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## Comparison of Commuter and Boarder Students taking Information and Communication Technology Courses in Terms of Academic Performance

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### ABSTRACT

*Life at college is voluntary and expensive. They need to balance their responsibilities with their own time and set priorities and decide whether to take part in co-curricular activities. Sayyed [1] said that student academic success is challenging because student performance is derived from psychological, socio-economic, and environmental variables. The primary objective of this research study is to compare the academic performance of commuter and boarder students who take Information and Communication Technology Courses namely the Bachelor of Science in Information Technology, Bachelor of Science in Computer Science and Bachelor of Science in Information System. The respondents of the study are the students enrolled in College of Computing Studies, Information and Communication Technology. 50% are boarder students and 50% are commuter students. The researcher floated a questionnaire to the respondents to obtain the desired output. Likert scale was the analysis tool used in this study to analyze and evaluate the response of the respondents. Based on the result of the evaluation of the study, commuter students are more conscious of their grades than boarder students; commuters are more active in participating in class discussion, organization, leading a group, and other than the boarder students. The commuter got better academic and non-academic performance than the boarder students yet boarder students got less possibility in encountering risk in their daily routine.*

**Keywords** Academic Performance; Boarder, Commuter; Student.

### Introduction

The college schedule is very different than the traditional high school schedule[2]. Typically, there is a lot more flexibility with college classes as stated by Mckoon[3] In high school, students are told what classes to take. The article written by Paul L. Foster Success Center [4] emphasizes that in college, students get to choose; that is, as long as the classes don't conflict and students have the prerequisites and the classes aren't closed and students paid for tuition.

According to the study of Danielle[5] student is often the first step to independence, particularly if students are moving away from home[6]. Students will have a chance to meet lots of new people and there are many chances to mingle with them. However, students may find there self struggling to achieve study goals[7].

Boarding houses are houses providing temporary or semi-permanent lodging. A boarding

house provides one, in some cases more than one room which can be rented for a night or even weeks and months at times as stated by Goodman, Dalton, Gabriel, Jacobs, and Nelson[8]. Also, Sagarino, Briliantes, Perez, Aga, Tipace, Aya-ay[9] study said that renters or the lodgers can use the room for a limited duration of time while the right of ownership remains with the landlord/landlady. Boarding houses provide a much more convenient and affordable alternative to motels and hotels[10]. These kinds of lodging facilities are particularly popular among students and tourists and even families during the holiday season. Students need to stay in a boarding house who lives in a far place[11].

Based on the study conducted by Anderson found that State College has a high percentage of commuter students at 85%[12]. The population of commuter students is a diverse community, which includes full-time students living with their parents, part-time students living in apartments off-campus, parents with children at home, and full-time employees[13]. Commuter students usually cycle, ride bikes, use public transit, or drive to campus to attend school. They mostly attend classes and then go home or to work, seldom spending extra time on campus outside the classroom [14].

Lightfoot [15] found out that outside the academic classroom, commuter students may have conflicting obligations, such as a family, house, and job interests. Wooley [16] commuter students were, on average, older than residential students, worked more hours, had higher personal incomes, and felt less of a sense of identification with the university they attended [17] also found out that campus residency is not a serious option for those students who are working full-time, raising a family, or caring for an elderly parent. Commuting can also be economically advantageous since many students on campus cannot afford to live on campus [13]. Despite residing off-campus, most commuter students have high academic aspirations and a strong commitment to learning [18].

Sayyed [1] states also that the boarding school model is effective in increasing the exposure of students to social, cultural, and educational opportunities.

Nonis, Philhours, and Hudson found that time and study habits affect student's performance[19]. The five educationally effective practices as described by the National Survey of Student Engagement (NSSE) are level of academic challenge active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive

campus environment, to identify possible the relationship between living arrangement and academic performance[20]. Inputs into the educational process are additional time spent traveling from home to school could be otherwise allocated on studying, practicing physical activities, and sleeping, activities positively related to academic achievement [21].

