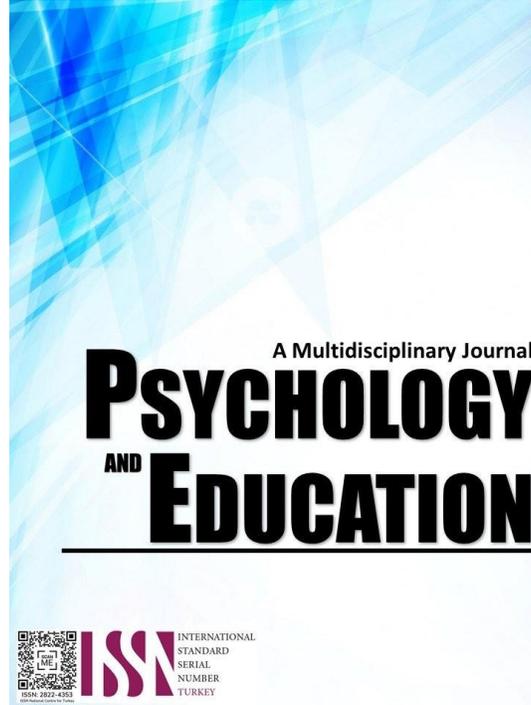


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Living Condition of Off-Campus Housing Accommodation: Students' Qualitative Perceptions

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Abstract

This study explores the living conditions and qualitative perceptions of college students residing in off-campus housing accommodations. Using a phenomenological research design, it captures the essence of participants' experiences and the meanings they ascribe to their living conditions. Four key themes emerged: sufficient food supply, knowledge of budgeting, assured privacy and security, and uncontrolled noises. Students' adjustment strategies were also identified, including environmental adaptation, observance of self-time management, and rerouting through music. The study also revealed insights into students' learning experiences, such as learning to budget, independence, academic focus, and success motivation. The research involved individual and group interviews with various college students. The findings provide a foundation for future research, suggesting comparative studies across different colleges or universities, longitudinal studies tracking changes over time, and investigations into the impact of specific living conditions on students' academic performance, mental health, and overall well-being. The study also highlights the potential role of educational institutions in supporting off-campus students and suggests possible intervention strategies to improve living conditions. This research opens up numerous avenues for further understanding and improving the living conditions of students in off-campus housing accommodations.

Keywords: *off-campus student accommodation, qualitative perceptions, living conditions*

Introduction

Securing safe and pleasant accommodation is essential for all individuals, particularly for students navigating the intricacies of academic life. With the increasing number of college students seeking off-campus housing options, it has become crucial to understand the living conditions and accommodations they encounter. Today, students aspire to improve their socioeconomic status and contribute to the betterment of society as a whole. Consequently, many students seek alternatives to returning home during their college years. This trend has led to the popularity of temporary housing options, such as boarding houses.

Revington (2020) suggests paying more attention to the citywide "urban dormitory" where students live. Waterloo's research shows that planning in cities with numerous off-campus housing options must be flexible to address the challenges urban dorms pose. Investment in high-density housing has helped alleviate supply problems and resulted in ongoing issues within the neighborhood. Planning plays a crucial role in shaping public spaces, providing amenities, and establishing regulations regarding the size and design of new units. According to the study, there is an expectation of greater emphasis on in-built universal design rather than exterior building environment design by individuals with disabilities (SWD). SWD prioritizes safety, health, managerial assurances, and security. Attakora-Amaniampong (2021) identified five factors contributing to a significant gap in off-campus student housing services.

The study revealed the prevalence of unregulated, low-quality off-campus housing in general and high rents in the vicinity of the University of Alabama (UOA). Combining creative public-private partnerships, social economy solutions, and the creation of need-based rental housing could create a win-win strategy to address these issues. These rental complexes could be repurposed as affordable housing after the COVID-19 pandemic (Tiwari, 2022). The findings indicate that students encountered epileptic power supplies, high rent, delayed school transportation, and insecurity. In light of these findings, the study recommends that the College adopt a public-private partnership strategy to increase on-campus housing options, invest in mass transit, and collaborate with landlords in students' residential areas to enhance security. Additionally, the study emphasizes the importance of implementing environmental sustainability measures (Raheem, 2019).

In the Philippines, one study examined the living conditions of students residing in boarding houses near the University of Eastern Philippines, Laoang Campus. While most students were young, single females with low family income who lived close to the university at a reasonable cost, the study also revealed concerning issues. These included incomplete boarding house registration, limited appliance use, reliance on charcoal cooking and open wells for water, and the absence of official policies and contracts. Despite expressing satisfaction with their housing situation overall, students did experience problems with unsafe water and a lack of formal regulations. These findings suggest improvements in boarding house regulations and living conditions are necessary to better support students' well-being and academic success (Nobis, 2022).

This study fills a significant research gap by first investigating college students' living conditions and qualitative perceptions of off-campus housing accommodations. Existing research needs comprehensive, context-specific information about students' unique challenges, experiences, and preferences in this setting. Through qualitative interviews, this study explores subjective aspects, individual perspectives, and nuanced factors affecting students' satisfaction or dissatisfaction with their housing. Additionally, the study addresses the compliance of registered and unregistered accommodations with health and safety regulations, aiming to identify potential risks and areas for improvement. It also assesses the situation of boarding houses, considering factors like

affordability, proximity to campus, amenities, and management practices. By addressing these objectives, the study aims to provide valuable insights that can inform policy development, interventions, and improvements in the off-campus housing sector, thereby enhancing college students' quality of living.

Research Objectives

The research objectives of this study are focused on gaining a comprehensive understanding of the living conditions and qualitative perceptions of college students residing in off-campus housing accommodations. Firstly, to examine the living conditions of off-campus student housing accommodations as perceived by college students. This fills the research gap by providing context-specific information about students' unique challenges, experiences, and preferences in this setting. Through qualitative interviews or surveys, the study explores the subjective aspects, individual perspectives, and nuanced factors contributing to students' satisfaction or dissatisfaction with their housing arrangements. Secondly, to investigate how college students adjust to the current living conditions in off-campus housing. This also evaluates the compliance of registered and unregistered off-campus housing accommodations with health and safety regulations, identifying potential risks and areas for improvement. Lastly, to explore the insights of college students regarding the importance of living conditions in off-campus housing accommodations and their impact on their success in college education. By addressing these objectives, the study aims to provide valuable insights that can inform policy development, interventions, and improvements in the off-campus housing sector, thereby enhancing college students' quality of living.

