



# KAYAMANAN

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**A RESEARCH JOURNAL OF BSBA FINANCIAL MANAGEMENT  
AT THE COLLEGE OF BUSINESS AND ACCOUNTANCY IN  
GORDON COLLEGE.**



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## FOREWORD

Welcome to the pioneer issue of Kayamanan, a journal dedicated to showcasing the research endeavors of budding financial management scholars at Gordon College. This compilation serves as a testament to the ingenuity and dedication of the students in exploring various facets of financial practices and behaviors.

In this issue, readers embark on a journey through the intricacies of money utilization among financial management students, shedding light on the effectiveness of TikTok affiliate account management as a means to generate commission. The exploration extends to the financial management practices of students under the Bachelor of Science in Business Administration Major in Financial Management, uncovering insights that pave the way for enhanced financial literacy and acumen.

Moreover, the issue scrutinizes the attitudes of Gordon College students towards life insurance, underscoring the importance of financial literacy in making informed decisions about financial security. Additionally, it examines the shopping preferences of financial management students, analyzing the evolving landscape of online versus traditional shopping behaviors in the digital age.

Each contribution within these pages represents a labor of passion and intellect, a testament to the relentless pursuit of knowledge and understanding in the realm of financial management. Through empirical research and critical analysis, these studies offer valuable insights into the dynamics of financial practices and behaviors among the student community.

As readers navigate through the diverse array of topics presented in this issue, let them reflect on the significance of these findings in shaping their understanding of financial management and fostering informed decision-making. May the research contained herein inspire further inquiry and dialogue, propelling the academic community toward greater heights of excellence and achievement.

Heartfelt gratitude is extended to the authors, reviewers, and editorial team whose dedication has brought this journal to fruition. It is through collaborative efforts and scholarly endeavors that Kayamanan continues to serve as a beacon of knowledge and innovation in the field of financial management.

## **GORDON COLLEGE**

### **VISION, MISSION, AND GOALS**

#### **VISION**

By 2025, the College envisions to be a premier local institution of higher learning in Region 3 committed to the holistic development of human person and society.

#### **MISSION**

To produce well-trained, skilled, dynamic, and competitive individuals imbued with values and attitudes responsive to the changing needs of the local, national, and global communities.

#### **GOALS**

##### **GORDON COLLEGE shall:**

- Provide opportunities that will enable individuals to acquire a high level of professional, technical and vocational courses of studies.
- Develop innovative programs, projects, and models of a practice by undertaking functional and relevant research studies.
  - Promote community development through relevant extension programs.
  - Provide opportunities for employability and entrepreneurship of graduates.

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## **ASSESSMENT OF MONEY UTILIZATION AMONG FINANCIAL MANAGEMENT STUDENTS AT GORDON COLLEGE.**

Daren M. Arizala, Angelyn Auguis, Veronica Camba, John Paul M. Diamante, Allen Greg L. Gahuman, Ana Gernan, Evangeline G. Malazarte, Angel Nicole A. Susi, Dr. Mary Jean Grate-Orlando, John Angelo Diwa, & Nigel Jacob N. Silvestre

### **ABSTRACT**

The purpose of this study was to assess the money utilization among FM students at Gordon College in terms of budgeting, spending, and saving. This study was designed as descriptive quantitative research, as it described the characteristics of the group, situation, or phenomenon being studied without manipulating variables to formulate relevant information for the study. The researchers adapted an instrument based on a previous study by Diana Vinas (2023), "Financial Literacy and Spending Behavior of Grade 12 ABM in San Jose Litex Senior High School," to analyze the money utilization of FM students in an academic setting, with the assistance of two hundred four (204) students who were randomly selected as the respondents of the study. To carry out the data collection, the researcher creates a questionnaire that is administered as an instrument in the gathering procedure, which will be useful for our study. The result of this study explained that there is room for improvement in terms of consistently maximizing their allowances through budgeting, spending, and saving practices. Therefore, it was recommended that college students, specifically financial management students, enhance their money management skills by promoting effective budgeting, encouraging mindful spending, and fostering a habit of saving. By implementing these recommendations, individuals will manage their finances efficiently, reduce financial stress, and work towards achieving their financial goals.

**Keywords:** money utilization, budgeting, spending, saving, descriptive quantitative, allowance, financial management students, financial goals.

### **INTRODUCTION**

College comes with the opportunity to learn new things, have new experiences, make new friends, and make more independent judgments. It is indeed a wonderful moment in our lives in which it can eventually take more time and effort for students to manage their allowances responsibly. As a financial management student, it is considered a good habit to make better planning and budgeting decisions while tracking your expenses to improve your financial decisions effectively. Building money utilization will make it easier for you to practice and allocate your finances for your future (Local Government Federal Credit Union, 2023).

According to Mwangi (2023), money utilization plays a crucial role for students to help them learn and understand how to be responsible with their finances. When they are young and just starting, they must learn how to budget and save their money. The importance of money utilization for students will also help them in the future when they are independent and need to support themselves without the guidance of their parents. Thus, this will make it easier for them to graduate from college without worrying about money.

The researchers focused on finding, determining, and interpreting the money utilization among FM students at Gordon College. This study aims to show how important money utilization is for FM students to establish better financial goals and learn how to handle their

money effectively. This research also aims to conduct a survey questionnaire to get answers from the respondents as to whether money utilization is convenient in their academics or not, as well as offer recommendations to help them understand how personal financial skills such as saving, spending, and budgeting can impact all parts of their lives to avoid terrible money habits when it comes to financial matters. The researchers found a study by BWSS in 2023 entitled Economic Empowerment Strategies for Men and Women, which discusses the steps you can take to manage your budget, set proper financial goals, save money, and minimize expenses. These are the following aspects:

1. **Budgeting:** It emphasizes the importance of budgeting in achieving financial stability by managing expenses like rent, tuition, and extracurricular activities. Budgeting helps students avoid overspending on unnecessary items, enabling them to plan for short- and long-term expenses and track their finances to prevent negative consequences from poor decision-making.
2. **Spending:** The study reveals that college students often spend their allowances on trendy items influenced by peers rather than saving for unexpected expenses. To be more responsible with their spending, students should establish a personal money management plan that distinguishes between needs and wants. This approach enables effective financial management and helps students achieve stability.
3. **Saving:** Saving money offers students financial security, reduces stress, and prepares them for the future. It's essential to keep savings separate from spending money and understand basic budgeting concepts for efficient financial organization. The study suggests that regularly saving small amounts is key to building savings during college and fostering financial stability.

## **STATEMENT OF THE PROBLEM**

The study's objective centered on unraveling the dynamics of money management among Financial Management (FM) students, with the overarching aim of empowering them to make informed financial decisions and curtail unnecessary expenses, thus averting detrimental money habits. The researchers focused their investigation specifically on the FM students enrolled at Gordon College in East Tapinac.

Their inquiry was structured to address several key questions:

Firstly, they sought to outline the demographic profile of the respondents, delving into factors such as age, gender, year level, and the magnitude of their weekly allowances. Secondly, they aimed to discern the primary sources of these weekly allowances, whether from employment, parental support, or educational assistance. Thirdly, they examined how FM students optimized their allowances, scrutinizing their approaches to budgeting, spending, and saving. Furthermore, the researchers delved into the potential impact of the students' weekly allowances on their academic performance. Lastly, they explored the recommendations offered by the respondents to enhance their money management practices.

The significance of this study lies in its potential to shed light on the intricacies of money utilization among FM students and how they navigate financial terrain through prudent savings, effective budgeting, and mindful expenditure. By doing so, the research aims to furnish valuable insights and broaden understanding, particularly among students, regarding the strategies for planning and controlling finances to realize financial objectives effectively.

## **METHODOLOGY**

The researchers employed a descriptive quantitative approach to evaluate the money utilization habits of FM (Finance Management) students at Gordon College, Olongapo City. Descriptive research, as defined by QuestionPro (2023), is a quantitative method used to depict the characteristics of a population. It gathers data to address various questions related to what, when, and how aspects concerning a specific group or population.

Furthermore, descriptive research enables the identification of patterns within a group's characteristics, providing the necessary information to make accurate predictions about particular issues that can be measured and analyzed to inform researchers' decisions (Qualtrics, 2023). Hence, the researchers opted for this descriptive-quantitative approach, as they believed it would furnish them with the requisite data to analyze and interpret their chosen sample population effectively in their study.

## **POPULATION AND SAMPLE**

The study focused on 1st year to 3rd level Bachelor of Science in Business Administration major in Financial Management (BSBA-FM) students at Gordon College, located in East Tapinac, Olongapo City. Despite being taught how to handle money, these students encounter challenges in managing and allocating their finances effectively, as not everyone possesses strong money management skills. According to Wells B. (2023), effective money management is crucial for financial well-being and reaching one's financial goals.

For sampling, the researchers employed a simple random sampling method to gather necessary information from the population. This method involves selecting a subset of individuals or members from the entire population, each with an equal probability of being chosen. It is considered the most straightforward sampling method, requiring minimal prior knowledge about the population.

The researchers obtained a total of 415 BSBA-FM students from 1st to 3rd levels at Gordon College through a request to the office of the respondents. Of these, 138 students (33.27%) were from the 1st year level, 74 students (17.85%) were from the 2nd year level, and 203 students (48.93%) were from the 3rd year level. To acquire the selected sample size for the study, 204 participants were randomly chosen, representing 50% of the 1st to 3rd-level BSBA-FM students at Gordon College.

## **RESEARCH INSTRUMENT**

This research study utilized a questionnaire adapted from Diana Vinas (2023) titled "Financial Literacy and Spending Behavior of Grade 12 ABM in San Jose Litex Senior High School," which comprised 26 Likert scale items organized into three sections: an introductory segment, demographic information of participants, and inquiries related to variables such as budgeting, spending, saving, and academic performance. Following the approach outlined by Saul McLeod, PhD (2023), a questionnaire was employed as a quantitative research tool to gather comprehensive data from respondents. The questionnaire encompassed demographic details like age, gender, grade level, and weekly allowance in its initial section. The subsequent part consisted of statements concerning the optimization of allowances through budgeting, spending, and saving, while the third segment focused on assessing respondents' academic performance.



As elucidated by Fleetwood (2023), the Likert scale employed in this study is a unidimensional instrument frequently utilized by researchers to gauge attitudes and opinions. This scale assigns numerical values to responses, with 5 indicating "always," 4 for "often," 3 for "sometimes," 2 for "rarely," and 1 for "never."

The validation of the research instrument was achieved through a rigorous process involving selected research experts and professionals who critically examined, reviewed, and rated the adopted survey questionnaire. The researchers meticulously structured and selected questionnaire items to ensure comprehensive coverage of all intended research inquiries. After the drafting phase, the survey questionnaire was disseminated to research instructors and experts, leveraging their expertise to guide the research process and validate the instrument's contents. This collaborative approach bolstered the credibility and reliability of the research instrument, enhancing its suitability for investigating the targeted research questions.

### **STATISTICAL TREATMENT OF DATA**

Upon data collection, the researchers promptly undertook the tasks of compiling, sorting, organizing, and tabulating the gathered information. These data underwent rigorous statistical treatment to address the research questions outlined in the study. Utilizing Microsoft Excel as their chosen computer software, the researchers systematically converted all data for analysis. The outcomes of this investigation are anticipated to delineate the profile classification of respondents and evaluate the financial management practices among FM students at Gordon College, specifically focusing on budgeting, spending, and saving habits. The employment of statistical methods is pivotal in ensuring the effective interpretation of the collected data, thereby facilitating insightful conclusions and implications for the study.

Frequency and percentage distribution were employed by the researchers to evaluate respondents based on their profile classification. Frequency distribution organizes data systematically, arranging it in a frequency table to facilitate effective analysis (Soni, 2022).

Mean, a statistical measure of central tendency was utilized to determine the average of the data set, providing insights into the variables around a central value (Vedantu, 2022).

The Likert scale served as a pivotal tool in measuring and analyzing the assessment of money utilization among financial management students. Utilizing a four-point scale in closed-ended survey questionnaires, the Likert scale enabled the researchers to gauge levels of importance, satisfaction, agreement, and other pertinent factors, thereby furnishing comprehensive insights applicable across diverse scenarios (GeoPoll, 2023).

## RESULTS AND DISCUSSION

### 1. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

**TABLE 1: Frequency and Percentage of Demographic Profile of the Respondents**

Demographic Profile of the Respondents		Frequency	Percentage
Age	22 and above	13	6
	19-21	172	84
	16-18	19	9
Gender	Male	92	45
	Female	112	55
Year Level	3 <sup>rd</sup> Year	63	31
	2 <sup>nd</sup> Year	81	40
	1 <sup>st</sup> Year	60	29
Weekly Allowance	₱600 and above	72	35
	₱401-600	53	26
	₱201-400	63	31
	₱0-200	16	8
<b>Total</b>		<b>204</b>	<b>100</b>

- a. Age: The respondents are segmented into three age groups. Out of the total, 13 respondents (6%) are aged 22 years and above, while 172 respondents (84%) fall within the age range of 19-21. Additionally, 19 respondents (9%) are between 16-18 years old. This suggests that the majority of respondents belong to the 19-21 age range, followed by those in the 16-18 age group, with the lowest representation among those aged 22 years and above.
- b. Gender: Respondents are categorized into two gender groups. Among them, 92 respondents (45%) are male, while 112 respondents (55%) are female. This indicates a relatively balanced representation of gender among the respondents; however, the majority are female.
- c. Year Level: Respondents are classified based on their year level of study. Among them, 63 respondents (31%) are in the 3<sup>rd</sup> year, 81 respondents (40%) are in the 2<sup>nd</sup> year, and 60 respondents (29%) are in the 1<sup>st</sup> year. This distribution indicates that the sample encompasses various year levels, with the highest number of respondents in the 2<sup>nd</sup> year.
- d. Weekly Allowance: The respondents' weekly allowances are grouped into four categories based on amount. Among them, 72 respondents (35%) receive ₱600 and above, 53 respondents (26%) receive ₱401-600, 63 respondents (31%) receive ₱201-400, and 16 respondents (8%) receive ₱0-200. This distribution provides insight into the range of weekly allowance amounts received by the respondents, with the highest percentage receiving ₱600 and above.

## 2. SOURCE OF WEEKLY ALLOWANCE OF THE RESPONDENTS

**TABLE 2: Frequency and Percentage of Source of Weekly Allowance of the Respondents**

Source of Weekly Allowance of the Respondents	Frequency	Percentage
Work	17	8
Parental support	155	76
Educational assistance	26	13
Others	6	3
<b>Total</b>	<b>204</b>	<b>100</b>

The table illustrates that the majority of respondents, accounting for 155 individuals (76% of the total), rely on parental support as their primary source of weekly allowance, indicating parents as the predominant financial assistance provider. However, a small percentage of respondents, 6 individuals (3% of the total), reported receiving their allowance from unspecified sources, potentially encompassing savings, part-time employment, or allowances from other family members or relatives. This highlights a diverse range of financial support mechanisms among the respondents beyond parental assistance.

## 3. HOW FINANCIAL MANAGEMENT STUDENTS MAXIMIZE THEIR ALLOWANCES

### A. BUDGETING

**Table 3: Mean, Descriptive Rating and Rank of How Financial Management Students Maximize their Allowances in terms of Budgeting**

Indicators	Mean	Descriptive Rating	Rank
1. I prepare a budget plan every month.	3.14	Sometimes	4
2. I commit to the budget plan to manage the unexpected expenses.	3.06	Sometimes	5
3. I spend within my budget.	3.25	Sometimes	3
4. Before I purchase my basic necessities or wants, I usually compare the prices of the products and their benefits.	3.49	Sometimes	1
5. I properly allocate my allowance to different expenses such as food, transportation, urgent activities, etc.	3.38	Sometimes	2
<b>Average</b>	<b>3.26</b>	<b>Sometimes</b>	

Indicator 4 exhibits the highest mean score of 3.49, suggesting that respondents tend to compare prices and benefits before making purchases. Despite ranking first among the listed indicators, the "Sometimes" descriptive rating implies occasional inconsistency in this behavior. Conversely, respondents tend to occasionally adhere to budget plans for managing unexpected expenses, as indicated by the average score of 3.06, ranking last among the listed indicators. The combined average score of all indicators is 3.26, categorizing under the "Sometimes" descriptor, indicating an overall tendency among respondents to occasionally maximize their allowances through budgeting practices.

