

Students' Satisfaction on Housing Services: Basis of Management Plan in the New Normal Environment

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Abstract. *The study was conducted to benefit the student boarders, dormitory or boarding house owners, and proprietors to create awareness of the needs and problems of the student boarders of Ilocos Sur Polytechnic State College, Santa Maria, Ilocos Sur, Philippines. Thus, the study aimed to create a plan to improve the management and services of the students. The study employed a descriptive correlational and developmental research design where the profile, satisfaction level on various services were gathered, and a dormitory or boarding house management plan was formulated. The result shows that most of the respondents were single, bed spacers, and staying in dormitories or boarding houses outside the campus. Moreover, there was a significant relationship among the dimensions, which signified that the factors were essential to increasing the students level of satisfaction. In addition, significant differences among the boarders staying within the campus and outside the campus were noted on the factors such as religious services, dorm or boarding house policy, and student safety and conduciveness for learning. A proposed boarding house or dormitory management plan is proposed focusing on physical facilities, utilities, financial services, religious services, and student safety and conduciveness for learning. This is to ensure access to accommodation that is safe and conducive to the student's learning.*

Keywords: *Dormitory, Boarding Houses, Satisfaction, Management Plan, Philippines*

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INTRODUCTION

Life in a dormitory or boarding house can be very different from life in one's own home. In a living quarter away from home, students encounter complex and transgressing barriers of culture, different values, and socioeconomic status, so that something will always happen to him/her in the interaction with other boarders. Students who stay in dormitories or boarding houses are usually conditioned by their hopes and goals, which will lead to frustrations if threatened.

A dormitory or boarding house is a student's home away from home. The type of environment in which he/she lives in a boarding house can influence or affect his academic performance as well as his personality development as a whole. Every higher institution of learning should support should adopt a program in its students services unit, with thrusts or objectives of actualizing a congenial environment that animates the true, the good, and the beautiful in every student and which also fulfills, develops, and intensifies his sense of identity and affirms his dignity and humanity so that he could be a better member of the community to which he belongs.

According to Mamurov et al. (2020) and Žalėnienė & Pereira (2021) it is one of the important functions of an institution of learning to arrange the students living environment to be

fully aware of their living conditions. ISPSC has tried to provide living quarters for students to meet the rapidly increasing student population. These statements support known as “Enhanced Policies and Guidelines on Student Affairs and Services along Student Housing and Residential Services under Section 29 refer to the assistance provided to ensure access to accommodation that is safe and conducive to learning. Under Section 29.1, the school must provide a mechanism, assistance, and list of acceptable student dormitories and housing facilities that are safe, clean, affordable, accessible to students with disabilities, and conducive to learning.

Hence, the ISPSC Ladies Dormitory and Men's Dormitory were put up. Although big and spacious as they are, problems often arise (Savoji et al., 2019; Hyun et al., 2021). Everybody is aware that the lack of things to be used can produce other serious problems confronting student's boarders. To avoid these problems, students go outside the campus to stay in the dormitories or boarding house. Classroom teachers can have a better insight into their students through the result of this study. Guidance workers and social workers will also benefit from the study as a basis for counseling programs and home visitation programs, especially for students who are facing conflicts in their academic pursuits. Finally, the analysis can provide basic information or materials for reference to interested student researchers for study along with student housing (Sharp et al., 2017; Casteel & Bridier, 2021; Nind et al., 2020).

The findings of this study would benefit the student boarders who must learn to cope with inevitable situations they encounter in any place and in upholding their best efforts towards their academic welfare and success. It could provide the dormitory or boarding house owners and proprietor information on how to improve their management and services plan. An awareness of the problems and needs of their boarders could help them a lot in this endeavor (Rodriguez, 2019; Manjokoto & Ranga, 2018). On the part of the College Administration, particularly in its students Services Program, the findings of the study could become the basis of policy making and action program formulation, particularly with student housing (Warren & Marciano, 2018; Sinclair & Malen, 2021). Eventually, this is also a requisite for school accreditation for the improvement, particularly the students as the center of the educative process. Furthermore, this study can be of great help for parents in choosing a place where their children could stay while studying in the college considering their security and safety. The cares and worries can be lessened in a well managed student living quarter. Thereby, they could be able to study effectively and productively.

