

Commuting Woes: The Daily Transportation Struggles of City College of Davao Students and Employees and Sustainable Mobility Solutions

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Abstract: The daily difficulties experienced by students and employees have really a great effect and impact in their academic performance, work efficiency, and overall well-being. This qualitative study investigates the transportation issues facing by both students and employees of the City College of Davao (CCD). It delves into their personal experiences, coping mechanisms that demand potential solutions to enhance mobility. Employing a phenomenological approach, data were collected through comprehensive interviews and focus group discussions with carefully chosen individuals who regularly commute to and from the college. Through thematic analysis, the study identified key recurring issues such as prolonged travel durations, costly fares, erratic traffic conditions, insufficient public transport services, and safety risks. These challenges often lead to physical fatigue, heightened stress, and diminished academic or work performance. To manage these hardships, commuters adopt strategies like modifying travel schedules, taking alternate routes, or carpooling with peers. However, these approaches are typically short-term and fall short in addressing broader systemic problems. Participants underscored the need for institutional action—such as providing shuttle services, collaborating with transport operators, improving pedestrian access, and offering digital tools for real-time updates. The study urges local government agencies, transport planners, and educational institutions to work together in creating inclusive, sustainable, and commuter-friendly transportation solutions. By resolving these mobility barriers, CCD can improve the educational and workplace experience for its students and staff.

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I. INTRODUCTION

Reliable and efficient transportation plays a critical role in enabling students and employees to meet their academic and professional obligations. At the City College of Davao (CCD), commuting poses a daily challenge, with many individuals enduring lengthy travel times, congested roads, and limited transit options. Since the college serves a diverse demographic—including those from remote barangays and economically disadvantaged backgrounds—transportation difficulties significantly affect attendance, punctuality, and overall well-being (Litman, 2021; Rodrigue, 2020).

Despite Davao City's urban progress, mobility challenges persist, disproportionately impacting those who rely on daily commutes. Inadequate and inaccessible transportation networks, unpredictable traffic, and the financial strain of travel contribute to physical and mental stress among CCD students and staff (Poiani & Stead, 2018). These ongoing issues underscore the urgent need for sustainable, inclusive mobility initiatives that address the real needs of the college community while promoting affordability, efficiency, and environmental responsibility (Banister, 2019).

This research aims to understand the commuting realities of CCD's students and personnel by documenting their specific struggles and identifying practical solutions for improved transportation. Through qualitative exploration, the study offers insights that may help shape policy reforms and public transportation enhancements that support educational attainment and productivity across the city (Cervero, 2017).

➤ Background of the Study

In higher education, accessible and dependable transportation is essential for fostering academic achievement and productivity. At the City College of Davao (CCD), many students and staff members travel daily from various urban and rural locations, facing persistent commuting challenges that hinder their performance and well-being. These issues include prolonged travel times, high commuting expenses, limited public transport options, traffic congestion, and concerns over personal safety. Such difficulties can lead to absenteeism, lateness, stress, and reduced academic or work performance.

As Davao City continues to expand and urban mobility becomes increasingly complex, the commuting experience of CCD students and employees has worsened. Many students

spend hours in transit, leading to fatigue, reduced study time, and frequent tardiness or absences. Employees, particularly faculty and administrative staff, also struggle with commuting, impacting their job performance and work-life balance. These persistent transportation issues highlight the need for an in-depth understanding of the experiences, coping mechanisms, and potential solutions that could ease the daily commute for the CCD community.

This study seeks to explore the lived experiences of CCD students and employees regarding their daily commuting challenges. By employing a qualitative phenomenological approach, this research aims to identify the root causes of these transportation issues and propose sustainable, practical, and institutional solutions. Findings from this study can serve as a basis for policy recommendations and collaborations between CCD, local government units, and transportation agencies to enhance mobility and accessibility for the college community.

➤ *Statement of the Problem*

Efficient and accessible transportation is essential for students and employees in higher education institutions, yet many individuals at the City College of Davao (CCD) face daily commuting difficulties that negatively impact their academic performance, work productivity, and overall well-being. Long travel times, high transportation costs, unpredictable traffic congestion, unreliable public transport, and safety concerns are among the most pressing issues affecting their daily routines. These challenges often result in lateness, absenteeism, exhaustion, financial strain, and decreased study or work efficiency, making it difficult for students to maximize their learning opportunities and for employees to fulfill their professional responsibilities.

Despite the increasing urbanization of Davao City and efforts to improve its transportation infrastructure, limited research has been conducted on the specific commuting struggles of students and employees in local higher education institutions. While studies on urban mobility and transport policies exist, there is a knowledge gap in understanding how these challenges affect individuals in the educational sector and what strategies or institutional interventions could be developed to address them.

Thus; this study aims to fill this gap by exploring the lived experiences of CCD students and employees regarding their daily commute and identifying feasible solutions that could improve their mobility. The research specifically seeks to answer the following questions:

- What are the major commuting challenges faced by City College of Davao students and employees?
- How do these commuting difficulties affect their academic performance, work productivity, and personal well-being?
- What coping mechanisms do students and employees use to manage transportation issues?
- What institutional and community-based strategies can be proposed to enhance commuting conditions for CCD stakeholders?

By addressing these research questions, this study seeks to provide evidence-based recommendations for CCD administrators, local government units, and transportation agencies to develop sustainable, student-friendly mobility solutions that will ease commuting burdens and create a more accessible learning and working environment.

➤ *Research Objectives*

• *General Objective*

This study aims to explore the commuting challenges faced by students and employees of the City College of Davao (CCD) and identify sustainable solutions that can improve their daily mobility, reduce transportation-related stress, and enhance their academic and work performance.

• *Specific Objectives:*

- ✓ To identify the major commuting challenges encountered by CCD students and employees in their daily travel to and from the college.
- ✓ To analyze the effects of commuting difficulties on students' academic performance and employees' work productivity.
- ✓ To examine the coping strategies used by CCD students and employees in managing their commuting struggles.
- ✓ To evaluate the effectiveness of existing transportation options and policies in addressing the needs of the CCD community.
- ✓ To propose institutional and policy-based solutions that can enhance transportation accessibility and efficiency for CCD students and employees.

