The impact of accommodation factors over students' health and perceived academic performance in Dublin.

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A Dissertation submitted in partial fulfilment of an MSc in Management

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Abstract

The availability of accommodation plays a crucial role in the academic formation and overall General-Health of students, particularly in Dublin, where housing shortages are an everyday problem.

The research will examine to what extent the lack of accommodation for students has an impact on their productivity in Dublin and will study the problems faced by students regarding the lack of accommodation in Dublin city and determinate how these challenges could affect their performance or productivity and by consequence their success in different areas of their lives. In summary, the research will provide valuable feedback about the relationship between student accommodation, student performance, general health and their outcome in personal performance.

60 students in Dublin were surveyed regarding their study level, demographic information, living environment, perceived academic performance metrics, and general health indicators. Quantitative analysis using a 48-item survey revealed that there is an impact and a relationship between the three main variables.

Findings reveal a significant relationship between 1) lack of accommodation affecting on student performance, 2) students having accommodation challenges reported higher levels of stress and anxiety, and 3) general health indicators affected their perceived academic progress. Overall, these results demonstrate that student accommodation is fundamental to student mental health and academic performance and as such should be treated as a priority requirement by the Irish government, underlining the urgent need for realistic approaches to fight housing shortages in Dublin.

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1. Introduction

1.1 Background & Context

In Dublin, accommodation shortages mean significant challenges for students pursuing their education (Zabin 2022). With its increasing population and good economy, Dublin has experienced a rise in demand for housing, leading to extremely elevated rental prices and limited availability (Hearne and Murphy, 2018). According to Kitchin, Hearne and O'Callaghan, (2015) rental costs in Dublin have left behind national averages, placing a great amount of stress on students already struggling with tuition fees and day to day expenses. The effects of this accommodation mean more than just financial problems, like, overcrowded living conditions, prolonged commutes, and uncertainty regarding accommodation leading to high levels of stress, anxiety, and unhappiness between students (Kitchin *et al*., 2015).

The lack of affordable housing options not only challenges students' capacity to focus on their education but also affects their overall general health (Zabin 2022). Understanding the complicated relationship between accommodation shortages, student perceived performance, and general health outcomes is necessary to address solutions to what students in Dublin are experiencing at the moment. By investigating these problems through quantitative research, this study aims to offer information on student experiences in Dublin regarding their housing and performance outcomes.

Accommodation is one of the most important features as an international student in a foreign country, as Huiying *et al*., (2023) mention students will always seek for the best environment and comfort in their houses. The problem is that there is a lack of accommodation in Dublin, and the landlords are taking advantage of this situation increasing prices or not providing a

house with the minimum expected features. All these factors affect the tenant and with this study the research is aiming to analyze how these aspects have an impact on the working performance of the student.

1.2 Research gap and Objectives.

A critical gap exists in the literature regarding the specific relationship between lack of accommodation, student perceived performance, and general health outcomes. While most studies have examined the impacts of housing on vulnerable groups, few have focused on the unique and stressful situation that students are living in Dublin, just as Halvey, (2022) reported, students living with parent show a higher mental health and as Konadu, (2021) mentioned, students preferred to live in-campus accommodation if the cost of living there was similar to living out-campus.

Housing systems can affect thousands of people either in a positive or negative way, the research focus is on how accommodation and the lack of it is affecting the outcome of students in Dublin. The quality of accommodation, safe places to live and comfort help to keep mental health which helps to increase the productivity and performance of students in Dublin. As commented by Morganti *et al*. (2022) students with low quality housing show more depression symptoms, this consequence is an example of how the performance or productivity of an employee could be affected. The proposed research will explore how the link between low quality housing and poor mental health impacts employee performance specifically in an Irish context as research is currently lacking in this area.

Globalization is giving more opportunities to travel and study almost wherever you want in the world and according to Kenna and Murphy (2021) this has impacted on students which are requesting more high-quality housing.

Therefore, this research seeks to address this gap by investigating the implications with the accommodation in Dublin for students, general health and perceived performance. The objectives of this study are: first, to analyze the impact of accommodation and general health on student perceived performance; secondly, to explore the relationship between accommodation environment and general health outcomes among students. By describing these objectives, this study aims to provide an understanding within housing environment, general health of students and their outcome in Dublin.

1.3 Methodological Approach

This study employs a quantitative approach to investigate the relationship between accommodation shortages, student perceived performance, and general health outcomes in students in Dublin. The research design has a quantitative survey to gather full data from a diverse sample of students regarding their study level and nationality. The sampling strategy involves gathering data anonymously from various students groups in Facebook and Whatsapp. Through an online survey, participants will be asked to provide demographic information, details about their accommodation, perceived performance metrics, and self-reported general health indicators. Ethical factors are established in this research, and every survey answered will be confidential and anonymous. Informed consent will be obtained from all participants prior to their first question on the survey. By using a quantitative

approach, this study aims to generalize the findings, test the hypothesis, and provide an understanding of the problems around accommodation and student in Dublin.

1.4 Structure

This dissertation is structured into various chapters, each adding rich information to the final research objectives and theoretical framework. The first chapter introduces the research topic, provides background information, and defines the objectives and importance of the study. After this, the second chapter reviews important literature on housing in Dublin and Ireland, and student health as mental or general health. The third chapter explains the methodological approach, research design, sampling, and data collection. The fourth chapter presents the findings of the survey, the analysis of the data, and discussion of the consequences. The final chapter summarizes key findings and offers recommendations for addressing housing problems students in Dublin and similar living contexts. Through this approach, this study aims to understand students feeling while living and studying in Dublin.

2. Literature Review

2.1 Crisis in Ireland

Back in 2008 before the housing bubble burst, Ireland had a system policy focused on the development of the housing sector. However, the bubble bursting left behind empty properties and unfinished housing projects. House prices went down and homelessness increased (Hearne *et al*., 2018). After this event, the Irish government decided to stop investments in housing projects, social help suffer decreases and due to this changes Irish population started to notice less affordable housing every year. This lack of houses was due

to the inadequate policies and increased over the years with the growth and urbanization that Dublin was having. When investors increased the rents due to the high rental market return that housing was giving, the affordability and availability of houses just become worse (Hearne *et al*., 2018). According to Hearne *et al*., (2018) protests gave residents in Dublin and Ireland housing opportunities through the Irish government asking to prioritize human rights instead of market gains. Protests argue that housing is a simple human right and that population should not be living in the streets when is in government possibilities to offer suitable housing to vulnerable population with well-focused housing policies and the correct control over market profits and third-parties.

The evolution of the housing crisis in Ireland, as explained by Kitchin *et al.,* (2015), provides a rich background on the bubble of the Celtic Tiger era, the market collapse during the 2008 crisis, and the challenging path to recover. Ireland went from overproduction to shortages which result in fluctuating rental prices. The Celtic Tiger period is known for rapid construction of houses but at the same time the scalation of prices went up, at this point the system was vulnerable already. The measures that followed, like the poor or none regulation in this sector, affected Ireland housing and affordability, also accommodation insecurity increased in different groups including students (Kitchin *et al.,* 2015). Looking at the relationship between the accommodation environment, student performance, and general health, it becomes necessary to consider the context behind housing shortages and student living conditions.

Before the 2008 crisis Irish government and the entities behind the development of the housing system were increasing their account with the help of taxes, as stamp duties and VAT, creating a false perception of a healthy fiscal economy which led to the crash of the housing

system of 2008. When 2012 arrived and the price of houses decreased by a 50% the revenue from those taxes was more than clear and it was possible to notice that the economy was in a difficult position. Problems begin to show with time, the lack of affordable accommodation, the beginning of social implications and the low reliability in taxes for the houses. The shortages of housing, the high costs of renting got worse with the housing policies implemented due to the fact that they were austere and include stopping spending on social housing. Facing the situation with a wider policy strategy where the reaction is not only based on emergency response and more based on future expectations and looking for solution to the actual weak housing system and a strategy plan to make it robust for the public sector (Smyth and McQuinn, 2016). Between 2017 and 2020 television shows were presenting and glamorizing houses around Ireland, showing pictures of how these properties could been renovated and earn gains from them. Showing housing in Ireland as a way of investment and not as a basic necessity for every human being. This housing issue just created an insecure environment for those struggling with housing like individuals or whole families. Approaching viewers with a real overview of the situation can make conscience of investors and government to adequate housing policies in Ireland (McIntyre, 2020).

