

Student Commuters' Challenges and Initiatives in Travelling to and from Caraga State University

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Abstract- This study explored the level of challenges and extent of initiatives of BEEed student commuters in traveling to and from Caraga State University. Specifically, the study aimed to determine the profile of the BEEed students, the level of challenges encountered by the participants in traveling to and from the university, and the extent of initiatives to counter the challenges met in commuting. The study employed a quantitative research design. Frequency counts, percentages, weighted mean, independent samples test, one-way analysis of variance ANOVA, and Pearson product-moment correlation were used in the study. Results revealed that the participants had a moderately extensive level of challenges. The participants were spending too much on fare due to the distance of their house to the university which resulted in hardly budgeting their allowance, experiencing tardiness due to weather conditions, being afraid to travel at night, and feeling nauseous due to traffic and pollution. In addition, the study highlighted the students' extent of initiatives to counter those challenges in commuting in terms of expenses incurred and waiting time spent, weather conditions, availability of transport vehicles, and traffic and pollution. Their initiatives include waiting for the right route of vehicles, bringing an umbrella in bad weather conditions, and traveling early. The participants' level of challenges and extent of initiatives in commuting vary according to their sex, year level, travel distance, and commute duration. Furthermore, there is a significant relationship between the student commuters' level of challenges and the extent of initiatives in commuting. Thus, the students need to be responsible to counter the challenges met in commuting to and from the university. On the other hand, parents also need to be supportive, particularly in students' finances and teachers may try to be considerate to students who live far from the university.

Index Terms- challenges, commuting, initiatives, student commuters, university

I. INTRODUCTION

Student commuters are a valuable part of student population (Holton & Finn, 2017). However, it demonstrates that the experiences of the commuting students and the many challenges that they face are different from those of the traditional university students who relocate to their place of study and stay in student accommodation (Alfano & Eduljee, 2013). In particular, it is noted that, student commuters tend to have lower rates of engagement in social activities within their place of study, and have lower rates of success in higher education, but also beyond (Thomas, 2020).

Student commuters are also more likely to leave campus immediately after class, and they less frequently attend social activities on campus due to other engagements, such as work or family obligations (Biddix, 2015). For this reason, it is also more difficult for them to form study-related relationships. Although the situation of student commuters is complex and diverse, they do seem to face several, overlapping barriers to participation that may affect how they form and maintain multiplex study-related relationships, which in turn may affect academic outcomes (Nelson, 2016).

In numerous places, including the Greater Toronto and Hamilton Region, many people have long complained about their journey to school (GTHA). Many students must choose between paying high rents to live close to their colleges or going a significant distance for cheaper living expenses due to the high cost of rent (Farray, 2021).

Char (2019) explained that traveling from place to place is not cheap. Whether it is public transportation, an Uber/Lyft, or owned car, one still has to pay some sort of price. Gas prices are gradually increasing throughout the years, so driving oneself to school would not be cheap. A person can pair that up with trying to maintain the car, and he or she has a huge financial problem just for that, and even if people were to take great care of the car, gas is still in the picture. Some may think public transportation will be a better alternative but that's not at all true. They will still have to pay money for it.

Consequently, previous literature indicates that while commuter students tend to be at a greater challenge in integrating into the social systems at university due to the many challenges, this situation also hinders their sense of belonging (Ishitani & Reid, 2015). This

results in lower retention and persistence rates among this population of students. Yet, despite these trends, research into student commuters and their learning experiences in countries such as UK is limited (Stalmirska & Mellon, 2022).

One of the things that people commonly do in their everyday lives is to travel, transport, or commute from one place to another to get to their destination. It could be an office, school, mall, clinic, gym, or shop. Certainly, it requires a great amount of time, energy, and effort if one is living or working in the bustling cities of Metro Manila. One of the biggest hurdles everyone deals with is the city's traffic gridlock (Polintan, 2022).

Furthermore, Tindowen (2015) revealed that long waiting time at terminals is the main problem being experienced by the passengers in Tuguegarao City. As an effect there is always a delay on the expected time of arrival of the passengers. Also, in Tawi-Tawi, province's colleges and schools petitioned urging their capital city to address commuters' issues. The fare matrix set by the local Land Transportation Office was not followed by most tricycle drivers. Subsequently, these drivers do not give fare discounts to students and senior citizens commuting within the town center and its surrounding communities (Lozada, 2015).