## B. SPENDING

**TABLE 4: Mean, Descriptive Rating and Rank of How Financial Management Students Maximize their Allowances in terms of Spending**

Indicators	Mean	Descriptive Rating	Rank
1. I keep track of my expenses on a regular basis.	3.25	Sometimes	1
2. I only spend my allowances on miscellaneous when necessary or needed.	3.08	Sometimes	4
3. I always handle major unexpected expenses when they occur.	3.15	Sometimes	3
4. I make goals about how to spend my allowance to prevent unnecessary expenditures.	3.19	Sometimes	2
5. I spend everything whenever I receive my weekly allowance.	2.72	Sometimes	5
<b>Average</b>	<b>3.08</b>	<b>Sometimes</b>	

Among the listed ways of maximizing allowances in terms of spending, keeping track of expenses regularly emerges as the highest-ranked indicator. With an average score of 3.25, respondents sometimes engage in this behavior, which is considered the most frequently practiced among the indicators. Conversely, spending everything upon receiving their weekly allowance ranks lowest, with an average score of 2.72, suggesting less frequent adoption compared to other indicators. The combined average score for all indicators is 3.08, indicative of a "Sometimes" descriptor, implying that financial management students occasionally employ these behaviors to maximize their allowances in terms of spending.

## C. SAVING

**TABLE 5: Mean, Descriptive Rating and Rank of How Financial Management Students Maximize their Allowances in terms of Saving**

Indicators	Mean	Descriptive Rating	Rank
1. I can save my excess money from my allowance.	3.36	Sometimes	2
2. I put my excess money in savings account or wallet.	3.12	Sometimes	3
3. I always formulate a savings plan every month to secure my future.	2.80	Sometimes	5
4. I save money regularly for emergency purposes.	3.06	Sometimes	4
5. I am responsible for my own financial matters.	3.46	Sometimes	1
<b>Average</b>	<b>3.16</b>	<b>Sometimes</b>	

The highest-ranked indicator among the listed behaviors for maximizing allowances in terms of saving is being responsible for one's financial matters, with a mean score of 3.46. This suggests that respondents sometimes exhibit this behavior, making it the most frequently practiced among the indicators. Conversely, formulating a savings plan every month to secure their future ranks lowest, with an average score of 2.80, indicating less frequent adoption compared to other indicators. The combined average score for all indicators is 3.16, resulting in a "Sometimes" descriptor, indicating that financial management students occasionally engage in these behaviors to maximize their allowances in terms of saving.

## SUMMARY OF HOW FINANCIAL MANAGEMENT STUDENTS MAXIMIZE THEIR ALLOWANCES

**TABLE 6: Mean, Descriptive Rating and Rank of How Financial Management Students Maximize their Allowances**

Indicators	Mean	Descriptive Rating	Rank
Budgeting	3.26	Sometimes	1
Spending	3.08	Sometimes	3
Saving	3.16	Sometimes	2
<b>Average</b>	<b>3.17</b>	<b>Sometimes</b>	

Budgeting is the highest-ranked way of maximizing allowances among financial management students. The mean score of 3.26 indicates that they sometimes engage in budgeting practices to manage their finances. Saving is the second-ranked way of maximizing allowances. The mean score of 3.16 indicates that the students sometimes engage in saving practices to preserve their financial resources. Spending is the third-ranked way of maximizing allowances. The mean score of 3.08 suggests that the students sometimes make conscious decisions about their spending habits. The average score for all the indicators combined is 3.17, resulting in a "Sometimes" descriptive rating. This suggests that financial management students engage in these behaviors to maximize their allowances occasionally. It's worth noting that all the indicators have a "Sometimes" descriptive rating, suggesting that there is room for improvement in terms of consistently maximizing allowances through budgeting, spending, and saving practices

### 1. HOW WEEKLY ALLOWANCE AS COLLEGE STUDENTS AFFECT THEIR ACADEMIC PERFORMANCE

**TABLE 7: Mean, Descriptive Rating and Rank of How Weekly Allowance as College Students Affect their Academic Performance**

Indicators	Mean	Descriptive Rating	Rank
1. I am satisfied with my weekly allowance.	3.36	Sometimes	3
2. I prepare a budget for my college expenses when necessary or needed.	3.32	Sometimes	4
3. I always apply my knowledge from school when I purchase something.	3.59	Often	1
4. I encourage myself to expand my capabilities to manage my allowance efficiently.	3.42	Sometimes	2
5. When I receive my allowance, I usually exert more time and effort to finish my task at school.	3.06	Sometimes	5
<b>Average</b>	<b>3.35</b>	<b>Sometimes</b>	

The highest-ranked indicator among the listed ways in which weekly allowance affects academic performance is the application of knowledge from school when making purchases. The mean score of 3.59 suggests that students often apply their knowledge in this context. The lowest-ranked indicator is exerting more time and effort to finish school tasks when receiving the allowance. The average score of 3.06 suggests that this behavior may not be as frequently practiced as the other indicators. The average score for all the indicators combined is 3.35, resulting in a "Sometimes" descriptive rating. This indicates that the weekly allowance for college students sometimes affects their academic performance.

## **RESULTS AND DISCUSSION**

### **CONCLUSION**

1. It can be concluded that the majority of respondents are 19–21 years old, followed by those who are 16– 18 years old, while the lowest are 22 years old and above.
2. The majority of the respondents are mostly female, with a percentage of 55% of the 112 financial management students at Gordon College.
3. The researchers found that the 2nd-year financial management students had the highest proportion of respondents, with 81 randomly selected individuals representing 40% across different year levels.
4. The majority of the respondents responded that their allowance received in a week is ₱600 and above. It shows that 72 financial management students, or 35%, answered the questionnaire for the bracket of weekly allowance.
5. The majority of the financial management students stated that their source of weekly allowances comes from parental support to give financial assistance and provide their necessities and expenses.
6. It was found out that there are financial management students who are still lacking in the ability to prepare their budget, which can impact not only their current financial situation but also their future finances. College students must know that creating a personal budget means being intentional and proactive about where they spend their allowances and being more aware of their current obligations and short-term goals.
7. The researcher concluded that college students' spending behavior is characterized by a lack of self-discipline and money management practices on how to utilize their weekly allowance. However, some of the students can still allocate their allowance efficiently to prevent impulsive buying by making effective purchasing decisions for their finances.
8. Most respondents need to improve their saving habits, which will be useful for their future while managing their allowances efficiently in the long run. One of the best ways to save money in college is to understand and learn where and when you stand financially, your intentions, and your outgoings.
9. The respondents agreed that sometimes their weekly allowance affected their academic performance. The researchers conclude that the students' allowance can give college students the necessary knowledge and experience of handling their own money and making their own decisions and mistakes to allow them to learn more about money management practices.

### **RECOMMENDATIONS**

1. For college students, create a monthly budget plan that includes necessary expenses and savings goals to maximize your allowance efficiently.
2. Always review the budget plan regularly to keep track of your expenses and help you identify your spending on necessary things.
3. Seek assistance from financial management professionals or resources to provide them with significant knowledge and expertise on how to utilize effective budgeting techniques.
4. Make sure to maintain a record of all expenses, including small purchases and recurring bills, which will be useful for their spending patterns.
5. Utilization and proper usage of tracking tools or apps to make your money management practices easier and categorize your expenditures

6. Set specific savings goals for short- and long-term financial purposes to ensure financial security for you and your future. Having proper management of your savings gives you financial freedom.
7. Enlighten the college students that money utilization can be an essential aspect of their daily lives if it is properly managed, where they can expand their finances, stick to what they have budgeted to prevent overspending, and direct their money towards savings.
8. Acknowledge college students' need to make use of their financial skills to enhance their knowledge and gain experience in learning how to save, budget, and spend responsibly.
9. For future researchers, conduct research to further the knowledge of the college students that money utilization can be an efficient source of application where it can help the student's development.

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## **EFFECTIVENESS OF TIKTOK AFFILIATE ACCOUNT MANAGEMENT AMONG THE STUDENTS OF BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION AT GORDON COLLEGE TO GENERATE COMMISSION**

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### **ABSTRACT**

This research work conceives the "Effectiveness of TikTok Affiliate Account Management among the Students of Bachelor of Science in Business Administration in Gordon College to Generate Commission" and its ultimate aim is to probe whether managing a Tiktok account for an affiliate has a significant impact on generating their commission income. The research undertakes an audit of the factors and strategies employed for Tiktok account management techniques among the Tiktok affiliates. Self-made and validated structured questionnaires were sent to the sampled population. The findings in the results of the questionnaires indicate that the demographic profiles of the students don't have a significant impact or relation with their Tiktok account management, and thus in generating profit commission as an affiliate. However, findings also showed that the factors and strategies present in the study played a role in being a TikTok affiliate marketer and thus, to the student's level of financial advantages. Howbeit, research is limited to some extent considering the time allocated for the study, as well as the financial constraints experienced by the researchers. It is recommended to employ the strategies and knowledge gained from this research to implement better programs and techniques for the minority, and non-minority of the affiliates. Given the popularity of the main cause of the research, Tiktok, more research is needed to better understand the impact and opportunities it gives to the user population.

### **INTRODUCTION**

A marketing and business method known as affiliate marketing pays people to effectively promote a vendor's goods. Due to its abundance of paid and unpaid commercials, competitions, giveaways, and brand takeovers, TikTok is a fantastic platform for affiliate marketing and business promotion. TikTok has previously had considerable success with affiliate marketing tactics such as the Amazon Associates Program and Kit. co. and Jurnal Adijaya-Melinda (2023) argues that it is clear from the study's results and the debate's conclusions that TikTok affiliates' adoption of marketing strategies has a significant positive impact on their businesses.

Social media was first used as a place to socialize with others by posting videos and pictures, sharing information, creating content, and more but it is now also used as a place to sell products and services. This is due to their popularity that businesses have used it to market and promote their products by using marketing and advertising tools such as broadcast, videos, text, links, etc. One of the social media platforms that is emerging as an e-commerce is TikTok. TikTok has been hailed as the "most engaging social media" and now that they have created a "TikTok Shop", it has become even more popular. According to Locad, the opening of TikTok Shop in the Philippines has opened a new avenue for sellers, be they well-known brands or small enterprises. It gives a lot of opportunities for local content creators as they can use fees, short videos, live stream their products, and offer vouchers for sellers and

discounts to buyers. It also said that selling on TikTok has its pros and cons. The pros are going viral even if you don't have a lot of followers, and link to the seller's online store while the cons are there are no in-app purchases and the limited time offered for creating and posting videos might not be enough to promote their products.

## **STATEMENT OF THE PROBLEM**

The study aims to explore the efficacy of TikTok affiliation and account management among Bachelor of Science in Business Administration students at Gordon College during the academic year 2022-2023, with a focus on the factors primarily influencing profit commission acquisition. To accomplish this, the researchers formulated the following inquiries: Firstly, they aim to establish the demographic profile of the respondents, considering variables such as sex, program enrolled in, and year level. Next, they seek to delineate the factors impacting the effectiveness of TikTok affiliate account management in income generation. These factors include the number of TikTok followers, consistency in uploading videos, the status of the account (paid or unpaid), and the types of products promoted.

Subsequently, the researchers intend to assess whether there are significant differences in the factors influencing the effectiveness of TikTok affiliate account management across different profile variables. Additionally, they plan to investigate whether there exists a significant relationship between the various factors influencing the effectiveness of TikTok affiliate account management in generating income. Finally, based on the findings of the study, the researchers aim to propose an enhancement program tailored to improve TikTok affiliate account management among Bachelor of Science in Business Administration students.

Through this comprehensive investigation, the study endeavors to provide valuable insights into the dynamics of TikTok affiliation and account management within the context of business administration education, aiming to inform potential strategies for optimizing income generation through this platform.

The primary objective of this research centers on Bachelor of Science in Business Administration students for the academic year 2022-2023 at Gordon College. It seeks to assess the efficacy of affiliating with TikTok in generating profit commissions. The researcher plans to survey fifty (50) respondents, who will be either approached within the school premises through questionnaires or reached remotely at their convenience via Google Forms distributed by the researchers. Participation in the study is limited to male and female students enrolled in the Bachelor of Science in Business Administration program at Gordon College.

## **METHODOLOGY**

This study is categorized as descriptive and quantitative research, focusing on investigating a specific phenomenon. It aims to identify factors influencing the ability of Bachelor of Science in Business Administration students at Gordon College to earn income or profit commissions through TikTok affiliate account management. Through a descriptive research design, the study describes the current situation and explores the causes of this phenomenon.

Questionnaires were crafted to probe the effectiveness of TikTok affiliate account management in generating commission among Gordon College's Bachelor of Science in Business Administration students. Careful planning and preparation preceded the survey administration, utilizing Google Forms and traditional questionnaires. Respondents were asked targeted questions tailored to their interests and options.

Through analysis, the study sheds light on the financial benefits experienced by respondents upon becoming TikTok affiliates. Additionally, it elucidates the key factors influencing their income generation or profit commissions.

## **PARTICIPANTS**

The sample in the study is the 50 students of Bachelor of Science in Business Administration who are also a TikTok affiliate. The researcher will use the purposive sampling technique to gather information from the respondents. The purposive method is about selecting samples from the overall sample size based on the judgment of the survey taker or researcher. (Parvathi Vijayamohan, 2023).

## **RESEARCH INSTRUMENT**

The researchers will utilize closed-ended questions as a tool to gather data for their study. They plan to conduct a survey using Google Forms and traditional survey questionnaires. The primary aim of the questionnaire is to assess the effectiveness of TikTok Affiliate account management among Bachelor of Science in Business Administration students at Gordon College for the Academic Year 2022-2023.

The questionnaire encompasses the study's title, a consent form requesting permission to participate, and the necessary questions for the study. It is structured into two parts: the first part collects basic information about the respondents, including their name, gender, course, and year level. The second part consists of structured questions focusing on factors influencing students as TikTok Affiliates. These questions are designed using a four-point Likert scale to provide a detailed understanding of the study's objectives. Before distribution, the survey underwent approval and validation by business research experts/professors to ensure its reliability and validity.

The instrument in this study is the survey questionnaires prepared by the researchers and is validated by three (3) qualified professors and experts who read through and understand our topic. The instrument also went through pilot testing wherein 25 volunteers answered the Google form containing the questions that can help in the study. Minor reconstruction of the direction/ instructions was done to simplify the instrument for face validity.

## **STATISTICAL TREATMENT OF THE DATA**

The data that will be gathered from the respondents will be subjected to the following statistical tools:

1. Cronbach's Alpha – this was used to determine the reliability of the survey questions that will be given to the respondents.
2. Frequency and Percentage Distribution – this was used to determine the frequency and the percentage of respondents related to certain variables. This will describe the profile of respondents in terms of sex, program, and year level.
3. Weighted Mean - this was used to measure the factors influencing the effectiveness of TikTok affiliate account management to generate income.
4. Shapiro-Wilk Test of Normality – this test was used to examine the normality of data.
5. Mann- Whitney U Test – this test was used to examine the differences in factors influencing the effectiveness of TikTok affiliate account management to generate income by sex.

6. Kruskal- Wallis H Test – This test is used to evaluate the differences in factors influencing the effectiveness of TikTok affiliate account management to generate income by program as well as year level.
7. Spearman rho Correlation – this test was used to determine the relationships between factors influencing the effectiveness of TikTok affiliate account management to generate income.

Scale	Mean (x)	Level	Descriptive Interpretation
4	3.26 - 4.00	Strongly Agree	Very Effective
3	2.51 – 3.25	Agree	Moderately Effective
2	1.76 – 2.50	Disagree	Somewhat Effective
1	1.00 – 1.75	Strongly Disagree	Effective

***4-Point Likert Scale on Effectiveness of TikTok Affiliate Account Management to Generate Income***

The data from the respondents will be treated using appropriate statistical software applications to make the data interpretation possible and accurate. It was calculated using Microsoft Excel (MS Excel) and Statistical Package for the Social Sciences (SPSS) application to precisely identify the results of the research study.

**RESULTS AND DISCUSSION**

Sex	Frequency	Percent
Male	18	36.0
Female	32	64.0
Total	50	100.0

***Table 1: Frequency and Percentage Distribution of Respondent’s Profile According to Sex***

The table above presents information about the distribution of respondent profiles based on their sex. It reveals that out of the total respondents, 36% are male and 64% are female. This information suggests that there is a notable difference in the gender composition of individuals interested in becoming TikTok affiliates.

Specifically, the higher percentage of females (64%) compared to males (36%) among the respondents indicates that a larger proportion of females are inclined towards pursuing TikTok affiliate opportunities. In other words, females are more likely to express interest in affiliating with TikTok, potentially as content creators, influencers, or marketers on the platform.