Objectives

The study aimed to assess the services of dormitories and boarding houses in Sta. Maria, Ilocos Sur. Specifically, it will answer the following questions; (1) What is the profile of dormitories/boarding houses in Sta. Maria, Ilocos Sur in terms of the following; (a) Personal Factors of Boarders; civil status; course; type of boarder; location of boarding house or dormitory; reasons for choosing dormitory or boarding inside the campus; and reasons for choosing a dormitory or boarding inside the campus; (2) What is the level of satisfaction of borders in terms of the following; Physical and other Facilities, Available Utilities, Recreation Facilities, Financial Facilities, Religious Services, Dorm/boarding house policy and Student safety and conduciveness for learning; (3) Is there a significant relationship between the level of satisfaction of the student boarders and the following factors: Physical and other Facilities, Available Utilities, Recreation Facilities, Financial Facilities, Religious Services, Dorm/boarding house policy and Student safety and conduciveness for learning; (4) Is there a significant difference in satisfaction between the two types of student boarders?; (5) What are the common problems and suggestions provided by student boarders?; (6) What valid dorm/boarding house management plan can be proposed?.

Related Literature

Galley (2020) and Leibold & Grose (2019) said that the management of the dormitory boarding house would be vested in the auxiliary department. However, the overall operation will be supervised by an accountable officer who will identify, evaluate and choose courses of action

that will benefit the enterprise and all occupants. Absolor et al. (2022) validated her study, which suggested that ISPSC administrators and personnel should provide safe, comfortable, well maintained accommodation for students. In an article, "Boarding Houses are Inspect" (Baguio Midland, 1980), Mayor Ernesto Bueno has stressed the importance of decent housing for students by forming a team that would look into the conditions of boarding houses in the city.

In his survey, Chen et al. (2017) and Rosenbaum-Feldbrügge (2018) observed that with the existing family structure where both parents and sometimes even grandparents are added to the number of inhabitants to a house making at most 10 inhabitants again added to the number of boarders that many of these families are crowded. The same study has found that many of these are packed. The same research has found that an average of 40% of all the families, without taking into account the family size, has a shortage of room. And if there is a shortage of rooms for the inhabitants of the dwelling unit, they are forced to reduce or sacrifice their comfort or convenience just to admit boarders. The survey made by this researcher affirms these problems and despite the number of years that had passed since the survey has been made, not much has been done to alleviate the problems that still exist.

"The Implementation of the RVM Dormitory Mission in the RVM off Campus Dormitories. An Assessment," mentioned among the Dormitory Mission Goals and Objectives. To enhance the boarders' development of total Christian personhood in the following areas: physical, emotional, social, moral, intellectual, spiritual and religious. The residents of the RVM dormitories are meant to become integrated persons who actively live life for themselves, others, and God. To help that maximize their potential to be the enterprising individuals they can be, the RVM dormitory services or activities or practices are programmed to form Christian habits, moral values, healthy attitude, pleasant behavior, and sound disposition of the residents.

Schmader & Sedikides (2018) stress that being well adjusted fits into the environment of which he is a part with an identity he has developed. His sense of who he is is further defined as he becomes more capable of adjusting to the daily happenings he must face throughout his life. Adjustment does not imply imperfection but implies the person's ability to recognize the realistic options available and to select among them. Whether his decisions or choices would be correct or wrong, he would always learn from his experiences.

Broton & Goldrick-Rab (2018) and Roksa & Kinsley (2019) stated that student housing or residence has a substantial educational role. A definite relationship exists between the proper performance of academic functions and the place of dwelling of students (Browning & Rigolon, 2019; Rodríguez-Hernández et al., 2020). The study also illustrates the adjustment problems of student boarders and non boarders that tried to find out the difference in the adjustment, personality scores, and academic achievement of the respondents, and found out that there are significant differences between adjustment variable and significant relationships among boarders and non boarders in academic achievement variables. In addition, adjustment is positively associated with personality and academic achievement.

Dekker (2020) and Cage et al. (2021) mentioned that student's adjustment to society, his attitude, and physical and mental health are largely determined by where and how he lives. Meanwhile, Freedman (2019) study found a significant relationship between college environment and academic adjustment. It concluded that a conducive academic atmosphere should be established in the college environment to meet the intellectual dependency and emotional expression of all students.