Related Literature

Fernandez et al. (2019) emphasized the difficulties that college students encounter in fulfilling their fundamental nutritional requirements, which arise from the high costs of College, stagnant family incomes, and the growing enrollment of students from lower-income backgrounds. The study centered on the real-life experiences of students grappling with insufficient food access, their methods of coping, and the effects of these strategies on their academic achievements.

El Zein et al. (2019) investigated the occurrence of food insecurity among first-year college students in the U.S. and its associations with sociodemographic factors, health, academics, and the use of food pantries. The research revealed that 19% of the students experienced food insecurity, while 25.3% were at risk of food insecurity. Additionally, the study noted that students experiencing food insecurity were more prone to experiencing low sleep quality, high levels of stress, engaging in disordered eating habits, and having a GPA below 3.0 compared to their food-secure counterparts.

A cross-country investigation by Khalisharani et al. (2022) examined how financial knowledge and attitudes affect undergraduate students' economic behavior in Indonesia and Malaysia. The study included 204 IPB University, Indonesia, and Universiti Putra Malaysia Faculty of Human Ecology students. Although the kids had some financial knowledge, their economic attitudes and behaviors were poor. Although Indonesian students had higher financial literacy, Malaysian students had better financial attitudes and activities. The multiple regression analysis showed that Indonesian and Malaysian students' financial attitudes positively affected their financial behavior. Unless they were in Malaysia, respondents' financial illiteracy hurt their finances. The study also revealed that students' age, GPA, and wealth did not affect their financial behavior.

The study conducted by Hassan and Wahid (2023) investigated the correlation between daily expenses and monthly allowances for students enrolled at Universiti Teknologi Mara Jengka, Pahang (UCPh). In the study, 152 students from a variety of faculties participated. By employing the Pearson correlation method and the IBM SPSS Statistics 25 software, the research team determined that there is no statistically significant correlation between the monthly allowances of students and their daily expenditures.

Malaga (2022) conducted a study on the housing facilities and accommodations of college students, aiming to provide insights for policy development. Using the Student Residential Satisfaction (SRS) framework, the research involved 404 student residents from a state college dormitory and boarding houses nearby. The findings indicated that most students rented housing facilities outside the College, with many residing in boarding houses that charged 1000 pesos or less per month. These facilities were typically constructed using concrete or mixed materials. The overall compliance index for the student housing facility and accommodation (SHFA) was relatively low, particularly in sanitation, cleanliness, safety, and security. However, certain aspects, such as location and accessibility, facilities, and treatment of borders, received moderately high index scores.

One study examined off-campus student housing preferences, focusing on location, type of house, cost of rental, housing quality, housing accommodation, and housing environment. The research found that students often had to compromise comfort and security to save on rental costs (Kamal et al., 2020).

Ying and Kamarazaly (2022) evaluated the degrees of satisfaction with the environmental and physical components of residing in off-campus student housing. The study focused on students and hostel management living in a condominium located off-campus in Subang Jaya. Questionnaires revealed that the majority of students expressed contentment with their off-campus lives. The study recommended that hostel management establish a user-friendly complaint system to address student concerns and implement rules and regulations to enhance the efficient use of facilities.

Oktavallyan et al. (2021) conducted a study focusing on the health design aspects of student boarding houses, with a specific case study

near the University of Bengkulu. Results indicated that while most boarding houses were in good condition, issues such as glare from natural light and inadequate room lighting were identified. Ventilation emerged as a significant concern, with many rooms having limited openings and bathrooms lacking ventilation, which did not comply with regulations. Environmental conditions, including cleanliness, water quality, and noise levels, were generally acceptable, although some boarding houses lacked greenery.

A study examined noise pollution in urban residential areas, including student housing near Nnamdi Azikiwe University in Awka, Southeast Nigeria. The study found an average noise level of 89.8 dB (A) during noisy times and 46.9 dB (A) during tranquil periods. The primary noise sources were portable generators, cars, and student and commercial loudspeakers. Students reported decreased tolerance, headaches, irritability, attention, and efficiency due to various loud sources. The research suggested that architects and urban planners employ land use zoning and sound-absorbing wall materials to reduce noise pollution in urban residential zones (Obi-Obi et al., 2021).

Cooper et al. (2022) examined the correlations between accommodation, social integration, and adaptation among first-year McMaster students. The study uncovered a statistically insignificant but favorable relationship between students' social integration and adjustment. However, a statistically significant positive relationship was seen between students' perceived social support and adjustment. While students who lived off-campus with other students reported greater social integration than those living on campus or at home, the observed difference did not reach statistical significance. The qualitative findings revealed that students believed their living conditions influenced their feelings of social integration and adjustment.

Masturah et al. (2020) examined the shortage of student accommodation and its impact on housing adaptation. Their research indicated that the difference between the anticipated cost and the actual effectiveness of physical attributes affects the shortage of student housing. The study also found that pleasant social connections in the neighborhood are crucial in deterring students from wanting to move to a different residence.

Ying and Kamarazaly (2022) examined the satisfaction with the environmental and physical elements of residing in off-campus student housing. Remarkably, most students conveyed contentment with their off-campus students living in Subang Jaya. The study suggested that hostel management should build a complaint mechanism that is easy to use to resolve student issues. Additionally, it advocated implementing rules and regulations to improve the effective utilization of services.

Timmermans (2023) explored how Peterborough's housing crisis affects Trent University's off-campus students, highlighting the challenges students face due to the housing crisis and emphasizing the need for practical solutions to address the issue.