Program	Frequency	Percent
BSBA FM	29	58.0
BSBA HRM	9	18.0
BSBA Marketing	12	24.0
Total	50	100.0

***Table 2: Distribution of Respondent’s Profile According to Program***

**Note:** BSBA FM = Bachelor of Science in Business Administration Major in Financial Management  
 BSBA HRM = Bachelor of Science in Business Administration Major in Human Resource and Management

The table provided illustrates the distribution of respondent profiles based on their program of study. It reveals that among the respondents, 29 students are from the Bachelor of Science in Business Administration majoring in financial management, 9 students are from HRM (Human Resource Management), and 12 students are from the marketing program. Consequently, it can be concluded that a larger number of students majoring in financial management are pursuing TikTok affiliate opportunities compared to students from other programs.

This information suggests that within the respondent group, the highest representation of TikTok affiliates comes from the financial management program. It indicates that a significant portion of students studying financial management have expressed interest in affiliating with TikTok, potentially as content creators or marketers on the platform. On the other hand, HRM and marketing programs have a comparatively smaller number of students pursuing TikTok affiliation.

Year Level	Frequency	Percent
First Year	3	6.0
Second Year	25	50.0
Third Year	17	34.0
Fourth Year	5	10.0
Total	50	100.0

**Table 3: Distribution of Respondent's Profile According to Year Level**

The table above shows the distribution of respondent's profile according to year level. According to the results, there are three first-year students, 25 second-year students, 17 third-year students, and five fourth-year students who are TikTok affiliates. These numbers suggest that TikTok affiliation among respondents varies across different year levels. The highest representation of TikTok affiliates is found among second-year students which indicates that these students have a relatively larger interest in being a TikTok affiliate while the lowest number was seen in first-year students which shows that there is a lower level of interest in being a TikTok affiliate in this year level.

	Indicator s	Mean	Descriptive Interpretation
1.	My TikTok followers’ number helps me retain my credibility as an affiliate.	3.38	Very effective
2.	My TikTok followers often seek out my account to check out the product(s) I am promoting.	3.34	Very effective
3.	My TikTok followers’ number helps me gain an offer, agreement, contract, or partnership with a lot of brands/sellers.	2.9	Moderately effective
4.	I agree that having a lot of TikTok followers affects the generation of my profit commission positively.	3.12	Moderately effective
Average		3.19	Moderately effective

**Table 4: Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income in Terms of the Number of TikTok Followers**

The table illustrates the significance of the number of TikTok followers a student has in generating income as a TikTok affiliate. Having substantial followers on TikTok is crucial and very effective for maintaining credibility as an affiliate. The follower counts also play a vital role in gaining more views for the content that they create as they often seek out their account. It can also have moderate effectiveness when gaining an offer, agreement, contract, or partnership with brands or sellers. In terms of generating profit commissions, the number of their followers can influence it since being an affiliate means that the commissions that they earn are based on the sales and leads they generate.

This implies that higher follower numbers can influence their potential to generate profit commission, ability to secure more offers and partnerships, have great credibility, and generate leads.

	Indicators	Mean	Descriptive Interpretation
1.	I agree that uploading promotional videos everyday boosts my followers’ interaction and credibility as an affiliate.	3.24	Very effective
2.	Table 5 illustrates the factors that influence the efficacy of TikTok Affiliate account management in generating income through consistent video uploads. The results indicate that the average weighted mean score of 3.16 suggests that students often achieve moderate effectiveness in generating income. Furthermore, the mean score of 3.02 indicates that maintaining a regular stream of product promotion videos helps me in sustaining or increasing my audience and commission earnings.	3.02	Moderately effective

Table 5 presents the various factors that impact the success of managing a TikTok Affiliate account in terms of maintaining consistent video uploads. The results indicate that the average weighted score of 3.16 suggests that students often achieve moderate effectiveness in generating income. Additionally, with a mean score of 3.02, regularly uploading promotional videos for products allows me to retain or even increase my audience and commission earnings.

The concepts or strategies assist me in maintaining or enhancing my audience and earnings from commissions.

3.	My consistent uploads of videos affect my profit in a positive way.	3.14	Moderately effective
4.	My commission rate depends on the number of my videos' view and in clicking my yellow basket.	3.22	Moderately effective
Average		3.16	Moderately effective

**Table 5: Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income in Terms of the Uploading Video Consistency**

Legend: 1.00-1.75 = Effective, 1.76-2.50= Somewhat effective, 2.51-3.25= Moderately effective, 3.26-4.00= Very effective

The Factors influencing the effectiveness of TikTok Affiliate account management to generate income in terms of uploading video consistency is shown in Table 5. The finding suggested that the total weighted mean score of 3.16 indicates that the students often generate income to a moderately effective. With a mean score of 3.02, my consistent uploads of the content of product promotion videos help me maintain or boost my audience and commission earnings.

The results from Table 5 demonstrate the various factors that impact the success of managing a TikTok Affiliate account in terms of generating income through consistent video uploads. The findings indicate that the average weighted mean score of 3.16 suggests that students generally find it moderately effective in generating income. Additionally, the average score of 3.02 suggests that consistently uploading content, particularly videos promoting products, assists in retaining and potentially increasing one's audience and commission earnings. Factors influencing the effectiveness of TikTok affiliate account management to generate income include the consistency of video uploads and engagement with viewers. Consistent uploads of videos have been observed to have a positive impact on profit, with an average score of 3.14. This suggests that the more frequently videos are uploaded, the higher the potential for generating income. Several studies have shown that the commission rate for affiliate accounts is influenced by the number of videos, views, and interactions with the "yellow basket" feature, which signifies purchases or click-throughs. The mean score of 3.22 indicates that the more videos uploaded, the greater the likelihood of attracting views and interactions, leading to increased commission earnings. Furthermore, uploading promotional videos daily has proven to be effective in boosting follower interactions and establishing credibility as an affiliate. With

a mean score of 3.24, this data suggests that consistent promotion through videos enhances engagement with followers, which in turn can lead to higher trust and credibility as an affiliate marketer.

	Indicators	Mean	Descriptive Interpretation
1.	My choice between using a paid or unpaid TikTok account has a considerable impact on my overall success as a TikTok affiliate.	2.84	Moderately effective
2.	I gain a lot of benefits from using a paid TikTok account such as increasing visibility and having access to advance features and additional resources.	2.9	Somewhat effective
3.	I am earning a profit commission even if I am an unpaid account because of my strategic affiliate marketing techniques.	2.84	Moderately effective
4.	I have encountered more challenges when using unpaid TikTok account	2.9	Somewhat effective
Average		2.87	Moderately effective

***Table 7: Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income in Terms of the Paid or Unpaid Account***

The data presented in Table 6 suggests that the factors influencing the effectiveness of TikTok affiliate account management to generate income, in terms of paid or unpaid accounts, are moderately effective overall. Indicators 1 and 2 suggest that the choice between using a paid or unpaid TikTok account has a considerable impact on the overall success of a TikTok affiliate. Indicators 3 and 4 suggest that even unpaid accounts can earn profit commissions through strategic affiliate marketing techniques. Indicators 5 and 6 suggest that users have encountered more challenges when using unpaid TikTok accounts. Considering the average mean score of 2.87 for all indicators, it can be concluded that the effectiveness of TikTok affiliate account management, in terms of generating income, is moderately effective. However, there is still room for improvement to enhance the overall effectiveness of income generation through TikTok affiliate accounts.

1.	I am earning a decent commission profit from being a TikTok affiliate.	3.12	Moderately effective
2.	I have solved my financial concerns with the help of the commission fees I get on being a TikTok affiliate.	2.96	Somewhat effective
3.	I am satisfied with my earnings as a TikTok affiliate.	3.10	Moderately effective
4.	I am satisfied with the current terms of my profit sharing with my brand/seller affiliate.	3.00	Moderately effective
Average		3.05	Moderately effective

***Table 8: Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income in Terms of the Level of Financial Advantage***



Table 8 shows the overall mean of statements under the level of financial advantage. Getting the highest mean of 3.12, they earn a decent commission profit from being a TikTok affiliate. They are followed by a mean of 3.10 which means that they are satisfied with their earnings as a TikTok affiliate. At the same time, 3.00 mean answered that they are satisfied with their current term profit sharing with brand/seller affiliates. The lowest which got a mean of 2.96 answered that they solved their financial concerns with the help of the commission fees they get on being a TikTok affiliate.

Factors	Sex	n	Median	U	z	Asymp. Sig.	Conclusion																																							
Number of TikTok Followers	Male	18	3.25	280.000	-.164	.870	Not Significant																																							
	Female	32	3.25					Uploading Video Consistency	Male	18	3.38	256.000	-.655	.513	Not Significant	Female	32	3.00	Paid or Unpaid Account	Male	18	2.50	210.500	-1.589	.112	Not Significant	Female	32	3.00	Types of Products	Male	18	3.00	250.000	-.775	.438	Not Significant	Female	32	3.25	Level of Financial Advantage	Male	18	3.38	269.500	-.378
Uploading Video Consistency	Male	18	3.38	256.000	-.655	.513	Not Significant																																							
	Female	32	3.00					Paid or Unpaid Account	Male	18	2.50	210.500	-1.589	.112	Not Significant	Female	32	3.00	Types of Products	Male	18	3.00	250.000	-.775	.438	Not Significant	Female	32	3.25	Level of Financial Advantage	Male	18	3.38	269.500	-.378	.705	Not Significant	Female	32	3.00						
Paid or Unpaid Account	Male	18	2.50	210.500	-1.589	.112	Not Significant																																							
	Female	32	3.00					Types of Products	Male	18	3.00	250.000	-.775	.438	Not Significant	Female	32	3.25	Level of Financial Advantage	Male	18	3.38	269.500	-.378	.705	Not Significant	Female	32	3.00																	
Types of Products	Male	18	3.00	250.000	-.775	.438	Not Significant																																							
	Female	32	3.25					Level of Financial Advantage	Male	18	3.38	269.500	-.378	.705	Not Significant	Female	32	3.00																												
Level of Financial Advantage	Male	18	3.38	269.500	-.378	.705	Not Significant																																							
	Female	32	3.00																																											

**Table 9: Difference in Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income by Sex**

Table 9 depicts a Mann-Whitney U test that found no significant difference in all factors influencing the effectiveness of TikTok affiliate account management to generate income in terms of number of TikTok followers between males (Mdn = 3.25) and females (Mdn = 3.25), with  $U = 280.000$ ,  $z = -.164$ , and  $p = .870$ ; in terms of uploading video consistency between males (Mdn = 3.38) and females (Mdn = 3.00), with  $U = 256.000$ ,  $z = -.655$ , and  $p = .513$ ; in terms of paid or unpaid account between males (Mdn = 2.50) and females (Mdn = 3.00), with  $U = 210.500$ ,  $z = -1.589$ , and  $p = .112$ ; in terms of types of products between males (Mdn = 3.00) and females (Mdn = 3.25), with  $U = 250.000$ ,  $z = -.775$ , and  $p = .438$ ; and lastly, in terms of level of financial advantage between males (Mdn = 3.38) and females (Mdn = 3.00), with  $U = 269.500$ ,  $z = -.378$ , and  $p = .705$  at the 5% significance level.

Factors	Program	n	Median	H	df	Asymp. Sig	Conclusion
Number of TikTok Followers	BSBA FM	29	3.25	1.711	2	.425	Not Significant
	BSBA HRM	9	3.50				
	BSBA Marketing	12	3.13				
Uploading Video Consistency	BSBA FM	29	3.25	3.109	2	.211	Not Significant
	BSBA HRM	9	3.25				
	BSBA Marketing	12	3.00				
Paid or Unpaid Account	BSBA FM	29	3.00	1.213	2	.545	Not Significant
	BSBA HRM	9	2.75				
	BSBA Marketing	12	2.63				
Types of Products	BSBA FM	29	3.25	.542	2	.763	Not Significant
	BSBA HRM	9	2.75				
	BSBA Marketing	12	3.00				
Level of Financial Advantage	BSBA FM	29	3.00	1.754	2	.416	Not Significant
	BSBA HRM	9	3.25				
	BSBA Marketing	12	3.38				

**Table 10: Difference in Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income by Program**

Note: BSBA FM = Bachelor of Science in Business Administration Major in Financial Management BSBA HRM = Bachelor of Science in Business Administration Major in Human Resource and Management

Table 10 shows the evaluation of the difference in factors influencing the effectiveness of TikTok affiliate account management to generate income by program using the Kruskal-Wallis H test. The test found no statistically significant difference in all factors among programs in terms of the number of TikTok followers [ $H(2) = 1.711, p = .425$ ], with a median value of 3.25 for those BSBA FM, 3.50 for those BSBA HRM, and 3.13 for those BSBA Marketing; in terms of uploading video consistency [ $H(2) = 3.109, p = .211$ ], with a median value of 3.25 for those BSBA FM, 3.25 for those BSBA HRM, and 3.00 for those BSBA Marketing; in terms of paid or unpaid account [ $H(2) = 1.213, p = .545$ ], with a median value of 3.00 for those BSBA FM, 2.75 for those BSBA HRM, and 2.63 for those BSBA Marketing; in terms of types of products [ $H(2) = .542, p = .763$ ], with a median value of 3.25 for those BSBA FM, 2.75 for those BSBA HRM, and 3.00 for those BSBA Marketing; and lastly, in terms of the level of financial advantage [ $H(2) = 1.754, p = .416$ ], with a median value of 3.00 for those BSBA FM, 3.25 for those BSBA HRM, and 3.38 for those BSBA Marketing at the 5% significance level.

According to the results of the Kruskal-Wallis H test presented in Table 10, there is no statistically significant difference between the academic programs (BSBA FM, BSBA HRM, or BSBA Marketing) in terms of the variables influencing the effectiveness of managing TikTok affiliate accounts to generate income. The test specifically looked at factors such as the number of TikTok followers, consistency of video uploads, paid or unpaid TikTok accounts, types of promoted products, and the amount of financial benefit.

Factors	1	2	3	4	5
1 Number of TikTok Followers	-				
2 Uploading Video Consistency	.412**	-			
3 Paid or Unpaid Account	.422**	.467**	-		
4 Types of Products	.489**	.484**	.540**	-	
5 Level of Financial Advantage	.522**	.439**	.376**	.495**	-

Note: \*\*p < .01

**Table 12: Relationships between Factors Influencing the Effectiveness of TikTok Affiliate Account Management to Generate Income**

Table 12 illustrates the relationship between factors influencing the effectiveness of TikTok affiliate account management to generate income. The Spearman rho correlation revealed that there was a significant moderate positive correlation (Schober, P et al., 2018) between the number of TikTok followers and uploading video consistency [ $r_s(48) = .412^{**}$ ,  $p < .05$ ], paid or unpaid accounts [ $r_s(48) = .422^{**}$ ,  $p < .05$ ]; and types of products [ $r_s(48) = .489^{**}$ ,  $p < .05$ ], with a medium effect size of the relationship (Cohen, 1988). The respective coefficient determination (R<sup>2</sup>) indicates that 16.97% of the variance in the number of TikTok followers was explained by the presence of uploading video consistency; 17.81% of the variance was explained by the presence of paid or unpaid account; and 23.91% of the variance was explained by the presence of types of products promoted. Also, there was a significant moderate positive correlation (Schober, P et al., 2018) between the number of TikTok followers and the level of financial advantage [ $r_s(48) = .522^{**}$ ,  $p < .05$ ], with a large effect size of the relationship (Cohen, 1988). The coefficient determination (R<sup>2</sup>) indicates that 27.25% of the variance in the number of TikTok followers was explained by the presence of a level of financial advantage.

For the paid and unpaid accounts, there was a significant moderate positive correlation between the types of products [ $r_s(48) = .540^{**}$ ,  $p < .05$ ] with a large effect size of relationship. At the same time, there was a significant weak positive correlation (Schober, P et al., 2018) on the level of financial advantages [ $r_s(48) = .376^{**}$ ,  $p < .05$ ] with a medium effect size of the relationship. The coefficient determination (R<sup>2</sup>) indicates that 29.16% of the variance in paid or unpaid accounts was explained by the presence of types of products promoted, and 14.14% of the variance was explained by the presence of a level of financial advantage.

Lastly, for the relationship between types of products and level of financial advantage, the test revealed a significant moderate positive correlation [ $r_s(48) = .495^{**}$ ,  $p < .05$ ] with a medium effect size of the relationship. The coefficient determination (R<sup>2</sup>) indicates that 24.50% of the variance in the types of products being promoted was explained by the presence of a level of financial advantage, and vice versa.