➤ *Research Questions*

This study is guided by the following open-ended research questions:

- What are the major commuting challenges experienced by students and employees of the City College of Davao (CCD) in their daily travel to and from the campus?
- How do these commuting difficulties affect their academic performance, work productivity, and overall well-being?
- What coping mechanisms and strategies do students and employees use to manage their transportation struggles?
- What transportation policies or institutional initiatives can be implemented to improve mobility, reduce travel stress, and enhance accessibility for the CCD community?

➤ *Significance of the Study*

This study is significant as it provides a deeper understanding of the commuting challenges faced by students and employees of the City College of Davao (CCD) and explores potential solutions to improve their daily mobility. The findings will benefit various stakeholders in the academic community and beyond:

• *Students*

Students will benefit from improved transportation policies and solutions, leading to reduced travel time, lower

commuting costs, and less stress. Addressing these challenges can enhance academic performance, attendance, and overall well-being.

- *Educators and Employees*

Faculty and staff members will gain better commuting experiences, resulting in higher work efficiency, reduced tardiness, and improved work-life balance. A more accessible and reliable transportation system can contribute to their job satisfaction and productivity.

- *City College of Davao (Institution)*

The institution can use the study's findings to advocate for policy changes, improve campus accessibility, and foster partnerships with local transport providers. A smoother commuting experience can help boost student retention and employee morale, contributing to a more conducive learning and working environment.

- *Policymakers and Local Government Units*

Findings from this research can help policymakers and local authorities design more inclusive and student-friendly transportation policies. Insights on public transport inefficiencies can aid in infrastructure planning, route adjustments, and service improvements to better serve the educational sector.

- *Transportation and Urban Planning Authorities*

This study provides data-driven recommendations for enhancing public transportation networks, optimizing commuting routes, and addressing traffic congestion issues. Transport agencies can use these insights to develop sustainable and efficient mobility solutions for students and employees.

By identifying commuting struggles and proposing practical solutions, this study contributes to knowledge, policy, and practice by offering an evidence-based foundation for improving urban mobility, fostering institutional initiatives, and advocating for commuter-friendly transport policies in higher education.

➤ *Scope and Delimitations*

- *Scope*

This study focuses on the commuting experiences of students and employees at the City College of Davao (CCD). It explores the challenges they face, their coping mechanisms, and potential solutions to improve daily transportation. The study will gather qualitative data through interviews, focus group discussions (FGDs), and observations to provide an in-depth understanding of how commuting affects their academic performance, work productivity, and overall well-being. The research will be conducted within the academic year 2024-2025 and will include students, faculty, and non-teaching staff who regularly commute to CCD from different areas of Davao City and nearby provinces.

- *Delimitations*

This study is limited to:

- ✓ City College of Davao students and employees – It does not cover the commuting experiences of individuals from other universities or colleges.
- ✓ Public transportation and personal commute experiences – The study focuses on daily travel using jeepneys, tricycles, buses, private vehicles, and other common transport modes but does not analyze ride-hailing services (e.g., Grab, Angkas) in detail.
- ✓ Qualitative approach – The study seeks to understand experiences rather than provide statistical correlations, meaning quantitative aspects such as traffic flow analysis or economic impact assessments are beyond its scope.
- ✓ Short-term timeframe – The research will be conducted within a specific period, and findings may not account for long-term changes in transportation policies or infrastructure development.

➤ *Definition of Terms*

To ensure clarity, the following key terms are defined as they are used in this study:

- **Commuting** – The daily process of traveling from home to work or school and back, using public or private transportation.
- **Transportation Challenges** – Issues such as traffic congestion, high fares, limited public transport availability, safety concerns, and long travel times that make commuting difficult.
- **Mobility** – The ability of students and employees to move efficiently between their homes and the City College of Davao using available transport options.
- **Public Transportation** – Transport services provided for the public, including jeepneys, buses, tricycles, and taxis, that are commonly used for commuting.
- **Coping Mechanisms** – Strategies employed by commuters to manage or reduce the difficulties associated with daily travel, such as leaving home earlier, choosing alternative routes, or using digital navigation tools.
- **Sustainable Transportation Solutions** – Policies or initiatives that aim to improve commuting efficiency while minimizing negative impacts on the environment, economy, and daily life.
- **Work Productivity** – The level of efficiency and effectiveness employees demonstrate in their roles, which can be influenced by stress, tardiness, and exhaustion due to long commutes.
- **Academic Performance** – The ability of students to meet academic requirements, including attendance, participation, and completion of coursework, which may be affected by commuting difficulties.
- **Urban Mobility** – The movement of people within a city, considering factors such as transport infrastructure, accessibility, and commuter flow.
- **Policy Intervention** – Actions taken by institutions or local government to address transportation inefficiencies, such as route expansion, fare subsidies, or public-private partnerships to enhance commuting conditions.

These definitions provide a framework for understanding the study's concepts and ensure consistency in the interpretation of findings.

II. REVIEW OF RELATED LITERATURE

➤ Introduction

This chapter provides a thematic review of relevant theories, models, and previous studies related to commuting challenges, urban mobility, and transportation in higher education settings. The review synthesizes recent scholarly articles published from 2018 onward to establish the theoretical and empirical foundation for this study and identify existing gaps in research.

• *Theoretical Framework on Commuting and Mobility*

Commuting behavior has been studied across several disciplines, with transportation and mobility studies offering insights into how commuting impacts individuals' lives. According to Lima and Biehler (2019), commuting is considered an essential component of urban mobility, reflecting the movement of individuals from residential areas to educational or work institutions. The Theory of Planned Behavior (Ajzen, 1991) has been widely applied to understanding commuting decisions, which include factors such as perceived behavioral control, attitudes, and social norms. This theory has been extended to consider how transportation modes and infrastructural development affect mobility decisions (Bakker et al., 2020).

The Social-Ecological Model (Bronfenbrenner, 1979), which recognizes the complex interaction of individual, social, and environmental factors, also plays a crucial role in understanding how commuting challenges impact both students and employees. This model highlights the multi-layered influences on mobility, ranging from personal preferences to institutional and government policies. According to Zhao et al. (2020), urban commuting behavior is shaped not only by personal preferences but also by institutional policies (e.g., subsidies, public transport availability) and societal norms.

• *Theoretical Foundations of Commuting Behavior*

Several theories and models provide a foundational understanding of commuting behavior and its impacts. The Theory of Planned Behavior (TPB) (Ajzen, 1991) is one of the most widely used models in transportation studies. TPB posits that individual behavior is influenced by three key factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the context of commuting, TPB explains how attitudes towards different modes of transportation (e.g., public transport, car, cycling) and the perceived convenience or difficulty of these options influence commuting decisions. Recent studies have extended TPB by examining the role of environmental factors (e.g., infrastructure and public policies) in shaping commuter behavior (Bakker et al., 2020).

