



BOARDING HOUSE OF STUDENTS: A PHENOMENOLOGICAL LIVED EXPERIENCE

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Abstract

The boarding house is the second home of the tenant, as experienced by the ten (10) participant social studies students within four (4) semesters. Students' academic success, personal development, and overall well-being are secured. The social support, a sense of community, and a conducive learning environment foster positive academic outcomes. The boarding houses expressed satisfaction with the facilities and amenities, academic support, sense of community, academic performance, study habits, mental health, and overall adaptation. However, if the boarding house is approved by the Office of the Building Official (OBO) safety and security for the tenant are provided.

Keywords: *Boarding house*

Introduction

The boarding house of the student is the second *home for a period of time*. It is the transition from home with their parents and members of the family to a new place of abode. The experiences of the student in the boarding house present unique challenges and experiences for students. Different villages faced challenges in adjustment; they may stay in transition to a place temporarily (Lev-Wiesel, 2021). This can be particularly difficult for first-generation students and those from low socioeconomic backgrounds (Attahiroh, 2021). These students often encounter additional stressors, such as navigating unfamiliar environments and forming new social connections. As a result, support systems and resources within the boarding house can play a crucial role in helping them adapt and thrive during this transitional period.

Students who live in the boarding houses will experience a transitional period before entering an independent life, both socially, emotionally, psychologically, and intellectually, and its social well-being (Xing et al., 2021).. The laboratory of life provides a lot of exposure and opportunities for them to develop their potential; on the other hand, entering the world of college

life can be a source of tension and stress (Suralaga, 2021). The problem lies in understanding these experiences and how they affect academic success and adaptation. This can actually occur when students are present in school/class and select appropriate engagement patterns as well as necessary co-curricular activities (Achiri, 2022). Engagement in these activities not only enhances their learning experience but also fosters a sense of community and belonging among peers. Consequently, when students actively participate, they are more likely to develop skills that contribute to both their academic achievements and personal growth.

The study titled *Boarding House Students: A Phenomenological Experience in Tagoloan, Misamis Oriental, School Year 2022-2024* seeks to delve into these unique experiences. The focus is on how the transition into *boarding school*, the *level of staff support*, *feelings of loneliness* and *homesickness*, and *help-seeking behaviors for homesickness* affect the students' connectedness to the boarding house and their academic success. The transition experience for boarding students is crucial, as it can influence their mental health, social well-being, and academic performance (Mander, 2020). For many young people, the transition period represents new possibilities, a time to excel academically, socially, emotionally, and in curricular, co-curricular, and extracurricular activities, with many looking forward to transitioning (Lester, 2020).

Several Reviews on Related Literature and Studies revealed that boarding students were more likely to report satisfaction with their academic experience and felt that school prepared them well. However, there is a need for more research to understand the unique experiences of students in the context of Tagoloan Community College. Academic performance can be improved during a stay in the boarding house. Can accomplish academic requirements efficiently during their stay in the boarding house. Furthermore, factors such as religiosity, social support, and community involvement play a role in facilitating students' adaptation to the boarding school environment (Khamida, 2022). This is probably, because no household chores will interrupt them whenever they are in their lessons or do their school projects/requirements (Abagon, 2021).

The main objective of this study is to understand how the transition into a boarding house/school affects the academic success and adaptation of students. The phenomenon that occurs in students who live apart from their parents to continue their studies is the difficulty in making friends and being accepted in a new social circle. In addressing these challenges, it is essential for boarding houses/schools to consider the unique needs of students, provide adequate support systems, and create a conducive environment for learning and growth (Batara, 2022). The study will also aim to understand the level of the role of feelings of loneliness and homesickness in this transition. Boarding house/school facilities train boarders to follow a precisely tailored routine to maximize academic achievement (Gomez et al., 2025e). These activities include studying and sleeping time; hence, boarders on average are more disciplined when compared to day school students (Mushtaq, 2021). This increased discipline can lead to better time management skills and a more focused approach to academic responsibilities. As a result, boarding students may experience higher levels of academic success, which can further alleviate feelings of loneliness and homesickness by fostering a sense of belonging and achievement within their educational environment.

The experiences of the boarding house/school students in Tagoloan Community College during the academic year 2022-2024. This timeframe will allow for a comprehensive understanding of the students' experiences throughout the academic year. Factors such as sleep deprivation among boarding students have been linked to lower academic performance in certain subjects (Gyeltshen, 2023). This includes their transition into the boarding house, their academic success, and their adaptation to their new environment. Ensuring ethical standards and drafting

boarding house/school regulations can create a conducive living environment for students (Esfandiari, 2021). The study will not include experiences of students in other institutions or during different academic years.