## **RESULTS AND DISCUSSION**

### **CONCLUSIONS**

From the summary of findings, the researcher established the following conclusions:

- 1.** Majority of the respondents are female which has a frequency of thirty-two (32). This means that a larger proportion of females are inclined towards pursuing TikTok affiliate opportunities.
- 2.** The demographic profile of the respondents such as sex, program, and year level has no significance when it comes to influencing the effectiveness of the students as a TikTok affiliate when managing their accounts and generating income.
- 3.** Having substantial followers on TikTok is important for maintaining credibility as an affiliate marketer. This increases the likelihood of gaining more views for the content created, as followers actively seek out the affiliate's account. Additionally, a larger follower base can have moderate effectiveness in securing offers, agreements, contracts, or partnerships with brands or sellers. When it comes to generating profit commissions, the number of followers can play a role. With a larger follower count, there is a higher probability of driving conversions and achieving desired outcomes, resulting in higher profit commissions. Overall, the number of followers on TikTok can significantly impact the effectiveness and success of an affiliate marketer.
- 4.** Continuous video uploads have a big influence on the profitability of TikTok Affiliate account management. Promoting products every day and regularly uploading content, especially product-related videos, are effective in building credibility and retaining an audience. The more frequently videos are uploaded, the better the chances of earning income. Engaging indicators like yellow basket clicks and views also contribute to higher commission rates.
- 5.** Choosing between a paid or unpaid TikTok account has a moderate effect on the income generation of affiliates. The type of account used can significantly impact their overall success. Although unpaid accounts can still generate profit commissions through strategic marketing techniques, there may be more challenges compared to using a paid account.
- 6.** The types of products that an affiliate promotes on TikTok have a moderate impact on their account management and income generation. The product type influences their content, promoting advantageous products can boost their affiliation, specific product types and brands can bring financial advantages, and promoting highly searched products can attract more customers. These factors collectively contribute to the effectiveness of product selection for TikTok affiliates.
- 7.** The level of financial advantage in being a TikTok affiliate has a moderate level of effectiveness which means being a TikTok affiliate provides some satisfaction in terms of earnings and income.
- 8.** Being a TikTok affiliate can let you earn a decent commission profit, address some financial concerns, express satisfaction with your earnings, and be content with the terms of profit sharing with their affiliated brand/seller.

## RECOMMENDATION

Based on the findings and conclusions of the study, the following recommendations are drawn.

- 1.** Increase focus on building a strong follower base since it shows that the number of followers has a moderate influence in being an effective affiliate and generating income. It is recommended to encourage TikTok affiliates to actively work on increasing their follower count by consistently creating engaging and high-quality content. Guide effective strategies for attracting and retaining followers, such as using trending hashtags, collaborating with other influencers, and responding to comments and messages.
- 2.** It is also recommended to emphasize the importance of consistent video uploads. Educate TikTok affiliates on the significance of regularly uploading videos. Encourage them to create a content schedule and stick to it, ensuring a steady flow of content for their audience. Provide resources and training on video creation techniques, editing tools, and content planning to support consistent uploads.
- 3.** It is advised to TikTok affiliates and those aspiring to explore options for paid TikTok accounts. There are various potential benefits of using a paid TikTok account, such as increased reach, access to advanced analytics, and additional features for promoting products. It is also advised to provide guidance on evaluating the cost-benefit ratio of upgrading to a paid account and offer support in setting up and utilizing the paid features effectively.
- 4.** The types of products that a TikTok affiliate has an impact on being a successful affiliate, so it is recommended to diversify product promotion strategies. Encourage TikTok affiliates to explore a variety of product types and brands to promote and provide some training on effective product selection, considering factors such as audience interest, market demand, and potential profitability. Encourage affiliates to leverage product advantages, align with highly searched items, and establish partnerships with reputable brands.
- 5.** It can also be recommended to provide ongoing support and training. It can be done by establishing a support system for TikTok affiliates such as mentorship programs, workshops, and access to resources. It can also be recommended to have a club where affiliates can exchange ideas, share best practices, and learn from each other's experiences. Continuously updating training materials and providing updates on industry trends to help affiliates stay informed and adapt their strategies accordingly can also be a great help.
- 6.** To know what the level of financial state a TikTok affiliate is, it is recommended to monitor and evaluate their performance. They can implement mechanisms to track and evaluate their performance, including metrics such as follower growth, engagement rates, and commission earnings. With these, they will know the customer and brand/seller feedback and identify areas for improvement.
- 7.** It is recommended for TikTok affiliates to foster collaboration and partnerships. They need to facilitate every opportunity to collaborate with brands, local businesses, and other influencers. It is advised to encourage TikTok affiliates to have partnerships that align with their interests because these partnerships can enhance income potential and broaden the reach of TikTok affiliates.

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**FINANCIAL MANAGEMENT PRACTICES OF STUDENTS UNDER THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MAJOR IN FINANCIAL MANAGEMENT OF GORDON COLLEGE**

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**ABSTRACT**

This research study explored the financial management practices of students with a Bachelor of Science in Business Administration Major in Financial Management. It was conducted among selected students of BSBA-FM in Gordon College – Olongapo City in A.Y. 2022-2023. The study utilized a descriptive quantitative research design, a survey questionnaire as a research instrument; and descriptive and inferential statistics for data analysis of data. Findings reveal that the selected BSBA-FM students agree that they are practicing financial management in terms of budgeting, particularly in being mindful of various budgeting strategies which will help them to spend their income/allowances efficiently. They also agree that in terms of saving they practice financial management through watching/reading various money-saving tips from financial experts. In terms of spending, they also agree that they practice financial management, especially through spending a portion of their savings whenever they need to pay/buy for important matters. The ANOVA computation revealed a significant difference in the financial management practices in terms of budgeting and year-level profile variables of students. There is also a significant difference in the spending practices as a component of financial management and the status of students whether they are working or non-working students. Moreover, a Plan/Program was developed/formulated to enhance the financial literacy skills of BSBA-FM students.

**Keywords:** financial management practices, budgeting, spending, saving, budgeting strategies, money-saving tips, personal savings

**INTRODUCTION.**

Financial management techniques assist with budgeting, retirement planning, debt management, and personal expenditure tracking. The purpose of this study is to examine and categorize the various financial management techniques used by working students. These practices are primarily threefold: financial knowledge, financial behaviors, and financial dispositions. The purpose of financial literacy programs is to enable more people to fully participate in the economy by providing them with the information and resources they need to make wise decisions about their short- and long-term financial objectives. The goal is to increase people's knowledge of money in all of its forms and how it impacts every part of our lives. aids in obtaining and handling money. aids in allocating monies. provide information to help with important financial decisions and reductions. Given the above circumstances, the researchers believe that conducting a study on the financial management practices of selected working and non-working students would be efficient and would give enough data providing how the status, sex, year level, and monthly income or allowance of the students may differ towards being financially literate.

According to Cooper (2023), budgeting while in college consists of using public transportation, getting side hustle, limiting eating out in fancy restaurants, taking advantage of student discounts, etc. Moreover, budgeting while in college includes prioritizing school expenses and needs over personal wants which can be a very good way to save allowances. In addition to that, students can use various tools to help them budget effectively, such as budgeting apps, spreadsheets, or even pen and paper. It's also essential to monitor spending regularly and adjust the budget as needed to ensure that there is enough money to cover all necessary expenses. By creating and sticking to a budget, college students can minimize financial stress and achieve their academic and personal goals.



According to OECD (2019), financial literacy has ceased to be viewed as a fixed number a line to be crossed, with illiteracy on one side and literacy on the other, but rather as an ever-expanding set of information, skills, and tactics that people build on from an early age and throughout their lives. In addition to recalling previously acquired knowledge, literacy calls for the mobilization of cognitive and practical skills as well as other resources including attitudes, motivation, and values. It's also crucial to be aware of the threats that could jeopardize their financial security, especially those brought on by new varieties of traditional and digital financial services. Financial literacy not only encompasses the knowledge, comprehension, and skills to cope with financial challenges but also non-cognitive qualities. The desire to seek information and guidance before engaging in financial activities, the courage to approach different kinds of financial providers and make financial decisions, the capacity to keep an eye on the big picture, the capacity to exercise self-control, and manage other emotional and psychological factors that affect financial decision-making. These qualities are regarded as a goal of financial education and as being essential to developing financial skills and knowledge.

The capacity to make important judgments on the effective and efficient use of money is known as financial literacy. Based on the findings, it concluded that financial attitude and behavior are also significant and have a favorable influence on women's financial literacy. Financial education is not the only factor to consider when examining financial literacy. The results showed that financial behavior and attitude are more strongly associated with working women's financial literacy than financial knowledge. The findings are in line with recent studies on financial literacy, which indicate that women have lower levels of financial literacy. (Rai, Dua, & Yadav 2019)

## **STATEMENT OF THE PROBLEM**

The primary objective of this study is to analyze the financial management practices of a selected group of students enrolled in the Bachelor of Science in Business Administration Major in Financial Management program at Gordon College, Olongapo City, during the academic year 2022-2023. The student's financial management practices will be categorized into three main areas: budgeting, saving, and spending. The proposed research aims to address the following inquiries: Initially, the study seeks to describe the profile of the students in terms of their status (e.g., full-time or part-time), sex, year level, and monthly income or allowance. Next, the research aims to characterize the financial management practices of the students, focusing on their approaches to budgeting, saving, and spending. The study intends to examine whether there are significant differences in the financial management practices of the respondents when grouped according to various demographic factors, such as status, sex, year level, and monthly income or allowance. Finally, based on the findings of the study, the researchers aim to propose an enhanced plan or intervention to improve the financial management practices of the students

Through this investigation, the study seeks to provide insights into the financial behaviors and practices of students pursuing a degree in Financial Management, with the ultimate goal of informing strategies to enhance their financial literacy and management skills.

## **METHODOLOGY**

This quantitative study will utilize a descriptive-analytical method, employing a survey questionnaire as the primary research instrument. The selected respondents will be students enrolled in the BSBA-FM program at Gordon College, Olongapo City, for the academic year 2022-2023, chosen purposively due to their status as working students. The data collection process will be conducted meticulously with necessary approvals and consent obtained. Subsequently, collected data will undergo analysis using statistical tools such as frequency count, percentage, weighted mean, and analysis of variance to measure the relationship between variables. A comparative research design will be employed to determine if there are significant differences when respondents are grouped according to variables such as status, sex, year level, and monthly income or allowance.

## POPULATION AND SAMPLE.

The respondents for this study will consist of selected working students enrolled in the Bachelor of Science in Business and Administration Major in Financial Management program at Gordon College in Olongapo City, who are currently attending classes during the Academic Year 2022-2023. The sample will include students from all year levels, ranging from 1st to 4th year.

Year Level	Total Population	Number of Respondents	Percentage
First Year	138	92	25%
Second Year	74	55	15%
Third Year	203	153	41%
Fourth Year	158	71	19%
TOTAL	573	371	100%

***Table 1. School Profile of the Respondents***

The researchers will ensure that all participants possess the necessary information and are willing to participate in the study. Purposive sampling will be utilized, allowing the researchers to intentionally select the sample based on their previous knowledge about the population or specific objectives of the research. As Creswell (2012) suggests, purposeful sampling involves intentionally selecting individuals and sites to better understand the essential phenomenon being studied.

Collecting data from these respondents will enable the researchers to conclude the perception of selected working students toward financial literacy. Through this approach, the study aims to provide insights into the financial management practices and attitudes of working students in the context of their academic program.

## RESEARCH INSTRUMENT

Survey forms will serve as the primary research tool for this study, assessing the accuracy and reliability of the research conducted. Data collection will involve using both physical survey forms and Google Forms. The initial step is to define the study's objectives, which include understanding how third-year students manage their finances, evaluating their current level of financial literacy, and determining the necessity of a financial literacy program. Subsequently, a set of survey questions will be developed to gather data aligned with the research objectives, ensuring clarity and comprehensibility for the target audience. Before distributing the survey to the target population, it will undergo evaluation to ensure its effectiveness in collecting the required data. Piloting the survey with a small group of students will help validate its ability to measure desired variables. Upon testing and refining the survey, it will be administered to the intended audience, either in person or online, depending on resources and student preferences.

Data analysis will follow the completion of the survey, involving the organization, summarization, identification of patterns and trends, and drawing conclusions based on the findings. Recommendations for creating a financial literacy program will be formulated based on the examination of the data, with a focus on addressing the needs and preferences of the target audience as revealed by the survey results. The findings of the survey will be shared with relevant stakeholders, such as college administration, faculty, and students, through a report or presentation. This communication will include a summary of the study's goals, survey methodology, findings, and suggestions for developing a financial literacy program.

### **STATISTICAL TREATMENT OF DATA**

To organize the data according to the respondents' demographic profile, frequency counts and percentages will be utilized.

1. Frequency Counts: This method determines the number of respondents with the same responses to a statement.
2. Percentage: Percentage is calculated by dividing the frequency of each condition presented by the total number of respondents and then multiplying by 100. This is used to determine the proportion of respondents who responded in a certain way to a given statement.

For the Likert scale questionnaire data, responses will be analyzed using One-way ANOVA and Weighted Mean:

1. One-way ANOVA: This statistical test is employed to determine whether the null hypothesis should be accepted or rejected, typically used to analyze differences between three or more groups.
2. Weighted Mean: Weighted Mean is used to measure and assign weights that determine the relative value of each data point. It provides a more nuanced understanding of responses by considering the importance of each response.

The Likert scale and their interpretations are as follows:

- 5: Strongly Agree (Point scale: 4.20 - 5.00)
- 4: Agree (Point scale: 3.40 - 4.19)
- 3: Neutral (Point scale: 2.60 - 3.39)
- 2: Disagree (Point scale: 1.80 - 2.59)
- 1: Strongly Disagree (Point scale: 1.00 - 1.79)

## RESULT AND DISCUSSION

### Profile of the Respondents

Status	Frequency	Percentage
Working Student	134	36%
Non-working Student	237	64%
Total	371	100%

**Table 2: Distribution of respondents in terms of Status**

Table 2 shows the distribution of student respondents in terms of status. There are 134 or 36% working students and 237 or 64% non-working students. This means that the majority of student respondents of the present study are non-working students. This means that most student respondents of the present study are regular students. According to Mary Dowd (2019), for the typical student, a part-time job might be less of a benefit and more of a distraction. Working minimum-wage jobs will not pay well, especially once you include transportation, lunch, and work attire. College recruiters encourage kids to push themselves in high school by taking on tough courses, participating in honors programs, and enrolling in other classes.

Sex	Frequency	Percentage
Male	133	36%
Female	238	64%
Total	371	100%

**Table 3: Distribution of respondents in terms of Sex**

Table 3 shows the distribution of student respondents in terms of sex. There are 135 or 36% male respondents and 238 or 64% female respondents. This implies that the majority of student respondents of the present study are represented by females.

Year Level	Frequency	Percentage
First Year	92	25%
Second Year	55	15%
Third Year	153	41%
Fourth Year	71	19%
Total	371	100%

**Table 4: Distribution of respondents in terms of Year Level**

Table 4 illustrates the number of respondents based on the grade levels and the quantity that participated in the said study. A total of 371 respondents participated in the study, with the highest number of respondents (41 percent) being third-year college-level students, while the least participating respondents were second-year college-level students, of whom only 15 percent participated.



Year Level	Frequency	Percentage
Below 5,000	205	55%
5,000 – 9,999	116	31%
10,000 – 14,999	36	10%
15,000 – 19,999	14	4%
Total	371	100%

**Table 5: Distribution of respondents in terms of Monthly Income/Allowance**

Table 5 shows the distribution of student respondents in terms of monthly income/allowance. Out of 371 respondents, 205 or 55% have below 5,000 monthly income/allowance, 116, or 31 have a 5,000-9,999 monthly income/allowance, 36, or 10% have a 10,000-14,999 monthly income/allowance, and 14 or 4% have 15,000-19,999 monthly income/allowance. This means that the majority of student respondents of the study have below 5,000 monthly income or allowance. According to Canlas M. (2019), computation parents could spend anywhere between P25,000 and P30,000 (computed at three times a week of classes for 18 weeks of two semesters at a P250 allowance per school year). College school students typically get P150 to P250 per day.

## FINANCIAL MANAGEMENT PRACTICES OF THE STUDENTS

### Budgeting

No.	Indicators	Weighted Mean	Descriptive Rating
1	I am creating a budget plan ( <i>written, mental, utilization of budgeting applications</i> )	4.03	Agree
2	I am mindful of various budgeting strategies which will help me to spend my income efficiently.	4.05	Agree
3	I am fully aware of my expenses by keeping track of my monthly spending.	4.02	Agree
4	I am organizing my financial records ( <i>i.e. listing down income and expenses</i> )	3.78	Agree
5	I am not buying things and/or spending on stuffs that I don't need.	3.85	Agree
6	I am establishing my financial goals.	3.94	Agree
7	I am cutting down my personal expenses whenever I need to prioritize expenses in school.	4.04	Agree
<b>Overall Weighted Mean</b>		<b>3.96</b>	<b>Agree</b>

**Table 6: Financial Management Practices of Students in terms of Budgeting**

Table 6 provides an in-depth examination of students' financial management practices, particularly regarding budgeting. Here's a summary of the findings:

1. Indicator 2 ("Mindful of various budgeting strategies"): Achieved the highest weighted mean of 4.05, indicating strong agreement among respondents. This suggests a high level of awareness and knowledge regarding different budgeting strategies.
2. Indicator 1 ("Creating a budget plan"): Achieved a weighted mean of 4.03, indicating general agreement. This implies that most students engage in some form of budget planning.
3. Indicator 3 ("Awareness of monthly expenses"): Received a weighted mean of 4.02, suggesting agreement. Students seem to be conscious of their spending habits and monitor their monthly expenses.
4. Indicator 6 ("Establishing financial goals"): Obtained a weighted mean of 3.94, indicating agreement. Students recognize the importance of setting financial objectives.
5. Indicator 7 ("Cutting down personal expenses for academic priorities"): Received a weighted mean of 4.04, indicating agreement. Students are willing to reduce personal expenses to prioritize academic ones.