Although there are several possible reasons why commuters may be less successful as students, past research has not compared and evaluate the difference between boarder students and commuter students in terms of study habits, grade consciousness [19], school participation [20], grade performance [20], possible risk [14], the task of students [16], sleep patterns to vary [21] and student's satisfaction [15] as factors affecting academic performance. Thus, this study is conducted to compare which among the commuter and boarder students have a much better academic performance based on the given factors. Specifically, this research is conducted to answer the following question

1. What are the study habits of the two groups?
2. Do two groups differ in the level of grade consciousness?
3. What is the rating of the respondent's school participation?
4. What is the grade performance of the two groups?
5. What are the possible risk of commuting and staying at the boarding house?
6. What is the task of students who stayed at the boarding house and the one who commutes within the school premises and at home?
7. What are the factors that cause the two group sleep patterns to vary?
8. What is the rating of student's satisfaction in the following:
  - a. Relationship between instructor and classmates.
  - b. School facilities.
  - c. Methods of teaching.
  - d. Safety and security within the campus.
  - e. Quality of education.
  - f. Grades that the respondents recorded.
  - g. Daily allowance
  - h. The guidance provided by parents or guardians

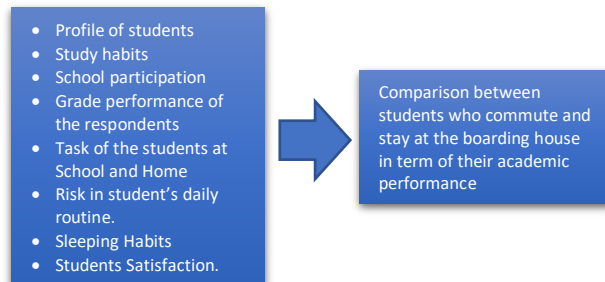
### Research Design

To achieve the purpose or aims of the study, the researcher used the descriptive normative survey

method. According to Calmorin[22], to describe the existence of a phenomenon or phenomena, the descriptive survey method is used. Good and Scates[23] states that descriptive-normative survey outcomes should be compared with the norm.

This is used in the analysis of data regards to the research entitled “The Comparison of the Commuter and Boarder Students in Term of Academic Performance”.

### Conceptual Framework



### Data Sources

The researcher first distributed the necessary letter of permission to the College Dean of College of Computing, Information and Communication Technology for the approval of researching the students in their formal classes. The researchers also coordinated with the office of the registrar for gathering data about the student population enrolled for identifying the samples needed. A letter of permission was also given to the faculty since tests will be administered during their scheduled classes. Suggestions were also sought from the satisfaction of a good presentation and outcome of the research. The panel during its proposal stage validated these questionnaires. The questionnaire was divided into eight (8) parts namely assessment on the study habits, assessment on grade consciousness, assessment on school participation, assessment on grade performance, assessment for the possible risk, assessment on student's task, assessment on sleep pattern, and assessment of student's satisfaction.

### Participants

The three hundred (300) respondents of the study are the students enrolled in College of Computing

Information and Communication Technology for 1st Semester School Year 2019-2020 where 50% are boarder students and 50% belong to commuter students. This sample is not claimed to be representative of college students as a whole; it was a convenience sample that provided an inexpensive and readily accessible source of data.

The researchers used a convenience sampling, where respondents are chosen as to who were readily available [41].

### Evaluation Method

The goal of the researcher was to compare the academic performance of the commuter and boarder students. With this objective, the researcher used the Lickert Scale Method as a data analysis tool[24] to determine whether or not the respondents always, often, sometimes, seldom, and never with the criteria set to evaluate and compare the academic performance between commuter and boarder students.

The following scale and interpretation were used to better understand the quantitative data.

Table 1. Scale and interpretations used in the research study

Response Mean	Awareness
4.20-5	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Seldom
1-1.79	Never

### Results

Table2. Assessment of the Study Habits

Indicators	Commuter	Boarder
1.What things you love doing while reviewing?		
a.eating	3.73	3.67
b.listening music	3.23	3.73
c.drinking, coffee, juice, etc.	3.3	3.3
d.playing computer/mobile games	2.27	2.1
e.none just focus on reviewing	3.6	3.33
f.others(please specify): text/call and chat	3.37	3.2
2.During vacant time what things you're doing		
a.scanning note	2.93	3.17
b.stay at the library	3.77	3.53
c.conversation with others	4.37	4
d.surfing internet	3.53	3.4
e.eating and drinking	3.9	3.77
f.others(please specify): text/call and chat	3.43	3.3
3. Are you actively listening in class discussions?	4.27	4.07
4. Write down every assignment	3.9	3.73
5. Remember to bring your homework to school	3.93	4