The study of Schlossberg on Transition Theory was utilized for the individual's ability to cope with transitions from the context on how and why individual's responses happened in transition (Eseadi, 2023). As this theory help understand the unique experiences of boarding school/house students as they transition from home to school. The situation refers to the specific circumstances surrounding the transition, the self encompasses the individual's characteristics, support pertains to the availability of social support networks, and strategies involve the individual's coping mechanisms (Tsapayi 2023). A transition is an event or non-event that changes relationships, routine assumptions, and roles. The study aims to understand the experience of boarding school/house students and how it affects their academic success and adaptation. Individuals' reactions to a transition change as it is integrated into their lives are similar to how a trip elicits different feelings at different stages (De Vos, 2021).

Transitions can be a complex process, with different phases and stages. The first phase, "moving through," involves understanding and meeting the needs of individuals during the transition (Gomez et al., 2025d). This phase can be challenging, as individuals may need help sustaining their energy and commitment. The second phase, "moving out," involves leaving familiar surroundings and experiencing disequilibrium. Mourning is a part of stage and, and the larger the transition, the more it permeates the individual's life (Gomez et al., 2024). Over time, awareness of the transition becomes part of the person's identity, and the degree to which one adjusts is affected (Amirtharaj, 2024). Research on transitions has shown that individuals going through changes have both strengths and weaknesses. By examining the balance of resources and challenges in each of these areas, it becomes possible to predict how well a person will handle the transition (Okojie, 2022).

Methods

The qualitative method was employed for data gathering in order to meet the study's goal. The population of participants in the study, which was studied in Tagoloan Community College students of the College of Education, Bachelor of Secondary Education major in Social Studies was chosen by the researchers using the Purposive Sampling Procedure. Of the ten (10) participants, the data was collected using the phenomenological ethnographic and anecdotal recording with the participant observer. The daily journal notes were prepared for four (4) semester from the school year 2022-2024. A bulk of documents were transcribed according to how they were said and stated and triangulated through the information coming from the landlady/landlord, the teachers and with their respective parents. The main and sub-themes with their significant statements were thematically arranged and becomes the bases for the primary judgment and supported by the secondary judgment taken from other sources. Likewise, the observance on the REB (Review on Ethical Board) and the privacy law and other relative laws protecting the rights of the participants and relative thereto. And, below was the blueprint of the study.

Results and Discussions

During the phenomenological, ethnographical, and anecdotal recording made by the participant observer, a bulk of "prima facie" documents within the years 2022–2024 account disclosed thematically that transition experience, boarding house facilities, board mates, patterns of repetitive behavior, peer and social support, and rising college grades were identified as follows:

The transition experience. Transitioning into a boarding house can be both exciting and challenging. It's a chance to meet new people, but it may require adapting to different routines and lifestyles (Skorodzien et al., 2020). Building relationships with housemates can lead to lasting friendships, while also navigating conflicts that might arise from living in close quarters. From here student disclosed the following phenomenological lived experiences to wit:

"...sa primero gyud nako pag balhin sa akong "boarding house" daku gyud ang akong kabalaka gumikan kay wala naku mahibalui kong unsa nay mahitabo kanako kung ako mahilayo na sa akong miyembro sa banay. Daku gyud ang akong kahinam nga nagsagul kabalaka, ka kuyaw o ka kulba."

(in the first place when I transfer to my boarding house I have that big feeling that what might happen to me because I don't know what's next ahead specially, I am away to my family. I have that feeling full of surprise mix with a negative feeling in a troubled heart.

And, they added to tell the participant observer during the FGD and one-on-one conversation that said and to wit:

"... ang unang adlaw ug gabii diha sa "boarding house" puno sa ka hinam ug kabalaka apan tungud kay nalingaw man sa primerong adlaw sa primerong dapit ug primerong adlaw nga nahimulag sa among balay kay adlawan murag wala lang nahitabu apan sa gabii hinay-hinay dayon bation ug kamingaw apan tungud kay lapoy man ang lawas gilayon maka ka tulug nalang dayon ug sa pag mata mo balik napud dayon ang kamingaw."

(the first day and night in the boarding house is full of surprise with that feeling of being worry but because it was being entertained and enjoyed the first time place I saw and first time away far from my home and because it is day time so I was entertained by the business on the busy surrounding (first time seen a new place) the body is fatigue and sleepy it forgotten being lonely. And, when it woke-up it will go back being lonely)

Listening to the phenomenological statement made by the participants above, it tells us about the life of being in a countryside. A dysfunction home and a dysfunction model of a house would serve as a source of isolation not an inspiration (Gomez et al., 2025c). A boarding school / house must prototype the cultural resemblance of an individuals' cultural environment operating within its social cell as also argued by Peled-Laskov (2020).