6. Indicator 4 ("Organizing financial records"): Obtained a slightly lower weighted mean of 3.78, suggesting agreement overall but indicating some students may not be diligent in maintaining detailed financial records.
7. Indicator 5 ("Avoiding unnecessary spending"): Received a weighted mean of 3.85, indicating agreement. Students generally exercise restraint in unnecessary spending.

The "Overall Weighted Mean" for financial management practices related to budgeting is 3.96, interpreted as "Agree." This suggests that, on average, students exhibit positive financial habits and practices in budget planning, expense tracking, goal setting, and spending decisions.

## SAVINGS

No.	Indicators	weighted Mean	Descriptive Rating
1	I am aware of different personal saving techniques to help my saving capabilities.	4.03	Agree
2	I am conscious on my personal interests and abilities when it comes to spending.	3.94	Agree
3	I am looking for ways/alternatives to lessen my expenses ( <i>i.e. walking instead of riding a public transportation</i> )	4.02	Agree
4	I am oriented with different investment schemes.	3.75	Agree
5	I am capable of assessing the distinction between "needs" and "wants".	4.16	Agree
6	I am saving certain percentage from my income through savings account and/or traditional saving.	3.86	Agree
7	I am watching/reading various money-saving tips from financial experts.	4.28	Strongly Agree
<b>Overall Weighted Mean</b>		<b>4.01</b>	<b>Agree</b>

**Table 7: Financial Management Practices of Students in Terms of Saving**

The table consists of seven indicators related to saving practices, each with its corresponding weighted mean and descriptive rating.

1. Indicator 7 ("Watching/reading money-saving tips from experts"): Achieved a high weighted mean of 4.28, indicating strong agreement among respondents. This suggests active engagement in seeking financial advice from experts.
2. Indicator 1 ("Awareness of personal saving techniques"): Received a weighted mean of 4.03, indicating general agreement. Most students are familiar with various saving techniques.
3. Indicator 3 ("Seeking ways to lessen expenses"): Obtained a weighted mean of 4.02, suggesting agreement. Students actively look for alternatives to reduce expenses.
4. Indicator 5 ("Ability to differentiate needs from wants"): Achieved the highest weighted mean of 4.16, indicating strong agreement. Students possess the ability to distinguish essential needs from discretionary wants.
5. Indicators 2 and 6: Both received weighted means above 3.80, indicating agreement. Students are mindful of personal interests and abilities when spending, and they save a portion of their income through traditional methods or savings accounts.
6. Indicator 4 ("Awareness of investment schemes"): Received a slightly lower weighted mean of 3.75. While there's agreement overall, some students may lack extensive knowledge about investment schemes.

The "Overall Weighted Mean" of 4.01 suggests that, on average, students agree with the presented saving practices. This indicates positive saving behaviors and knowledge among respondents,

including awareness of saving techniques, expense reduction strategies, differentiation between needs and wants, seeking financial advice, and saving a portion of income.

## SPENDING

No.	Indicators	weighted mean	Descriptive Rating
1	I am giving money to a family member/relative as my contribution in the household.	3.63	Agree
2	I am spending a portion of my personal savings whenever I need to pay/buy for important matters.	3.98	Agree
3	I am spending more on branded items compared to non-branded ones.	3.18	Neutral
4	I am the money I spend is greater when I have just received my allowance or any source of cash.	3.44	Agree
5	I am spending more on my wants compared to needs.	3.03	Neutral
6	I am availing discounts, sales, promos etc. to reduce my expenses.	3.79	Agree
7	I tend to buy things on impulse.	3.25	Neutral
<b>Overall Weighted Mean</b>		<b>3.47</b>	<b>Agree</b>

**Table 8: Financial Management Practices of Students in terms of Spending**

Table 8 provides an overview of the financial management practices of students specifically related to spending. The table includes seven indicators, each with its corresponding weighted mean and descriptive rating.

- Indicator 2, "I am spending a portion of my savings whenever I need to pay/buy for important matters," received a high weighted mean of 3.98 indicating that the respondents generally agreed with the statement.
- Indicator 6, " I am availing discounts, sales, promos, etc. to reduce my expenses.," achieved a weighted mean of 3.79, indicating that the respondents generally agreed with this statement, Sales promotions are deliberate attempts by marketers to provide the proper information to effectively encourage customers to give the necessary, acceptable answers.
- Indicator 1, "I am giving money to a family member/relative as my contribution in the household," received a weighted mean of 3.63, indicating agreement among the respondents.
- Indicator 4, " I am the money I spend is greater when I have just received my allowance or any source of cash," obtained a weighted mean of 3.44, and students generally agreed with the statement. On the other hand, Indicator 7, "I tend to buy things on impulse," received a weighted mean of 3.25, indicating neutrality among the respondents. This implies that impulsive buying explains the instinctual behavior of a consumer, which may probe him or her to make a spur-of-the-moment decision (Laibson, 2019).
- On the other hand, Indicator 3, "I am spending more on branded items compared to non-branded ones," obtained a weighted mean of 3.18. It indicates that the majority of the respondents are neutral or undecided because they are confused about how they spend money on branded items. In line with this, quality or brand means for the consumer no longer serves as a competitive weapon but rather the fundamental core offering that customers demand.
- Indicator 5, "I am spending more on my wants compared to needs," received a lower weighted mean of 3.03, indicating neutrality among the respondents. This indicates that respondents are confused about whether they spend money more on wants than needs. For the first time, college students depart from the comfort of they will not be with their parents or at home.

Overall, the table's "Overall Weighted Mean" of 3.47 suggests that, on average, the students agree with the presented financial management practices related to spending. It indicates that the majority of respondents exhibit spending habits and practices such as availing discounts, sales, and promos, spending savings for important matters, and giving money to family members.

	Weighted Mean	Rating
Budgeting	3.96	Agree
Saving	4.01	Agree
Spending	3.47	Agree
Grand Mean	3.90	Agree

**Table 9: Summary of Financial Management Practices of Students in terms of Budgeting, Saving, and Spending**

Table 9 presents the summary financial management practices of students. It shows that saving (Agree, 4.01); Budgeting (Agree, 3.96); and Spending (3.47). Overall the student respondent's level of agreement on their financial management practices is "Agree" with the grand mean of 3.90.

**ANALYSIS OF VARIANCE ON THE FINANCIAL MANAGEMENT PRACTICES OF THE RESPONDENTS WHEN GROUPED ACCORDING TO THEIR PROFILE VARIABLES.**

**Budgeting.**

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Status of Students	Between Groups	18	.589	.907	Accept Ho Not Significant
	Within Groups	352			
	Total	370			
Sex	Between Groups	18	1.546	.072	Accept Ho Not Significant
	Within Groups	352			
	Total	370			
Year Level	Between Groups	18	1.926	.013	Reject Ho Significant
	Within Groups	352			
	Total	370			
Monthly Income/ Allowance	Between Groups	18	.712	.799	Accept Ho Not Significant
	Within Groups	352			
	Total	370			

**Table 10: Difference in the Financial Management Practices in terms of Budgeting of the Respondents when Grouped According to their Profile Variables**

Table 10 shows that the significant values for the status of students (.907), sex (.072), and monthly income/allowance (.799) are higher than the (0.05) alpha level of significance. Thus, accepting the null hypothesis. There is no significant difference in the financial management practices in terms of budgeting of the respondents when grouped according to the status of students, sex, and monthly income/allowance.

The significant value of the year level (.013) is lower than the (0.05) alpha level of significance, therefore, the null hypothesis is rejected. There is a significant difference in the financial management practices in terms of budgeting of the respondents when grouped according to year-level profile variables.



**SAVING**

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Status of Students	Between Groups	20	1.087	.361	Accept Ho Not Significant
	Within Groups	350			
	Total	370			
Sex	Between Groups	20	.615	.901	Accept Ho Not Significant
	Within Groups	350			
	Total	370			
Year Level	Between Groups	20	.840	.664	Accept Ho Not Significant
	Within Groups	350			
	Total	370			
Monthly Income/ Allowance	Between Groups	20	.957	.514	Accept Ho Not Significant
	Within Groups	350			
	Total	370			

**Table 11: Difference in the Financial Management Practices in terms of Savings of the Respondents when Grouped According to their Profile Variables**

Table 11 presents the Significance and Interpretation of the Source of Variations in terms of saving, It shows that the significant values for the status of students (.361), sex (.901), Year Level (.664), and monthly income/allowance (.514) Thus, accepting the null hypothesis. There is no significant difference in the financial management practices in terms of savings of the respondents when grouped according to the status of students, sex, year level, and monthly income/allowance.

**SPENDING**

Source of Variations		Df	F	Sig.	Decision/ Interpretation
Status of Students	Between Groups	22	1.939	.007	Reject Ho Significant
	Within Groups	348			
	Total	370			
Sex	Between Groups	22	1.138	.304	Accept Ho Not Significant
	Within Groups	348			
	Total	370			
Year Level	Between Groups	22	1.028	.429	Accept Ho Not Significant
	Within Groups	348			
	Total	370			
Monthly Income/ Allowance	Between Groups	22	1.188	.255	Accept Ho Not Significant
	Within Groups	348			
	Total	370			

**Table 12: Difference in the Financial Management Practices in terms of Spending of the Respondents when Grouped According to their Profile Variables.**

Table 12 shows that the significant values for sex (.304), year level (.429), and monthly income/allowance (.255) are higher than the (0.05) alpha level of significance. Thus, accepting the null hypothesis. There is no significant difference in the financial management practices in terms of spending of the respondents when grouped according to sex, year level, and monthly income/allowance. The significant value of the status of students (.007) is lower than the (0.05) alpha level of significance, therefore, the null hypothesis is rejected. There is a significant difference in the financial management practices in terms of spending of the respondents when grouped according to the status of students' profile variable.

## **RESULTS AND DISCUSSION**

### **CONCLUSIONS**

Based on the findings, the researcher concluded that:

1. The respondents are non-working students, female, from the third year level, and with monthly income/allowance of below 5,000 pesos.
2. The respondents are practicing financial management, especially in saving.
3. There is no significant difference in the financial management practices in terms of budgeting when grouped according to their profile variables such as the status of students, sex, and monthly income/allowance.
4. There is a significant difference in the financial management practices in terms of budgeting when grouped according to their year level.
5. There is no significant difference in the financial management practices in terms of saving when grouped according to their profile variables such as status of students, sex, year level, and monthly income/allowance.
6. There is no significant difference in financial management practices in terms of spending when grouped according to their profile variables such as the status of sex, year level, and monthly income/allowance.
7. There is a significant difference in the financial management practices in terms of spending when grouped according to their status.
8. A proposed program for the enhancement of the financial management skills of students was designed.

### **RECOMMENDATIONS**

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. For students, financial management is a subject that students must be willing to master because it has a big impact on their futures. It is up to them to take the initiative in this as individuals. It is advised that students make every effort to set up a budget and monitor their expenditures. According to the study, to exercise financial management, students should have goal savings in mind after each week or month. It is also advised that students stay current on economic news, such as inflation rates, taxes, and regulations that may have an impact on their daily budgeting.
2. Creating a monthly budget is paramount for working students. Starting by noting down all income sources, such as jobs or scholarships, and then allocating funds to essential expenses like tuition, rent, and groceries. It's important to set aside a portion of income for savings and prioritize spending accordingly. Developing a habit of saving regularly is critical. Remember, building good financial habits takes time and discipline. Implementing such practices early on can enable one to set up a more secure financial future while managing studies and work effectively.

3. Parents are advised to encourage their children to be more aware of their finances and expenses because they are a child's first teachers. Parents need to be aware that a child's future success depends in part on how early they understand the value of money. Starting young is a superior and highly advised technique for them to teach.
4. Children learn best from examples, so parents must also be sufficiently financially literate to teach their children.
5. For them to be able to directly or indirectly instruct pupils on how to have effective financial management, teachers must know about handling finances. For them to be able to achieve their goal of a higher degree of financial literacy, which is what they want, teachers and students must collaborate. Both parties must be eager to learn about and comprehend the subject at hand. It is advised that teachers engage with the students more closely by demonstrating their interest in the subject than by showing a lack of interest.
6. School administrations are recommended to take part in the proposed financial literacy skills development program. The plan advocates the importance of managing finances and goals to increase the knowledge and experiences of the students.

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**GORDON COLLEGE STUDENTS' ATTITUDES TOWARDS LIFE INSURANCE: A FINANCIAL LITERACY ASSESSMENT**

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**ABSTRACT**

This study aims to assess the level of financial literacy among Gordon College students, particularly focusing on their understanding of life insurance. The research seeks to provide insights into students' awareness of the benefits and risks associated with life insurance, as well as how their demographic characteristics influence their financial decision-making. Located in Olongapo City, Philippines, Gordon College offers various programs across departments such as Business and Accountancy, Allied Health and Studies, Hotel and Tourism Management, Computer Studies, and Education, Arts, and Sciences. The college's diverse student body makes it an ideal setting for surveying to gather information and perceptions regarding financial literacy and life insurance among students from different academic backgrounds.

Attitudes towards life insurance among students may vary due to individual experiences, knowledge levels, and financial priorities. Some students may lack a comprehensive understanding of life insurance and its relevance to their financial future. Limited financial resources and a focus on immediate expenses may lead students to perceive life insurance as an additional financial burden. Furthermore, perceptions of invincibility or a belief in their low risk of experiencing health issues at a young age may contribute to a lack of interest in life insurance. However, students who have received education or guidance on financial literacy and risk management may have a better appreciation of the benefits of life insurance.

Financial literacy among college students can also vary based on their year level and academic disciplines. Freshmen and sophomores may have limited exposure to personal finance concepts, while juniors and seniors may have more experience managing finances, especially if they have part-time jobs or student loans. Students majoring in business and finance-related fields may have a higher level of financial literacy due to formal education in financial concepts. Conversely, students in non-business disciplines may have varying levels of financial literacy depending on their interests and exposure to financial education opportunities.

Overall, this study seeks to contribute to the development of policies and strategies to promote financial literacy and enhance students' understanding of life insurance, ultimately supporting their financial well-being and security.



## INTRODUCTION

The relationship between college students' financial literacy and their online credit behavior remains deeply ambiguous. Their decision-making in terms of credit choices depends on their financial literacy, and their ability to learn and apply financial knowledge affects both their risk cognition and decision preference. This literacy is also an important factor in the choice of risky credit behavior (e.g., conspicuous consumption, compulsive buying, and credit card misuse). College students' knowledge about credit cards, financial attitudes, and other individual characteristics have been found to affect their credit seeking, but few studies have focused on the mechanism through which financial literacy influences credit behavior.

The study aims to assess the level of financial literacy among Gordon College students, specifically focusing on their knowledge and understanding of life insurance. It seeks to explore how demographic characteristics influence students' decision-making regarding life insurance and to identify factors that may affect their perceptions of its advantages and hazards.

To achieve this, the researchers employed a quantitative approach, specifically utilizing the descriptive method. This approach allows for the detailed examination of respondents' perceptions and attitudes, serving as a foundation for decision-making regarding life insurance investment.

For data collection, students from each department of Gordon College for the academic year 2022-2023 second semester were randomly selected to answer a questionnaire. This sampling method ensures representation across various academic disciplines, providing a comprehensive understanding of students' perspectives on life insurance.

The study's design was evaluative, utilizing the gathered data to guide the formulation of questionnaires and analyze respondents' perceptions. By employing this methodology, the researchers aim to uncover common trends and factors influencing students' attitudes toward life insurance, ultimately contributing to the development of policies and strategies aimed at promoting financial security among college students.

