a dormitory to their academic performance when data are grouped according to course. It reveals that the Course B students have a higher mean score of 3.05 as compared to Course A students with 2.83. In addition, when this difference was statistically tested using Independent t-test, the value is 2.10 with the significant value of 0.04 which is less than Alpha 0.05. Therefore, there is a significant difference in the mean score between the two (2) groups. This implies that the Course B students have better views on the influence of living in a dormitory to their academic performance as compared to the Course A students.

This further proved that the Course B students have better views on the influence of living in dormitory than the Course A in terms of comparing their GPA wherein based from the table 1 eight (8) out of twelve (12) students or 66.67% with Latin Honors are coming from the pool of Course B students. This implies that the Course B students have positive perspectives on living independently.

Problem 3.3 “Is There a Significant Difference on The Views of Students on The Influences of Living in A Dormitory to Their Academic Performance of Students When Data Are Categorized According to Socio-Economic Status?”

Table 6 presents the significant difference in the views of students on the influences of living in a dormitory to their academic performance when data are grouped according to socio-economic status.

Table 6 Two-way ANOVA Result on the Views of Students on the Influences of Living in a Dormitory According to Socio-economic Status

	SES	N	Mean	SSBG	SSW C	SST	F	Sig (2- tailed)	Interpretation
Views	High	9	3.45	3.039	4.59	7.63	16.23	0.000	Significant
	Middle	16	2.87						
	Low	27	2.79						

Legend: f-Value<0.05 alpha is significant

f-value>0.05 alpha is not significant

Table 7 Scheffe Test Two-way ANOVA Result on the Views of Students on the Influences of Living in a Dormitory According to Socio-economic Status

SES	Mean Difference	Sig	Interpretation
High Middle	0.584	0.000	Significant
High Low	0.661	0.000	Significant
Middle Low	0.078	0.726	Not Significant

Legend: f-Value<0.05 alpha is significant

f-value>0.05 alpha is not significant

The data in Table 7 present the significant difference on the views of the students on the influence of living in a dormitory to their academic performance when the data are grouped according to socio-economic status. The results show that the students with high socio-economic status have the highest mean score of 3.45 followed by the middle socio-economic status with 2.87 and low socio-economic status with 2.79 respectively. Furthermore, when this difference was statistically tested using One-way ANOVA, the F-value is 16.23 with a significant value of 0.000 which is less than Alpha 0.05. Therefore, there is a significant difference among the means of the three (3) groups on the views of the students on the influence of living in a dormitory to their academic performance.

This implies that the students with high socio-economic status have the best views on the academic performance. Moreover, when the difference was statistically tested using the Scheffe test, there is a significant difference between the mean score of high and middle as well as high and low socio-economic status. This further shows that the high socio-economic status has better views on the influence of living in a dormitory to their academic performance as compared to middle and low Socio-economic status. However, there is no significant difference

between the middle and low socio-economic status on their views. This reveals that the middle socio-economic status and low socio-economic status have the same views on the influence of living in a dormitory/boarding house to their academic performance.

Conclusion

Based on the findings, it was therefore concluded that living in a dormitory/boarding house does not adversely affect the students' academic performance. It brought about more of a positive impact on their studies than the negative. According to the data presented, they performed better when living independently rather than with the family. The respondents' views on the influence of living in a dormitory/boarding house to their academic performance concurred as Agree.

The respondents regardless of sex manifested similar views on the influence of living in a dormitory/boarding house to their academic performance. In terms of the Course A and Course B, the one with better views on the influence of living in a dormitory to the academic performance was the Course A students. While, in socioeconomic status, the students with high socioeconomic status have better views compared to those with low and middle socioeconomic status.

Implications

First, the parents of these students have to continue exerting more effort in monitoring, motivating and intensifying good parenting styles such as guidance and counseling as support to their children's academic endeavours. Second, the teachers of these students especially the advisers are recommended to look into their challenges by providing extra time to communicate or counsel as guidance for them to do their responsibilities as students even away from parents. Save part of the day for an informal conference just to listen to their experiences. Third, the school administrators have to continuously enhance the delivery services in a dormitory for in-campus to facilitate the students' needs such as an in-house library, accessible internet connection, printers, and other school supplies at affordable prices. They can also be safer just within the campus. The administration can also provide orientation prior to the formal classes begin solely for those students away from the family through the coordination of the Guidance and Counselling Office of the University for support and guidance.

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