According to Hearne, (2017), people in Dublin are spending between 40-55% of their monthly net income to live in a one bed apartment. Financial institutions have power over housing policies ending with beneficial economic remuneration. Over the years, Ireland has become a very popular place to invest in real estate and the focus of housing being a place to grow up and a place to fulfill basic necessities is now just an investment. This situation has made housing unaffordable and low in expectations. The crisis in Ireland needs of housing policies focused on suitable and affordable housing for citizens in Ireland and other

vulnerable groups. Nonetheless Irish government among investors focused on delivering housing for the international market, housing that was not affordable and was not suitable for the population who was already suffering the lack of accommodation. The delivery of high-end houses to attract an international market, investors focusing their objectives to maintain a or drive-up rental prices to keep higher profit and the low regulated policies ended up missing the actual needs of the Irish population (Hearne, 2017).

It is important to understand how these events in the past lead to the results students are living nowadays. The low optimal living conditions, the lack of affordable accommodation, and the poor measures established are repeating themselves and are impacting vulnerable groups. As mentioned in Kitchin *et al.,* (2015), a large number of states projects were cancelled or left uncompleted which led to an economical repercussion to the population and to the future of this sector. Policies in the housing sector must be addressed to create a resilient and trustworthy area.

2.2 Housing Policy in Ireland and accommodation outcome.

Understanding the background behind housing policies is important due to the fact that these policies are designed to mediate the accommodation availability, the conditions, and the price of the sector. Without the intervention of the government the housing sector will not meet the social needs creating an unbalance in the country's economy (Balchin and Rhoden, 2002). Housing policy is not just taking care of the society having a place to live, it is about all that a house involves, like health, family, education, economic stability and safety, this is the reason a correct implementation of these policies is required and according to Balchin and Rhoden, (2002) the intervention of stakeholders is as well important like the intervention of

government, where stakeholders can provide financial support to the development of new states and is government duty to seek for the well-being of the population and to take extra care of population in homelessness situation.

Private rented sector in Ireland is very volatile which means tenants live under the pressure of having short leasing agreements, and a large and rapid increase in prices, this mainly affects the most vulnerable groups as large families with low income or new international students, making them almost impossible to find a place to live where they find themselves comfortable (Hearne and Murphy, 2018). A balanced housing policy is needed to assist this tenants with the constant stress of being evicted and investing in social and affordable housing the private sector in Ireland will find a reduce on the dependance of it (Hearne and Murphy, 2018).

According to McIntyre, (2020) housing policies usually require a high government intervention but when the environment is represented by the economic value and the return of investment, population without a high purchasing power will result affected with less social housing, deregulations, and a need to seek in an overrated private sector. A correct focus on the policies must be stablished looking to offer affordable housing to a large segment of the population instead of focusing just on investors creating high end accommodation which only are affordable to a small segment of the population living in Dublin, basically, there is this urge to stop focusing on the high return of the investor and more on the necessities of the people.

As observed in Bentley *et al.* (2015) housing policy can and will affect their population around the world, in Australia their housing policies focuses more on homeownership leaving aside the private rent sector, directly affecting their perception of security. Leaving the private

rental sector with less policies affects directly on the rental costs where there is not many regulations to protect and ensure fairness among the tenants. In the UK it is possible to observe that a well-structured housing system and policy directly affects in a positive way on the population due to the fact that tenants are protected or are receiving help from their government.

Transparency on housing policy, the structure, and plan of action are critical to ensure a correct implementation of these policies in order to give what people really needs. Observed in Shahraki, (2021), if the implementations are not observed meticulously the results will not show up what was planned at the beginning, following every step and making sure each of the steps is completed and giving the expected results is the only way where housing policies will give future tenants a financial and general health relief. Ireland government need to stablish stronger policies focused in helping everyone needs providing affordable and appropriate accommodation.

According to Mangialardi *et al*. (2022) working on a transition to digital administration could improve housing management and it will improve accessibility, efficiency, transparency, and liability. A better manage of resources will result in more effective application of housing policies, this would include all information needed like payments methods, tenant and landlord information, and the objective is to offer the best service to tenants resulting in faster decision making, without affecting landlords' income or putting their properties in unnecessary danger. The automation of tasks reduces manual procedures and unnecessary paper handling leading to faster process execution with easy access to records, and important data for future transactions. The benefits of transforming to digital base will show a greater engagement of stakeholders, tenants, government facilities, having updated informs services

and maintenance can be arranged with time and tenants will not need to wait days or weeks to fix things in the house, resulting in a save of time and money for the institution in charge of the properties (Mangialardi *et al.*, 2022).

Digital transformation in the housing system brings along ways to make housing more efficient and sustainable, with the integration and collaboration of stakeholders the amount of projects for sustainable states will increase rapidly having a positive impact in the housing system and giving a relief to the high increase of rent. Improving the house system is an excellent way to offer tenants various ways to enjoy of their accommodation and supporting them with several savings as energy consumption, adding these smart technologies like advanced sensor helps in creating and efficient house, where services can be managed precisely leading to a great resource management and savings in the services of the building. Housing policies usually dictate and define roles and responsibilities in the housing project, these policies also define goals for the state and incentives to attract stakeholders, an attractive housing policy will bring along stake holders and their inversion, resulting in effective influence on the social outcome (Hamdan, Andersen and de Boer, 2021).

2.3 Student Homelessness

According to Reynold, (2020) on the census in 2016 in Dublin the survey showed that 429 students were in homeless situation which was 8% of the total homeless population. In the past years a new concept arrived, immobility is the choice of the student to stay and study HE in their home land, these choices are mainly based on the idea that the lack of accommodation could affect them, also if students wish to move is possible to be affected by the Purpose-built student accommodation (PBSA) where an exclusivity is offer, which means all facilities needed are available in the same four walls of the building, from a cinema to a

gym, making more difficult the social life of the students (Reynolds 2020). Students living in the streets should be a red flag to every government as this people is coming to Ireland to upgrade their lifestyle not to sleep few days in the streets, it is dangerous and unhealthy, it is almost impossible to keep a mental health living in the streets and this environment will affect the performance of the student.

According to Grotti *et al.* (2018), immigrants are likely to suffer from discrimination when looking for a place to live, leaving this community in a delicate situation where homelessness could be the next stop for them. The need for new measures and housing policies was required with urgency, that is why the Irish government started the program ¨Rebuilding Ireland¨ which is focused on solving the housing problematic lived in Ireland at the moment and to give a relief to the housing private sector, resulting in a decrease of prices in accommodation.

According to Watts, (2014) the Irish government and their housing policies are directed in the right path but extra investigation and a start from the beginning could help to set up in practice this policies with more accuracy, using the resources correctly, better administration of the policy and set up metrics to keep a follow up to the homeless population and be able to recognize if the policies applied are working or restructuring is needed.

The concept of functional zero homelessness is a concept where the control of homelessness population is possible, but this concept also recognizes that reducing to zero the homeless population is basically impossible, this strategy plan seeks to manage and have an effective control over homelessness (Allen *et al*., 2019). With the right control and management of this concept, students living in homelessness situation can take advantage and find accommodation addressing and preventing long-term academic and social consequences.

Due to the lack of accommodation in Ireland more and more families now have the necessity to live in the streets due to the fact that their monthly gains are not enough to secure a house that is suitable for them, some of this families end up in hostels or share accommodations which is not a good sign of the housing system in Ireland. This instability in the housing system is affecting all members of the family including the children, impacting on their social relationships, due to the constant change of accommodation these children are not able to have normal social relationships and these skills can be affected leading to emotional changes and even psychological changes creating a disadvantage for this population (Parker, 2021).