### Statement of the Problem

The primary aim of this study is to evaluate the financial literacy of Gordon College students concerning life insurance by addressing the following inquiries: Firstly, the study aims to outline the demographic characteristics of the respondents, encompassing factors such as name, age, sex, status, department, course, year level, work experience, and income. Next, it seeks to determine the level of financial knowledge and literacy among Gordon College students regarding various types of insurance policies, particularly life insurance. Subsequently, the study explores how Gordon College students perceive the risks associated with lacking life insurance and how this perception influences their attitudes toward life insurance. Additionally, the research examines the extent to which the opinions of family and friends influence Gordon College students' decision-making processes concerning financial investments, including life insurance. Lastly, the study investigates whether there exists a significant relationship between the factors influencing Gordon College students' investment decisions when grouped according to their demographic profiles.

Through this comprehensive investigation, the study aims to shed light on the financial literacy levels of Gordon College students regarding life insurance, discern their perceptions and attitudes toward it, and identify influential factors in their decision-making processes. This

information can serve as a basis for developing targeted interventions to enhance financial literacy and promote sound financial decision-making among students.

The randomly picked students will answer the questionnaire that is given through online links, such as Google Forms, and a printed questionnaire for the students inside the campus. Through a sample size, the number of students was determined with the result of 213 for all year levels.

**METHODOLOGY**

The research aims to investigate whether financial literacy influences students' decisions regarding life insurance. It will employ a quantitative, descriptive approach to gather data from Gordon College students during the second semester of the 2022-2023 school year. Randomly selected students from each department will participate in a questionnaire to understand their perceptions and decision-making regarding life insurance.

The researchers utilized a descriptive research design to evaluate their study. They collected data to guide their questionnaire development. Descriptive research involves observing and describing subjects' behavior without influencing it, as Shuttleworth (2019) explains. The data collected was essential for completing the study, and helping to describe, organize, and analyze the information gathered.

**Population and Sample**

The students of Gordon College by all year levels who are enrolled for the school year 2022-2023 in their second semester were the study's intended audience. The breakdown of the population size that was chosen is shown in the table below:

<b>Total number of students by year level of second semester, A.Y. 2022-2023</b>				
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
1951	1133	1369	1327	<b>5780</b>

***Table 1: Population of Gordon College Students by Year Level***

The researchers opted for a 90% confidence level and a 5% margin of error when determining the sample size. They decided to select 20% of the total number of enrolled students in Gordon College across all year levels for the second semester. This calculation resulted in 213 students being identified as the final number of respondents for the study.

The researchers conducted content validation and pilot-testing on their instrument, which underwent a survey to examine how various factors such as financial literacy, risk perception, income, and social support influence students' decision-making regarding life insurance. The survey questionnaire will be distributed randomly online and in person to students enrolled in each department for the school year 2022-2023 second semester at Gordon College in Olongapo City, totaling 213 students. Permission for questionnaire administration was obtained from the research instructor. To ensure validity and reliability, the questionnaire underwent validation by research professors. Upon data collection, the researchers organized and tabulated the data, subjecting it to statistical treatment using tools such as frequency distribution, percentage, and weighted mean to address the research questions.

The researchers have developed a survey questionnaire to collect data for their study. This questionnaire consists of two parts:

- Part 1 focuses on gathering information about the respondents' profiles, such as their demographic characteristics and academic background.
- Part 2 is designed to collect data on specific aspects related to financial literacy, risk perception, and attitudes towards life insurance among students. The questions in this section were adapted from previous research studies conducted by Özer Bakar, Yavuz Soykan, Burcu Acar, the students of Universidad de Manila, and Manohar Giri Ph.D. These questions aim to assess students' knowledge, attitudes, and behaviors regarding finance and life insurance.

By utilizing this survey questionnaire as the primary instrument, the researchers aim to gather comprehensive data that will enable them to analyze the differences among various student groups and understand how characteristics such as financial literacy, risk assessment, and social support influence students' decisions regarding life insurance.

### **STATISTICAL TREATMENT OF DATA.**

After collecting the data, the researchers organized and tabulated them and subjected them to statistical treatment to address the research questions. The statistical tools used included frequency distribution, percentage, and weighted mean.

- Frequency distribution was utilized to display the frequency of different values or groups of variables
- Percentage was used to calculate the proportion of each data using the formula.

Frequency Distribution and Percentage were utilized to exhibit the distribution of data for each variable. Frequency distribution was employed to illustrate the count of Gordon College Students falling under each age group, gender, education level, income or allowances, and other related categories. Conversely, percentage was used to determine the proportion of each given data for each variable. For instance, the percentage of male and female students of Gordon College, the percentage of students in different departments, their choice of course, their status, and income were computed using the percentage method.

Weighted mean, is a statistical measure that takes into account the relative importance or weight of different data points.

The weighted mean was used to obtain the arithmetical average of all scores divided by the number of cases for each variable under investigation, helping to understand the factors that influence Gordon College students toward investing in life insurance.

ANOVA is a statistical formula used to compare variances across the means (or average) of different groups. A range of scenarios is used to determine if there is any difference between the means of different groups. The one-way analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups.

Google Sheets and Form, helped gather the data where the questionnaire was distributed through online links and secured the information privately within the researchers.





## RESULTS AND DISCUSSION

Demographic Characteristics		Frequency	Percentage	Rank
Age	18-20	103	48	1
	21-23	103	48	1
	24-26	5	2	3
	27-29	0	0	5
	30-32	2	1	4
Sex	Male	85	40	2
	Female	127	60	1
	Prefer not to say	1	0	3
Status	Single	211	99	1
	Married	1	0	2.5
	Widowed	1	0	2.5
Department	CEAS	55	26	2
	CCS	34	16	3
	CBA	82	38	1
	CAHS	17	8	5
	CHTM	25	12	4
Course	BEd	11	5	7
	BECEd	3	1	17
	BSEd-E	4	2	14
	BSEd-FIL	8	4	9
	BSEd-M	4	2	14
	BSEd-SCI	17	8	2
	BSEd-SOC	3	1	17
	BPEd	1	0	21
	BCAEd	1	0	21
	BACOM	3	1	17
	BSCS	16	8	2
	BSIT	16	8	2
		BSEMC	5	2
BSA		9	4	9
BSCA		8	4	9
BSBA-FM		48	23	1
BSBA-HRM		9	4	9
BSBA-MKT		6	3	13
BSN		14	7	5
BSM		2	1	17
BSHM		14	7	5
Year Level	BSTM	11	5	7
	1 <sup>st</sup>	28	13	3
	2 <sup>nd</sup>	64	30	2
	3 <sup>rd</sup>	107	50	1
Work Experience	4 <sup>th</sup>	14	7	4
	None	151	71	1
	Less than 2 years	39	18	2
	Two to less than 4 years	14	7	3
	Four to less than 6 years	9	4	4
Income	Less than ₱20,000	149	70	1
	₱20,000-₱40,000	16	8	3.5
	₱40,000-₱60,000	22	10	2
	₱60,000-₱80,000	9	4	5
	Above ₱80,000	17	8	3.5
Total		213	100	

**Table 2: Respondents Demographic Characteristics**

The majority of respondents in the study fall within the age groups of 18-20 and 21-23, comprising 48% each, with 103 respondents each. The age group 24-26 represents 2% of the total respondents, with 5 respondents. No respondents were recorded in the age groups 27-29 and 30-32. Females account for 60% of the total respondents, with 127 participants, while males make up 40%, with 85 participants. Nearly all respondents are single, totaling 99% of the total, with only one respondent each identifying as married or widowed. In terms of college affiliation, the College of Business and Accountancy (CBA) has the highest number of respondents at 38%, with 82 participants, followed by the College of Education, Arts and Sciences (CEAS) with 26%, and the College of Computer Studies (CCS) with 16%.

The Bachelor of Science in Business Administration major in Financial Management (BSBA-FM) has the highest number of respondents at 23%, with 48 participants, followed by Bachelor of Science in Education major in Science (BSEd-SCI), Bachelor of Science in Computer Science (BSCS), and Bachelor of Science in Information Technology (BSIT) each with 8%. Some courses, such as Bachelor of Elementary Education (BEEd) and Bachelor of Communication (BACOM), have the lowest number of respondents, with only 3 participants each. The majority of respondents are in their 3rd year, comprising 50% of the total participants and ranking first, followed by the 2nd year with 30% and the 1st year with 13%. The 4th year represents 7% of respondents. Most respondents (71%) have no work experience, followed by those with less than 2 years of experience at 18%. Groups with two to less than 4 years and four to less than 6 years of work experience rank third and fourth, respectively. Regarding income, 70% of respondents earn less than ₱20,000, while 10% earn between ₱40,000-₱60,000, and 8% each earn between ₱20,000-₱40,000 and above ₱80,000. The income range of ₱60,000-₱80,000 ranks fifth with 4%.

**Financial knowledge and literacy of Gordon College students about different types of insurance policies, including life insurance**

Table 3. Mean, Descriptive Rating and Rank of Financial Knowledge and Literacy of Gordon College students about different types of insurance policies, including life insurance in terms of Financial Literacy.

<b>Financial Literacy</b>	<b>Mean</b>	<b>Descriptive Rating</b>	<b>Rank</b>
1. I understand the concept of budgeting.	4.01	Agree	3
2. I understand the concept of income tax.	3.62	Agree	9
3. I understand the concept of wages.	3.76	Agree	6
4. I understand the purpose and uses of money.	4.02	Agree	2
5. I can describe the purpose and uses of money.	3.87	Agree	4
6. I analyze advertisements to understand how they encourage people to buy things.	3.55	Agree	10
7. I explore ways of planning to pay an expense.	3.74	Agree	7
8. I explore the difference between spending money on needs and wants.	3.86	Agree	5
9. I discuss the rights of consumers when dealing with financial institutions.	3.48	Neutral	12
10. I discuss how money invested in the stock market changes value over time.	3.38	Neutral	13
11. I set long-term financial goals and strive to achieve them.	3.74	Agree	7



12. I think financial education should be offered in schools.	4.22	Agree	1
13. My college course provided enough knowledge when it comes to finance.	3.52	Agree	11
<b>Average</b>	<b>3.75</b>	<b>Agree</b>	

The survey results show that students strongly support the idea of incorporating financial education into the school curriculum, with a mean score of 4.22, ranking it as the highest priority. Conversely, there is less discussion or understanding among students about how investments in the stock market change over time, as indicated by its lower mean score of 3.38. Overall, the average mean for all items suggests that Gordon College students generally agree with the importance of financial literacy, including concepts related to insurance policies.

Table 4. Mean, Descriptive Rating and Rank of Financial knowledge and literacy of Gordon College students about different types of insurance policies, including life insurance in terms of Saving Behavior

Saving Behavior	Mean	Descriptive Rating	Rank
1. I track my savings.	3.72	Agree	10
2. I put my savings in the bank.	3.34	Neutral	14
3. I never use my savings in not necessarily moments.	3.33	Neutral	15
4. I prepare my money in terms of obligations. Like food, electricity, allowance etc.	3.68	Agree	12
5. I list down the items I am going to buy to prevent buying unnecessary things.	3.71	Agree	11
6. Before I buy something I carefully consider whether it is important.	3.83	Agree	7
7. I keep my spending within a certain limit.	3.65	Agree	13
8. I wait until the product gets cheaper before buying it.	3.98	Agree	4
9. I compare the product prices before buying it.	4.06	Agree	1
10. I buy more products with a sales discount.	4.03	Agree	2
11. I'm interested in Investing my money.	4	Agree	3
12. When I consider investments that have an element of risk, I feel quite anxious.	3.86	Agree	6
13. I would enjoy exploring investment opportunities for my money.	3.78	Agree	8
14. I would prefer small certain gains to large uncertain ones.	3.77	Agree	9
15. I want my investment money to be safe even if it means lower returns.	3.89	Agree	5
<b>Average</b>	<b>3.78</b>	<b>Agree</b>	

The survey findings reveal that students strongly endorse the practice of comparing product prices before making purchases, as indicated by the highest mean score of 4.06. This suggests a prioritization of considering price factors before buying. Conversely, there appears to be a more neutral or inconsistent approach to saving behaviors among students, with items related to savings in banks and usage of savings scoring lower means of 3.33. Overall, the average mean across all items suggests that Gordon College students generally exhibit positive saving behaviors and understand the importance of comparing prices and exploring investment opportunities.

**Gordon College students perceive the risks associated with not having life insurance, and how does this perception influence their attitudes toward life insurance**

Table 5. Mean, Descriptive Rating and Rank of Gordon College students perceive the risks associated with not having life insurance, and how does this perception influence their attitudes towards life insurance?

	Mean	Descriptive Rating	Rank
1. I experience difficulty in telling the difference between different life insurance products.	3.49	Neutral	16
2. I think life insurance is important.	4.07	Agree	1
3. I consider my knowledge of basic life insurance level; good (above average).	3.46	Neutral	17
4. A term life insurance cover ends after a specified period.	3.68	Agree	13
5. Purchasing life insurance is already part of my plan for my future.	3.91	Agree	7
6. I think I have to be knowledgeable enough when it comes to purchasing life insurance products.	3.96	Agree	5
7. Life insurance support in an emergency, such as illness and death.	4	Agree	3
8. I think that in general, life insurance company agents are trustworthy.	3.73	Agree	11
9. I think it is very important to have a life insurance policy for the security of one's family.	3.91	Agree	7
10. Life insurance is good for saving for retirement and children's education.	4	Agree	3
11. Life insurance is a good tax-saving scheme.	3.71	Agree	12
12. I feel I have a good grasp on all the insurance in all forms.	3.57	Agree	14
13. I feel life insurance is a good investment option compared to other options such as fixed deposits.	3.81	Agree	9
14. I think life insurance helps to secure the future of my family incase of death.	4.02	Agree	2
15. I feel that I will not be able to choose the correct life insurance policy for my needs.	3.53	Agree	15
16. I feel that I cannot afford to pay life insurance premiums as a college student.	3.96	Agree	5
17. There are life insurances that I think are fake.	3.75	Agree	10
18. I think it is a waste of money when a person invests in insurance.	2.74	Neutral	18
<b>Average</b>	<b>3.74</b>	<b>Agree</b>	

The survey indicates that students strongly endorse the importance of life insurance, with a mean score of 4.07, ranking it first among all items. This suggests a high valuation of life insurance in financial planning. However, there is a slightly negative perception towards investing in insurance, with a mean score of 2.74, indicating neutrality but leaning towards viewing insurance as a waste of money. On average, Gordon College students have a positive perception of life insurance, recognizing its importance for financial security, supporting families during emergencies, and aiding in retirement savings and children's education. However, some areas, such as understanding different life insurance products and selecting the right policy, may require further education and guidance for students to enhance their decision-making regarding life insurance.

**Differences between the factors that influence Gordon College students towards investment decisions when grouped according to profile**

**Financial knowledge and literacy of Gordon College students about different types of insurance policies, including life insurance.**

Table 6. Differences between the Financial knowledge and literacy about different types of insurance policies, including life insurance as factors that influence Gordon College students towards investment decisions when grouped according to profile.

The analysis indicates that there are no significant differences in financial knowledge and literacy among Gordon College students regarding insurance policies when grouped by sex and status. This suggests that these factors do not significantly influence investment decisions. However, significant differences are observed when students are grouped by age, department, course, year level, work experience, and income, indicating that these factors do influence investment decisions among students.

Demographic Characteristics	Source of Variation	SS	df	MS	F	P-value	F crit	Decision/ Interpretation
Age	Between Groups	10.68194063	3	3.560646877	9.947028525	3.70317E-06	2.647801415	Reject, Significant
	Within Groups	74.81381957	209	0.357960859				
	Total	85.4957602	212					
Sex	Between Groups	0.53896778	2	0.26948389	0.666122335	0.514778647	3.038876907	Accept, Not Significant
	Within Groups	84.95679242	210	0.404556154				
	Total	85.4957602	212					
Status	Between Groups	0.870409488	2	0.435204744	1.079971846	0.341483594	3.038876907	Accept, Not Significant
	Within Groups	84.62535071	210	0.402977861				
	Total	85.4957602	212					
Department	Between Groups	15.51333456	4	3.87833364	11.52708541	1.7982E-08	2.415056673	Reject, Significant
	Within Groups	69.98242564	208	0.336453969				
	Total	85.4957602	212					
Course	Between Groups	20.57188646	21	0.979613641	2.881932248	6.82906E-05	1.611523423	Reject, Significant
	Within Groups	64.92387374	191	0.339915569				
	Total	85.4957602	212					
Year Level	Between Groups	10.86633927	3	3.622113089	10.14374259	2.88427E-06	2.647801415	Reject, Significant
	Within Groups	74.62942093	209	0.357078569				
	Total	85.4957602	212					
Work Experience	Between Groups	9.854616432	3	3.284872144	9.076254587	1.12576E-05	2.647801415	Reject, Significant
	Within Groups	75.64114377	209	0.361919348				
	Total	85.4957602	212					
Income	Between Groups	19.21280645	4	4.803201612	15.07274312	7.7702E-11	2.415056673	Reject, Significant
	Within Groups	66.28295375	208	0.318668047				
	Total	85.4957602	212					

**Gordon College students perceive the risks associated with not having life insurance, and how does this perception influence their attitudes toward life insurance**

Table 7. Differences between the perception of the risks associated with not having life insurance, and how this perception influences their attitudes towards life insurance as factors that influence Gordon College students towards investment decisions when grouped according to profile.