The Social-Ecological Model (Bronfenbrenner, 1979) offers a broader perspective on commuting behavior by recognizing the multiple layers of influence on an

individual's transportation choices. This model emphasizes the interplay between individual (e.g., preferences, health), interpersonal (e.g., family support, peer norms), institutional (e.g., transportation policies, school policies), and societal factors (e.g., urban planning, environmental sustainability). The model helps explain why commuting challenges are not solely individual struggles but are deeply embedded in wider societal structures (Zhao et al., 2020).

Another relevant framework is The Mobility Justice Framework (McClintock et al., 2021), which examines how mobility disparities—often tied to race, class, and geography—affect access to education and work. This framework highlights the inequities in transportation access that are prevalent in urban settings, especially for lower-income individuals and communities. It provides a useful lens for understanding how commuting challenges disproportionately affect students and employees from marginalized backgrounds, influencing their educational and professional outcomes.

• *Commuting Challenges in Higher Education*

Commuting difficulties have long been recognized as a barrier to academic success. A study by Chen and Wang (2021) on commuter students found that long commute times and the associated fatigue resulted in decreased academic performance and higher dropout rates. Zhao and Chien (2019) also found that long commutes lead to stress and reduced well-being, particularly for students who must balance their commute with academic responsibilities. This can result in tardiness, absenteeism, and decreased participation, factors that affect overall academic performance (Tiwari, 2019).

A recent study by Vasilenko et al. (2022) revealed that the impact of commuting is not just academic but also professional. Employees at higher education institutions, particularly faculty members, reported that long and stressful commutes affected job satisfaction, work-life balance, and productivity. This has been corroborated by Krizek et al. (2021), who found that faculty members' engagement with their work was significantly reduced due to time spent commuting, leading to lower overall work efficiency and job satisfaction.

• *Urban Mobility and Transportation Systems*

Urban mobility issues are deeply intertwined with the functioning of public transportation systems. Hollander et al. (2020) explored how poor public transport infrastructure and limited route options exacerbate commuting issues in urban areas. A lack of coordination between transportation policies and city planning is a major barrier, leading to inefficient travel and extended commuting times (Liu et al., 2020). As Keenan et al. (2022) have argued, cities with well-planned transportation systems see higher rates of social mobility, economic participation, and satisfaction among commuters. In contrast, areas with inefficient transport services often face increased pollution, social inequality, and economic losses (Goggin & Wakefield, 2021).

A study by Sung et al. (2019) also found that private vehicle use is on the rise in cities with inadequate public

transport services. This is evident in Davao City, where students and employees often rely on private cars or motorcycles, adding to congestion and pollution. It is crucial to examine how urban transport planning, such as investment in public transport infrastructure, can improve the daily commuting experiences of students and employees (Gore et al., 2021).

- *Urban Mobility and Higher Education*

- ✓ *Public Transportation Challenges*

Research indicates that inefficient public transit disproportionately affects students and employees in higher education. Goggin & Wakefield (2021) found that students attending institutions with limited public transit options were more likely to rely on expensive ride-sharing services. Additionally, Han et al. (2019) noted that a lack of reliable transport leads to increased tardiness and absenteeism among students.

- ✓ *Traffic Congestion and Environmental Impact*

The increase in private vehicle use contributes to urban traffic congestion, further exacerbating commuting difficulties (Nguyen et al., 2022). Sustainable urban planning initiatives, such as bicycle-friendly campuses and subsidized transit passes, have been proposed to mitigate these issues (Kim et al., 2023).

- *The Role of Transportation Infrastructure*

Recent studies highlight the critical role of urban mobility infrastructure in reducing commuting challenges. Liu et al. (2020) discuss how public transportation systems in urban areas can alleviate the stress and fatigue associated with long commutes. However, they also point out that poor infrastructure—such as inconsistent bus schedules or overcrowded transport options—often exacerbates commuting difficulties. They emphasize that well-integrated transportation systems that include multi-modal options (buses, trains, cycling lanes) can improve mobility, leading to more efficient commutes and better health outcomes for commuters.

This point is echoed in Goggin and Wakefield (2021), who argue that investments in public transportation and green transportation initiatives (e.g., cycling infrastructure, electric buses) contribute not only to reducing commuting time but also to promoting sustainable urban development. Their research highlights that cities with well-maintained and diverse transportation networks enable residents to make more flexible travel choices, which in turn reduces commuting-related stress and contributes to improved quality of life.

- *Coping Mechanisms in Commuting*

Commuters often develop coping strategies to manage their daily transportation struggles. Bakker et al. (2020) explored various coping mechanisms employed by individuals to deal with commuting stress, such as adjusting departure times, choosing alternative routes, and using mobile navigation tools. Another study by Otten et al. (2021)

showed that students often use social media to share real-time traffic information and adjust their travel plans accordingly.

Employees, particularly in urban areas, often develop strategies such as time management techniques, flexible working hours, and working remotely to mitigate the impacts of commuting (Vasilenko et al., 2022). However, these coping strategies may not fully address the root causes of commuting difficulties, and long-term reliance on these methods can lead to burnout and decreased well-being (Sung et al., 2019).

- *Coping Mechanisms and Institutional Responses*

To address the challenges of commuting, both students and employees often develop various coping mechanisms. According to Otten et al. (2021), students use digital tools such as real-time traffic apps to plan their commutes more effectively. Flexible schedules, online classes, and work-from-home options have also become common coping strategies for both students and employees, allowing them to avoid peak commuting hours and reduce the physical and mental toll of long commutes (Vasilenko et al., 2022).

From an institutional perspective, universities and colleges can implement a range of solutions to mitigate commuting challenges. Transport subsidies, improved parking facilities, and shuttle services can make commuting more manageable for students and employees (Sung et al., 2019). Moreover, institutions can consider offering flexible work or study hours to accommodate the varying needs of commuters. A shift towards hybrid learning models and remote work can also reduce the need for daily commutes, particularly for employees who do not need to be on campus full-time.

In terms of coping strategies, Otten et al. (2021) identify the role of digital technologies in managing commuting stress. The authors emphasize how real-time traffic and public transport apps allow commuters to plan their journeys more effectively, minimizing delays and frustration. These technologies enable commuters to track transport schedules, reduce waiting times, and choose alternative routes, ultimately improving the commuting experience.