2.4 Accommodation and Mental Health

Mental health is an important factor to take into consideration when you are moving to another country because moving alone, without knowing a single person could be overwhelming and will affect your mental health (Zabin 2022). Housing with excellent conditions motivates and creates a positive outcome on students, when, on the other hand a house or apartment in bad conditions can negatively impact on mental health of the student (McPherson, Krotofil and Killaspy, 2018). Physical excellence of the accommodation, the structure of the building, natural light, neighbors behavior, maintenance, tidy, all this aspects have an outcome on mental health and well-being of the student, and depending on the condition the impact on mental and general health can be positive or negative affected (Worsley, Harrison and Corcoran, 2021). What is referred with some of this aspects is the environment where the students evolve, if their room is sound proof so they are able to study even is there is noise outside or that every service is working properly in the property making easier for the students their personal and academic performance.

As Campbell *et al*. (2022) explained, there are three principal factors involving the environment of a student and affecting their mental and general health, individual factors, institutional factors, and environmental factors, where each of these factors is explained in detail to understand the overall reaction of the students. Firstly, individual factors where is included all the history and background of the student, how he was taught to react to different situations, how he observed growing up the behavior of their family and finally how the student manage his current problems with what he learned in the past. Secondly, institutional factors where it is possible to observe all the responsibilities that the education institution has over students, academic tutoring, building and classrooms conditions, mental health department where students can attend for help in case of need it, and a culture where it is normal to talk and ask about issues with your own mental health. Thirdly, environmental factors where the presence and availability of social groups is achievable for every student looking for it, creating a sense of belonging in the student and also includes the environment where the student lives, if it is suitable and affordable to give an example. It is important that institutions and administrators take in consideration mental health of their tenants or students when building a residence or directing a college due to the fact that they can change the lives of their tenants and students.

Reducing financial stress and applying strong policies will have a positive impact on population due to the fact that renters do not feel vulnerable against landlords and unreasonable increase in their rents (Bentley *et al*., 2015).

According to Gopal and Van Niekerk (2018) the importance of security and safety on a residence impacts directly on the outcome of the student in college, furthermore, living in a zone without the proper security or safety will result on phycological anxiety as result of the

unsafe conditions around the student and will inevitably damage the social skills and performance in students' life. The results noted on the analysis show that the residence and safety of the student will be key on the outcome and success of the student (Gopal and Van Niekerk 2018). Dublin could be unsafe from time to time and according to The Irish Times, 2023), business leaders ask the government to address the waves of crime seen in Dublin. It is important to address how this could affect the students in the city and is more important to know their opinion about this issue and at the same time collect some data of how this could be addressed.

Living in a safe residence with all the basic features will provide the student an environment where will be possible to focus and perform as is required in a Higher Education student, this means that accommodation plays an important role on the success of the students (Gopal and Van Niekerk 2018). It is more common that students seek affordable accommodation as the acquisitive power is less and they might be starting a new stage where everything is uncertain (Mandell *et al*., 2022). most often affordable housing is in unsafe zones of the cities and is valid to say that affordable accommodation is more common to be found at the county side of a city which will impact directly on the student time and transportation.

The environment where the students will spend hours of their student life matters in a highly significance, this means that the accommodation for students need to seek a good and friendly behavior urging students to have social interactions and build a community in the building, this place is where students will find support from other fellow students and have the sense of comprehension reducing their levels of stress and problems with mental health. Other commodities that these accommodations have to take into consideration is the safety, transport and green areas near to their home, helping with their mental health outcomes

(Worsley *et al.*, 2021). Administration of the accommodation play an important role when talking about mental health of the students due to the fact that they are responsible for the well-functioning of the building ensuring the best commodities to the students which will make students feel valued and listened, having a positive impact on their experience (Worsley *et al.*, 2021).

2.5 Students and their Housing

Taking into consideration all the factors that can affect the perceived student performance and their general health, Accommodation cannot be forgotten. The instability that tenants are living in Ireland thank to the increase of prices and the lack of affordable accommodation added to the lack of regulations to landlords is creating a continuous feeling of uncertainty, complicating more the already difficult environment for students (Grotti *et al*., 2018).

According to Lam and Chen (2021) students' priority regarding finding accommodation is the affordable price of it, it is also mentioned that the new and old accommodation building need to include thermal and acoustic insulation in order to help with the student performance, as in Ireland in highly common to suffer from mold in the accommodations, tenants and administrator need to keep control of this mold due to the fact that can cause damage to the structure of the house and to the health of the people living in the affected building (Holzheimer, 2023). Student precariat is called to the insecurity in housing, massive cost of living and lack of accommodation in the private market, all students are facing a unbalanced supply of accommodation vulnerable to price increases, scams and landlord taking advantage of the situation without any repercussion and a study taken in the UK in 2014 showed that 76% of the students had issues with their apartment and half of them were concern about the time was took to fixed the problems (Reynolds 2020). It is important to note that not all

students live in precarity circumstances but this precarity living is for sure experienced by many (Reynolds 2020). This study plans to collect similar data as reviewed in order to reveal all the different issues a tenant in Dublin needs to tolerate and how this issue added to the rest this student needs to bear will impact on the performance.

Student performance can be affected by several factors, such as socioeconomic status where students with higher socioeconomic background are more likely to do well in their studies because of the quality of their institutions and the other educational resources they have access to (Carnoy, 2013). School funding is another important factor to take in consideration when talking about student performance, schools offering this funding usually have different activities for the student and advanced programs to help with their development and student growth, such activities cannot be found on every college and those activities require of extra effort from the students pushing them to their best version of themselves (Carnoy, 2013). Student performance is a compilation of all the different studies and efforts the student is willing to do and in the context of Dublin it is important to considerate to start fundings where a suitable accommodation is part of the offer, where students will be able to study and have their own space for their own development.

Not every student is looking for the same environment or comes from the same background due to institutions now dealing with international students it is important to understand what motivate and what brings the student to their institution. Background, where necessity is what drive the student behavior it is important to take in consideration if different systems need to be added to the college, like online classes where students having family, work and other tasks can still complete their education finding a suitable course for them (Dendir, 2015). According to Carnoy, (2013) the presence of parents and their support has a positive impact

to the student's outcome tending to get higher scores. Institutions play an important role on the perceived performance of the students where the comments or feedback to the student will have an impact on their beliefs and their own perception, institutions and their tutors need to be especially careful when giving feedback to students due to the fact that every student can react in a different way to this comments and a personalized approach is more likely to have a positive outcome on the student (Carnoy, 2013).

Owner-Occupied Housing (OOH) and students living in this type of housing is now an important concept, regarding all the issues with accommodation around the world using rooms in houses where only lives the owner or landlord in order to help students with their development shows that an increase on the performance is notable thanks to the facilities these houses could provide as backyard or larger areas to study (Cordes *et al.,* 2022). The percentage of students living in this type of house should be known so we can calculate the outcome the student perceives relating the environment lived in the house sharing with the owner and their performance during work or school time.

Moving to a new country can be overwhelming for international students, this means a lot of stability in their mental health is needed, this because meeting new people, new faces, new culture is difficult to process adding that theses students are leaving behind their family, friends, and commodities. Roommates play an important role in the adaptation of the student into their new life, is the person that will be with the student a major part of the time and if this roommate is difficult to deal with the student outcome will be impacted in a negative way and the performance will decrease significantly. Students need to have options of housing in order to live as peacefully as possible and achieve their desired success in school or work (Zamokuhle, 2021).

According to Zamokuhle (2021), the outcome of students is highly important for the higher education institutions as more success rate more the new entrees for futures semester the institution is going to have, so it is important for these institutions to play a role on this issue of lack of housing and address help to their students being to voice to government. English schools in Ireland have an enormous quantity of students and these institutions keep promoting the live in Ireland but with a low engagement in the lack of accommodation, it is important to address the research in a way school administrator could engage with the students and provide the tools to find a suitable place to live.