Moreover, commuting is one of the significant problems endured by the Bachelor of Elementary Education of Caraga State University students in these unfortunate times. The researchers intended to determine the level of challenge encountered by the participants in traveling to and from the university and the extent of initiatives to counter the challenges met in commuting and ascertain whether or not there is a significant relationship between the level of challenge encountered by the participants and the extent of initiatives to counter them.

Taking into account the above-mentioned situations, the study may serve as a basis in crafting an intervention material that would aid to reduce the level of challenge in commuting. Thus, the development of intervention material to address the issue was the end product of this study.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This research adopted a quantitative approach, in line with Babbie's (2010) recommendation, emphasizing the collection of numerical data to generalize findings across a diverse population. The chosen method, a descriptive-correlational approach, aimed to both characterize the level of challenges and extent of initiatives and investigate potential significant relationships between these variables.

The study unfolded within the College of Education (CEd) at Caraga State University, specifically focusing on the Bachelor of Elementary Education (BEd) program. Caraga State University is strategically situated along the Phil-Japan Friendship Highway in Butuan City, Agusan del Norte, Caraga Region. The university spans a considerable region, covering cities like Butuan, Surigao, Bayugan, and Cabadbaran, as well as provinces such as Agusan del Norte, Agusan del Sur, Surigao del Norte, and Surigao del Sur. Despite its regional expanse, the university is conveniently accessible from the Philippines' capital, Metropolitan Manila, with a short one-hour and twenty-five-minute flight to Butuan City. The study specifically took place at the Butuan City Campus, nestled in a 232-hectare area, with 32 hectares designated for academic structures and support facilities, including a gymnasium. The remaining 200 hectares serve for production, research, and extension projects.

Simple random sampling was employed to ensure the representativeness of the study participants. Thirty percent of the total population from each year level of the BEd program at Caraga State University constituted the study sample. The researchers implemented a random drawing method, listing possible participants' names on paper, placing them in a bowl, and drawing to finalize the participant selection.

The research instrument comprised 16 questions each for the level of challenges and extent of initiatives, focusing on four main item specifications: expenses incurred and waiting time spent, weather conditions, availability of transport vehicles, and traffic and pollution. The validity and reliability of the instrument were ensured through validation by three research experts, including the thesis adviser and two faculty members from the College of Education.

To assess reliability, a trial run involving thirty students from the Bachelor in Secondary Education (BSEd) - Major in English was conducted. Statistical analyses, including mean, range, value, and descriptive equivalents, were employed to evaluate participants' responses to the challenges and initiatives of student commuters.

Ethical considerations were paramount in the study. Formal letters were sent to the Dean of the College of Education through the BSEd and BEd chairpersons seeking permission to conduct the trial and gather data. The data collection process involved an online survey through Google Forms, with an attached consent. The survey link was shared via Facebook Messenger to accommodate participant convenience. Data were subsequently analyzed in percentage terms, automatically generated by Google, ensuring the maintenance of participant data confidentiality throughout the study.

III. RESULTS AND FINDINGS

Table 2
Profile of the participants (n=118)

Variables		Frequency	Percentage
Sex	Male	9	7.627
	Female	109	92.373
Year Level	1st Year	32	27.119
	2nd Year	31	26.271
	3rd Year	28	23.729
	4th Year	27	22.881
Travel Distance	1-5km	34	28.814
	6-10km	28	23.729
	11-15km	20	16.949
	16-20km	11	9.322
	21-above	25	21.186
Commute Duration	Below 5min	11	9.322
	6-20min	34	28.814
	21-35min	32	27.119
	36-50min	19	16.102
	51min-above	22	18.644

It can be gleaned in the table 2 that (nine) 9 or 7.627% of the participants were male and 109 or 92.373% of the participants is female. This revealed that the majority of the participants is female BEEd students. In year level, it can be seen on the table that majority of the participants were first (1st) year BEEd students with 32 or 27.119 % responses. Fourth (4th) year BEEd students have the lowest responses with 27 or 22.881%. This revealed that the majority of the participants were from first (1st) year BEEd students. In travelled distance, it can be gleaned in the table that there are 34 of the participants or 28.814% of them had travelled 1-5 km with highest total mean, and 11 of them or 9.322% had travelled 16-20 km with the lowest total mean. It means that most of the participants had travelled 1-5 kms. In commute duration, it can be gleaned in the table that 34 of the participants or 28.814% of them had travelled 6-20 mins with highest total mean, 11 of the participants or 9.322% had travelled below 5 mins with the lowest total mean. The data suggests that most of the participants had travelled 6-20 mins from their home to the university.