From an institutional perspective, the role of flexible work and study arrangements has gained significant attention. Vasilenko et al. (2022) argue that offering remote work opportunities or hybrid learning models can significantly reduce the need for daily commuting. Their research shows that institutions that provide flexible schedules, online courses, or shuttle services make it easier for students and employees to manage their commutes and avoid peak traffic hours. These options have become even more relevant with the ongoing COVID-19 pandemic, which has prompted institutions to adopt hybrid learning and working models as a means to maintain social distancing while reducing commuting burdens (Sung et al., 2019).

- *Gaps in Existing Research*

Despite the growing body of literature on commuting and urban mobility, several gaps remain. Most studies have focused on quantitative data, such as the impact of

commuting on academic performance or employee productivity, but qualitative research on lived experiences, coping mechanisms, and institutional responses is limited. Specifically, there is a lack of research focusing on the specific commuting challenges of students and employees at higher education institutions in the Philippines, particularly in cities like Davao. While studies have examined general urban mobility in the Philippines, few have addressed the unique needs of commuters in the education sector (Liu et al., 2020). Furthermore, most research has not explored the institutional solutions that could be implemented to address commuting difficulties, such as public transport improvements or institutional policies for flexible learning or working hours.

This study seeks to address these gaps by providing a qualitative exploration of the commuting experiences of CCD students and employees, examining their challenges, coping strategies, and potential solutions to improve transportation access. The research will also contribute to the development of targeted policy recommendations that consider the unique needs of the education sector in urban areas like Davao.

While extensive research has been conducted on commuting in urban areas, there remain significant gaps, particularly in higher education contexts. Most studies have focused on quantitative data such as commuting times and academic performance (Krizek et al., 2021), but qualitative research exploring the lived experiences of commuters in higher education settings is limited. Additionally, few studies have explored the institutional solutions that could be implemented to ease commuting difficulties. This study aims to fill these gaps by focusing on the specific experiences of students and employees at the City College of Davao, exploring their challenges, coping strategies, and potential solutions to improve commuting experiences.

The integration of recent scholarly articles highlights emerging trends in commuting studies, particularly in the context of higher education. These studies build upon earlier theoretical models, offering new insights into the challenges faced by students and employees and the potential solutions that can mitigate these difficulties. Below is a synthesis of the key findings from the most recent and highly cited studies, focusing on the intersection of urban mobility, commuting, and higher education.

While the existing literature provides valuable insights into commuting challenges, several gaps remain:

- **Qualitative Insights:** Much of the current research relies on quantitative data, underscoring a need for qualitative studies that delve into the personal experiences and narratives of commuters to capture the nuanced impacts of commuting on daily life.
- **Context-Specific Studies:** There is a scarcity of research focusing on commuting challenges within specific cultural and geographical contexts, such as the Philippines. Understanding local commuting dynamics is essential for developing effective, context-sensitive solutions.

- **Longitudinal Analyses:** Long-term studies examining how commuting impacts individuals over time are limited. Such research could provide insights into the cumulative effects of commuting on academic and professional trajectories.

• *Commuting and Higher Education: Challenges and Impacts*

Commuting has long been recognized as a significant challenge for students in higher education. Long commuting times and the associated stress and fatigue can negatively impact both academic performance and overall well-being (Chen & Wang, 2021). Research by Krizek et al. (2021) suggests that students who commute for extended periods report lower academic achievement and reduced social engagement, as they have less time and energy for studying and participating in extracurricular activities. This is corroborated by Bakker et al. (2020), who note that long commutes lead to a higher likelihood of tardiness and increased absenteeism, which ultimately reduces academic success.

The impact of commuting is not confined to students. Employees, including faculty members and administrative staff, also face significant commuting challenges that affect their job satisfaction, productivity, and work-life balance. Sung et al. (2019) found that long commutes lead to higher levels of job stress, fatigue, and reduced work efficiency. This is particularly problematic for institutions that rely on faculty members to be engaged in teaching, research, and administrative tasks. Studies have also shown that faculty satisfaction with commuting is linked to institutional policies that promote flexible working hours or remote teaching options, offering a potential solution to commuting difficulties (Vasilenko et al., 2022).

• *Commuting Challenges and Well-being*

Recent research has emphasized the impact of long commutes on students' academic performance and employee well-being. A study by Krizek et al. (2021) found that extended commuting times are associated with lower academic engagement and increased fatigue, leading to reduced academic performance. These findings are supported by Bakker et al. (2020), who identify commuting as a significant source of stress, which is linked to lower levels of student well-being and performance. Their study also underscores the negative impact of commuting on social engagement, with students who commute more frequently reporting feeling less involved in campus life.

In the context of employees, Sung et al. (2019) explored how long commutes are a primary contributor to job stress, leading to reduced job satisfaction and lower productivity. The study highlights that work-related stressors compounded by commuting challenges can negatively affect performance and mental health, especially for faculty members who face long distances between home and the workplace.

- *Commuting Challenges in Higher Education*

- ✓ *Impact on Academic Performance*

Studies confirm that prolonged commuting times negatively affect students' academic performance and well-being. Burzacchi et al. (2024) found that students with longer commute times had lower GPAs due to reduced study hours and increased fatigue. Similarly, Giacalone (2021) reported that commuter students often struggle with time management, leading to lower engagement and persistence in their studies.

- ✓ *Psychosocial and Mental Health Effects*

Long commutes can lead to stress, social isolation, and a diminished sense of belonging in campus communities (Taylor & Mitra, 2021). Aristizábal et al. (2023) found that commuter students experience higher anxiety levels, particularly when public transportation is unreliable. Employees also report increased work-related stress due to commuting difficulties (Van-Veen et al., 2024).

- *Financial Burdens*

The cost of commuting presents an additional challenge, particularly for students from low-income backgrounds. Islam et al. (2022) highlighted that students who spend a significant portion of their budgets on transportation often have limited access to other resources such as academic materials, food, and housing.

- *Socioeconomic Inequities in Commuting*

One of the significant gaps in commuting research is the lack of attention to socioeconomic disparities in transportation access. McClintock et al. (2021) introduced the concept of mobility justice, examining how individuals from lower-income and marginalized communities often face greater barriers to efficient commuting. Their study highlights that limited access to affordable and reliable transportation disproportionately affects these groups, leading to social exclusion and reduced access to education and employment opportunities. This is particularly relevant in urban areas where public transportation systems are inadequate, and reliance on private vehicles can be financially burdensome (Gore et al., 2021).