Gulyas (2022) conducted research entitled "Community College Students' Perceptions Regarding the Use of Music for Stress Coping." The objective of the qualitative study was to investigate the impact of student stress levels on their learning outcomes at a community college. The study examined the students' perceptions of using self-selected music listening to learn in stressful conditions. The study involved a cohort of eight people aged between 18 and 24. They answered semi-structured questions utilizing the Zoom platform. The study uncovered that community college students of typical age employed music listening to control their bodily, emotional, and mental states, thereby diminishing stress and facilitating their studying endeavors.

Krause et al. (2023) investigated how individuals employ music listening to deal with different sources of stress. The study examined the correlation between daily stresses and the utilization of music listening and how this coping mechanism is connected to listener attributes such as demographics and music interaction style. The research, which included 553 participants from the United States, Australia, and Malaysia who took part in an online survey, discovered that people frequently turn to music to deal with pressures associated with social interactions and jobs rather than performance obligations and everyday annoyances. In addition, people who possess a more robust and efficient listening style and those who participate in music listening for emotional or problem-solving purposes and to avoid or disengage from stress prefer to utilize music as a coping mechanism for everyday pressures.

Sotomayor et al. (2022) studied "When Students Are House-Poor: Urban Universities, Student Marginality, and the Hidden Curriculum of Student Housing." In Toronto, where housing markets are being financialized and commoditized, the study analyzed university students' housing experiences. The researchers used focus group data to study students' housing choices, how to find cheap accommodation, and how housing and economic pressure affect their well-being. The study found that students had to be creative to find affordable, adequate, and accessible housing. According to the researchers, different student living conditions generated a "hidden curriculum" that normalized socioeconomic problems.

The Vancouver University of British Columbia (UBC) study by Lin et al. (2020) looked at student affordability dynamics. The study highlighted that school expenses significantly impacted students, considered one of the least financially stable demographics. It concluded that affordability was a complex and ongoing discussion at UBC, affecting individuals to varying degrees and having the potential to influence all aspects of life.

Riggs (2019) conducted a study at New England College. The research focused on the experiences of undergraduate commuter students. Riggs discovered that commuting was negatively associated with attaining a bachelor's degree and increased the stress level experienced by undergraduate students. The study concluded that higher education institutions should support students with differing housing statuses.

The study examined the effectiveness of residential learning communities (RLCs) as an educational method. The study utilized data from a varied and extensive sample of first-year and sophomore students from many institutions. It aimed to shed light on the connections between involvement in residential learning communities (RLCs) and student engagement and reported improvements in learning. The study discovered that RLCs, or resident hall settings, provide academic and social advantages. RLCs have long been praised as a highly successful method for enhancing student achievement (Hurtado et al., 2020).

Lacerda et al. (2023) examined the progression of academic achievement among university students, explicitly comparing those residing in student housing with those who did not seek admission to college housing. The sample consisted of 553 pupils, with 283 residents (59.02% female) and 312 in the control group (60.62% female). Each student's performance was personally tracked for an average of five semesters per student, resulting in 5743-semester grades. The findings indicated that residents' academic performance improved upon entering student housing, with their performance remaining on par with the control group. These findings suggest that student housing has the potential to boost academic achievement, broaden educational prospects, promote social interaction, and improve the learning experience.

Kaya et al. (2021) conducted a meta-analysis investigating the relationship between students' overall well-being and academic performance. The study incorporated information from 54,426 individuals across 81 distinct samples. The findings indicated a statistically significant, positive, albeit modest, impact size. The effect sizes exhibited variability depending on moderator factors such as publication year, age, school level, and publication kind. Nevertheless, the association remained strong across all aspects of well-being, academic disciplines, types of scales used, and degrees of development in different nations. The study found that living in a dormitory or boarding house did not negatively affect students' academic performance. In fact, it positively influenced their academics compared to living with their family. The data suggest that residing off-campus can positively impact academic achievement, academic opportunities, social engagement, and learning.

Kamal et al. (2020) conducted a survey in Selangor involving selected public and private universities, distributing 735 questionnaires among students. The research focused on five aspects of housing preferences: location, type of house and rental cost, housing quality, housing accommodation, and housing environment. Findings indicated that students often rented private units that did not align with their preferences, sometimes resorting to multiple occupants to save on rental costs, compromising comfort and security. This situation was found to impact students' academic performance potentially. The study aimed to provide a benchmark for relevant parties, especially in the housing sector, to develop student housing concepts that meet the preferences of off-campus students.

Manson and Iglesia (2022) compared 52 respondents' perspectives on how dorm life affects academic performance by gender, course (Course A and Course B), and socioeconomic class. The mean grade was 1.79, showing high academic performance. The study found that staying in a dorm or boarding house improved students' academic achievement. Students did better living alone than with family. Course B respondents were more optimistic about the impact of dorm or boarding house living on academic achievement. Additionally, respondents from high socioeconomic classes had better opinions than respondents of low and intermediate socioeconomic status.

Wei (2022) conducted a study to examine the elements that impact the selection of off-campus housing and the level of satisfaction with the living arrangements. The research aimed to create a conceptual framework that outlines students' preferences regarding off-campus housing. The initial pilot findings demonstrated strong reliability and validity of the 46 factors about student housing choices. The results yielded a significant understanding of students' inclinations toward establishing housing options beyond the college premises.

Ravhuhali et al. (2022) investigated the survival tactics employed by students from low-income households who reside on-campus and off-campus at a rural institution in Limpopo Province, South Africa. The study, based on self-determination theory and components of Bandura's social cognitive theory, uncovered the difficulties encountered by students, such as insufficient financial resources and materials and exposure to criminal activities. Students employed financial aid programs, peer support networks, and university financial assistance to manage their circumstances. The study's results indicate that higher education institutions should implement diverse financial assistance strategies to support on-campus and off-campus students from low-income households.

Ogendo et al. (2020) examined the difficulties encountered by students who do not live on campus. The study emphasized the influence of housing construction patterns and swift shifts in enrollment on students' everyday lives, impacting their housing conditions in terms of comfort, convenience, and safety. The study determined that off-campus students require a serene reading environment to handle expenses, transportation, social engagements, and other difficulties effectively.