Table 3
Mean distribution of the level of challenges encountered by the beed students in traveling to and from the university in terms of expenses incurred and waiting time spent

Expenses Incurred and Waiting Time Spent	Mean	Description	Interpretation
1 I spend more money in my fare because of the distance from my house to the school.	4.23	Agree	The level of challenges of student commuters is moderately extensive
2 I wasted so much time in waiting for transport vehicles.	3.93	Agree	The level of challenges of student commuters is moderately extensive
3 I can hardly budget my allowance due to the cut trips.	3.64	Agree	The level of challenges of student commuters is moderately extensive
4 I am worried to be tardy in coming to school due to long waiting time.	3.77	Agree	The level of challenges of student commuters is moderately extensive

Overall Weighted Mean **3.89** Agree The level of challenges of student commuters is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in the table 3, indicator number one (1) states that it is challenging to spend more money in fare due to distance from home to university attained the highest mean of 4.23. This means that participants agreed that they have moderately extensive challenges along this line. In contrast, indicator number three (3) which indicates that it is hard to budget allowances due to the cut trips obtained the lowest mean of 3.64 which means that the participants' level of challenges is agreeable and defined as moderately extensive. The overall weighted mean on the challenges related to expenses incurred and waiting time spent is 3.89 or agreeable which is described that the level of challenges is moderately extensive.

This data imply that student commuters may experience challenges in paying more on transportation costs because of the distance between their homes and the university, struggle to budget their allowances, which may have a relatively significant overall impact on them. This can be the result of the distance between their house and the college and the lack of direct transportation there. Hence, students may keep their optimism in the face of obstacles they face while traveling, such as costs incurred and waiting times that cause them to be tardy at school. This also entails that parents should encourage students to receive adequate allowance to cover their requirements. Teachers also ought to show consideration for the students who travel a long way.

Table 4

Mean distribution of the level of challenges encountered by the BEEd students in traveling to and from the university in terms of weather condition

<i>Weather Condition</i>	Mean	Description	Interpretation
1 I have difficulty travelling from my house to school due to bad weather.	4.08	Agree	The level of challenges of student commuters is moderately extensive
2 I worry that I may get sick due to exposure to rain and hot weather when I travel to and from school.	4.10	Agree	The level of challenges of student commuters is moderately extensive
3 I am worried of being late when travelling with bad weather condition.	4.49	Agree	The level of challenges of student commuters is moderately extensive
4 I think of being absent from my class, due to bad weather condition.	3.14	Agree	The level of challenges of student commuters is moderately extensive
Overall Weighted Mean	3.95	Agree	The level of challenges of student commuters is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in table 4, indicator number three (3) articulating that traveling with bad weather condition can cause students worried to be late garnered the highest mean of 4.49 described as agreeable and conveyed that the level of the challenges is moderately extensive. However, indicator number four (4) which express that bad weather condition causes student to think of being absent class earned the lowest mean of 3.14 described as agreeable and interpreted as having a moderately extensive level of challenges. The collective weighted mean is 3.95, which indicates an agreeable overall response. It implicates that the level of challenges related to weather condition among BEEd students in CSU is moderately extensive.

The collective weighted mean is 3.95, which indicates an agreeable overall response. It represents that the level of challenges related to commuting with bad weather conditions among BEEd students in CSU is moderately extensive. This indicates that the students encounter a moderate amount of difficulty while commuting in poor weather, which poses a risk to their safety. This can be a result of the unpredictable weather in the Philippines. There are instances when rain unexpectedly pours because of the shifting weather, which causes students' difficulties getting home or to school. As a result, during periods of anticipated precipitation, students must bring items like jackets and umbrellas that can protect them from severe rain. These could aid students in keeping dry while traveling to school and keep them healthy.