This concern is echoed in the work of Tiwari (2019), who emphasizes that addressing mobility inequalities is crucial for ensuring that all students and employees have equal access to educational and professional opportunities. For instance, subsidized transport passes, affordable housing near educational institutions, and investments in low-cost public transportation can help bridge these gaps.

- *Technological Innovations in Urban Mobility*

Technological advancements have also shaped how scholars view commuting in recent years. Goggin and Wakefield (2021) argue that innovations in smart city technologies—such as autonomous vehicles and electric bikes—have the potential to revolutionize urban mobility, offering more sustainable and efficient commuting options. These innovations not only reduce environmental impact but also improve commuting efficiency, making urban spaces more accessible for students and employees alike.

Moreover, real-time tracking technologies for public transit and crowdsourcing data are transforming how cities manage traffic flow and public transport operations. This allows city planners to optimize routes, minimize delays, and increase the reliability of transportation systems. According to Liu et al. (2020), this shift toward smart mobility can significantly reduce commuting stress by offering real-time information on transportation options.

- *Conclusion*

The integration of these recent and highly cited studies underscores the complexity of commuting as an issue that transcends individual experience and is shaped by multiple factors, including transportation infrastructure, socioeconomic status, institutional policies, and technological advancements. The literature consistently points to the importance of integrated urban mobility systems, flexible work and study arrangements, and mobility justice in addressing the challenges of commuting. This chapter highlights not only the significant impacts of commuting on students and employees but also the emerging solutions and institutional responses that can improve the commuting experience for individuals in higher education settings.

- *Coping Strategies and Institutional Interventions*

- *Student and Employee Coping Strategies*

Individuals adopt various strategies to cope with commuting stress. Otten et al. (2021) found that commuter students use time-management techniques such as adjusting travel schedules, utilizing real-time transit apps, and engaging in productive activities during commutes. Employees, on the other hand, often request flexible work arrangements to reduce commuting strain (Van-Veen et al., 2024).

- *Institutional Policies and Interventions*

Higher education institutions have introduced policies such as:

- ✓ Flexible scheduling and hybrid learning (Goggin & Wakefield, 2021).
- ✓ Subsidized transit passes and campus shuttle services (Islam et al., 2022).
- ✓ On-campus housing for long-distance commuters (Han et al., 2019).
- ✓ Despite these measures, research suggests that current institutional interventions do not fully address the commuting challenges of students and employees, necessitating further exploration of tailored support mechanisms.

- *Gaps in Existing Research*

While previous studies provide valuable insights into commuting issues in higher education, several knowledge gaps remain:

- *Qualitative Perspectives:* Most studies focus on quantitative data, leaving a gap in research exploring the lived experiences of students and employees facing commuting hardships (Aristizábal et al., 2023).

- **Context-Specific Studies:** There is limited research on commuting challenges in developing countries, including the Philippines, where public transport infrastructure differs from Western contexts (González et al., 2022).
- **Longitudinal Analyses:** Existing research lacks long-term studies on how commuting patterns influence students' academic and career trajectories (Nguyen et al., 2022).

Addressing these gaps will contribute to a more comprehensive understanding of commuting challenges and inform policies that enhance mobility equity in higher education.

III. METHODOLOGY

This chapter presents the methodology employed in the study. It describes the research design, research participants and sampling procedures, research instrument, data collection methods, data analysis procedures, ethical considerations, and measures undertaken to ensure the trustworthiness of the study. Since the study seeks to explore the lived commuting experiences of students and employees of the City College of Davao, a qualitative phenomenological approach was adopted to obtain rich and meaningful descriptions of their daily transportation experiences.

➤ *Research Design*

This study employed a qualitative phenomenological research design to explore the lived experiences of students and employees of the City College of Davao regarding their daily commuting challenges. Phenomenology is an appropriate qualitative approach because it aims to understand how individuals perceive, interpret, and give meaning to their everyday experiences (Creswell & Poth, 2018).

The phenomenological approach was selected because it enables participants to describe their commuting experiences, challenges, coping strategies, and perceptions in their own words. Through these narratives, the study seeks to uncover the common meanings and essential characteristics of commuting experiences shared among participants. Such insights provide a deeper understanding of transportation issues and their effects on academic performance, work productivity, safety, financial well-being, and quality of life.

This approach also facilitates the identification of institutional and transportation-related concerns that may inform the development of sustainable mobility interventions for the City College of Davao community.

Although other qualitative approaches were considered, they were not adopted for this study. A case study focuses on an in-depth investigation of a single bounded system or institution, whereas this study aims to examine the shared experiences of commuters rather than organizational processes. Ethnography requires prolonged immersion in a particular cultural group, which is beyond the scope and timeframe of this investigation. Grounded theory is primarily intended to develop new theoretical models; however, the

present study seeks to understand participants' lived experiences rather than construct a new theory.

➤ *Research Participants and Sampling*

The participants of this study consisted of students, faculty members, and non-teaching personnel of the City College of Davao who regularly commute to and from the institution. These participants were selected because they possess firsthand experiences of daily transportation challenges that directly relate to the objectives of the study.

A purposive sampling technique was employed to identify participants who met the established inclusion criteria and could provide rich, relevant, and information-rich accounts of their commuting experiences (Etikan et al., 2016). To increase the diversity of perspectives, snowball sampling was likewise utilized, allowing initial participants to recommend other qualified individuals with similar commuting experiences.

• *The Participants Represented Three Groups:*

- ✓ Undergraduate students who commute daily using public or private transportation;
- ✓ Faculty members, including both full-time and part-time instructors; and
- ✓ Non-teaching personnel who regularly travel to and from the college to perform administrative and support functions.

• *Inclusion Criteria*

Participants were included in the study if they met the following criteria:

- ✓ Currently enrolled students or employed faculty or non-teaching personnel of the City College of Davao;
- ✓ Regular commuters who travel to and from the institution at least five times per week;
- ✓ Willing to participate voluntarily in the interview process and provide informed consent.

• *Exclusion Criteria*

The following individuals were excluded from the study:

- ✓ Students and employees residing within walking distance of the college;
- ✓ Individuals who do not commute regularly;
- ✓ Persons unwilling to participate or provide informed consent.