Demographic Characteristics	Source of Variation	SS	df	MS	F	P-value	F crit	Decision/ Interpretation
Age	Between Groups	6.207240348	3	2.069080116	7.097036684	0.000145482	2.647801415	Reject, Significant
	Within Groups	60.9321557	209	0.291541415				
	Total	67.13939605	212					
Sex	Between Groups	0.474532913	2	0.237266457	0.747409558	0.474847294	3.038876907	Accept, Not Significant
	Within Groups	66.66486313	210	0.317451729				
	Total	67.13939605	212					
Status	Between Groups	0.651829492	2	0.325914746	1.029396926	0.359017669	3.038876907	Accept, Not Significant
	Within Groups	66.48756656	210	0.31660746				
	Total	67.13939605	212					
Department	Between Groups	4.163137124	4	1.040784281	3.437535576	0.009568081	2.415056673	Reject, Significant
	Within Groups	62.97625892	208	0.302770476				
	Total	67.13939605	212					
Course	Between Groups	8.934324698	21	0.425444033	1.396095022	0.123889597	1.611523423	Accept, Not Significant
	Within Groups	58.20507135	191	0.304738593				
	Total	67.13939605	212					
Year Level	Between Groups	7.587983876	3	2.529327959	8.876859911	1.45399E-05	2.647801415	Reject, Significant
	Within Groups	59.55141217	209	0.284934986				
	Total	67.13939605	212					
Work Experience	Between Groups	0.447516283	3	0.149172094	0.429448729	0.732113775	2.647801415	Accept, Not Significant
	Within Groups	72.59764804	209	0.347357168				
	Total	73.04516432	212					
Income	Between Groups	2.935444434	4	0.733861109	2.377472208	0.053067947	2.415056673	Accept, Not Significant
	Within Groups	64.20395161	208	0.308672844				
	Total	67.13939605	212					

The analysis suggests that there are no significant differences in the perception of risks associated with not having life insurance among Gordon College students when grouped by sex, status, course, work experience, and income. This indicates that these factors do not significantly influence investment decisions regarding life insurance. However, significant differences are observed when students are grouped by age, department, and year level, implying that these factors do influence investment decisions related to life insurance among students.

## How influential is the opinion of family and friends on Gordon College students' decision-making process regarding financial investments, including life insurance

Table 8. Differences between How influential is the opinion of family and friends on the decision-making process regarding financial investments, including life insurance as factors that influence Gordon College students towards investment decisions when grouped according to profile?

Demographic Characteristics	Source of Variation	SS	Df	MS	F	P-value	F crit	Decision/ Interpretation
Age	Between Groups	3.116271115	3	1.038757038	3.104585402	0.027562918	2.647801415	Reject, Significant
	Within Groups	69.9288932	209	0.334588006				
	Total	73.04516432	212					
Sex	Between Groups	0.206848432	2	0.103424216	0.298182147	0.742479845	3.038876907	Accept, Not Significant
	Within Groups	72.83831589	210	0.346849123				
	Total	73.04516432	212					
Status	Between Groups	0.38583	2	0.192913913	0.557559754	0.573449945	3.038876907	Accept, Not Significant
	Within Groups	72.6593	210	0.34599684				
	Total	73.0452	212					
Department	Between Groups	1.094858698	4	0.273714674	0.791277421	0.532015285	2.415056673	Accept, Not Significant
	Within Groups	71.95030562	208	0.345914931				
	Total	73.04516432	212					
Course	Between Groups	4.857443307	21	0.231306824	0.647911424	0.878569577	1.611523423	Accept, Not Significant
	Within Groups	68.18772101	191	0.357003775				
	Total	73.04516432	212					
Year Level	Between Groups	3.290100901	3	1.0967003	3.285931538	0.021735484	2.647801415	Reject, Significant
	Within Groups	69.75506342	209	0.333756284				
	Total	73.04516432	212					
Work Experience	Between Groups	0.447516283	3	0.149172094	0.429448729	0.732113775	2.647801415	Accept, Not Significant
	Within Groups	72.59764804	209	0.347357168				
	Total	73.04516432	212					
Income	Between Groups	2.666745865	4	0.666686466	1.970359494	0.100265515	2.415056673	Accept, Not Significant
	Within Groups	70.37841845	208	0.3385481				
	Total	73.04516432	212					

The analysis indicates that there are no significant differences in the perception of how influential the opinions of family and friends are in the decision-making process regarding financial investments among Gordon College students when grouped by sex, status, department, course, work experience, and income. This suggests that these factors do not significantly influence investment decisions. However, significant differences are observed when students are grouped by age and year level, indicating that these factors do influence investment decisions related to life insurance among students.

## **RESULTS AND DISCUSSION**

### **CONCLUSION**

Studying the demographic profile of students can indeed provide insights into how certain factors, including age, gender, and income level may influence their decision-making processes regarding life insurance. It's important to note that these factors are not determinants but rather potential influences on decision-making. Individual attitudes, beliefs, and experiences also play significant roles in shaping an individual's perspective on life insurance.

Financial literacy among college students can vary based on their year level and courses. Freshmen and Sophomores: Typically, students in their early years of college may have limited exposure to personal finance concepts. They may not have had significant experience managing their finances or making complex financial decisions. Financial literacy initiatives targeted at these levels can help establish a foundation of knowledge. Juniors and Seniors: As students progress through their college years, they may have more exposure to financial responsibilities, such as managing student loans, credit cards, and part-time jobs. Consequently, their financial literacy may improve, driven by real-life experiences and increased awareness of financial matters.

Business and Finance Majors: Students majoring in business, finance, or related fields may receive more formal education and exposure to financial concepts. They might have a higher level of financial literacy compared to students in other disciplines. Non-Business Majors: Students pursuing non-business disciplines may not receive the same level of financial education unless they actively seek it out. Their financial literacy may depend on their interest in financial matters or their exposure to elective courses or extracurricular activities focused on personal finance.

It's worth noting that financial literacy can vary significantly among individuals within the same year level or field of study. Some students may actively educate themselves about personal finance, while others may have limited interest or access to financial literacy resources.

Investing in life insurance carries certain risks that individuals should consider before making a decision. It's crucial to conduct thorough research, seek professional advice, and carefully evaluate the terms and risks associated with any life insurance investment before making a decision. Additionally, considering your specific financial goals, risk tolerance, and overall investment portfolio diversification is important in managing risk effectively.



## RECOMMENDATIONS

These recommendations are intended to assist businesses, financial institutions, and educational institutions in developing strategies and initiatives that address the financial literacy and life insurance attitudes of Gordon College students. Here are some key recommendations for each stakeholder:

### Educational Institutions (Gordon College):

- A. **Incorporate Financial Literacy Courses:** Integrate financial literacy courses into the curriculum across different majors to enhance students' understanding of financial concepts, including life insurance. These courses can cover topics such as risk management, investment planning, and insurance basics.
- B. **Promote Financial Education Programs:** Establish financial education programs and workshops specifically targeting life insurance and its importance in financial planning. These programs can be offered in collaboration with insurance providers or financial institutions to provide practical insights and real-world examples.
- C. **Create Awareness Campaigns:** Conduct awareness campaigns and events on campus to promote the significance of financial literacy and life insurance. Engage students through interactive sessions, guest speakers, and informational materials to foster a positive attitude toward life insurance.

### Insurance Providers and Financial Institutions:

- A. **Develop Student-Centric Insurance Products:** Tailor life insurance products that cater to the needs and financial constraints of college students. Consider flexible payment options, affordable premiums, and simplified policy structures to make life insurance more accessible and appealing to this demographic.
- B. **Provide Educational Resources:** Offer educational resources, such as online guides, videos, and interactive tools, to help students understand the benefits and intricacies of life insurance. Focus on debunking common misconceptions and addressing concerns related to costs, coverage, and claim processes.
- C. **Collaborate with Educational Institutions:** Establish partnerships with Gordon College and other educational institutions to deliver financial literacy workshops and seminars. These collaborations can enhance students' knowledge about life insurance and create opportunities for insurance providers to engage with potential customers.

### Students and Individuals:

- A. **Seek Financial Advice:** Encourage students to seek guidance from financial advisors or insurance professionals to understand the relevance of life insurance in their specific circumstances. Emphasize the importance of early planning and highlight how life insurance can provide financial security for their future.
- B. **Join Financial Clubs or Organizations:** Encourage students to join financial clubs or organizations on campus that focus on promoting financial literacy. These groups can provide a platform for students to share experiences, learn from experts, and engage in discussions on topics like life insurance.
- C. **Take Advantage of Student Discounts:** Highlight any student discounts or special offers on life insurance products that may be available. This can make life insurance more affordable and encourage students to consider it as part of their financial planning.



These recommendations aim to bridge the gap between financial literacy and life insurance attitudes among Gordon College students. By implementing these strategies, educational institutions, insurance providers, and individual students can work together to promote a better understanding of life insurance and its importance in securing their financial future.

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## SHOPPING PREFERENCE OF FINANCIAL MANAGEMENT STUDENTS OF GORDON COLLEGE A.Y. 2022-2023: ONLINE SHOPPING VS. TRADITIONAL SHOPPING

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### ABSTRACT

This study examines the shopping preferences of financial management students, comparing online and traditional shopping methods. Using an adaptive questionnaire, data were collected from a sample of Gordon College students. The collected data underwent statistical treatment, including frequency and percentage analysis, mean calculation, median determination, Mann-Whitney U test, Kruskal-Wallis H test, and Shapiro-Wilk test.

Results indicate a preference for online shopping, particularly among female respondents. Factors such as age, gender, monthly allowance, preferred shopping method, and purchase frequency were found to influence shopping preferences. Three factors are utilized to determine the preference for both online and traditional shopping: cognitive, affective, and behavioral. Recommendations include emphasizing online security measures for consumers, supporting local businesses for traditional shopping, creating user-friendly online platforms for online sellers, and enhancing in-store experiences for in-store sellers.

This research provides valuable insights for retailers, marketers, and policymakers to adapt their strategies and policies according to the changing dynamics of the retail industry and consumer behavior.

**Keywords:** *Shopping Preferences, Online Shopping, Traditional Shopping, Statistical Treatment, Cognitive, Affective, and Behavioral.*

### INTRODUCTION

Shopping is an activity that people engage in to acquire goods and services. It is an essential aspect of everyday life, and it plays a significant role in the economy. With the advancement of technology, online shopping has become increasingly popular over the years. Many people prefer online shopping because it is convenient, time-saving, and offers a wide range of products. In the modern world, this has dominated not only everyone's lives but also the world of business. However, traditional shopping remains prevalent, especially in developing countries where online shopping is not yet fully established. Shopping is entertaining, especially for those who enjoy it, as this enables them to look for their needs and wants, particularly in today's modern world when shopping is more addictive due to the low prices, high quality, and wide variety of goods available.

Shopping in general has two types, traditional and online shopping. Traditional shopping involves purchasing goods directly from a physical store through in-person interaction. It has a long history, beginning with bartering, and offers the advantages of examining products and immediate possession. On the other hand, online shopping refers to the process of buying goods or services through the internet, without the need to visit a physical store.

In this study, the researchers aim to investigate and gather information to determine which shopping platform (online or traditional shopping) the financial management students prefer in terms of cognitive, affective, and behavioral factors. Understanding the shopping preferences and behaviors of students is essential for retailers and marketers to provide products and services that meet their needs and preferences. The findings of this study will assist the researcher in determining what factors influence consumer preference.

The Rakuten Insight (2022) survey reveals that 54% of Filipino respondents prefer online shopping due to its convenience over physical stores. This trend reflects the increasing reliance on e-commerce platforms for retail purchases, driven by a wide range of options and competitive prices. The e-commerce market in the Philippines is projected to quadruple by 2025, with platforms like Shopee and Lazada leading the sector.

In this study, researchers at Gordon College aim to understand the preferred shopping platform setup among Financial Management students. They draw on consumer preference theory, which posits that consumers make rational decisions based on their evaluations, emotions, and behaviors. Customer satisfaction theory further explains that satisfaction stems from meeting expectations across cognitive, affective, and behavioral elements. Cognitive factors involve product evaluation, affective factors relate to customer service satisfaction, and behavioral factors encompass repurchasing and recommending behaviors.

The researchers aim to evaluate customer preferences based on their experiences with online and in-store shopping across these elements, shedding light on the factors driving their choices.

## **Statement of the Problem**

This study is designed to investigate the shopping preferences of Financial Management students at Gordon College, specifically focusing on whether they prefer online shopping or traditional shopping methods. To achieve this, the study aims to address the following questions to gather significant data and insights: Firstly, the study seeks to outline the profile of the respondents based on several demographic factors, including age, sex, monthly allowance, preferred shopping method (online or traditional), the frequency of online purchases in a month, and the frequency of in-store purchases in a month. Next, the study aims to describe the respondents' preferences for online shopping in terms of cognitive (thought processes), affective (emotional responses), and behavioral (actions taken) dimensions. Similarly, the study intends to describe the respondents' preferences for traditional shopping across cognitive, affective, and behavioral dimensions. Subsequently, the research will investigate whether there is a significant difference in preference for online shopping when respondents are grouped according to their demographic profiles. Likewise, the study will examine whether there is a significant difference in preference for traditional shopping when respondents are grouped based on their demographic profiles. Finally, based on the results of the study, recommendations will be proposed to provide insights and suggestions for addressing the preferences and needs of Financial Management students regarding shopping methods.

Through this comprehensive investigation, the study aims to contribute valuable insights into the shopping preferences and behaviors of Financial Management students, which can inform strategies for retailers and marketers to better cater to their needs and preferences.



## METHODOLOGY

### Research Design

The study employed a quantitative and comparative design to determine the preferences of financial management students at Gordon College between online and traditional shopping. Descriptive research, as defined by Voxco (2021), was utilized to systematically obtain information describing the phenomenon under investigation. This type of research aims to collect data to answer questions about the current status of the subjects and focuses on comparing or contrasting findings.

### Instrumentation

The researchers used an adapted survey questionnaire from the study of Ortega et al. (2012) entitled —Online vs. In-store Shopping: The Battle towards Customer Satisfaction|| to gather data from the customers. It is in 4-point Likert scale form which measures the preference of the buyers from 1-4, being 1 as the lowest and 4 as the highest.

The survey questions are divided into two parts, the first part is for the profile of the respondents in which they will indicate their name (optional), age group they belong, sex, monthly allowance, preferred shopping mode, number of times bought online in a month, and number times bought in store in a month. On the other hand, the second part is subdivided into three parts for the cognitive, affective, and behavioral factors satisfying the Customer Preference Theory. The Cognitive part consists of questions about the features of the products, the price, the variety as well as the consistency of its appearance from the display to the actual acquired item. Meanwhile, the Affective part has questions that ask if the customer service of the seller of both buying processes is good and satisfying. Moreover, it indicates if the seller

### Data Gathering Procedures

The researchers used an adapted survey questionnaire from the study of Ortega et al. (2012) entitled —Online vs. In-store Shopping: The Battle towards Customer Satisfaction|| to gather data from the customers. It is in 4-point Likert scale form which measures the preference of the buyers from 1-4, being 1 as the lowest and 4 as the highest. The survey questions are divided into two parts, the first part is for the profile of the respondents in which they will indicate their name (optional), age group they belong, sex, monthly allowance, preferred shopping mode, number of times bought online in a month, and number times bought in store in a month. On the other hand, the second part is subdivided into three parts for the cognitive, affective, and behavioral factors satisfying the Customer Preference Theory. The Cognitive part consists of questions about the features of the products, the price, the variety as well as the consistency of its appearance from the display to the actual acquired item.

Meanwhile, the Affective part has questions that ask if the customer service of the seller of both buying processes is good and satisfying. Moreover, it indicates if the seller has good communication with the customers causing them to make more buyers and build harmonious relationships with them.

On the other hand, the Behavioral factor is comprised of questions that seek to know if the buyer wants to buy again from the same shop and recommend it to their friends and relatives or not. Participants will rate the statements included in every element of satisfaction according to their evaluation of the product they bought and the experience they had.

### Methods of Data Analysis

The researchers will use an adapted questionnaire from previous research by asking permission from researchers through email to use their questionnaire. This approach is used by researchers since it was meant to be completed without interviewing the respondents.