Table 5

Mean distribution of the level of challenges encountered by the beed students in traveling to and from the university in terms of availability of transport vehicles

	Availability of Transport Vehicles	Mean	Description	Interpretation
1	I experienced limited number of vehicles travelling from my place to my school.	4.00	Agree	The level of challenges of student commuters is moderately extensive
2	I am afraid to commute at night due to limited number of vehicles.	4.29	Agree	The level of challenges of student commuters is moderately extensive
3	I need to walk from my house to the nearest loading area of vehicles.	3.83	Agree	The level of challenges of student commuters is moderately extensive
4	I am afraid to ride in an empty vehicle at night.	4.32	Agree	The level of challenges of student commuters is moderately extensive
	Overall Weighted Mean	4.11	Agree	The level of challenges of student commuters is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in the table 5, indicator number four (4) states that it is challenging to ride in an empty vehicle at night attained the highest mean of 4.32. This means that participants agreed that they have moderately extensive challenges along this line. In contrast, indicator number three (3) which indicates that they need to walk from my house to the nearest loading area of vehicles obtained the lowest mean of 383 which means that the participant’s level of challenges is agreeable and defined as moderately extensive. The overall weighted mean on the challenges related to availability of transport vehicles is 4.11 or agreeable which is described that the level of challenges is moderately extensive.

This implies that student commuters may experience challenges in terms of availability of transport vehicles, where student experience limited number of vehicles in travelling from their home to school. This can be the result of the distance between their house and the college and the lack of direct transportation there. Hence, students have to keep their optimism in the face of obstacles they face while traveling, such as available vehicles that causes them to be tardy at school. Additionally, parents may encourage students to receive adequate allowance to cover their requirements. Also, teachers ought to show consideration for the kids who travel a long way.

Table 6

Mean distribution of the level of challenges encountered by the beed students in traveling to and from the university in terms of traffic and pollution

	Traffic and Pollution	Mean	Description	Interpretation
1	I am always late to school due to heavy traffic.	2.83	Neutral	The level of challenges of student commuters is fair
2	I am exhausted whenever I arrived to school due to traffic and pollution.	3.47	Neutral	The level of challenges of student commuters is moderately extensive
3	I feel nauseous due to the smell and smoke of the vehicles while travelling to school.	3.75	Agree	The level of challenges of student commuters is moderately extensive
4	I get irritated whenever I ride with noisy passengers.	3.58	Agree	The level of challenges of student commuters is moderately extensive
	Overall Weighted Mean	3.41	Neutral	The level of challenges of student commuters is fair

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in the table 6, indicator number three (3) states that it is challenging to travel to school that can cause students to feel nauseous due to the smell and smoke of the vehicles attained the highest mean of 3.75. This means that participants agreed that they

have moderately extensive challenges along this line. In contrast, indicator number one (1) which indicates that students are always late to school due to heavy traffic obtained the lowest mean of 2.83 which means that the participant's level of challenges is neutral and defined as fair. The overall weighted mean on the challenges related to traffic and pollution is 3.41 or neutral which is described that the level of challenges is fair.

This implies that student commuters may experience challenges in terms of traffic and pollution, were students feel nauseous due to the smell and smoke of the vehicles while travelling to school. This results from the smoke that comes from the vehicles. It advises students to keep their optimism in the face of obstacles they face while traveling, such as available vehicles that causes them to be tardy at school. Parents should encourage students to receive adequate allowance to cover their requirements. Teachers' ought to show consideration for the kids who travel a long way.