• *Sample Size*

Consistent with phenomenological research, approximately 15 to 20 participants were recruited. Participant recruitment continued until data saturation was achieved—that is, when additional interviews no longer yielded new themes or significant insights (Guest et al., 2020).

➤ *Research Instrument*

The primary research instrument was a semi-structured interview guide developed based on the study's objectives and research questions. The interview guide consisted of open-ended questions designed to encourage participants to describe their daily commuting experiences in detail while allowing flexibility for probing and follow-up questions.

• *The Interview Guide Covered the Following Major Areas:*

- ✓ Daily commuting patterns and transportation modes;
- ✓ Transportation accessibility and availability;
- ✓ Financial and time-related challenges;
- ✓ Effects of commuting on academic performance, work productivity, and well-being;
- ✓ Coping strategies employed by participants; and
- ✓ Recommendations for improving transportation services within the City College of Davao and the local community.

To establish content validity, the interview guide was reviewed by experts in qualitative research and educational research. It was subsequently pilot-tested with participants possessing characteristics similar to those of the actual respondents. Necessary revisions were incorporated to improve clarity, sequencing, and comprehensiveness.

➤ *Data Collection Methods*

Data were collected using multiple qualitative methods to enhance the depth and credibility of the findings. These methods included semi-structured interviews, field observations, and document analysis.

• *Semi-Structured Interviews*

Individual semi-structured interviews served as the primary source of data. Interviews were conducted with selected students, faculty members, and non-teaching personnel to obtain comprehensive descriptions of their commuting experiences.

The flexible interview format enabled participants to freely express their experiences while ensuring that all major research topics were discussed. Interviews focused on transportation accessibility, travel time, transportation costs, safety concerns, coping mechanisms, and suggestions for improving commuter services.

• *Field Observations*

Field observations were conducted at strategic transportation points, including jeepney terminals, bus stops, and the entrances of the City College of Davao. Observations focused on transportation availability, passenger volume, waiting time, overcrowding, traffic conditions, and commuter safety.

These observations complemented the interview data by providing direct evidence of actual commuting conditions.

• *Document Analysis*

Relevant institutional documents, transportation reports, and government publications were examined to provide

contextual information regarding transportation services and mobility initiatives. Previous studies on commuting experiences in higher education were likewise reviewed to support data interpretation and discussion.

➤ *Data Analysis*

The qualitative data were analyzed using thematic analysis following the framework proposed by Braun and Clarke (2019).

• *The Analysis Involved the Following Stages:*

- ✓ *Data Familiarization.* Interview recordings were transcribed verbatim and reviewed repeatedly to achieve familiarity with the data.
- ✓ *Initial Coding.* Meaningful words, phrases, and statements related to commuting experiences were assigned descriptive codes.
- ✓ *Theme Development.* Similar codes were organized into broader categories and subsequently grouped into overarching themes reflecting participants' shared experiences.
- ✓ *Review and Refinement.* Themes were reviewed for consistency, coherence, and alignment with the research questions.
- ✓ *Interpretation.* The identified themes were interpreted in relation to existing literature, transportation policies, and institutional practices to generate meaningful conclusions and recommendations.

➤ *Ethical Considerations*

The study adhered to established ethical standards governing research involving human participants.

Participants received a comprehensive explanation of the study's objectives, procedures, potential risks, and expected benefits before participation. Written informed consent was obtained from all participants, who were informed of their right to decline participation or withdraw at any stage without penalty.

To ensure confidentiality and anonymity, pseudonyms and identification codes were used in place of participants' names. Digital recordings and electronic files were password-protected, while printed documents were stored securely in a locked cabinet accessible only to the researcher.

All collected data were used exclusively for academic purposes and will be retained for five years before secure disposal in accordance with the ethical guidelines of the American Psychological Association (2020).

Prior to data collection, ethical clearance was obtained from the appropriate Institutional Review Board (IRB) of the City College of Davao.

➤ *Trustworthiness of the Study*

To ensure the rigor of the qualitative findings, the study observed the four criteria of trustworthiness proposed by Lincoln and Guba (1985).

- Credibility was established through prolonged engagement with participants, triangulation of interviews, observations, and document analysis, as well as member checking to validate interview responses.
- Transferability was achieved by providing rich and detailed descriptions of participants, research settings, and commuting experiences to enable readers to determine the applicability of the findings to similar contexts.
- Dependability was ensured through the consistent application of research procedures and the maintenance of detailed documentation throughout the research process.
- Confirmability was strengthened by maintaining an audit trail, practicing researcher reflexivity, and consulting qualitative research experts to minimize researcher bias.

➤ Chapter Summary

This chapter presented the methodology employed in investigating the commuting experiences of students and employees of the City College of Davao. Using a qualitative phenomenological design, the study gathered rich narratives through semi-structured interviews, supported by field observations and document analysis. Data were analyzed using thematic analysis, while ethical standards and trustworthiness procedures ensured the credibility, dependability, transferability, and confirmability of the findings. The succeeding chapter presents the results of the analysis and discusses the emerging themes derived from the participants' lived experiences.

IV. RESULTS AND DISCUSSION

A. Introduction

This chapter presents the findings of the study on the commuting struggles of City College of Davao students and employees. The results are organized into themes derived from data analysis. Participant quotes are included to support interpretations, and findings are compared with existing studies on transportation challenges and sustainable mobility solutions.

B. Presentation of Findings

Findings are categorized into the following major themes:

➤ Transportation Issues Faced by Commuters

• Long Travel Time and Traffic Congestion

Participants reported that travel time to and from City College of Davao is significantly prolonged due to heavy traffic congestion, particularly during peak hours. Most respondents stated that their daily commute takes an average of 1.5 to 2 hours one way.

"I have to leave my house at least two hours before my first class just to make sure I arrive on time." (Student, 20 years old)

• Limited Availability of Public Transport

Public transport options such as jeepneys and tricycles are often overcrowded, forcing commuters to wait long periods or walk to alternative routes.

"Sometimes I have to wait 30 minutes just to catch a jeepney, and when it arrives, it's already full." (Employee, 35 years old)

• High Transportation Costs

The rising cost of public transportation has placed a financial burden on students and employees, affecting their daily budget.

"With fare increases, I now spend almost a quarter of my daily allowance just on transportation alone." (Student, 19 years old)

➤ Effects of Commuting Woes on Academic and Work Performance

• Physical and Mental Exhaustion

Many respondents indicated that the daily struggle of commuting leads to exhaustion, affecting their focus and productivity.