3. Research questions & Objectives

Research question.

How does the accommodation environment impact both student performance and general health, and what is the Bilateral relationship between accommodation environment and general health in influencing student performance?

This research question allows the study to analyze the impact of accommodation environment on both student performance and general health, as well as exploring the relationship between accommodation environment and general health in affecting student performance.

Hypotheses

H1: Students living in inadequate accommodation in Dublin will report lower academic performance levels compared to their peers who experience fewer accommodation difficulties.

H2: Students facing accommodation challenges in Dublin will show higher levels of stress and reduced General-Health compared to their peers with satisfactory housing arrangements.

H3: Students living in single rooms in Dublin will show higher levels of academic performance compared to their peers living in shared accommodation.

4. Methodology

4.1 Discussion

Based on Saunders, Lewis and Thornhill (2019) and the steps every researcher should follow to give the proper structure to the study starting with the positivism presented on the onion scheme, with the quantitative study aiming to generalize in the analysis of the results. Continuing with a deductive approach which will allow the research to analyze the relationship and the impact that the accommodation in Dublin has on students, this relationship will be analyzed trough a survey where the data collection aims to collect enough evidence to give a result on the hypothesis of the study. The survey is divided into 4 principal sections to maximize the connection of information, demographic information, accommodation information, general health questionnaire and the perceived academic performance. By following these steps, this study aims to show the relationship between the lack of housing in Dublin and the impact on students. This approach was chosen due to the fact that is proved the efficiency on data collection and it is interpretation to give a result for the hypothesis.
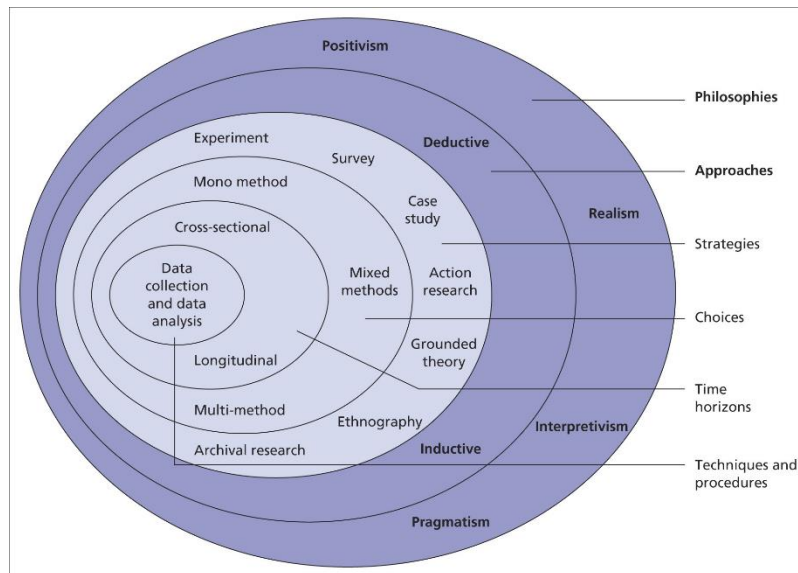
Figure 1. 'The research onion' (Saunders *et al*., 2019)

The methodology for this research is aiming to explain the quantitative process used in students in Dublin which provide an insight about their own situation with their accommodation and performance, by creating a complete survey adding prevalidated surveys as general health survey, perceived academic performance and environment accommodation that provide information a statistical analysis from the 60 students and help to give a result to the hypothesis. The literature review provides enough evidence to seek for results or a relationship between these variables where the three of them are related to each other but where the impact they have between them is what will be reviewed on the results section, giving a complete analysis of the data collected and the possible connections encountered.

The ethical consideration was a question at the beginning of the survey stating the presence of strong question in mental health matter and is important to mention that the survey will be hundred percent anonymous, and the sample can decide to not be part of the research by ignoring or not concluding the survey.

It is important that only students complete this survey to provide accurate results, that is why the approach students trough WhatsApp groups from schools is one of the main sources of the sample and social media where the participants are mainly international students, to ensure that only and only students in Dublin complete this survey, a note will be included at the beginning of the questionnaire to aware the participants.

4.2 Research Design

This study uses a quantitative research design to investigate the impact of accommodation environment on student performance and general health. It employs a cross-sectional design, collecting data at a single point in time to analyze correlations between variables. As a correlational study, it identifies patterns and relationships without claiming a relationship. The approach is deductive, testing hypotheses regarding accommodation's impact on health and academic outcomes. This methodology ensures the study is relevant, providing reliable and measurable insights into the happenings under study.

4.3 Research Questions and Hypotheses

The research aimed to answer the following questions:

1.   What is the association between accommodation environment and general health amongst students in Dublin?

2.   What is the association between accommodation environment and academic performance amongst students in Dublin?

3.   What is the association between accommodation environment and general health affecting students performance in Dublin?

4.   What is the association between the type of accommodation and the outcome of student performance in Dublin?

It is important to analyze in what matter the accommodation environment has an impact on students around Dublin taking in consideration that accommodation environment is based on the key factors like security in your home, amenities close to it, and the satisfaction of the participants to their accommodation.

The key factors in general health were based on psychological and physical factors that have an impact on students with such things as anxiety, depression or stress. Perceived academic performance key factors are questions based on the responsibilities of the students and how they perceive their progress.

The hypotheses tested were:

H1: Students living in inadequate accommodation in Dublin will report lower academic performance levels compared to their peers who experience fewer accommodation difficulties.

H2: Students facing accommodation challenges in Dublin will show higher levels of stress and reduced General-Health compared to their peers with satisfactory housing arrangements.

H3: Students living in single rooms in Dublin will show higher levels of academic performance compared to their peers living in shared accommodation.

4.4 Participants
The study included a sample of 60 participants, all of them were students in Dublin. Participants were selected based on specific criteria designed to create a representative sample of the student population. Criteria required that participants be students in Dublin,

while excluding those who were living with family. Demographic information was also collected, including age, gender, level of study, and nationality. This information was gathered to facilitate subgroup analyses. Recruitment strategies involved distributing study invitations through university email lists, social media platforms, and WhatsApp groups. These methods were aimed to maximize reach and encourage a high participation rate among potential participants.

4.5 Measures

The study consisted in answering a 48 item survey, which allowed for a diverse sample in terms of age, gender, academic field, and diverse nationalities.

Data was collected through a questionnaire developed with Google Forms. This platform was selected for its availability, utility, and ease of use, which facilitated the participation of students through a friendly survey. The survey included subdivisions designed to understand students perceptions of their accommodation environment (Bjørndal *et al*., 2023), academic performance (Verner-Filion and Vallerand, 2016), and general health questionnaire (Stochl *et al*., 2016).

4.5.1 GHQ-12

GHQ-12 is a general health survey designed to detect disorders in general population. It is a 14 items survey measured with a scale which can change from (better than usual coded as 0, same as usual coded as 1, less than usual coded as 2, and much less than usual coded as 3) this scale have different typography like (not at all, no more than usual, rather more than usual, and much more than usual) with the same scale of coding of 0-3. The alpha commented in Stochl *et al*. (2016) for this questionnaire was of .9 and the alpha obtained in this research

was of .888 which according to Qadir and Yesiltas, (2020) is above of the expected .70 Cronbach alpha.

Scale: General health

Reliability Statistics

Cronbach's Alpha	N of Items
.888	13

4.5.2 Perceived academic performance

Perceived academic performance from Verner-Filion and Vallerand, (2016) measures the self-asses compared to their colleagues was measured with 5 item questionnaires with a simple code of scale that was from 1 to 7 where 1 is do not agree at all and 7 is very strongly agree, with a maximum score of 35 points among the 5 questions. The alpha obtained in the study was of .882 above of the previous mentioned standard of .7 in this statistic.