6. Communicate with your teacher	3.83	3.73
7. Establish a study zone at Home	3.4	3.53
8. Prepare Yourself for Test Days	4.17	4.3
9. Know Your Dominant Learning Style	4	3.83
10. Take down notes as the instructor discussing.	3.9	3.73
11. How often you attend class?	4.7	4.67
12. How many times you scanned your notes?	3.8	3.67
13. Actively participating in class discussion.	4.1	3.73
14. I am receptive to new ideas presented by teachers and classmates.	4.1	3.7
15. Attend my class regularly.	4.87	4.57
16. Come to class on time.	4.53	4.5

Study habits of commuter students. 3.73 is the highest rating which is listening to music and its rating shows that commuter students often listen to music [25] while boarder students often eat while

reviewing[26]. Staying at the library showed the highest rating with a 3.77 rating thus prove that the commuter students are often staying at the library during the vacant time[27]. Commuter students are more active in listening to class discussion, writing assignment, communicate with the teacher, know learning style, take down notes, participate in class discussion, more receptive to class ideas, attend class regularly and on time[18] got a higher value compared to boarder students. Boarder students can establish a study zone[28] compared to commuter, boarder students are much prepared for test/examination day[29].

Table 3. Assessment of Grades Consciousness

Indicators	Commuter	Boarder
1. How much time you allot in reviewing for an exam in each subject?		
a.1 hour per subject	3	3.4
b.2-3 hours per subject	3.5	3.13
c.3-4 hours per subject	3.3	2.73
d.below 1 hour per subject	2.93	3.37
e.not at all	1.27	1.47
2. What are things you're doing for the preparation for a quiz or exam?		
a.Scanning notes	4.43	4.27
b.Asked instructor to elaborate on the lesson you not clearly understand	3.63	3.13
c.Surf internet	3.47	3.33
d.Reads books or articles	3.67	3.27
e.others: ask classmates and join the discussion	3.83	3.87
3. How often you check your quiz and exam score?		
a.when the quiz/exam already checked	4.53	4.23
b.If the instructor told me to check	3.6	3.53
c.not at all	1.7	1.8
4. If you got low grades what things you're doing as an action?		
a.Review and scanned notes	4.33	4.1
b.Always asked the instructor to do an action	3.4	3.37
c. Double checked my computed grades	3.47	3.37
d.Better luck next time as vocabulary	3.13	3.3
e.not at all	1.43	1.53

The highest rating is 3.50 so the commuter students often allot time to review each subject between the

ranges of two to three hours. While boarder students allot 1 hour with a rating value of 3.14[30].

The commuter got a higher rating in Scanning notes, asked the instructor to elaborate lessons you did not clearly understand, Surf the internet, and Reads books or articles compared to boarder students. While boarder students are got higher ratings on joining discussion compared to a commuter in preparation for examination as its rating value is higher than commuter.[31]

Commuter students are more often to check quiz and exam scores compared to boarder as it got a higher value compared to boarder yet in terms of not checking the scores boarder students got a higher value compared to commuter[32].

Table 4. Assessment of School Participation

Indicators	Commuter	Boarder
1. How often you joined school activities?	3.8	3.57
2. How often you attend seminars?	3.37	3.13
3.Do you love joining school organizations?	3.68	3.07
4.Are you actively attending the meeting? (Organizational, school, team, group, class, etc.)	3.83	3.77
5. How often you lead a group?	2.97	2.93

Based on the table above commuter students participate more compared to boarder students as they got a higher mean value on all indicators such as joined school activities, attend seminars, joining school organizations, attending a meeting, and lead a group[33].