The studies collectively provide a comprehensive understanding of the living conditions of off-campus housing accommodations from various perspectives. They highlight the challenges students face, such as food insecurity due to high college costs and stagnant family incomes, and the impact of these challenges on academic performance. The studies also examine students' financial activities, uncovering the impact of financial literacy and attitudes on their economic actions. This study examines the correlation between the standard and cost-effectiveness of housing amenities and their influence on students' physical and mental health, educational achievements, and social assimilation. The studies emphasize sufficient, reasonably priced, and easily reachable lodging. They also propose that hostel management adopt strategies to improve the utilization of amenities and solve student issues. In addition, they highlight the significance of music as a means of managing stress, which might be especially advantageous for students residing in off-

campus housing. These findings are consistent with the study's goals on the living conditions of off-campus housing and students' subjective judgments. They offer a broader perspective and enhance our understanding of the relevant issues.

Methodology

Research Design

This study employed a qualitative approach to explore and understand the subjective experiences, perceptions, and challenges of college students who lived in off-campus housing accommodations. This approach allowed for an in-depth exploration of individual perspectives and contextual factors. Participants were interviewed to capture the essence of their experiences (Creswell, 2014).

A phenomenological research design was deemed appropriate for this study as it aimed to understand the lived experiences and perceptions of college students in off-campus housing. This design focused on capturing the essence of participants' experiences and the meanings they ascribed to their living conditions. It provided a platform for the students to voice their unique experiences, enriching the understanding of off-campus living from a student's perspective. This approach enabled the study to uncover nuanced insights and contribute to the body of knowledge on student housing.

Participants

The study targeted college students who resided in off-campus housing accommodations at selected colleges. The participants represented different demographic characteristics, including gender, age, socioeconomic background, and cultural diversity. Participants were currently enrolled college students living in off-campus accommodations in the specified area. Individuals who were not college students or did not reside in off-campus housing accommodations were excluded from the study.

Participants in this study had the right to withdraw their consent and discontinue their participation at any stage without facing negative consequences or penalties. They could withdraw if they felt uncomfortable or distressed or found the topics discussed sensitive or triggering. If participants experienced any adverse effects, they could withdraw and seek appropriate support. Personal reasons, time constraints, or other factors that made continued participation challenging or undesirable also provided grounds for withdrawal.

Participants were assured that their decision to withdraw would be respected, their data would be handled securely, and their relationship with the researchers would not be affected. The withdrawal criteria were communicated to participants, emphasizing their autonomy and contributing to the ethical conduct of the study.

Instrument

Semi-structured interviews were conducted with participants to explore their qualitative perceptions and experiences regarding off-campus housing accommodations. The interviews allowed participants to express their thoughts, emotions, and reflections in their own words. On-site observations were conducted to gather data on the physical conditions, amenities, and overall environment of the off-campus housing accommodations. The researcher made detailed observations and field notes during these visits.

Procedure

Participants were recruited through purposive sampling, selecting individuals who met the inclusion criteria and represented diverse backgrounds and experiences. Sampling continued until data saturation was reached when new information no longer emerged. Semi-structured interviews focused on open-ended questions to encourage participants to share their experiences, challenges, and perceptions of off-campus housing accommodations. The interviews were audio-recorded with the participant's consent and transcribed verbatim.

On-site observations involved visiting the off-campus housing accommodations and documenting physical features, living conditions, amenities, and any notable aspects related to the participants' experiences. The interview transcripts and observation notes used Thematic analysis to identify patterns, themes, and meanings. This iterative process involved coding, categorizing, and interpreting the data to derive critical findings (Creswell, 2014).

The sample design for this study involved purposive sampling, selecting individuals who met the inclusion criteria and represented diverse backgrounds and experiences. The participants were currently enrolled college students residing in off-campus housing accommodations in the specified area. The sample included diverse demographic characteristics, such as gender, age, socioeconomic background, and cultural diversity. Individuals who were not college students or did not reside in off-campus housing accommodations were excluded from the study.

The sample size for this qualitative study depended on achieving data saturation, which is the point at which new information no longer emerges, and the researcher has a comprehensive understanding of the phenomenon under investigation. It was recommended to continue sampling until data saturation was reached.

In addition, the study considered gender dynamics and potential gender-related issues within the context of off-campus housing accommodations. It explored how gender influenced students' perceptions, experiences, and challenges and sought to ensure gender-responsive analysis and recommendations.

Ethical Considerations

The Davao de Oro State College Research Ethics Committee (DDOSC REC) oversaw the study involving participants with moral and ethical qualities. The researcher obtained written consent from each participant to assure the participants' safety and confidentiality. The consent form included information regarding the participants' right to disengage from the study at any time and to have their opinions recorded. In addition, respondents were authorized to evaluate the benefits and risks of participating in the study. The consent form also included information regarding the purpose of the study, the methods to be used, and specific statements regarding confidentiality. The researcher and participants signed the consent form to signify their understanding of its contents.

Voluntary participation. The study is enshrined in Republic Act No. 11055, the Philippine Health Research Ethics Law. The researcher recognizes that individuals can decide whether to participate in a research study without coercion or pressure from others. As such, researchers obtain informed consent from participants, which involves providing them with all the information about the study so they can make an informed decision about whether or not to participate. This includes information on purpose, procedures, prospective risks and benefits, and participant rights. The participants may withdraw from the study at any time without negative repercussions. By adhering to the principle of voluntary participation, researchers ensure their studies are ethical, considerate, and protective of the rights and welfare of the participants.

Privacy and confidentiality. The researcher follows Republic Act (R.A.) No. 10173, the Data Privacy Act of 2012. The researcher ensures the protection of the privacy and confidentiality of the respondents by implementing appropriate security measures to safeguard any personal information that may be collected, processed, or stored for the study. This includes obtaining the necessary consent from the respondents and ensuring that their data is used only for the specific research objectives and is not disclosed to any unauthorized third party without their explicit permission.

Informed consent process. The informed consent procedure is an integral part of the research. Before participating, the researcher ensures that all participants are thoroughly informed of the study procedures. This ensures that respondents comprehend the study's purpose, methods, potential risks, and benefits, allowing them to make an informed decision regarding participation.