Scale: Performance

Reliability Statistics

Cronbach's Alpha	N of Items
.882	5

4.5.3 Environmental Factors

The accommodation environment questionnaire is based on a 14 items questions where it is expected to perceive the impact on students from their environment. The first 6 questions are a 0-10 scale 0 being the lowest and 10 the highest and the rest 8 questions are binary questions (yes/no) where 0 is to code the absence of a characteristic and 1 for the presence of the characteristic. The alpha obtained in this questionnaire was of .795 which is above of the standard.

Scale: Environment

Reliability Statistics

Cronbach's Alpha	N of Items
.795	6

4.6 Procedure

Participants were invited to complete the online survey through links shared via social media, university email, and WhatsApp groups. Before beginning the survey, participants were asked to consent to participate by affirming that they had read and understood the purpose of the study and their participation in it. After, participants had to answer the survey which was divided in sections to comprehend better the survey. Finally, participants just had to submit the survey. The survey was anonymous, and no personal information was collected to ensure confidentiality.

4.7 Data Analysis

In this quantitative analysis it is the goal to answer the main research question "How does the accommodation environment impact both student performance and general health, and what is the Bilateral relationship between accommodation environment and general health in influencing student performance? ". Using the library of National College of Ireland was the main source for the sources applied for this analysis. Data collected from Google Forms was exported to Excel where it was processed and transformed to match the format that SPSS needs to read the data then analyzed the data using this software to provide statistical tests included descriptive statistics to summary the sample and give an overview of the characteristics, inferential statistics to test the hypotheses, T-test to compare different groups, correlational analysis to explore the relationships between variables, and regression analysis

to understand the roles proposed in the hypotheses. Data transformation was applied to read the variables in excel and in SPSS.

4.8 Ethical Considerations

To meet the ethical criteria the first question on the survey was a consent question where the participant was fully informed about the purpose of the questionnaire and that the survey was completely anonymous, and it also stated that participants could stop the survey at any point without any consequence.

4.9 Limitations

A limitation that this study had was that the sample was relatively small, aiming to recruit 100 participants to the study, in line with previously published studies on this topic as (Konadu, 2021). However, due to the short recruitment timeframe the research managed to recruit 60 participants. the sample was of students in Dublin, and this may affect the analysis and application to a bigger scale, this means that the results may not be generalizability.

5. Data analysis

5.1 Introduction

In this chapter the main objective is to provide the data analysis that was conducted after the data collection. After transferring and coding the data in excel and in SPSS the analysis is going to accept or reject the hypothesis previously presented.

The survey was answered by 60 participants of which only 60 of them were students which will be the sample used for the presentation of results. Demographic information will be explained first with descriptive statistics to summarise the sample characteristics. Reliability

test to show the acceptance of the results. Inferential statistics to demonstrate wrong or right the hypotheses, correlational, T-test, and regression analysis to understand the variables and outcome on the hypothesis.

5.2 Demographic Descriptive Analysis

In this section the study asked participants about their gender, age, nationality, their employment status and how long they have been working in that job. Results show a participation of 31 males (51.7%) and 29 females (48.3%) (see Table 1). The study shows a predominance in the age 25-34 with 39 answers (65%), 35-44 with 12 replies (20%) and 9 replies for the section 18-24 (15%) (see Table 1). Considering nationality, there were 19 different nationalities involved in the study. Mexicans had the largest participation of 15 replies (25%) followed by Indians with 12 replies (20%) (see Table 2). Of the 60 students the majority with 42 replies (70%) are currently studying a post-graduate program, 12 of the participants are in language schools (20%) and 6 (10%) (see Table 1) are in a under-graduate program.

5.3 Accommodation Environment Descriptive Analysis

Analyzing the housing environment of the participants it is possible to relate that 50 (83.3%) (see Table 1) out of the 60 participants had an idea that there was a crisis in housing in Ireland showing that 33 replies (55%) find extremely difficult to find accommodation in Dublin 21 (35%) of them find it difficult, 4 (6.7%) find it moderate and just 2 (3.3%) replies did not find it difficult at all (see in Table 1). An important factor to take in consideration is the housing satisfaction that our participants are showing that in a scale from 1 to 10, 10 being the maximum satisfaction only 4 (6.7%) people were completely satisfied with their accommodation and 6 (10%) participants were zero satisfied with their housing (see Table 3). On the same scale the study measured the perception of safety within their

accommodation and only 3 (5%) (see Table 3) participants do not feel safe at all in their accommodation. Overall, the mean for this section of the questionnaire was 2.95 and a standard deviation of 1.33 (see Table 6).

5.4 GHQ-12 Descriptive Analysis

In the general health section it was important to review if participants are facing sleep lost lately and the survey shows that 10 (16.7%) participants do not struggle with sleep lost, 31 (51.7%) do not feel that they are losing more than usual, 15 (25%) answer that they feel losing rather more than usual and only 4 (6.7) (see Table 4) report to lost much more than usual sleep. Regarding the feeling of under strain among participants it is reported that 12 (20%) replies do not show any concern about being under strain, 23 (38.3%) participants report no more than usual, 13 (21.7%) state that they feel rather more than usual under strain and 12 (20%) (see in Table 4) participants show concern about being under strain much more than usual. The results showed an overall mean of 1.15 and a standard deviation of .789 (see Table 7) which provide the insight that the sample does not show high problems in their general health.

5.5 Perceived academic performance descriptive analysis

The variables under the performance section were measured on a scale from 1 ("do not agree at all") to 7 ("very strongly agree"). Regarding meeting the performance requirements for a student just 1 (1.7%) (see table 5) participant choose the option 2 in the scale suggesting a low performance compared to what is required for a student, continuing with the scale 3 which is still under the base requirements for a student it is reported 3 (5%) participants. A significant jump in the scale 4 where 12 (20%) participants have a neutral posture regarding meeting their request performance. Moving into positive agreement with the statement, it is reported 23 (38.3%) participants on the 5 scale, 10 (16.7%) in the 6 scale and a substantial

number of 11 (18.3%) showing agreement in meeting the criteria expected of a student. Fulfilling responsibilities is an indicator of performance among students and the self-report showed that none of the participants selected the lowest two options (1 & 2) and 6 (10%) (see Table 5) of the replies were on scale number 3, just under the neutral value suggesting a small disagreement fulfilling their responsibilities, 10 (16.7%) replies on scale 4 reporting a neutral feeling, and moving into the positive agreement there are 15 (25%) replies on scale 5. Rating number 6 had the most answers with 18 (30%) participants, and 11 (18.3%) participants showing confidence fulfilling their responsibilities. Regarding the mean and standard deviation, this section has 5.24 as a mean and 1.28 as standard deviation (see Table 8).

5.6 Reliability Test

According to Qadir and Yesiltas (2020), the Cronbach alpha required for a survey to be reliable must be of .70 by using SPSS (Statistical Package for the Social Sciences). The reliability of a survey increases depending on the Cronbach alpha .70 means the results are acceptable but if it increases to .8 or .9 the reliability of the survey will be more significant.

In the study, the results for each survey indicated that the results are reliable. First, General Health Questionnaire presented an alpha of .888, the Accommodation Environment with .795, and the Perceived Academic Performance with .882 (see in Table 9).

Table 9. Reliability test.

Variables	N. Items	Cronbach alpha	M	SD	N
GHQ-12	13	0.888	16.12	7.11	60
Accommodation Environment	6	0.795	41.08	9.95	60
Perceived Performance	5	0.882	26.22	5.3	60

5.7 Hypothesis Test

5.7.1 Correlation Analysis

The hypothesis was tested with correlation analysis finding relationship between accommodation factors and student performance. Using SPSS to analyze this correlation, and according to Lambert (2017), instructions was found that statistically there is a positive correlation between these two variables. In order to have a reliable correlation between dependent and independent variables the significant value of the 2-tailed Pearson correlation must be between .05 and .01. This low value means that there is a very low chance that the relationship is due to a random event. In the analysis of the dependent variable (Perceived academic performance) and independent variable (Accommodation environment) it is possible to observe that the value for the Pearson correlation is of .429 (see Table 10) indicating an association between variables, which suggest that students with better housing conditions will report better academic performance. The significance obtained of .01 (see Table 10) shows a robust result and supports the hypothesis that accommodation environment has an impact on the academic performance of students in Dublin. Looking at (Figure 2) it is possible to understand the significant correlation between variables testing hypothesis 1 where the regression line shows a positive impact proving the hypothesis.