Table 5. Assessment of Grade Performance

Indicators	Commuter	Boarder
1. Do you expect grades higher than 85?	4.33	4.2
2.What is your average grades:		
a. Academic subjects		
74 below	1.27	1.77
75-80	1.7	1.93
81-85	2.37	2.06
86-90	2.53	1.86
90-95	2.73	1.86
95-100	1.63	1.17
b. Non-Academic subjects		
74 below	1.1	1.07
75-80	1.07	1.27
81-85	1.33	1.83
86-90	1.73	2.8
90-95	2.33	1.73
95-100	2.93	1.23

The commuter expectations to get grades higher than 85. 4.33 is the total rating which showed that the commuter students always expect to get grades higher than 85. The commuter academic grades. The highest rating got in grades were ranging from 91 to 95 with a rating value of 2.73 and based on its analysis commuter sometimes got grades that are in the range of 91 to 95. The commuter nonacademic grades. The highest rating got were grading ranging from 96 to 100 with a rating value of 2.93[34].

Boarder expectations to get grades higher than 85. The total rating value is 4.2 so boarder students often expect that they will get a grade higher than 85. The boarder students' academic grades. The highest rating got his grades to range from 81 to 85 with a rating value of 2.06 and based on the analysis, boarder sometimes got grades that were under the range of 81 to 85. [35]

Table 6. Assessment for the Possible Risk

Indicators	Commuter	Boarder
1. What are the possible risks you encounter in your daily routine as a commuter and boarder student?		
a.encounter accidents	2.77	2.5
b.Theft and robbery	1.83	2.17
c.bad influence of peers and friends	2.1	2.83
d.tiredness	3.43	3.27
e.cannot concentrate on study	2.67	2.83
f.traffic and road problems	3.67	3
g.over fatigue	2.93	2.27
h.others: heavy rain	2.06	2.36

Traffic and road problems showed the highest rating with a value of 3.67 and based on its analysis commuter students often encounter traffic and road problems.

Tiredness showed the highest rating with a value of 3.27 and according to its analysis based on the rating value sometimes a boarder student encounter tiredness[36].

Table 7. Assessment on Students Task

Indicators	Commuter	Boarder
1. What are your tasks at :		
A. School		
a.reading books	3.23	3.43
b.surfing internet	4	3.37
c.conversation	4.13	3.93
d.joining class tutorial	3.1	3.6
e.others: texting/chatting	3.3	3.47
B. Home/Boarding house		
a.washing dishes	4.13	4.13
b.cooking	3.4	3.87
c.washing clothes	3.4	3.93
d.packing things	3.33	3.97
f.others Commuter: conversation and play basketball, computer games and do texting. Boarder: hang with friends and play computer games	4.03	3.9

The conversation showed the highest rating represented by letter c and a value of 4.13 and the researcher found out that the commuter students often task at school is a conversation with peers, friends, etc. The task of commuter students at home, the highest rating value is 4.13, statistically implies that commuter students often wash dishes[37].

The conversation showed the highest rating represented by letter c and a value of 3.93 the researcher found out that boarders group task at school is often a conversation. The task of boarder students at the boarding house. Boarder students often wash dishes and cook[37].



Table 8. Assessment of Sleep Pattern

Indicators	Commuter	Boarder
1. What are the factors that cause your sleep pattern to vary?		
a.Living away from parents/family	2.5	3.4
b.Social life(e.g. hanging out with friends, attending parties)	3.17	3.2
c.poor bedtime/sleep habits	3.13	3.1
d.studying for exams	3.67	3.87
e.working on school projects/assignments/reports	3.6	3.7
f.preparing for return demonstrations	2.97	3.7
g.work/chores at home	3.67	3.17
h.others Commuter: text mate, runny nose, dirty and noisy place Boarder: unwanted bad dreams and text mate	3.33	3.17

The researcher found out that the often factors that cause their sleep pattern to vary are studying for exams and works/ chores at home. Boarder students often vary their sleep patterns by studying for the exam with a rating value of 3.87[38].