"By the time I get to work, I already feel drained from the commute." (Employee, 28 years old)

• Late Arrivals and Absenteeism

Late arrivals due to transportation delays negatively impact attendance, resulting in missed lectures and work responsibilities.

"Sometimes, I just skip my first class because I know I won't make it on time." (Student, 21 years old)

➤ Coping Mechanisms of Commuters

• Adjusting Schedules

Some commuters wake up earlier to avoid peak-hour traffic and ensure timely arrival.

"I wake up at 4 AM to prepare and leave by 5 AM to avoid the rush." (Student, 22 years old)

• Alternative Modes of Transport

Some respondents resort to bicycles or carpooling with peers to lessen commuting difficulties.

"I started using a bicycle to go to school. It's tiring but at least I don't get stuck waiting for a jeepney." (Student, 23 years old)

C. Analysis and Interpretation

The findings align with the Urban Transport Theory (Banister, 2005), which emphasizes how inadequate public transportation affects economic and social well-being. Commuters' daily struggles reflect the concept of transport

poverty, where individuals lack efficient, affordable, and accessible means of mobility.

From a psychological perspective, cognitive load theory suggests that increased stress from commuting can reduce students' ability to absorb and retain information, impacting their learning outcomes.

D. Comparison with Existing Studies

- *Agreement with Previous Studies*

Similar studies, such as Gwilliam (2017) and Litman (2018), confirm that transportation challenges significantly affect commuters' productivity and well-being. The findings of this study align with these results, particularly regarding stress, financial burden, and reduced performance due to long travel times.

- *Contradictions with Other Research*

While this study highlights a lack of sustainable mobility solutions, research from cities like Singapore and Tokyo (Tan, 2020) suggests that government investment in efficient public transit and cycling infrastructure mitigates commuting struggles. The gap in transportation planning in Davao remains a challenge compared to these cities.

E. Summary

Urban mobility plays a crucial role in determining the accessibility, productivity, and well-being of students and employees. The challenges of commuting in developing cities like Davao have been widely recognized, yet specific studies on City College of Davao (CCD) students and employees remain limited. This RRL synthesizes existing studies related to commuting challenges and sustainable transportation solutions, aligning with the following research questions:

- What are the major commuting challenges faced by CCD students and employees?
- How do these commuting difficulties affect their academic performance, productivity, and well-being?
- What coping mechanisms do they employ to manage daily transportation struggles?
- What feasible and sustainable transportation solutions can be proposed to improve mobility for the CCD community?

➤ *Major Commuting Challenges Faced by CCD Students and Employees*

- *Traffic Congestion and Long Travel Time*

Traffic congestion is a persistent urban issue that affects millions of commuters daily. According to Litman (2021), urban congestion leads to increased travel time, fuel consumption, and productivity losses. In the Philippines, JICA (2018) reported that Metro Manila's daily economic loss due to traffic congestion amounts to ₱3.5 billion, with similar trends observed in other urban centers like Davao City.

A study by Briones and Cordero (2022) found that college students in highly urbanized areas spend an average of 1.5 to 2 hours commuting daily, a scenario mirrored in Davao City's road networks. The high volume of private vehicles, limited road space, and inefficient public transport systems contribute to delays, forcing CCD students and employees to wake up earlier and endure exhausting daily commutes.

- *Inadequate Public Transportation System*

Public transportation inefficiencies exacerbate daily commuting woes. Pascual and Rivera (2020) found that public utility vehicles (PUVs) in the Philippines suffer from irregular schedules, overcrowding, and outdated transport infrastructure. The jeepneys, tricycles, and multicabs that dominate Davao's streets often struggle to accommodate the growing number of commuters, leading to long waiting times.

A survey by Martinez (2019) revealed that 78% of students experience delays due to the unavailability of public transport during peak hours. Students from far-flung barangays face the greatest difficulties, as some routes are infrequent or nonexistent, forcing them to take multiple rides or walk long distances.

- *Rising Transportation Costs*

The financial burden of daily commuting is another pressing concern. According to the National Economic and Development Authority (NEDA, 2022), transportation costs constitute nearly 20% of a typical Filipino household's monthly expenses.

Gonzales and Cruz (2021) found that the average monthly fare in Davao City increased by 35% from 2018 to 2022 due to fluctuating fuel prices. Students and low-income employees struggle to balance commuting expenses with other essentials, leading to instances where some opt to skip classes or arrive late to work.

- *Safety and Security Risks*

Personal safety is a significant concern, particularly for students and employees commuting during early morning or late evening hours. A study by Santos et al. (2020) found that 47% of college students in Davao City feel unsafe while commuting, citing issues such as poor lighting, theft, and harassment. The lack of pedestrian-friendly infrastructure and poor enforcement of traffic rules further expose commuters to road accidents and crimes.

➤ *Effects of Commuting Difficulties on Academic Performance, Productivity, and Well-being*

- *Impact on Academic Performance*

Lengthy and stressful commutes negatively affect students' academic performance by reducing available time for studying, assignments, and extracurricular activities. Davidson and Fernandez (2021) found that students who commute over an hour daily are more likely to experience lower class attendance, decreased focus, and higher stress levels.

A study by Lopez et al. (2022) revealed that students who frequently experience transportation delays tend to have lower participation in class discussions and group activities, leading to reduced engagement and learning outcomes.

- *Reduced Workplace Productivity*

Employees at CCD also suffer productivity losses due to inefficient commuting. Torres (2021) found that professionals who commute long distances report higher absenteeism rates, increased tardiness, and decreased work efficiency. Daily transportation stress leads to exhaustion before arriving at work, reducing cognitive function and job performance.

- *Physical and Mental Health Consequences*

The physical and psychological toll of commuting is well-documented. Santos and Cruz (2020) observed that prolonged daily travel contributes to fatigue, anxiety, and even cardiovascular risks. Moreover, students and employees with erratic class or work schedules suffer from sleep deprivation and chronic stress due to unpredictable commutes.

➤ *Coping Mechanisms Used by CCD Commuters*

- *Adjusting Schedules and Travel Routines*

Many students and employees wake up earlier or leave home hours before their class or shift to compensate for transport uncertainties. According to Reyes (2021), 85% of students in urban colleges adjust their schedules to avoid peak-hour congestion.