Table 7

Mean distribution of the level of challenges encountered by the beed students in traveling to and from the university in terms of traffic and pollution

<i>Traffic and Pollution</i>	Mean	Description	Interpretation
1 I am always late to school due to heavy traffic.	2.83	Neutral	The level of challenges of student commuters is fair
2 I am exhausted whenever I arrived to school due to traffic and pollution.	3.47	Neutral	The level of challenges of student commuters is moderately extensive
3 I feel nauseous due to the smell and smoke of the vehicles while travelling to school.	3.75	Agree	The level of challenges of student commuters is moderately extensive
4 I get irritated whenever I ride with noisy passengers.	3.58	Agree	The level of challenges of student commuters is moderately extensive
Overall Weighted Mean	3.41	Neutral	The level of challenges of student commuters is fair

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in the table 7, indicator number three (3) states that students wait for the right route of vehicle to avoid cut-trips attained highest mean of 4.06. This means that participants agreed that they have moderately extensive initiatives along this line. In contrast, indicator number one (1) which indicates that students rent a boarding house to save up money obtained the lowest mean of 2.29 which means that the participant's extent of initiatives is disagree and defined as low. The overall weighted mean on the challenges related to expenses incurred and waiting time spent is 3.39 or neutral which is described that the level of challenges is fair.

These results suggest that student should possess initiatives to counter the difficulties in traveling bad weather condition, but this has an agreeable effect on them holistically. This could be due to lack of vehicles during rainy days and traveling early to have much time in waiting for the vehicle. It suggests that students should bring an umbrella to protect their selves from bad weather is an effective way to avoid getting stuck in unfavorable weather and bringing extra clothes to wear if ever the students will get wet while travelling to school. Parents should support their children through buying them umbrella to help their child when travelling during a severe weather condition.

Table 8

Mean distribution of the extent of initiatives to counter the challenges met in commuting in terms of weather condition

<i>Weather Condition</i>	Mean	Description	Interpretation
1 I will bring extra clothes to wear if ever I get wet while travelling to school.	3.25	Neutral	The extent of initiatives of student commuters is fair
2 I will travel early to have much time waiting for the vehicle to pass by during rainy days.	4.17	Agree	The extent of initiatives of student commuters is moderately extensive
3 I will ride a tricycle to avoid being soaked with the rain during rainy season, instead of walking from my house to the nearest loading area of passengers.	3.75	Agree	The extent of initiatives of student commuters is moderately extensive
4 I bring an umbrella to protect myself from bad weather.	4.43	Agree	The extent of initiatives of student commuters is moderately extensive
Overall Weighted Mean	3.90	Agree	The level of challenges of student commuters is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

Exhibited in table 8, indicator number four (4) states that bringing umbrella during bad weather condition can protect students from heavy rain garnered the highest mean of 4.43 described as agreeable and conveyed that the extent of initiative is moderately extensive. However, indicator number one (1) which expressed that bringing extra clothes to wear if ever students will get wet while travelling to school earned the lowest mean of 3.25 described as neutral and interpreted as fair. The collective weighted mean is 3.90, which indicates an agreeable overall response. It represents that the extent of initiatives related to weather condition among BEEd students in CSU is moderately extensive.

The data above suggest that students should possess initiatives to counter the difficulties in traveling bad weather condition, but this has an agreeable effect on them holistically. This could be due to lack of vehicles during rainy days and traveling early to have much time in waiting for the vehicle. It suggests that students should bring an umbrella to protect their selves from bad weather is an effective way to avoid getting stuck in unfavorable weather and bringing extra clothes to wear if ever the students will get wet while travelling to school. Parents should support their children through buying them umbrella to help their child when travelling during a severe weather condition.

Table 9

Mean distribution of the extent of initiatives to counter the challenges met in commuting in terms of availability of transport vehicles

	Availability of Transport Vehicles	Mean	Description	Interpretation
1	I ask my family members to send me to school.	2.57	Neutral	The extent of initiatives of student commuters is fair
2	I go home early after class to catch available vehicles.	3.93	Agree	The extent of initiatives of student commuters is moderately extensive
3	I travel early to prevent pack of passengers waiting at the terminal.	4.14	Agree	The extent of initiatives of student commuters is moderately extensive
4	I negotiate with the driver with a certain amount of fare to send me to school.	2.78	Agree	The extent of initiatives of student commuters is moderately extensive
	Overall Weighted Mean	3.35	Neutral	The extent of initiatives of student commuters is fair

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in the table 9, indicator number three (3) states that students travel early to prevent pack of passengers waiting at the terminal attained highest mean of 4.14. This means that participants agreed that they have moderately extensive initiatives along this line. In contrast, indicator number one (1) which indicates that students ask my family members to send me to school obtained the lowest mean of 2.57 which means that the participant’s extent of initiatives is neutral and defined as fair. The overall weighted mean on the challenges related to availability of transport vehicles is 3.35 or neutral which is described that the level of challenges is fair.