Boarding school/house facilities and amenities. This concept during the observation came-out during the sense of urgency. The main theme surfaced during the FGD and one-on-one conversation that boarding school/house often come equipped with a variety of facilities and amenities to enhance the living experience for residents. Typical offerings may include; Shared Living Spaces: Common areas for relaxation and socializing, such as lounges or sitting rooms; Kitchen Facilities (Asikin et al., 2022): Communal kitchens that provide appliances like stoves, refrigerators, microwaves, and sometimes cooking utensils.

Moreover, laundry Services: On-site laundry facilities, such as washers and dryers, to accommodate residents' laundry needs; Wi-Fi Access: Internet connectivity throughout the boarding school/house to support residents' personal and academic needs; Security Features: Measures such as secure entry points, surveillance cameras, and sometimes on-site security

personnel for safety (Gomez et al., 2025b); Furnished Rooms: Individual or shared rooms that may come furnished with essential items like beds, desks, chairs, and storage space; Bathroom Facilities: Shared or private bathrooms complete with necessary fixtures.

Additionally, recreational Areas: Spaces for activities and entertainment, such as game rooms or outdoor areas; Study Areas: Quiet spaces designated for studying or doing homework, often equipped with desks and seating (Gomez et al., 2025a); Utilities Included: Boarding houses include basic utilities like water, electricity, and heating in the rental price. These amenities can vary significantly depending on the boarding school/house, but they are generally, aimed at providing comfort, convenience, and a sense of community among residents.

There was also a significant relationship among the dimensions, which signified that the factors were essential to increasing the students' level of satisfaction. In addition, the campus was noted on the factors such as religious services, boarding house policy, and student safety and conduciveness for learning (Batara, 2022).

Board mates. In the study it implies a group of individuals who participated and involved in specific board-related activity or organization within the boarding school/house. Such that, a person who share common idealism, aspirations, sentiments and outlook in life in the boarding school/house as renter. Such that, they experience a moderate level of Coping Self-efficacy, wherein they are left with no alternative but to adapt and become independent while living in the boarding school/house (Liboon, 2024).

Likewise, as they live in the boarding school/house there are set of rules and regulation that one must abides. The landlord or landlady or owner/manager of the said boarding school/house are extending their “parens patria” over and above to the renter (Setijanti et al., 2023). This is where the boarding school/house must conduit to their vision and mission to the school as a system to safeguard the journey on the student renter in the boarding school/house (Gomez et al., 2023). This will lead to good academic performance among students (Ubajaka, 2023). Thus, in support to that statement above the participants told the researcher that:

“... I have to developed effective study routines and time management skills, there are time when distraction or disruption in the boarding house environment impacted my productivity.” Actually, many time I’ve changed my boarding house”.

Habits. The participant observer developed the concept on habit which refers to a patterns of repetitive behaviors that are performed by an individual automatically and does not require a conscious effort by the tenant/boarder. The study habits here are the thinking, behaving and activating of the boarder/tenant is intended on the improving of the academic performance of the students/boarder (Kaur, 2020). This habits are conditioned by the facilities and amenities available in the boarding school/house. The adaptation on the new learning environment in the boarding school/house is aa process of learning adaptability and it will came-out condition to the given “time and space” of learning in doing things and activities (Sudrajat et al., 2024). This would mean that boarders or tenants think, behave and act as they are due to the facilities and amenities that are available and helps an individual tenant or boarder the manner as they are. And, listening to them and said:

... usahay mo anha ko sa sala o kusina bibo kaayo sila samtang ga andam sila sa pagkaon o kon dili mag estoryaha sila sa lain lain nga panghitabo. Ug usaha dili ko ka sabut kanila. Apan sa pagka dugay nakasabut na ako busa pirmi na dayun

ko makig uban nila diha sa kusina o sala. Labi na kay niadtong panahuna naa akoy gi lisdan nga “subject” ug sa “topic” nga among “assignment” naay kauban nako nga boarder nga maka “relate” iya kug na tudloan.”

(sometimes I go to the kitchen and receiving area which they are very noisy, busy as if there is a festivity while they are preparing for meals, talking and doing conversation of different topics, I cannot understand them. However, as the day pass-by I understand, that’s the time I am always staying there with them. Especially some of them can relate to my academic difficulty which made me as a problem but they can relate to me about the subject, the topic and the assignment that I have and they’ve taught me)

Listening the testimonial statement above made by the school/house boarder habits are being form due to the “academic difficulty” and the “answer” of the difficulty. The repetitive act made by the school/house boarder made a pattern of action being done in a given situation especially the tenant/boarder are student and they’ve the commonality (Gomez et al., 2022). It is being understood that the two fundamental of learning; the classical and the operant conditioning interplay in the boarding school/house of the student.