Figure 2. Relationship between accommodation environment and perceived performance.
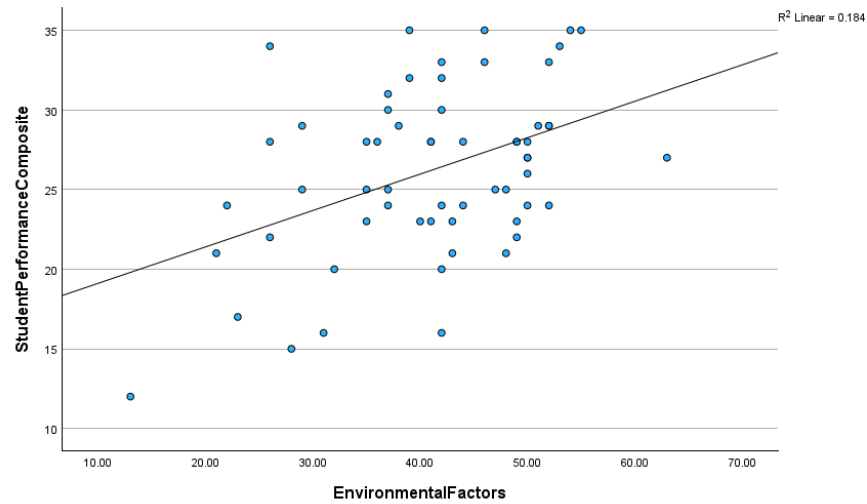
Table 10. Correlation analysis between Environmental factors over student performance.

Correlations

		StudentPerformanceComposite	Environmental Factors
StudentPerformanceComposite	Pearson Correlation	1	.429**
	Sig. (2-tailed)		<.001
	N	60	60
EnvironmentalFactors	Pearson Correlation	.429**	1
	Sig. (2-tailed)	<.001	
	N	60	60

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

In order to test the hypothesis H2 with a correlational analysis the variables involved were the impact of accommodation environment (independent variable) over general health (dependent variable). The Pearson correlation coefficient is -.670 (see Table 11) indicating a strong negative correlation between these two variables. The significant value is .001 (see Table 11), reporting an increase in accommodation factors value will have a negative impact on general health scores. In other words, having better housing conditions will result in better general health among students.

As shown in graphic 3, the negative direction of the line is consistent with the Pearson analysis and help to prove the hypothesis (Students facing accommodation challenges in Dublin will show higher levels of stress and reduced General-Health compared to their peers with satisfactory housing arrangements) where the accommodation conditions in which students live have a significant impact on their overall health. The r square value of .449 (see Figure 3) indicates that 44.9% of the variability of general health can be explained with the accommodation factors. This is a strong connection between variables and explains the importance of quality on students' accommodation living in Dublin.

Figure 3. Relationship between accommodation environment and general health.
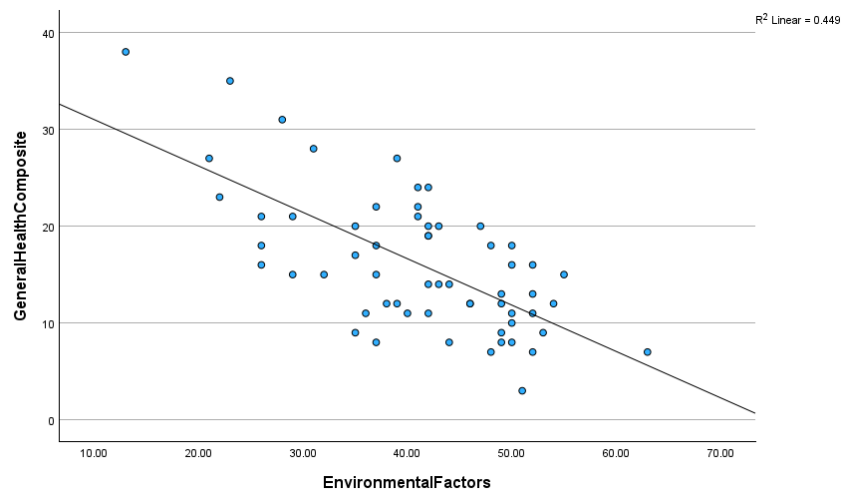
Table 11. Correlation analysis.

Correlations

		Environmental Factors	GeneralHealth Composite
EnvironmentalFactors	Pearson Correlation	1	-.670**
	Sig. (2-tailed)		<.001
	N	60	60
GeneralHealthComposite	Pearson Correlation	-.670**	1
	Sig. (2-tailed)	<.001	
	N	60	60

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

5.7.2 T-test analysis

An independent Samples T-Test was assessed to present an analysis of the differences in academic performance between students living in single rooms and those in shared accommodations in Dublin (H3). In order to divide the sample into these two groups a recoded variable was created where the study divided single room accommodation coded as 1 and shared room and drawing room accommodation coded as 0 together.

The Levene's test for equality of variances reported an F-statistic of 3.532 with a significance value of .071 (see Table 12). This p-value is greater than the established alpha level of .05 which suggests that there is no important difference in the variance between the two variables. The T value reported is 2.111 with 28 degrees of freedom (see Table 12). Assuming equal variances, the one-sided p value is of .022 which indicates a great significance and relevance for the hypothesis H3 (Students living in single rooms in Dublin will show higher levels of academic performance compared to their peers living in shared accommodation) predicting a difference between variables. The two-sided p values is reported at .044 which is below the stablished .5 (see Table 12). This information indicates that there is a difference in the performance outcome depending on the type of accommodation, where students in

single room report scoring 4.750 more than those with shared accommodation. The standard error difference is 2.250, and the 95% confidence interval of the difference vary from .141 and 9.359 (see Table 12).

When equal variances are not assumed the one-sided p value changes to .046, still below of the conventional .05 implying a difference between groups, and a two-sided p value of .091(see Table 12). even though this value is not under .05 it still suggests a difference in the groups. This evidence supports the hypothesis that students living in a single room in Dublin will show higher levels of academic performance compared to their peers living in shared accommodation.

Table 12 Independent sample test, T-test.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence	
						One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df						
Student Performance Composite	Equal variances assumed	3.532	0.071	2.111	28	0.022	0.044	4.750	2.250	0.141	9.359
	Equal variances not assumed			1.826	12.848	0.046	0.091	4.750	2.601	-0.875	10.375

5.7.3 Regression Analysis

In order to understand the dynamics between the housing condition in Ireland and the academic outcome of students, this research employed a regression analysis to quantify the effect of accommodation environment (independent variable) to general health (dependent variable) and perceived academic performance (dependent variable). The study also seeks to find an impact in students' performance (dependent variable) by general health (independent variable) and accommodation environment (independent variable). Finally, to understand the

outcomes of students in Dublin the research aims to understand the difference between students' performance according to their type of accommodation (single or shared room). By evaluating these variables, the regression analysis aims to provide important insights into how the physical and psychological aspects of student accommodation contribute to their educational outcomes.

A multiple linear regression was calculated to predict perceived academic performance based on General health questionnaire and Accommodation environment. A significant regression equation was found (F (2,57) = 8.480, p<.001), with an R square of .229 (see Table 13 and 14). Participants predicted perceived academic performance is equal to (24.482 + .214 + .126) (see Table 15) (General health and Accommodation environment) (Perceived academic performance) where General health is measuring as self-reported health perception and Accommodation environment is measured with participants report on their actual living conditions. Participants perceived academic performance increased .126 for each unit on their actual living conditions and -.214 per unit on self-reported health perception. Both general health and accommodation environment were significant predictors of the perceived academic performance. According to the regression analysis, both Environmental Factors and General Health are important variables to consider when examining student performance. However, within this model and sample, neither variable significantly predicts Student Performance Composite on their own at a 95% confidence level.