The data further implicate that student commuters may obtain initiatives when commuting in terms of availability of transport vehicles, but this has a neutral effect on them holistically. This can be the result of lack of transportation vehicles when traveling from their house to the university. It suggests that students should travel early to prevent pack of passengers waiting at the terminal is an effective way to acquire a seat in a transport vehicle and asking a family member to send them to school is an essential way to acquire availability of transport vehicles. Parents should encourage their children to wake up early and help them prepare for school.

Table 10

Mean distribution of the extent of initiatives to counter the challenges met in commuting in terms of traffic and pollution

	Traffic and Pollution	Mean	Description	Interpretation
1	I travel early to avoid traffic.	4.25	Agree	The extent of initiatives of student commuters is moderately extensive
2	I ignore loud noises from my fellow passengers.	4.00	Agree	The extent of initiatives of student commuters is moderately extensive
3	I bring my handkerchief whenever I travel to school to avoid pollution.	3.81	Agree	The extent of initiatives of student commuters is moderately extensive
4	I ride an e-jeep or the modernized jeep to avoid smelling pollution from outside.	3.31	Neutral	The extent of initiatives of student commuters is fair
	Overall Weighted Mean	3.85	Agree	The extent of initiatives of student commuters is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 strongly agree

As shown in the table 10, indicator number one (1) states that students travel early to avoid traffic attained highest mean of 4.25. This means that participants agreed that they have moderately extensive initiatives along this line. In contrast, indicator number four (4) which indicates that students ride an e-jeep or the modernized jeep to avoid smelling pollution from outside obtained the lowest mean of 3.31 which means that the participant's extent of initiatives is neutral and defined as fair. The overall weighted mean on the challenges related to availability of transport vehicles is 3.85 or agreeable which is described that the level of challenges is moderately extensive.

Results above entail that student commuters may acquire initiatives to counter traffic and pollution when travelling to and from the university. This can be the result of having too many cars in the road way and having old jeepney models emit large amounts of carbon, which adversely impacts climate and overall temperature. Data further suggest that students should travel early to avoid traffic and riding an e-jeep or the modernized jeep to avoid smelling pollution from outside is an effective way to escape the traffic and pollution. Parents and teachers should acknowledge the struggles of their children and students when travelling from their house to the university.

Table 11

Significant difference of the level of challenges and extent of initiatives of the participants when grouped according to sex

Variables	F- value	p-value	Decision	Significant
Sex				
<ul style="list-style-type: none"> • Male • Female 	1.182	.009	Reject Ho	Significant

**tested at 0.05 level of significance*

It can be inferred from the table 11 that there is a significant difference in the level of challenges and extent of initiatives between and within groups having significant values which are lower than 0.05 levels of significance tested for analysis. It suggests that the participants have a different level of challenges and extent of initiatives regardless of the sex.

Table 12

Significant difference of the level of challenges and extent of initiatives of the participants according to their year level

Variables	F- value	p-value	Decision	Significant
Year Level				
<ul style="list-style-type: none"> • 1st Year • 2nd Year • 3rd Year • 4th Year 	3.282	.023	Reject Ho	Significant

**tested at 0.05 level of significance*

As presented in the table 12, there is a significant difference in the year level of the BEEd students with computed values lower than the 0.05 degrees of significance set for analysis. This means that the year level of BEEd students may vary on the level of challenges and extent of initiatives.

The table represents that there is a significant difference between the level challenges and extent of initiatives of the participants' year level. Furthermore, there is also a significant difference between the level of challenges and extent of initiatives. These are proven by the p values lower than the 0.05 level of significance tested for analysis. Hence, the null hypothesis is rejected.

Table 13

Significant difference of the level of challenges and extent of initiatives of the BEEd students when grouped according to travel distance

Variables	F- value	p-value	Decision	Significant
Travel Distance				
<ul style="list-style-type: none"> • 1-5 Km • 6-10 Km • 11-15 Km • 16-20 • 21 above 	4.967	.001	Reject Ho	Significant

**tested at 0.05 level of significance*

As displayed in table 13, data reveal a significant difference between the levels of challenges and extent of initiatives of the participants in distance travelled having interval distance of 1- 5 km, 6-10 km, 11-15 km, 16-20 km, and 21 km and above spent each day travelling from home to the university. This is tested by the p value lower than the 0.05 level of significance set for analysis. Thus, the null hypothesis is rejected. The data implies that students' level of challenges and extent of initiatives varies according to the travel distance they spent in travelling to and from the university.