As stated also in the study of Thomas (2017), boarders belong to the "restless generations" who revolve against adult sex values and traditions, they exhibit different behavior patterns when they are outside their home and school. They are also reluctant to open up critical touchy areas about the boy girl relationships. Revealed that most common problems included crowdedness, accidents from the lightning system, noise from other rooms, lack of privacy, the relationship between sisters and boarders, sisters are always serious, unvaried meals, lack of

sanitation, old facilities, lacks of social activities, unreasonable rentals/fees, seemingly untrained staff/personnel and limited use of facilities. All of these are suspected of causing difficulties in adjustment to college work on the part of student boarders.

METHODS

Research Design

The study focused on the assessment of the dormitories/boarding in Sta. Maria, Ilocos Sur/ The researchers used a descriptive correlational and developmental research method where norms were set to describe the levels of satisfaction of student boarders for the services and facilities available in the dormitories/boarding houses. A dorm/boarding house management plan was formulated as an output of the research. A self administered questionnaire was used as the data gathering tool. The questionnaire was adopted by the study of Siriteerajad, 2002.

Locale of the Study

The study was conducted on the main campus of ISPSC and its neighboring dormitories/boarding houses within the vicinity of the municipality Sta. Maria, Ilocos Sur, Philippines.

Population and Sampling

The study considered the student boarders of ISPSC, Sta. Maria campus and student boarders outside the campus but within the municipality of Sta. Maria, Ilocos Sur also served as respondents for comparison in their level of satisfaction with various services offered in a dormitory or boarding house employees of accommodation establishments in Ilocos Norte through purposive sampling. Target respondents for the research study are 100 participants; however, 78% willingly answered the provided questionnaires due to the current pandemic. Inclusion criteria for selecting respondents include the following, (1) currently enrolled during the data gathering; (2) a border/dormer either within the campus or outside the campus but within the area of the municipality of Sta. Maria, Ilocos Sur.

Data Gathering Instrument

A self administered questionnaire was used as the data gathering tool using google form. A scheduled interview was also conducted during the enrolment of the students and retrieval of their modules from the institution. A consent form was distributed to the respondents to inform respondents of the purpose of the research, as well as to safeguard their anonymity and confidentiality of the information acquired. The questionnaire is based on various literature like the study of Siriteerajad, 2002; some items were also based on the Enhanced Policies and Guidelines on Student Affairs, and the Services and Dormitory Rules of the college.

Table 1. Level of Satisfaction of the boarders was determined using the following norms:

Numerical Rating	Descriptive Rating	Overall Rating
1	Strongly Dissatisfied	Insufficient
2	Dissatisfied	Needs improvement
3	Moderately Satisfied	Adequate but could be improved
4	Satisfied	Good
5	Strongly Satisfied	Excellent

Data Gathering Procedure

The questionnaire was distributed to all boarders online. The data gathered was statistically analyzed and interpreted using MS Excel.

Statistical Treatment of Data

Statistical Treatment of Data: (1) Frequency count and percentages were used to determine the profile of the respondent and the problems encountered; (2) Median was used to

determine the perceived level of satisfaction of the student boarders; (3) Spearman correlation was used to determine the relationship between the level of satisfaction of the boarders and some personal factors, physical facilities, and available dormitory services; (4) Mann-Whitney U-test was used to determine the significant differences in the level of satisfaction between the two types of boarders based on their location.

RESULTS AND DISCUSSION

Profile of the Respondents

As for the profile of the respondents, the majority are Single (82.05%), taking up BSHM (42.31%) and agriculture related courses (26.92%), bed spacer (51.28%), and staying outside the campus (70.51%). This finding implies that the students are single dominated and likewise, singles take great interest in visiting a dormitories or boarding houses.