- *Alternative Transport Modes*

Some CCD commuters resort to informal transport modes such as habal-habal (motorcycle taxis) and ride-sharing apps like Angkas and Grab, despite their higher costs. Mendoza (2022) notes that students who use motorcycle taxis experience 30% shorter travel times compared to those relying solely on jeepneys.

- *Carpooling and Peer Assistance*

Carpooling among classmates and coworkers has become a strategy to reduce transportation costs and improve commuting convenience. A study by Gonzales and Yu (2023) found that organized carpooling reduces daily commuting expenses by 40% per passenger while also enhancing social connections among students and colleagues.

➤ *Sustainable Mobility Solutions for CCD Students and Employees*

- *Expansion of Public Transport Services*

Developing efficient, high-capacity bus routes and modernized jeepneys can alleviate commuting difficulties. The proposed Davao City Bus Rapid Transit (BRT) Project aims to provide fast, reliable, and affordable transport for students and employees.

- *Bike-Friendly Infrastructure*

Promoting cycling as an alternative mode of transport can provide cost-effective and eco-friendly mobility. Studies by Fernandez and Lim (2022) indicate that bike lanes and secured bike parking areas encourage students to shift from motorized transport to cycling.

- *Digital Transportation Solutions*

Introducing real-time tracking systems for public transportation can reduce waiting times and optimize travel routes. Research by Lopez and Medina (2023) found that mobile apps providing live updates on jeepney and bus locations can decrease commuter uncertainty by 50%.

- *Institutional Policies for Transportation Support*

Educational institutions can implement transport subsidies, shuttle services, or carpooling programs to support student and employee mobility. Panganiban and Reyes (2021) argue that subsidized fares for students can enhance attendance rates and alleviate financial burdens.

V. CONCLUSION

The pressing commuting challenges faced by CCD students and employees, including traffic congestion, high transportation costs, public transport inefficiencies, and safety concerns. These struggles impact academic performance, productivity, and well-being. While some coping mechanisms exist, sustainable mobility solutions such as improved public transport, cycling infrastructure, digital tracking systems, and institutional support programs are necessary to enhance commuter experiences in Davao City.

The findings reveal that students and employees of City College of Davao experience severe commuting difficulties, including long travel times, overcrowded transport, and high costs. These challenges negatively impact academic and work performance, causing stress, tardiness, and absenteeism.

To cope, commuters adjust their schedules, seek alternative transport options, or endure the daily struggles. The results align with global studies on transport poverty but contrast with cities that have implemented sustainable mobility solutions. The next chapter will explore recommendations for addressing these challenges effectively.

RECOMMENDATIONS

A. Summary of Findings

This study explored the daily transportation struggles faced by students and employees of the City College of Davao and examined sustainable mobility solutions. The findings revealed several key issues impacting the commuting experience:

- **Long Commuting Hours** – Many students and employees reported spending excessive time traveling to and from the college due to traffic congestion and limited availability of direct public transport routes.

- High Transportation Costs – The financial burden of daily commuting was identified as a major concern, with many respondents struggling to afford consistent transportation.
- Inconsistent Public Transit Schedules – Unreliable and irregular public transportation schedules caused delays and disruptions, leading to increased absenteeism and tardiness.
- Safety Concerns – Many respondents expressed concerns over personal safety, particularly during late-night or early-morning commutes, due to poorly lit waiting areas and the risk of theft or harassment.
- Limited Sustainable Mobility Options – Despite growing awareness of sustainable transportation, the availability of alternative commuting solutions such as cycling infrastructure, carpooling programs, and campus shuttles remains insufficient.

These challenges have resulted in reduced academic performance, workplace productivity, and overall well-being among students and employees. The study also highlighted the potential of various sustainable mobility solutions, including policy reforms, infrastructural improvements, and institutional initiatives.

B. Conclusion

The study underscores the pressing need for addressing the transportation difficulties encountered by City College of Davao students and employees. The findings reveal that commuting woes extend beyond mere inconvenience, affecting mental health, financial stability, and overall academic and professional performance. A collaborative approach involving HEIs, local government units, and community stakeholders is necessary to implement sustainable transportation strategies.

By enhancing the accessibility and efficiency of public transportation, promoting sustainable mobility options, and developing institution-led commuting assistance programs, the negative impacts of transportation struggles can be mitigated. The research further highlights that an investment in sustainable commuting solutions can lead to improved productivity, better educational outcomes, and a healthier environment.

C. Recommendations

➤ For Higher Education Institutions (HEIs):

- Develop and implement transportation policies that prioritize affordability, accessibility, and sustainability.
- Establish partnerships with transportation agencies and local government units to advocate for additional and more efficient public transport routes.
- Introduce a dedicated campus shuttle service to assist students and employees, particularly those traveling from remote areas.
- Invest in infrastructure to support sustainable mobility, including bike lanes, pedestrian-friendly pathways, and designated carpooling zones.

- Encourage the use of digital tools such as mobile apps for real-time monitoring of transportation options, including ride-sharing platforms and shuttle tracking systems.

➤ For Educators and Administrators:

- Adopt flexible learning and work arrangements, such as hybrid or remote learning setups, to reduce the frequency of long commutes.
- Organize sustainable transportation awareness campaigns to educate students and staff on alternative commuting options and their environmental benefits.
- Promote carpooling and ride-sharing programs among students and employees to help minimize costs and lessen traffic congestion.
- Collaborate with transportation providers to offer student and employee discounts or subsidies for public transport services.
- Establish a commuter assistance program, including emergency transportation support for students and employees facing transit-related difficulties.

➤ For Future Researchers:

- Conduct longitudinal studies to examine the long-term effects of commuting challenges on academic performance, work efficiency, and overall well-being.
- Explore the feasibility of digital transportation solutions, such as ride-sharing apps, real-time transit tracking, and automated scheduling tools for better commute management.
- Investigate the potential of electric vehicles, e-bikes, and other green transport alternatives to reduce commuting costs and promote sustainability.
- Assess the effectiveness of government-led transportation initiatives in other regions and their applicability to the City College of Davao context.
- Conduct comparative studies on transportation issues faced by students in urban versus rural settings to provide a broader perspective on mobility challenges.

By addressing these recommendations, HEIs, educators, administrators, and policymakers can work collaboratively to create a more efficient, affordable, and sustainable commuting environment for the City College of Davao community. Implementing these measures will not only enhance accessibility and convenience but also contribute to a healthier and more sustainable urban mobility system.

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