Table 14

Significant difference on the level of challenges and extent of initiatives of the participants when grouped according to commute duration

Variables	F- value	p-value	Decision	Significant
Commute Duration				
<ul style="list-style-type: none"> • Below 5 min • 6 – 20 min • 21 – 35 min • 36 – 50 min • 51 above 	13.815	.000	Reject Ho	Significant

**tested at 0.05 level of significance*

As shown in table 14, there is a significant difference in the level of challenges and extent of initiatives between and within groups having significant values which are lower than 0.05 levels of significance tested for analysis. This means that the students have a different level of challenges and extent of initiatives in commute duration in travelling from home to the university.

Table 15

Correlation analysis between the level of challenges and extent of initiatives of the students

Variables	Mean	SD	R	Sig. (2 – Tailed)	Remarks	Decision
Level of Challenges	3.8411	.68420				
Extent of Initiatives	3.6224	.55134	0.519**	0.000	Significant	Reject Ho

*** Correlation is significant at the 0.05 level (2-tailed)*

As shown in table 15, there is a significant relationship between the level of challenges and extent of initiatives of the BEEd students in travelling to and from the university. This entails that as the level of challenges rises, the extent of initiatives to counter them also becomes intense.

IV. CONCLUSIONS

Majority of the participants are female BEEed students. Most of them are from first year level. Meanwhile the majority of them travelled 1-5 km and have commute duration of 6-20 minutes.

The BEEed students' level of challenges in travelling to and from the university related to expenses incurred and waiting time spent is moderately extensive, implying that student commuters may have experienced challenges in paying more on transportation costs because of the distance in travelling to and from the university, struggled to budget their allowances. This can be the result of the distance between the students' house and the university and the lack of direct transportation.

Moreover, the students' level of challenges in travelling to and from the university related to weather condition is moderately extensive, suggesting that students encounter a moderate amount of difficulty while commuting in poor weather, which poses a risk to their safety. This can be a result of the unpredictable weather in the Philippines. There are instances when rain unexpectedly pours because of the shifting weather, which causes students' difficulties getting home or to school. Moreover, the students' level of challenges in travelling to and from the university related to availability of transport vehicles is moderately extensive, implicating that student commuters may experience challenges in terms of availability of transport vehicles. This could be the result that the student experience limited number of vehicles in travelling from their home to school.

Also, the students level of challenges in travelling to and from the university related to traffic and pollution is fair implying that student commuters may experience challenges in terms of traffic and pollution. Students feel nauseous due to the smell and smoke of the vehicles while travelling to school.

The extent of initiatives in travelling to and from the university in terms of expenses incurred and waiting time spent is fair suggesting that students possess initiatives to counter the difficulties in expenses incurred and waiting time spent. This could be further countered by waiting for the right route of vehicles travelling in their place of residence. Also, the extent of initiatives in travelling to and from the university in terms of weather condition is fair suggesting that students possess initiatives to counter the difficulties in traveling during bad weather condition. This could be due to lack of vehicles during rainy days and traveling early to have much time in waiting for the vehicle. Student commuters may obtain initiatives when commuting in terms of availability of transport vehicles. They may travel early to prevent pack of passengers waiting at the terminal is an effective way to acquire a seat in a transport vehicle.

Also, Student commuters may acquire initiatives to counter traffic and pollution when travelling to and from the university. This can be the result of having too many cars in the road way and having old jeepney models emit large amounts of carbon, which adversely impacts climate and overall temperature. Generally, the level of challenges and extent of initiatives of the BEEed students is different to each other when grouped according to of sex, year level, travel distance, and commute duration. Furthermore, there is a significant relationship between the level of challenges and extent of initiatives in travelling to and from the university among the BEEed students implicating that as the level of challenges rises, the extent of initiatives to counter them also becomes intense.

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