Table 13. Model summary of environmental factors and general health over student

performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479[a]	.229	.202	4.738

a. Predictors: (Constant), EnvironmentalFactors, GeneralHealthComposite

Table 14. Anova of environmental factors and general health over student performance.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	380.695	2	190.347	8.480	<.001[b]
	Residual	1279.489	57	22.447		
	Total	1660.183	59			

a. Dependent Variable: StudentPerformanceComposite

b. Predictors: (Constant), EnvironmentalFactors, GeneralHealthComposite

Table 15. Coefficients of environmental factors and general health over student

performance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.482	4.933		4.963	<.001
	GeneralHealthComposite	-.214	.117	-.287	-1.830	.072
	EnvironmentalFactors	.126	.083	.237	1.511	.136

a. Dependent Variable: StudentPerformanceComposite

Analyzing the relationship between accommodation factors and their impact on student

performance to test H1 it is reported that the positive B coefficient of .229 (see Table 18)

reflects that as environmental conditions improve, so does student performance. The

significant t-value of 3.617 and p value lower than 0.01 (see Table 17) reinforce this

relationship. The R Square value indicates that 18.4% (see Table 16) predicts student

performance. This regression analysis supports the hypothesis that students living in inadequate accommodation in Dublin will report lower academic performance levels compared to their peers with better housing conditions.

Table 16. Model summary of environmental factors over student performance.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429[a]	.184	.170	4.833

a. Predictors: (Constant), EnvironmentalFactors

Table 17. Anova of environmental factors over student performance.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	305.499	1	305.499	13.080	<.001[b]
	Residual	1354.685	58	23.357		
	Total	1660.183	59			

a. Dependent Variable: StudentPerformanceComposite
b. Predictors: (Constant), EnvironmentalFactors

Table 18. Coefficients of environmental factors over student performance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.829	2.670		6.304	<.001
	EnvironmentalFactors	.229	.063	.429	3.617	<.001

a. Dependent Variable: StudentPerformanceComposite

Studying the regression analysis regarding accommodation environment over general health it is possible to find robust information supporting the hypothesis, according to Table 19, the R square value is of .478 which represents the 47.8% of the variance in general health that

can be affected by accommodation environment. The significance level being less than 0.01 (see Table 20) represents that the model predicts general health. The B coefficient for Accommodation Environment Composite is -.464 (see Table 21) which indicates that for any unit increase on accommodation factors (which indicate poorer housing conditions) there will be a decrease in general health score by .464. The negative B value confirms the hypothesis H2, indicating that poorer accommodation quality is associated with poorer general health.

Table 19. Model summary of accommodation environment over general health.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.691[a]	.478	.469	5.183

a. Predictors: (Constant), AccomodationenvironmentComposite

Table 20. Anova of accommodation environment over general health.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1425.873	1	1425.873	53.071	<.001[b]
	Residual	1558.311	58	26.867		
	Total	2984.183	59			

a. Dependent Variable: GeneralHealthComposite
b. Predictors: (Constant), AccomodationenvironmentComposite

Table 21. Coefficients of accommodation environment over general health.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.566	2.487		13.497	<.001
	Accomodationenvironment Composite	-.464	.064	-.691	-7.285	<.001

a. Dependent Variable: GeneralHealthComposite

6. Discussion

The purpose of this dissertation was to explore the relationship between student accommodation, general health, and academic performance among students in Dublin. Through a quantitative research design, this study has found a significant correlation between the variables of interest. The impact of accommodation on general health revealed that improving their housing conditions or environment has a positive association with general health. With p values below the standard 0.05 and a R square of 47.8% (see Table 19 and 20), these findings are unlikely due to chance and prove that by ensuring better housing conditions there is a high chance that the general health of students in Dublin will improve. Consistent with prior research, study by McPherson, Krotofil and Killaspy, (2018) found that poor housing conditions are significantly associated with decreased mental health, this study's findings support the argument that the student environment is priority for general health.

The role of accommodation factors over student performance reported a critical impact on this variable. R square value of 18.4% (see Table 16) is proof of the impact that accommodation factors have on students and the importance in finding suitable and affordable housing. While this information provides critical information for institutions and students, it also opens a new discussion about the several different factors that can impact on students' lives.

One of the most interesting findings was the difference between the perceived academic performance regarding their accommodation type. Students living in single accommodation demonstrated higher levels of perceived academic performance compared to their peers with shared accommodation. These findings were measured with increased accommodation difficulties meaning a decrease in academic performance.

The regression analysis indicated that when students reported higher satisfaction with their housing conditions, they also reported better general health outcomes, which in turn were reported to improve their perceived academic performance. Overall, not only does the type of accommodation directly impact academic performance, but it also indirectly influences students' general health, and according to Table 19, this correlation has a R square of .478.

The limitations of this study lay on self-reported data which might affect the validity of the findings. The sample size does not capture the diversity of the entire student population in Dublin, which may affect the generalizability of the results. Despite these limitations, using different models to quantify the impact of accommodation on general health and academic outcomes, provides a reliable basis for the conclusions.

In conclusion, the findings of this study are clear, accommodation quality is not just a background factor in the lives of students. It is an important element that has a measurable impact on their health and perceived academic performance. The significance obtained of the statistical analyses confirms this relationship, supporting the argument that the general health of students and their capacity to perform academically is influenced by their living conditions.

7. Conclusion.

The findings of this study confirm that the accommodation environment is a significant variable affecting student general health and academic performance in Dublin. Students living in inadequate accommodation report lower levels of general health and academic performance, while their peers with better housing conditions demonstrate the opposite.

The literature review reported that mental health among students is an important concern. The housing sector can be identified as an issue that can make worse mental health issues (Morganti *et a*l., 2022). The type of accommodation (single versus shared room) has been shown to affect not only academic performance but also students' general health.

This dissertation addresses a gap in the existing research by combining variables and approaches to provide a full analysis of the impact of accommodation on student health and academic performance. This study aims to show the complex real-life experiences of students on Dublin. Employing regression analysis, the study quantifies the impacts and interrelations among these variables. The findings underscore the mutuality between student general health and academic performance, which are both individually and mutually influenced by accommodation environment. This research provides statistical evidence that supports initiatives aimed at improving student accommodations environment, such improvements are likely to improve both health and academic outcomes. This dissertation offers valuable insights for policymakers and educational institutions, encouraging for united approaches in student accommodation policies.

Overall, Colleges should face this challenge along with their students in order to give a comfortable and suitable housing situation to all the students, addressing this issue with the

responsible institutions in government. Unethical behavior from house holders or landlords needs to be regulated, thus, students could feel safer to develop and perform at college and work.

7.1 Recommendations

Institutions and government should prioritize investments in high-quality student housing. New housing policies should focus on creating a housing environment that promotes adequate space, privacy, and access to amenities. Mental health services should be included in all colleges in Dublin, providing easy access for students. Programs aiming at stress reduction and mental health awareness.

Considering the significant impact of single room accommodations on perceived academic performance, institutions should consider adapting their accommodation system to offer more single rooms than shared accommodations to minimize negative effects on students in Dublin.

Create a supportive community within students through social events, mutual spaces, and peer support. Such programs can mitigate feelings of loneliness and contribute positively to general health and academic performance.

Continuous research into the impact of accommodation on student performance in Dublin should be conducted, and existing housing policies should be regularly monitored for efficiency. This will ensure that policies are being implemented effectively and they are having a positive impact on students in Dublin.

In conclusion, the environments in which students live are part of their academic journey and personal development. As this study has shown, there is a clear and urgent need for

coordinated efforts in housing system, mental health support, and academic services. By acknowledging and acting upon the needs of students in Dublin, we can create a well-structured system for them to increase their academic and personal development.

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9. Appendices

Table 1. Demographics.