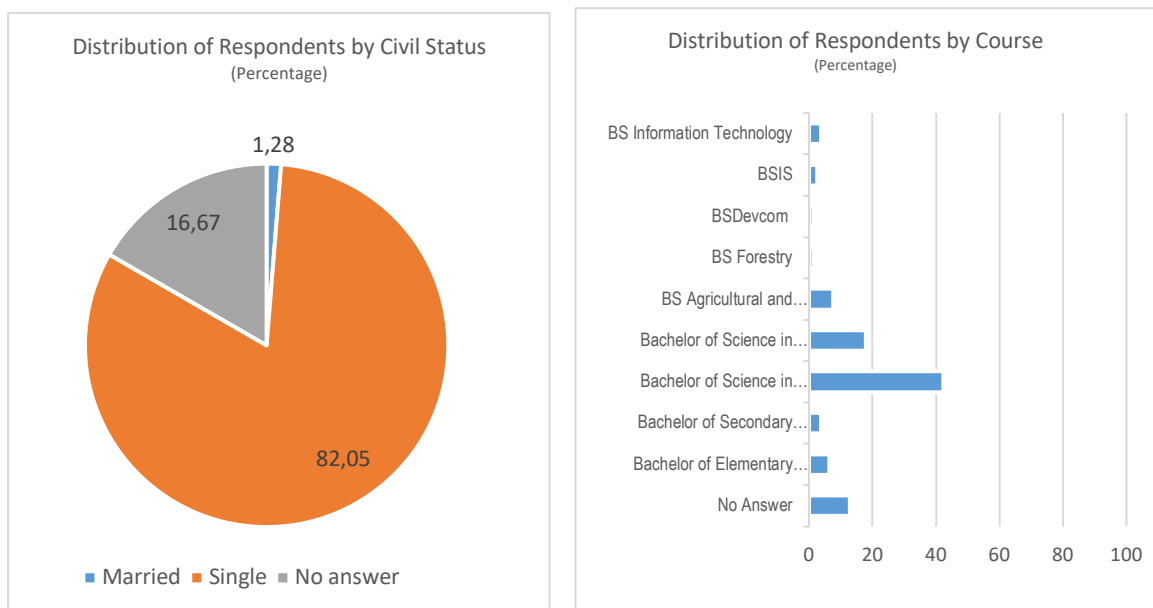


Figure 1. Distribution of Respondents by Civil Status

The majority of students cited affordability and safety as factors in their decision to stay on campus. Peer pressure, freedom of choice, parental preference, and the availability of more practical and pleasant housing options were among the reasons given by respondents when asked why they decided to live off campus. The stated reasons given by students for selecting off campus housing are parallel to the finding in the study by Adama et al. (2018) that they need to be with other students. Hubbard (2009) and Zhong et al. (2017) also cited the closeness to the city center as one of the primary determining variables, highlighting the significance of location, which was also emphasized by Zubairo (2018).