Risks. The researcher takes excellent care to ensure that the study does not put the participants in any situation that could be harmful or maleficent. The researcher also considers any potential health risks associated with the investigation and takes measures to minimize or eliminate them. The safety and well-being of the participants are of the utmost importance to the researcher, and steps are taken to ensure that the study is conducted in a manner that does not pose any risks or harm to the participants.

Plagiarism. The researcher adheres to Republic Act No. 8293, or the Intellectual Property Code of the Philippines, which prohibits plagiarism and protects the rights of authors and creators. The researcher confirms that any work presented in the study that is not their creation is correctly cited with appropriate attribution to its source or author. This ensures that the study is conducted with the highest academic integrity and prevents violations of intellectual property rights.

Fabrication. The study follows the research integrity policy and the Philippine Technology Transfer Act of 2009, which forbids data manipulation and distortion of results. The researcher assures the study's data and results are accurate and precise, free of fabrication, falsification, or misrepresentation. This ensures that the study's findings are credible and help to advance knowledge in the field. The researcher goes to considerable lengths to guarantee that the data and results are gathered using rigorous and ethical research methods and that any potential errors or biases are minimized or avoided.

Falsification. The study adheres to the highest research integrity standards and rigorously prohibits altering research data. The researcher guarantees that the study is conducted objectively and that no research data is manipulated or controlled to promote any particular hypothesis or conclusion. The study's data and results are given accurately and truthfully, without manipulation or misrepresentation. This ensures that the research is carried out with the utmost academic integrity and contributes to the advancement of knowledge in the field. The researcher takes great care to identify and correct any potential biases or inaccuracies in the data, and the study conclusions are credible and trustworthy.

Conflict of Interest (COI). This study complies with the provisions of Republic Act No. 10173, often known as the "Data Privacy Act of 2012." Section 15 of the aforementioned law mandates that all personal information be gathered, processed, and released in a manner consistent with the data subject's rights and free of conflict of interest. Additionally, this ensures research integrity, protects the public interest, and avoids conflicts of interest in research activities. This includes refraining from engaging in personal or financial interests that may affect the research results' credibility, objectivity, and impartiality. The policies also require disclosing potential conflicts of interest and establishing measures to manage or eliminate the conflict.

Deceit. The research is conducted with integrity and according to ethical standards. Deceitful practices, such as the perversion of data and information, violate ethical principles and may lead to serious consequences, including loss of credibility, disciplinary action, or legal liability. This includes the prohibition of deceitful practices in research. These require researchers to uphold the highest standards of honesty, objectivity, and impartiality in their research practices and to ensure that their research methods and results are transparent, accurate, and verifiable.

Vulnerability. This study acknowledges potential vulnerabilities that participants may face, including emotional and psychological

vulnerability, power imbalances, confidentiality and privacy concerns, and sociocultural factors. To address these vulnerabilities, the researchers will prioritize participant well-being by obtaining informed consent, ensuring confidentiality and privacy, offering opportunities to withdraw, and creating a supportive research environment. The researchers will be attentive to potential emotional impact and provide appropriate resources if needed. Active engagement with participants, listening to their concerns, and adapting the research process accordingly will be crucial in promoting a meaningful and ethical study while safeguarding the rights and welfare of participants.

Authorship. The authorship procedure in a research study is governed by the Philippines' Intellectual Property Code, also known as Republic Act No. 8293. This is granted to the author or creator of the original work, including research studies. The researcher typically undergoes a series of revisions based on their panelists' suggestions. These changes are intended to improve the research's quality and validity.

Results and Discussion

This section presents the results of the first major research question; 'What are the living conditions of off-campus student housing accommodation as perceived by the students?' Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the research participants' understanding regarding living conditions of off-campus student housing accommodation as perceived by the students.

Through careful analysis of participant interview transcripts, four key themes emerged that illuminate the living conditions faced by off-campus student housing residents: (a) Sufficient Food Supply, (b) Knowledge in Budgeting, (c) Assured Privacy and Security, and (d) Uncontrolled Noises.

The Living Conditions of Off-Campus Student Housing Accommodation As Perceived By The Students

Sufficient Food Supply

Participants emphasized the importance of having enough food and financial resources to prevent hunger, maintain health, and ensure overall well-being. They highlighted the need for an allowance to cover food and other expenses. One participant stressed the need for students to have sufficient food supplies and allowances to avoid hunger and meet different needs, highlighting the affordability and access challenges many off-campus residents face. Another participant emphasized the importance of having enough food to maintain health and well-being. At the same time, another associated a consistent food supply with their ability to sustain themselves in the boarding house.

Participants shared their experiences managing food supply in different living conditions, such as at home and in a boarding house. One participant appreciated the constant food supply at home, driven by their parents, but faced challenges managing their food supply in a boarding house, which required careful budgeting and planning. Another participant highlighted the difficulties of living in a shared space, where disturbances and requests from others can impact their food supply. Despite their budget constraints, their empathy towards others further complicated their ability to ensure a consistent food supply.

A participant expressed concerns about needing more resources, especially for basic needs like food. This is particularly challenging when parents are far away, and funds are limited. The participant emphasized the difficulty of balancing academic responsibilities with the need for sustenance, reinforcing that having enough food is essential for their well-being and productivity. These discussions underscore the importance of ensuring everyone has access to enough nutritious food and the means to acquire it.

Off-campus housing often comes with higher living costs, including rent, utilities, and groceries. This financial burden may disproportionately affect students' ability to afford sufficient nutritious food, potentially leading to higher food insecurity rates than on-campus residents.

College students face a concerning reality of low food security, according to Fernandez et al. (2019). Students struggle with affording nutritious food, accessing reliable sources, and experiencing hunger's physical and emotional toll. This impacts their academic performance as they grapple with fatigue, concentration difficulties, and prioritizing basic needs over studies.

Furthermore, living off-campus, relying on Pell Grants (low-income aid), and not having a meal plan significantly increased the risk of food insecurity. It highlights a serious issue affecting a significant portion of college students. It underscores the need for resources and supports systems to address food insecurity and ensure all students have access to nutritious food for optimal health and academic success (El Zein et al., 2019).