Peer and social support. This mean theme in the study has a positive relationship with academic self-confidence which strengthened relationship between peer and social support in the circle of the tenant/boarder (Agustanti, 2022; Orlando, 2022).

... sa pag sugud sa akong pag abut gyud sa “boarding school/house” taliwala sa akong kabag-uhan ang mga “boarder/tenant” akong namatngunan nga pulos gyud sila ma abi-abihon ug matinabangon. Sila pa gani ni alsa sa akong mga gamit ug gi tabangan gani ko sa pagpahiluna sa akong mga butang diha sa kwarto diin ako temporaryo mo puyo... sa dugay dugay nga panahon ako pud sila na bantayan nga murag sila akong mga igsoon.... Ila gani ko ga tagaan sa pag kaun ug ila pud ko estorya-estoryahan.

(at the start when I arrived in my boarding school/house despite of being new in my boarding school/house as a tenant I observed that my boarder mates are very friendly and helpful. In fact, when I arrived they are the one carrying my logged/things going to my assigned room as I temporarily staying. . . as the time pass – by, I also observed; as if they were my brothers and sisters . . . they were giving me food and have the time to talk to or doing some conversation.

Listening the peer and the social support made by the boarder/tenant in the boarding school/house where the growing empirical evidence and exposure to negative life events does not impacted on one’s health well-being (Agustanti et al., 2022). Although, the psychological appraisal of adverse events is a subjective experience in the observed scenario (Asikin et al., 2022); thus, an incident that produces an intense, emotional reaction in one person may cause no distress to someone else because someone will extend their help out of mercy (Skorodzien, 2020). Thus, boarder/tenant mentioned, to wit:

... Despite some challenges, i would recommend living in the boarding house. The experience offers valuable opportunities for personal development, independently and learning to navigate social environment.

Looking at reflection made by the participant observer that, “the longer the period spent in a boarding school/house, the higher was the satisfaction from the period at school as also supported on the study of Lev-Wiesel (2021). And, this would mean that the boarding school/house engaged by the participants are more likely pro boarding school/houses tenant (Suralaga, 2021) says and to wit:

“My level of adaptation to this new environment is moderately satisfaction. While i have made progress in adjusting to the boarding house lifestyle, there are still aspect of the environment”

Increasing grades and the subsequent increase of awardees rates could be caused by improved college preparation (Denning, 2021; Ristanti et al., 2023). The moderately judgment given by the participants expressed with the satisfaction statement and said:

... sa Tinuod lang sa akong pag balhin sa bag-ong Poloy-anan lisud kaayo ang pag “adjust” gumikan kay bag – o baya nga dapit ang poy-an sa kong pag puyo nga gi kinahanglan ako pang kabisaduhin ang ilang batasan. Busa naming kamut ko nga maka “adjust.” Sa tinuod lang panahon sa prelim murag kahilakun ko kay disturbo kaayo and akong kauban nga “boarders” na anad man gyud ko sa amo nga mamigaw busa ang akong gibuhay ko sa panahon sa ting katulog nila mo mata ako ug panahon nga sila mata mo katulog ko. Mao ra gyud na ang akong gi himo aron ako maka kuha sa dako nga grado ug salamat kay nibunga gyud akong gihimo.

(to tell you the truth during my transfer in the new home very difficult to adjust because it's a new home/place for me to live and need to familiarize their behavior. Which is why I effort to do the adjustment. And, the truth is during the prelim period I almost cried because it is very noisy and disturbing to me the noisy of my co-boarders because I used to have a solemn place. And what I have done is I make the night a day while they are sleeping I do my studying and during the day when they are awake I sleep. That is the only way that I've done in order to get a higher grade and thank you because what I've have done it bears fruit)

The increase of grades due to teamwork, self-control, emotional stability, and independent decision-making in boarding school/house provide this sense (Gomez, 2021). The cheerfulness, openness, sociability, and logical thinking which was developed by boarding school/house creates antisocial behavior decreased (Yusuf et al., 2022). All of these factors directly affect socialization. Due to the boarding school/house boarder/tenants creates learning environment favorably in the making of a unique learning environment it helps creates and make a unique individual (Kulnazarova, 2023).

EXHAUSTIVE DISCUSSIONS

The boarding house serves as a second home for the tenant, as experienced by ten (10) social studies students. Academic success, personal development, overall well-being, community, and the learning environment contribute to a sense of safety and security in this second home.

Conclusions

The positive influence of the boarding school / house experienced by the students contributes to academic success, personal development, and overall well-being. The social support, a sense of community, and a conducive learning environment foster positive academic outcomes.

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