		Frequency	Percent %
Age	18-24	9	15
	25-34	39	65
	35-44	12	20
Gender	Male	31	51.7
	Female	29	48.3
Study	language	12	20
	Post-graduate	42	70
	Under-graduate	6	10
Lack Awareness	No	10	16.7
	Yes	50	83.3
Issues finding housing	Difficult	21	35
	Extremely Difficult	33	55
	Moderate	4	6.7
	Not at all	2	3.3

Table 2. Nationality.

Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Argentina	2	3.3	3.3	3.3
	Bolivian	2	3.3	3.3	6.7
	Brazilian	2	3.3	3.3	10.0
	British	1	1.7	1.7	11.7
	Chilean	1	1.7	1.7	13.3
	China	1	1.7	1.7	15.0
	Colombian	6	10.0	10.0	25.0
	El Salvador	3	5.0	5.0	30.0
	Indian	12	20.0	20.0	50.0
	Irish	2	3.3	3.3	53.3
	Italian	1	1.7	1.7	55.0
	Mexican	15	25.0	25.0	80.0
	Nigerian	4	6.7	6.7	86.7
	Pakistani	1	1.7	1.7	88.3
	Peru	2	3.3	3.3	91.7
	South African	1	1.7	1.7	93.3
	South Korean	1	1.7	1.7	95.0
	Spanish	1	1.7	1.7	96.7
	Turkish	2	3.3	3.3	100.0
	Total	60	100.0	100.0	

Table 3. Housing satisfaction & Safety feeling.

		Scale									
		1	2	3	4	5	6	7	8	9	10
Housing Satisfaction	Frequency	6	0	3	5	9	2	8	14	9	4
	Percent	10	0	5	8.3	15	3.3	13.3	23.3	15	6.7
Feeling Safe	Frequency	3	2	2	4	5	7	5	13	11	8
	Percent	5	3.3	3.3	6.7	8.3	11.7	8.3	21.7	18.3	13.3

Table 4. Sleep lost & under strain.

	Sleeplost		Understrain	
	Frequency	Percent	Frequency	Percent
Not at all	10	16.7	12	20
Not more than usual	31	51.7	23	38.3
Rather more than usual	15	25	13	21.7
Much more than usual	4	6.7	12	20

Table 5. Performance demographics.

		Scale						
		1	2	3	4	5	6	7
Meet performance	Frequency	0	1	3	12	23	10	11
	Percent	0	1.7	5	20	38.3	16.7	18.3
Fullfil Responsabilities	Frequency	0	0	6	10	15	18	11
	Percent	0	0	10	16.7	25	30	18.3

Table 6. Environment factors questionnaire.

Accommodation Environment					
	N	Minimum	Maximum	Mean	Std. Deviation
SocialRelations	60	1	10	6.35	2.557
Area	60	2	10	7.12	2.051
HousingSatisfaction	60	1	10	6.35	2.629
Belonging	60	1	10	5.90	2.562
FeelingSafe	60	1	10	6.90	2.543
TrustPublicSector	60	1	10	4.97	2.668
Noise	60	0	1	0.28	0.454
Contamination	60	0	1	0.25	0.437
PlayArea	60	0	1	0.63	0.486
HikingArea	60	0	1	0.20	0.403
Crime	60	0	1	0.35	0.481
ViolenceInArea	60	0	2	0.68	0.725
Discrimination	60	0	1	0.38	0.490
RuralUrban	60	0	1	0.97	0.181
Total (average)	60			2.95	1.33

Table 7. General health questionnaire.

GHQ-12					
	N	Minimum	Maximum	Mean	Std. Deviation
Concentration	60	0	3	1.27	0.733
SleepLost	60	0	3	1.22	0.804
FeelingUseful	60	0	3	1.20	0.708
CapableOfMakingDecisions	60	0	3	1.18	0.813
UnderStrain	60	0	3	1.42	1.030
OvercomeDifficulties	60	0	3	1.37	0.938
EnjoyActivities	60	0	3	1.52	0.651
FaceProblems	60	0	3	1.18	0.701
Unhappy	60	0	3	1.47	0.947
LosingConfidence	60	0	3	1.10	1.085
WorthlessFeeling	60	0	3	0.68	0.892
FeelingHappy	60	0	3	1.30	0.619
Financially	60	0	2	0.98	0.701
DepressionTreatment	60	0	1	0.23	0.427
Total (average)	60			1.15	0.789

Table 8. Perceived academic performance.

Percieved academic performance					
	N	Minimum	Maximum	Mean	Std. Deviation
MeetPerformance	60	2	7	5.18	1.200
CompleteDuties	60	1	7	5.42	1.394
FullfilResponsabilities	60	3	7	5.30	1.239
PerformTasks	60	2	7	5.50	1.186
PerformBeyond	60	1	7	4.82	1.396
Total (average)	60			5.24	1.28

Questionnaire

Questionnaire on how the lack of accommodation in Ireland affects the general health and performance of students in Ireland:

Demographic information:

1.   Age

2.   Gender

3.   Nationality

4.   Education Level

5.   Study field

6.   How long have you been living in Ireland?

7.   Employment

8.   How long have you been working in that position?

Accomodation information

9.   Did you know about the lack of accommodation before arriving to Dublin?

10.   Which is your accommodation type?

Apartment / House / Flat / Room / Shared room / Other

11.   Are you satisfied with the place you are living?

12.   Have you experienced issues finding housing in Dublin?

Extremely difficult / Difficult / Moderate / Not difficult at all

13.   Which were the challenges faced?

Not affordable / Housing conditions / Distance / Unsafe / Other

Accommodation Environment

14.   Supportive and rewarding social relations 0–10 rating scale

15.   Satisfaction with area/village/district 0–10 rating scale

16.   Satisfaction with housing 0–10 rating scale

17.   Sense of belonging to residential area 0–10 rating scale

18.   Household crowding (number of people in household divided by number of rooms)

19.   Feeling safe when out walking in the local environment 0–10 rating scale

20.   Trust in help from the public sector if becoming ill, injured, or unable to work 0–10 rating scale (mean score)

22.   Problems with noise at home Binary (yes/no)

23.   Problems with dust, smell, or contamination at home Binary (yes/no)

24.   Area for play and recreation within 200 m of home Binary (yes/no)

25.   Area for hiking within 500 m of home Binary (yes/no)

26.   Problems with crime, violence, or vandalism in residential area Binary (yes/no)

27.   Worried about violence or threats when walking outside and alone Binary (very or somewhat worried/not worried)

28.   Experienced discrimination in the last 12 months (for any reason) Binary (yes/no)

29.   Living in a rural or urban area

General Health Questionnaire (GHQ-12)

30.   Have you recently been able to concentrate on whatever you're doing?

31.   Have you recently lost much sleep over worry?

32.   Have you recently felt that you are playing a useful part in things?

33.   Have you recently felt capable of making decisions about things?

34.   Have you recently felt constantly under strain?

35.   Have you recently felt you couldn't overcome your difficulties?

36.   Have you recently been able to enjoy your normal day-to-day activities?

37.   Have you recently been able to face up to your problems?

38.   Have you recently been feeling unhappy and depressed?

39.   Have you recently been losing confidence in yourself?

40.   Have you recently been thinking of yourself as a worthless person?

41.   Have you recently been feeling reasonably happy, all things considered?

42.   How well would you say you are managing financially these days?

43.   Have you ever received treatment for depression, anxiety, or other mental health problem in the past?

Perceived academic performance scale

44.   I meet the official performance requirements expected out of a student

1 "do not agree at all" to 7 "very strongly agree"

45.   I adequately complete assigned duties

1 "do not agree at all" to 7 "very strongly agree"

46.   I fulfil responsibilities specified in the course outline

1 "do not agree at all" to 7 "very strongly agree"

47.   I perform tasks that are expected of me

1 "do not agree at all" to 7 "very strongly agree"

48.   My performance is beyond demands"

1 "do not agree at all" to 7 "very strongly agree"