Knowledge in Budgeting

Participants emphasized the importance of financial literacy, including budgeting skills and self-discipline. They highlighted the need for financial education programs to help students manage their money effectively and avoid financial problems. One participant stressed the importance of being accustomed to budgeting and having self-discipline. They also mentioned the need to prioritize needs over wants and to be frugal, especially when faced with challenges. Another participant highlighted the importance of being frugal and budgeting for expenses, especially food. They mentioned the unpredictability of the future and the possibility of needing financial

assistance from parents, underscoring the need to manage finances carefully.

Participants shared their experiences managing finances in different living conditions, such as at home and in a boarding house. One participant contrasted the experience of living at home, where food and other necessities are provided by parents, with the self-reliance required in a boarding house. They emphasized careful budgeting to ensure an adequate food supply when living independently. Another participant narrated that living in a boarding house fosters independence and enhances skills in managing allowances and expenses, including food supply. They also highlighted the importance of learning how to become independent, including learning how to budget and solve problems independently. These discussions underscore the importance of financial literacy and the challenges of managing finances in different living conditions.

Improving student satisfaction in off-campus housing involves making the living environment safe, well-maintained, and conveniently located. When universities and property owners focus on these aspects, they can significantly enhance students' well-being and academic success (Ying & Kamarazaly, 2022).

On the other hand, students living in disadvantaged environments, characterized by overcrowding, insecurity, poor maintenance, or deprivation in their neighborhoods, were more likely to experience lower academic performance (Malarga, 2022).

Assured Privacy and Security

The participants emphasized the importance of privacy and security in off-campus student housing accommodations. They highlighted the role of these aspects in creating a comfortable and stress-free living environment. The participants particularly valued the sense of security of living in a female-only environment and the reassurance of being close to a police station. They also stressed the significance of safety and exclusivity in their living space, valuing a quiet, undisturbed environment conducive to studying and an overall pleasant atmosphere. However, some participants mentioned lost belongings, indicating a lack of security or organization in the living space.

There is a need for off-campus housing that not only meets the budgetary needs of students but also provides a secure and private environment conducive to studying. This could involve developing student housing concepts that meet the preferences of off-campus students, including aspects of location, type of house and cost of rental, housing quality, housing accommodation, and housing environment (Malaga, 2022). To address student concerns about safety, security, and missing belongings, the hostel should implement a user-friendly system for submitting complaints and establish precise rules and regulations for using the facilities (Ying & Kamarazaly, 2022).

Moreover, students often prioritize affordability over comfort and security in their housing choices, potentially jeopardizing their privacy and well-being. This compromise, which aligns with the participants' desire for secure and private living spaces, might hinder their academic performance (Kamal, 2020).

Uncontrolled Noises

Participants highlighted the significant impact of noise on their academic performance and personal life. They mentioned that noise from other residents or outside disturbances can disturb their study habits, sleep patterns, and overall health, leading to higher stress levels and potentially affecting their academic achievements. Some participants attributed the noise to the proximity of rooms, lack of soundproofing due to non-concrete construction, and the behavior of other residents, such as first-year students who won't lower their voices during study times and board mates who bring their classmates over. Despite the overall peaceful environment in some boarding houses, there are still instances of noise that can disrupt sleep and rest, such as the crying of a child during dawn. Participants expressed concerns about the cleanliness and organization of the boarding houses. They mentioned issues with the dirty comfort rooms and lost belongings, indicating a need for more security or organization in the living space. One participant also showed a sense of responsibility by trying to clean up the mess. These discussions underscore the importance of cleanliness and organization in off-campus student housing and the challenges students face in maintaining a clean and organized living space.

Residential health encompasses cleanliness, occupant well-being, and a comfortable environment within the building and its surroundings. Boarding houses, often chosen by migrants for affordability, can provide comfort and offer essential amenities and peacefulness when chosen carefully (Oktavallyan et al. 2021).

The study's findings directly relate to the noisy boarding house environment. Measurements within the boarding house revealed noise levels exceeding permissible limits, primarily due to loud music from shared common areas, frequent use of portable generators, and thin walls allowing noise from neighboring rooms and outside traffic to seep in. Residents reported low tolerance levels, constant irritation, and difficulty concentrating on studies due to the persistent noise. This perfectly echoes the Theme, demonstrating noise's detrimental impact on residents' well-being and productivity (Obi et al., 2021).

Adjustment of the College Students to the Current Living Conditions

This section elucidates the findings of the second primary research question: "What aspects of off-campus student housing accommodation do students consider important for their living conditions? Three specific research inquiries were formulated to gather data pertinent to this question. These inquiries aimed to delve into the facets of off-campus student housing that students find significant for their living conditions. Three main themes emerged from the data collected on the participants' experiences. The themes are (a)

adaptation to a new environment, (b) Observation of self-time management, and (c) rerouting through music.

Adaptation to New Environment

Participants discussed the emotional challenges of adjusting to a new environment. They expressed difficulty in dealing with problems without the immediate presence of their parents. The shift from face-to-face conversations to digital communication has also added to their anxiety, indicating a struggle with expressing emotions and concerns through chat. Some participants, however, found it easy to adjust because they were used to being away from home. They also mentioned strategies for adjustment, such as socializing with other boarders to avoid getting bored and being independent.

Participants emphasized the importance of self-encouragement and adaptability. Despite its difficulties, they viewed the boarding house as a necessary step for their future. They also highlighted the practical benefits of boarding, such as avoiding tardiness at school. Some participants expressed acceptance of their current circumstances and made adjustments to their self-esteem and living standards. They indicated a survival strategy by lowering their expectations of their living conditions and environment. One participant also mentioned figuring out what to prioritize and how to budget money as part of being independent. These discussions underscore the importance of self-encouragement and adaptability in managing the challenges of college life and enriching the college journey.

Living off-campus can challenge student adjustment due to reduced opportunities for social integration, potentially leading to feelings of isolation and impacting academic performance. The study by Cooper et al. (2022) supports this observation, finding that off-campus students at McMaster University exhibited lower levels of social integration compared to their dorm-dwelling counterparts. This suggests that physical distance from peers can hinder off-campus students' ability to build social connections and participate in community activities. Furthermore, the study identified a correlation between lower social integration and increased academic stress and loneliness. This underscores how challenges with social integration, potentially stemming from off-campus living, can negatively impact student adjustment and well-being.