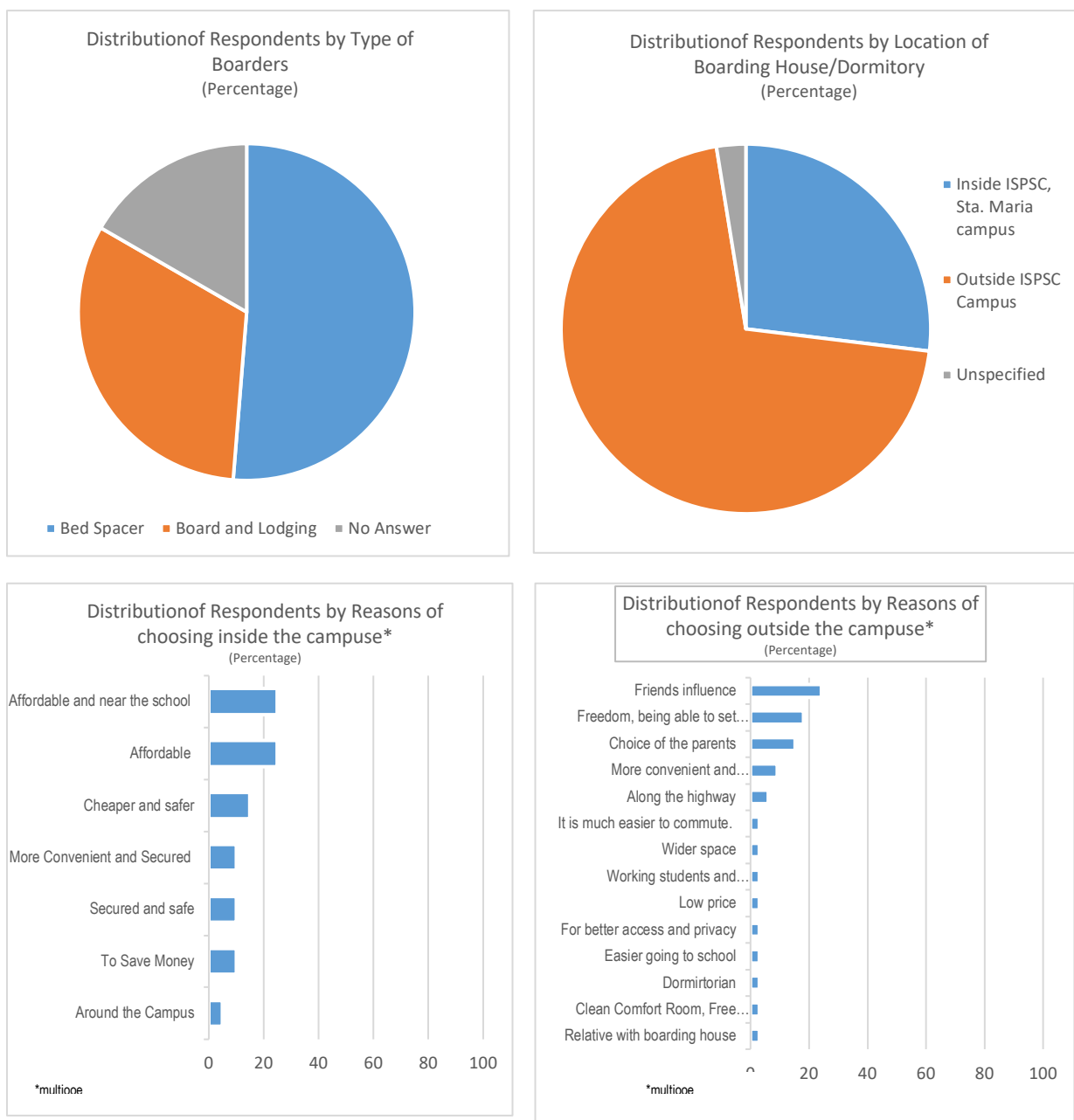


Figure 2. Profile of the Respondents

Table 2. Satisfaction Rating of the Dormitory or Boarding Services as Perceived by the ISPSC

Factor	Median	Descriptive Rating
Physical and other facilities	4	Satisfied
Available utilities	3	Moderately satisfied
Utilities	3	Moderately satisfied
Recreation facilities	3	Moderately satisfied
Financial Services	2	Dissatisfied
Religious Services	3	Moderately satisfied
Dorm/Boarding house policy	4	Satisfied
Student safety and conduciveness for learning	3	Moderately satisfied
Overall Mean	3	Adequate but could be improved

In general, the results indicate that students staying in a dormitory or boarding house are moderately satisfied with the services provided, indicating that the services offered are adequate but could still be improved. Respondents are satisfied with physical and other facilities and dorm/boarding house policy. This indicates that respondents are happy with the available physical facilities/amenities in a particular dormitory. This shows that the basic amenities and facilities needed by the student boarders are adequate but could still be improved. However, students are dissatisfied with the financial services offered by the dormitories and Boarding houses. This can reflect the economic amenities that are inaccessible to the students, thus, this aspect needs improvement. This applies to the recommendation in an article, "Boarding Houses are Inspected" (Baguio Midland, 1980) Mayor Ernesto Bueno has stressed the importance of decent housing for students by forming a team that would look into the conditions of boarding houses in the city.

Table 3. Significant Relationship among Factors

Factors	Physical and other facilities	Physical facilities	Utilities	Recreation facilities	Financial Services	Religious Services	Dorm/Boarding house policy	Student safety and conduciveness for learning
Physical and other facilities		.776**	.714**	.596**	.322**	.610**	.569**	.612**
Physical facilities	.776**		.848**	.700**	.392**	.613**	.541**	.506**
Utilities	.714**	.848**		.744**	.506**	.658**	.531**	.493**
Recreation facilities	.596**	.700**	.744**		.728**	.675**	.563**	.495**
Financial Services	.322**	.392**	.506**	.728**		.386**	.323**	.383**
Religious Services	.610**	.613**	.658**	.675**	.386**		.564**	.513**
Dorm/Boarding house policy	.569**	.541**	.531**	.563**	.323**	.564**		.661**
Student safety and conduciveness for learning	.612**	.506**	.493**	.495**	.383**	.513**	.661**	

** Correlation is significant at the 0.01 level (2-tailed).

The result above denotes a significant relationship among the different factors or aspects to measure the satisfaction level of student boarders or dormers. This signifies that these dimensions are essential to students to increase their satisfaction with the various services provided by the school or individual lodging entrepreneurs. This validates Gjerde (2020) study on her study, which suggested that ISPSC administrators and personnel should provide safe, comfortable, well maintained accommodation for students to satisfy their needs.