Table 9. Assessment of Students Satisfaction

Indicators	Commuter	Boarder
1. Are you satisfied with the following?		
a.Relationship between you and your instructor.	3.93	3.47
b.Relationship between you and your classmates.	4.37	3.83
c.Grades you got.	3.77	3.77
d.School facilities.	3.17	3.43
e.Instructor's methods of teaching.	3.63	3.7
f.Campus safety and security.	3.47	3.53
g.quality of education provided to you.	4	4.07
h.Daily allowance.	3.87	3.87
i.Guidance provided by parents or guardians.	4.57	4.4

The evaluation of commuter student's satisfaction. School facilities got the lowest rating with a value of 3.17, and the researcher found out that the commuter students are sometimes satisfied with the school facilities[38]. Commuter students are always satisfied with the guidance provided by parents/guardians and it has a rating of 4.57[39].

Evaluation of boarder student's satisfaction. Boarder students are often satisfied with the school facilities and it got the lowest rating with a value of 3.43. The guidance provided by parents/guardians has a rating of 4.40 marked the highest rating that shows that boarder students are often satisfied with the guidance provided by their parents or guidance[40].

## Conclusion and Future Works

The researcher came up with this study to compare the academic performance of commuter and boarder students.

Based on the analysis of data in the study habits of ICT students from 1<sup>st</sup> year to 4<sup>th</sup> year, commuter students eat while boarder students listen to music. During vacant time commuters, students often stay at the library while boarder students eat and drink. A commuter student is more active in listening to class discussion, write an assignment, communicate with the teacher, know dominant learning style, take down notes as the instructor discussing, attend class, scanned notes, actively participate in class discussion, receptive to new ideas presented by teacher and classmates and come on class on time compared to boarder students. But boarder students often bring homework to school, establish study zone, and prepare self for the test or examination day compared to commuter students.

The two groups are different in level of grade consciousness. For a reason, that commuter allots much more time in reviewing the subject. Boarder students show disinterest in reviewing each subject got a higher rating to compare to commuter students' rating value. For the exam preparation, commuter students produced a much better output, which is a reason that the commuter students got a much higher rating for those things that students do for the preparation on exams or quizzes than to boarder students. In terms of checking quiz and exam score commuter students show much more concern than boarder for a reason that it got a higher rating value under positive while on the showing disinterest in checking the score boarder students earn a much higher rating. It is also the same if students got low grades, commuters show higher rating value on the positive things that a student must do if they got low grades, while boarder students got a much higher value in negative things if they got low grades. Under the level of grade consciousness, commuter students produced a better output compared to boarder students.

On academic performance students' participation was required, according to the survey result based on its evaluation and analysis commuter students are much active in joining school activities, attend seminars, joining the organization, listening and participating in class discussions, and leading a group compared to boarder students.

Commuter students expect much than boarder students to get grades higher than 85. On academic grades, commuter students excelled compared to boarder student's grades. Boarder students got a much higher rating value than commuters if grades are under

80 below. But if grades are 80 above commuter students got much higher rating value and among the dean's lister involved in the study, one is boarder and the rest are commuter. On nonacademic grades, commuter students got a higher rating in grades that below 75 but in grades that were in the range of 91 to 100 commuter students got higher rating grades thus prove that commuter students got the much better output of grades to compare to boarder students.

A possible risk that would be encounter by the student's commuter got a much higher rating value than boarder, so commuter students are prone to meeting accidents. Theft and robbery, bad influence of friends and cannot concentrate on study boarder students got big possibilities in encountering it. Commuter students got also big possibilities in encountering tiredness, traffic or road problems, and over fatigue.

On the task of students, boarder students are more on reading books, joining class tutorials yet commuters are more of surfing the internet and conversation with others at the school while on the task at home boarder students got the higher rating value on all the task being surveyed.

The factors that cause sleep patterns vary. Boarder students vary their sleep pattern because they live away from their parents and family, social life, study for the exam, working school projects while commuter is work or chores at home, preparing return demonstration, and poor bedtime or sleep habits.

Boarder students are more satisfied with school facilities, methods of teaching, safety, and security of school and quality of education while commuters are more satisfied with to relationship between them and their instructor and classmates and the guidance provided by parents or guardians. Both commuters and boarder are satisfied with the grade they got and with their daily allowance.

The research study would be beneficial to the students for they will now determine which among the two groups excelled in academic performance. The study will help parents to decide which among the two groups would be better for their college children to belong to.

Based on the gathered survey commuter students show much good academic performance than boarder students which is the same result as the study of Simpson and D. Burnett[34].

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