Masturah et al.'s (2020) study highlights a critical issue: a "housing deficit" where student demand outstrips available options. This intense competition can force students to settle for less-than-ideal accommodations, potentially impacting their satisfaction and adjustment to off-campus life. The study also explores coping mechanisms students adopt, such as apartment sharing and utilizing community resources. These strategies could apply to students in your area and offer valuable advice for overcoming adjustment challenges related to off-campus housing.

Observance of Self-Time Management

Effective time management is crucial for maintaining cleanliness and completing essential tasks as students balance academic responsibilities, household chores, and social activities in the context of off-campus and off-campus student housing. Students can create a supportive living environment that promotes their well-being and academic success by establishing a routine that encompasses these aspects.

One student exemplifies this by adjusting their time management to meet the demands of their living situation, demonstrating proactive adaptation. Despite facing challenges stemming from distance from their parents, which leads to homesickness and difficulties in budgeting and time management, they prioritize cleanliness and necessary tasks. Another student, while lacking a specific time management strategy, tackles functions as they come to mind, coping with parental absence by imagining their return. They emphasize self-reliance and the development of time management skills in handling responsibilities solo.

Additionally, students recognize the importance of self-management in overcoming challenges in living conditions. They believe persistence leads to problem-solving, particularly in managing time and budgeting when immediate parental financial support is unavailable. Despite discomfort with solitude and dependency, some students find inspiration in their adaptability and support from others, viewing it as a driving force behind their success. Participants acknowledge struggles with time management, citing late wake-ups, commuting needs, and laziness as hindrances. They stress the need to control laziness to prioritize tasks and improve time management skills effectively.

Off-campus student housing environments can significantly impact students' time management due to various environmental and physical aspects influencing focus, productivity, and potential distractions.

Students often have to choose between getting enough sleep and having fun or managing their schoolwork and long commutes. This juggling act can leave them feeling super stressed and overwhelmed. Not having affordable places to live nearby or with everything you need can make things even harder. It can mess up students' schedules and make them feel drained (Timmermans,2023).

Students dissatisfied with environmental factors like noise levels or lack of dedicated study spaces were less likely to be satisfied with their overall housing experience. This suggests that a positive environment can improve focus and productivity, potentially benefiting time management.

The study also identified physical aspects like shared spaces without clear boundaries and poor maintenance as contributing to dissatisfaction. These can lead to distractions, time wasted on resolving issues, and less time available for focused study, impacting time management negatively (Kamarazaly (2022)).

Rerouting through Music

Music plays a pivotal role in how off-campus college students manage their living situations, serving as a means of emotional expression and a catalyst for happiness and well-being. It often contributes to creating a positive ambiance, enhancing alertness and liveliness. This practice fosters stronger bonds among housemates and provides personal introspection and privacy opportunities. As a result, music becomes a crucial element in navigating the challenges of off-campus living, fostering a harmonious and balanced lifestyle.

For many students, music is a coping mechanism that helps them express their emotions. When feeling overwhelmed, they turn to music and seek support from family, recognizing the importance of familial connections in managing stress. One student shared, "My coping mechanism, sir, is music because it can express my emotions. And when I can't handle it anymore, I always contact my siblings so they know my situation in the boarding house because they tend to worry a lot."

Another student expressed their approach, saying, "I just do whatever makes me happy. I use my phone, play mobile games, listen to music, and watch videos to make myself happy." These students also uplift communal activities, like showering together while playing music. They feel more awake and enjoy the solitude of showering alone. Music, particularly Blackpink's music, often accompanies them during tasks like laundry, enhancing their experience.

Music serves as more than just entertainment for these students; it is a coping mechanism, a means of expressing emotions, and a tool for creating a positive environment. It contributes significantly to their happiness and well-being, aiding them in managing the challenges of off-campus living. Whether engaging in daily activities or seeking relaxation, music is a constant companion that enriches their lives.

Music can lower cortisol levels and improve mood, potentially alleviating stress related to off-campus challenges. Listening to calming or uplifting music can provide a sense of relaxation and distraction from negative emotions (Gulyas,2022).

Moreover, people frequently turned to music to deal with stresses connected to social interactions and employment rather than those associated with performance obligations and everyday frustrations. Furthermore, persons who exhibited a more intense emotional listening style and those who stated that they listen to music to deal with emotions or to escape and disengage from problems were shown to listen to music most frequently to cope with everyday pressures (Krause et al., 2023).

The Important Insights of College Students in Living Off-Campus

This section presents the findings of the third primary research question: "What insights do college students have on the importance of living conditions in off-campus housing accommodations for their success in college education?" Three specific research inquiries were formulated to gather data relevant to this question. These inquiries were designed to explore the aspects of off-campus student housing that students deem significant for their living conditions. From the data collected on the participants' experiences, three main themes emerged. These themes encapsulate the key insights from the students' perspectives on off-campus living conditions. These are (a) learning to budget, (b) trained to be independent, (c) Focusing on scholastic works, and (d) being motivated for success.

Learning to Budget

The participants' responses highlight the importance of budgeting and independence in living in a boarding house. The proximity of the boarding house to the school is seen as a factor that facilitates budgeting and stress management. The participants also expressed that living in a boarding house has helped them understand their budget, especially for personal expenses and school fees. They also mention their challenges, such as being unable to save due to peer pressure and having to pay for projects and other expenses from their allowance. Despite these challenges, they express no regrets about their boarding life and even see it as a learning experience that prepares them for future independent living. The participants also emphasized the importance of not spending unnecessarily or buying things impulsively due to their financial constraints. They see these experiences as part of learning to become independent and manage their expenses. They also believe these skills will be helpful in their future lives.

Living off-campus can offer several advantages that enrich a student's college experience. While it provides greater convenience, desired amenities, and opportunities to build deeper connections, it's essential to acknowledge the challenges of securing affordable and accessible housing (Sotomayor et al.,2022).

Equipping students with affordability knowledge empowers them to make informed choices about housing and budgeting strategies. This can lead to more effective financial management, potentially reducing the risk of financial difficulties (Lin et al.,2020).