Table 4. Significant Difference among the Different Factors and Location of the Boarding House

Factors	P-Value
Physical and other facilities	0.509 ns
Available utilities	0.684 ns
Utilities	0.910 ns
Recreation facilities	0.116 ns
Financial Services	0.112 ns
Religious Services	0.013 s
Dorm/Boarding house policy	0.028 s
Student safety and conduciveness for learning	0.028 s

Legend:	
<i>s- significant difference at 0.05 alpha</i>	
<i>ns-not significant</i>	

Table 5. Comparison of Factors with Significant Differences

Factor	p-value	Inside	Outside
Religious Services	0.013 s	3.54	2.88
Dorm/Boarding house policy	0.028 s	4.02	3.60
Student safety and conduciveness for learning	0.028 s	3.90	3.40

The result shows statistically significant differences in the satisfaction level of the boarders inside the ISPSC premises and those staying outside the school dormitory but within the municipality in terms of religious services, dorm/boarding house policy, and student safety conduciveness for learning. In comparison, boarders staying inside the college dormitory have a higher level of satisfaction in those three aspects compared to the students residing in a boarding house outside the campus. This indicates that boarders inside the dormitories are well managed and guaranteed organized than boarders outside the school premises. It corroborates with the study of Roa (1990) in her thesis in UST entitled, "The Implementation of the RVM Dormitory Mission in the RVM off Campus Dormitories: An Assessment", which mentioned among the Dormitory Mission Goals and Objectives as: to enhance the boarders' development of total Christian personhood in the following areas: physical, emotional, social, moral, intellectual, spiritual and religious. The residents of the RVM dormitories are meant to become integrated persons who actively live life for themselves, others, and God. To help them maximize their potential to be the enterprising individuals they can be, the RVM dormitory services/activities/practices are programmed for the formation of Christian habits, moral values, healthy attitude, pleasant behavior, and sound disposition of the residents.

<p>Improvement of Facilities and Utilities</p> <ul style="list-style-type: none"> • Water Supply • Renovation of the building • Improvement of student's facilities • Better comfort rooms • Additional rooms and space 	<p>Financial Aspect</p> <p>Lower fee for the students</p> <p>Financial assistance to the students</p>	<p>Clean and Green Activities</p> <p>Provision of more trash bins</p> <p>Add more cleaning materials</p> <p>Cooperation among students in terms of cleanliness of the area</p>	<p>Manpower and Human Resource</p> <p>Landlord/Landladies must regularly check their students</p> <p>Proper monitoring of students/dormers</p>
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Figure 3. Problems and Suggestions for Improvement

From the suggestions provided by the students, themes were formulated in terms of improvement of the facilities and utilities, financial aspects, clean and green activities, and workforce/human resources. This is to ensure better service and satisfaction to the students for conducive learning. A study made by Sr. Jardin, RVM on "Problems of College women Boarders in Dormitories for a Guidance Program" revealed that most common problems included crowdedness, accidents from the lightning system, noise from other rooms, lack of privacy, the relationship between sisters and boarders, sisters are always serious, unvaried meals, lack of sanitation, old facilities, lack of social activities, unreasonable rentals/fees, seemingly untrained staff/personnel and limited use of facilities. All of these are suspected of causing difficulties in adjustment to college work on the part of student boarders.

CONCLUSION

The conclusion of the research are follow; (1) The majority of the student boarders are single, primarily BSHM students, preferred bed spacers, and stayed outside the school due to the influence of friends; (2) The level of satisfaction with the different facilities and services provided by the school and nearby dormitories/boarding houses is remarkable; (3) The student boarders moderately satisfied the different factors like facilities and services; (4) Student boarders staying inside the school premises have a high level of satisfaction in terms of religious services, policy likewise, safety, and conduciveness for learning; (5) The management plan is essential to address the needs of the student boarders both inside and outside the school.

RECOMMENDATIONS

Recommendations; (1) A functional and practical facility shall be developed, operated, and managed to satisfy the boarders' needs and likewise the basis of a comprehensive management plan of the school, prepared by all, including stakeholders in the community; (2) Boarding house/dormitory fees outside the school must be minimal and affordable. If possible, student assistantships can also be an alternative remedy to augment the needs of the student boarders; (3) All dorm facilities' proper use, care, and maintenance shall be strictly observed. The dorm in charge regularly does evaluation in their assigned tasks; (4) The boarding house/dormitory monitor should supervise and assist students in their personal and academic aspects; (5) The boarding house/dormitory plan is recommended for all concerns to achieve the desired cooperation; (6) Adaptations and revisions may be done to the plan to fit the needs of the student boarders inside and outside the campus.

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