Trained to be independent

The participants' responses emphasize the value of independence from living off-campus. They highlight the development of essential life skills such as budgeting and cleanliness and reducing reliance on parents. The participants also note the importance of self-reliance, stating that living independently becomes necessary when staying in a boarding house. They express that living conditions have taught them to live independently and manage expenses. The participants also mention the importance of solving problems independently and applying these skills after graduation. These responses suggest that living off-campus is a stepping stone to post-college independent

living, nurturing self-sufficiency, and vital life skills.

Living off-campus can cultivate independence for students, promoting the development of life skills through managing housing, food, and transportation. However, challenges arise, especially for commuter students juggling work, family, and academics. Adequate support is crucial for these independent learners, empowering them to navigate off-campus living effectively and balance academic and personal responsibilities, ultimately fostering success (Riggs, 2019).

Many students prioritize individual accommodations, even with a higher cost. This choice reflects their desire for increased privacy, independence, and autonomy. Moving away from their parents' homes to independent living arrangements presents a significant transition and teaches them valuable life skills such as responsibility and self-management, which are essential for navigating adulthood (Alcaraz et al., 2022)

Off-campus living offers students greater privacy and control over their living space. This freedom to choose their environment fosters a sense of responsibility and independence as they navigate adulthood. Beyond individual living, some off-campus options offer Residential Learning Communities (RLCs). These communities connect academic coursework with the residential experience, fostering engagement and a sense of belonging. Students benefit from living alongside peers who share academic interests, leading to perceived gains in learning and a richer college experience (Hurtadomet et al., 2020).

Focus on scholastic works

Specific types of off-campus housing can significantly impact students' focus on academic tasks. Their research, which tracked students living in university housing versus off-campus, revealed a sustained improvement in academic performance among those in university housing. This suggests that the housing environment is crucial in supporting student focus. The authors propose that university housing offers a "protective context" by providing structure, social support, and reduced stress, all of which are known to positively impact academic achievement (Manson-Dioso, M., & Iglesia, 2022)

Contrary to popular belief, a recent study found that living in a dorm or boarding house didn't hurt students' academics; it even seemed to boost their performance. Compared to students living with their families, those in independent housing showed positive academic outcomes, suggesting the potential benefits of self-sufficient living for learning. However, it's important to remember that individual experiences vary, and factors like student personality and specific housing types can play a role (Kaya & Erdem, 2021).

Students' housing choices, including location, housing type, rental cost, quality, and environment, can greatly affect their academic performance. For example, a favorable living environment can improve students' concentration on their studies, leading to better academic outcomes. Often, students opt for affordable off-campus housing, even if it means sacrificing comfort and security. This financial strain may impact their academic performance (Kamal et al., 2020)

Motivated for success

The participants' responses highlight the transformative power of living off-campus. They discuss how it fosters independence and responsibility, cultivating life skills essential for post-college living. The quiet study environment and personal space that off-campus living provides are seen as factors enhancing academic motivation. The participants also note the value of shared accommodations in improving communication skills. Interactions with diverse individuals, roommates, and landlords contribute to personal growth beyond academics. The participants' narratives reveal a strong correlation between their newfound independence and their drive to succeed academically. They perceive their challenging living conditions as a source of motivation to focus and strive for their education, transforming potential negatives into positives for their academic progress. One participant is driven by their current quality of life to excel academically and desire for independence and financial stability, aiming to secure a better future for their family. This suggests that the experience of living off-campus can have profound effects on students' future aspirations and motivations.

When selecting off-campus housing, students consider a variety of factors. These include practical considerations like cost and location and personal preferences like room size and amenities. These factors are crucial in determining students' overall satisfaction with their housing situation (Wei, 2022).

Students from low-income families use survival strategies like financial aid schemes, peer support groups, and university assistance. These strategies demonstrate their motivation to overcome financial and material obstacles and succeed academically (Ravhuhali et al., 2022).

Residing off-campus can result in distinct emotional and social encounters, profoundly impacting a student's drive. Positive social interactions, for example, can enhance motivation, whereas negative experiences can impede it. Financial matters are a crucial aspect of off-campus life. How well students handle these issues can reflect their motivation and resilience levels (Ogendo et al., 2020).

Conclusions

The study on the living conditions of off-campus housing accommodations provides valuable insights into the experiences and perceptions of college students. The research identifies key themes that highlight students' challenges and learning experiences.

The living conditions of off-campus accommodations necessitate students to ensure adequate food supply, learn budgeting, seek privacy and security, and cope with noise from boarding houses. These conditions significantly impact the students' lifestyle and well-being.

Adjusting to these conditions requires students to adapt to their environment, manage their time effectively, and find coping mechanisms such as listening to music. These adjustments are crucial for students to maintain a balanced and productive academic life.

Moreover, living off-campus offers students valuable life lessons. It teaches them to budget their resources, fosters independence, encourages focus on academic work, and motivates them to strive for success. These insights benefit the students, institutions, and policymakers to improve off-campus housing conditions and support services. The living conditions of off-campus housing accommodations present challenges and learning opportunities for students. Understanding these experiences is essential to enhance students' quality of life and contribute to overall academic success.

The study on the living conditions of off-campus housing accommodations and students' qualitative perceptions in New Bataan, Davao de Oro, provides a rich foundation for future research. It would be interesting to conduct comparative studies to understand the experiences of students in different colleges or universities, as cultural and regional variations could significantly impact off-campus living conditions. Longitudinal studies could also be beneficial, providing insights into how students' perceptions and experiences change over time and how these changes affect their academic performance and personal development.

Further research could delve deeper into the direct impact of specific living conditions, such as noise levels or food supply, on students' academic performance, mental health, and overall well-being. This could lead to developing and testing intervention strategies to improve the living conditions of off-campus accommodations, such as noise reduction measures or budgeting workshops.

Lastly, the role of educational institutions in supporting students living off-campus could be investigated. This could involve exploring the provision of resources or guidance to help students adjust to their new environment. In conclusion, this study opens up numerous avenues for future research to further understand and improve the living conditions of students in off-campus housing accommodation.

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