The definition of survey research is "the collection of information from a sample of individuals through their responses to questions." (Check & Schutt, 2012) A questionnaire is a quick and easy approach to getting information from a large number of individuals in a short amount of time. As a result, the design of the questionnaire is critical to ensuring accurate data collection and interpretation of the results.

**Table 1. 4 Point Likert Scale on Determining Preferred Shopping Mode**

Scale	Range	Level	Descriptive Interpretation
4	3.26-4.00	Strongly Agree	Highly Preferred Shopping Mode
3	2.51-3.25	Agree	Moderately Preferred Shopping Mode
2	1.76-2.50	Disagree	Slightly Preferred Shopping Mode
1	1.0-1.75	Strongly Disagree	Less Preferred Shopping Mode

## RESULTS AND DISCUSSION

**Table 2. Distribution on the Respondent's Profile According to Age**

Age	Frequency	Percent
18-20	87	42.6
21-23	111	54.4
24-26	6	2.9
Total	204	100.0

Table 2 shows the distribution of the respondent 's profile according to age. The ages were grouped according to the age of Financial Management students. Respondents with the oldest age bracket of 24-26 have the lowest frequency of six (6) with a 2.9% percentage value of the respondents. Respondents with an average age bracket of 21-23 have the highest frequency of one hundred eleven (111) with a 54.4% percentage value of the respondents. The youngest age bracket of 18-20 has a frequency of eighty-seven (87) with a 42.6% percentage value of the respondents.

**Table 3. Distribution on the Respondent's Profile According to Sex**

Sex	Frequency	Percent
Male	65	31.9
Female	139	68.1
<b>Total</b>	<b>204</b>	<b>100.0</b>

Table 3 shows the distribution of the respondent's profile according to sex. 31.9% of the total population of two hundred four (204) respondents, which is sixty-five (65), were male and the other 68.1% or one hundred thirty-nine (139) respondents were female.

**Table 4. Distribution on the Respondent's Profile According to Monthly Allowance**

Allowance	Frequency	Percent
P1,000 - P3,000	58	28.4
P3,001 - P5,000	107	52.5
P5,001 - P7,000	36	17.6
P7,001 - P9,000	3	1.5
<b>Total</b>	<b>204</b>	<b>100.0</b>

Table 4 shows the distribution of the respondent's profiles according to their monthly allowance. Based on the results, out of 204 respondents, fifty-eight (58), or 28.4% have an allowance of P1,000 - P3,000 per month. At the same time, one hundred seven (107), or 52.5% have an allowance of P3,001 - P5,000 per month. There are thirty-six (36), or 17.6% of the total respondents have an allowance of P5,001 - P7,000, and three (3), or 1.5% of the total respondents have an allowance of P7,001 - P9,000.

**Table 5. Distribution on the Respondent's Profile According to Preferred Shopping**

Mode	Frequency	Percent
Online Shopping	121	59.3
Traditional Shopping	83	40.7
<b>Total</b>	<b>204</b>	<b>100.0</b>

Table 5 shows the distribution of the respondent's profiles according to their preferred shopping. Online shopping has a frequency of one hundred twenty-one (121) with a 59.3% percentage value. Traditional shopping has a frequency of eighty-three (83) with a 40.7% percentage value.

**Table 6. Distribution on the Respondent's Profile According to the Number of Times**

<i>Bought Online in a Month</i>		
No. of Times	Frequency	Percent
Once	53	26.0
Twice	43	21.1
Many Times	108	52.9
<b>Total</b>	<b>204</b>	<b>100.0</b>

Table 6 shows the distribution of the respondent's profile according to the number of times bought online in a month. There are fifty-three (53) or 26% percentage value of the respondents that bought online Once a month. There are forty-three (43) or 21.1% percentage value of the respondents that bought online Twice a month. There are one hundred eight (108) or 52.9% percentage value of the respondents that bought online Many Times in a month.

*Table 7. Distribution on the Respondent's Profile According to the Number of Times*

<i>Bought in Store in a Month</i>		
<b>Class Schedule</b>	<b>Frequency</b>	<b>Percent</b>
Once	71	34.8
Twice	38	18.6
Many Times	95	46.6
Total	204	100.0

Table 7 shows the distribution of the respondent's profiles according to the number of times they bought in-store in a month. There are seventy-one (71) or 34.8% percentage value of the respondents that bought in store Once a month. There are thirty-eight (38) or 18.6% percentage value of the respondents that bought in store Twice a month. There are ninety-five (95) or 46.6% percentage value of the respondents that bought in store Many Times in a month.

### **Preference for Online Shopping**

The following table presents the result of the survey conducted on the respondent's preference for online shopping in terms of three elements: cognitive, affective, and behavioral.

*Table 8. Respondents' Preference for Online Shopping in Terms of Cognitive*

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
1. The product I bought has good features.	2.93	Moderately Preferred
2. The product is durable.	2.59	Moderately Preferred
3. The cost of the product is low and budget-friendly.	3.46	Highly Preferred
4. The appearance of the product is the same as those in display.	2.7	Moderately Preferred
5. The product is easy to find in traditional or online shop.	3.4	Highly Preferred
6. There is wide variety of products to choose.	3.41	Highly Preferred
Average	<b>3.08</b>	Highly Preferred

Table 8 shows the respondent's preference for online shopping in terms of Cognitive factors specifically through the features, durability, price, physical appearance, availability, and variety of the product. The feature of the product bought in online shopping has a mean of 2.93 and it is Moderately Preferred by the respondents. The durability of the product bought in online shopping has a mean of 2.59 and it is Moderately Preferred by the respondents. The price of the product in online shopping has a mean of 3.46 and it is Highly Preferred by the respondents. The physical appearance of the product bought in online shopping has a mean



of 2.7 and it is Moderately Preferred by the respondents. The availability of the product in online shopping has a mean of 3.4 and it is Highly Preferred by the respondents. The variety of the product in online shopping has a mean of 3.41 and it is Highly Preferred by the respondents. The average mean of online shopping in terms of these Cognitive factors is 3.08 with a descriptive interpretation of the Highly Preferred setup of the respondents.

*Table 9. Respondents' Preference for Online Shopping in Terms of Affective*

	<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
1.	The seller (sales staff) entertains my questions about the product.	3.03	Moderately Preferred
2.	The seller (sales staff) is polite and approachable.	3.05	Moderately Preferred
3.	I have felt the traditional shopping experience.	2.72	Moderately Preferred
4.	The seller (sales staff) convinced me well.	2.81	Moderately Preferred
5.	The seller (sales staff) builds good customer relationship with the buyers like me.	2.96	Moderately Preferred
Average		<b>2.91</b>	Moderately Preferred

Table 9 shows the respondent's preference for online shopping in terms of Affective factors specifically through the communication, courtesy, competency, credibility, and responsiveness of their sales personnel. The communication of their sales personnel in online shopping has a mean of 3.03 and it is Moderately Preferred by the respondents. The courtesy of their sales personnel in online shopping has a mean of 3.05 and it is Moderately Preferred by the respondents. The competency of their sales personnel in online shopping has a mean of 2.72 and it is Moderately Preferred by the respondents. The credibility of their sales personnel in online shopping has a mean of 2.81 and it is Moderately Preferred by the respondents.

The responsiveness of their sales personnel in online shopping has a mean of 2.96 and it is Moderately Preferred by the respondents. The average mean of online shopping in terms of these Affective factors is 2.91 with a descriptive interpretation of the Moderately Preferred setup of the respondents.

*Table 10. Respondents' Preference for Online Shopping in Terms of Behavioral*

	<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Interpretation</b>
1.	I will purchase again in the same store or online shop.	3.14	Moderately Preferred
2.	I will recommend the store or online shop to others.	3.23	Moderately Preferred
Average		<b>3.19</b>	Moderately Preferred

Table 10 shows respondents' preference for online shopping in terms of Behavioral factors most specifically through the loyalty and trust of the respondents. The loyalty of the respondents in online shopping has a mean of 3.14 and it is Moderately Preferred by the respondents. The trust of the respondents in online shopping has a mean of 3.23 and it is

Moderately Preferred by the respondents. The average mean of online shopping in terms of these Behavioral factors is 3.19 with a descriptive interpretation of the Moderately Preferred setup of the respondents.

### Preference for Traditional Shopping

The following table presents the result of the survey conducted on the respondent's preference for traditional shopping in terms of three elements: cognitive, affective, and behavioral.

*Table 11. Respondents' Preference for Traditional Shopping in Terms of Cognitive*

	Indicators	Mean	Descriptive Interpretation
1.	The product I bought has good features.	3.5	Highly Preferred
2.	The product is durable.	3.47	Highly Preferred
3.	The cost of the product is low and budget-friendly.	2.5	Slightly Preferred
4.	The appearance of the product is the same as those in display.	3.4	Highly Preferred
5.	The product is easy to find in traditional or online shop.	2.89	Moderately Preferred
6.	There is wide variety of products to choose.	2.99	Moderately Preferred
Average		3.13	Moderately Preferred

Table 11 shows the respondents' preference for traditional shopping in terms of Cognitive factors specifically through the features, durability, price, physical appearance, availability, and variety of the product. The feature of the product bought in traditional shopping has a mean of 3.5 and it is Highly Preferred by the respondents. The durability of the product bought in traditional shopping has a mean of 3.47 and it is Highly Preferred by the respondents. The price of the product in traditional shopping has a mean of 2.5 and it is Slightly Preferred by the respondents. The physical appearance of the product bought in traditional shopping has a mean of 3.4 and it is Highly Preferred by the respondents. The availability of the product in traditional shopping has a mean of 2.89 and it is Highly Preferred by the respondents. The variety of the product in traditional shopping has a mean of 2.99 and it is Moderately Preferred by the respondents. The average mean of traditional shopping in terms of these Cognitive factors is 3.13 with a descriptive interpretation of the Highly Preferred setup of the respondents.

*Table 12. Respondents' Preference for Traditional Shopping in Terms of Affective*

	Indicators	Mean	Descriptive Interpretation
1.	The seller (sales staff) entertains my questions about the product.	3.46	Highly Preferred
2.	The seller (sales staff) is polite and approachable.	3.43	Highly Preferred
3.	I have felt the traditional shopping experience.	3.47	Highly Preferred
4.	The seller (sales staff) convinced me well.	3.31	Highly Preferred
5.	The seller (sales staff) builds good customer relationship with the buyers like me.	3.39	Highly Preferred
Average		<b>3.41</b>	Highly Preferred

Table 12 shows the respondents' preference for traditional shopping in terms of Affective factors specifically through the communication, courtesy, competency, credibility, and responsiveness of their sales personnel. The communication of their sales personnel in traditional shopping has a mean of 3.46 and it is Highly Preferred by the respondents. The courtesy of their sales personnel in traditional shopping has a mean of 3.43 and it is Highly Preferred by the respondents.

The competency of their sales personnel in online shopping has a mean of 3.47 and it is Highly Preferred by the respondents. The credibility of their sales personnel in traditional shopping has a mean of 3.31 and it is Highly Preferred by the respondents. The responsiveness of their sales personnel in traditional shopping has a mean of 3.39 and it is Highly Preferred by the respondents.

*Table 13. Respondents' Preference for Traditional Shopping in Terms of Behavioral*

	Indicators	Mean	Descriptive Interpretation
1.	I will purchase again in the same store or online shop.	3.42	Highly Preferred
2.	I will recommend the store or online shop to others.	3.45	Highly Preferred
Average		<b>3.44</b>	Highly Preferred

Table 13 shows respondents' preference for traditional shopping in terms of Behavioral factors most specifically through the loyalty and trust of the respondents. The loyalty of the respondents in traditional shopping has a mean of 3.42 and it is Highly Preferred by the respondents. The trust of the respondents in traditional shopping has a mean of 3.45 and it is Highly Preferred by the respondents. The average mean of traditional shopping in terms of these Behavioral factors is 3.44 with a descriptive interpretation of the Highly Preferred setup of the respondents.

## Significant Difference in Preference in Online Shopping According to Profile

Table 14. *Difference in Preference for Online Shopping by Age*

Factors	Age	n	Media n	H	df	Asymp. Sig	Conclusion
Cognitive	18-20	87	3.17	1.124	2	.570	Not Significant
	21-23	111	3.17				
	24-26	6	3.33				
Affective	18-20	87	3.00	3.843	2	.146	Not Significant
	21-23	111	3.00				
	24-26	6	3.30				
Behavioral	18-20	87	3.50	.803	2	.669	Not Significant
	21-23	111	3.00				
	24-26	6	3.50				

Table 14 shows the evaluation of the difference in preference for online shopping by age group using the Kruskal-Wallis H test. The test found no statistically significant difference among groups in terms of cognitive [ $H(2) = 1.124$ ,  $p = .570$ ], with a median value of 3.17 for those aged 18–20, 3.17 for those aged 21–23, and 3.33 for those aged 24–26; in terms of affective [ $H(2) = 3.843$ ,  $p = .146$ ], with a median value of 3.00 for those aged 18–20, 3.00 for those aged 21–23, and 3.30 for those aged 24–26; and lastly, in terms of behavioral [ $H(2) = .803$ ,  $p = .669$ ], with a median value of 3.50 for those aged 18–20, 3.00 for those aged 21–23, and 3.50 for those aged 24–26 at the 5% significance level. According to Haver (2008), the 'green consumer' or starter generation is more likely to purchase online in their twenties. Young individuals do not want to waste time traveling from store to store to compare prices. When feasible, they will shop online.

Table 15. *Difference in Preference for Online Shopping by Sex*

Factors	Sex	n	Media n	U	z	Asymp. . Sig	Conclusio n
Cognitive	Male	65	3.17	4211.500	-.786	.432	Not Significant
	Female	13	3.17				
Affective	Male	65	3.00	4308.000	-.540	.589	Not Significant
	Female	13	3.00				
Behavioral	Male	65	3.00	4124.000	-1.037	.300	Not Significant
	Female	13	3.00				

Table 15 depicts a Mann-Whitney U test that found no significant difference in preference for online shopping in terms of cognitive between males (Mdn = 3.17) and females (Mdn = 3.17), with  $U = 4211.500$ ,  $z = -.786$ , and  $p = .432$ ; in terms of affective between males (Mdn = 3.00) and females (Mdn = 3.00), with  $U = 4308.000$ ,  $z = -.540$ , and  $p = .589$ ; and lastly, in terms of behavioral between males (Mdn = 3.00) and females (Mdn = 3.00), with  $U = 4124.000$ ,  $z = -1.037$ , and  $p = .300$  at the 5% significance level. Chang, Cheung, and Lai (2005) conducted a thorough analysis of the online purchasing literature and discovered that more men than women buy online in certain studies and no significant gender differences in online shopping behavior between the genders in others. Chang, Cheung, and Lai (2005) conducted a thorough analysis of the online purchasing literature and discovered that more men than women buy online in certain studies and no significant gender differences in online shopping behavior between the genders in others.

Table 16. *Difference in Preference for Online Shopping by Monthly Allowance*

Factors	Monthly Allowance	n	Mdn	H	df	Asymp. Sig.	Conclusion
Cognitive	P1,000 - P3,000	58	3.17	3.960	3	.266	Not Significant
	P3,001 - P5,000	107	3.17				
	P5,001 - P7,000	36	3.00				
	P7,001 - P9,000	3	3.50				
Affective	P1,000 - P3,000	58	3.00	1.966	3	.579	Not Significant
	P3,001 - P5,000	107	3.00				
	P5,001 - P7,000	36	3.00				
	P7,001 - P9,000	3	3.00				
Behavioral	P1,000 - P3,000	58	3.50	8.726	3	.033	Significant
	P3,001 - P5,000	107	3.00				
	P5,001 - P7,000	36	3.00				
	P7,001 - P9,000	3	3.00				

Table 16 shows the evaluation of the difference in preference for online shopping in terms of behavior by monthly allowance using the Kruskal-Wallis H test. The test found a statistically significant difference among groups [ $H(3) = 8.726$ ,  $p = .033$ ], with a median value of 3.50 for those allowance of P1,000 - P3,000, 3.00 for those allowance of P3,001 - P5,000, 3.00 for those allowance of P5,001 - P7,000, and 3.00 for those allowance of P7,001 - P9,000 at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the monthly allowance. The result shows that those with a monthly allowance of P3,001–P5,000 (M rank = 94.262) are statistically different from those with an allowance of P1,000–P3,000 (M rank = 120.897) in terms of behavioral factors.

Since the p-value was greater than the 5% significance level, the test revealed no significant difference in preference for online shopping by monthly allowance group in terms of cognitive [ $H(3) = 3.960$ ,  $p = .266$ ], with a median value of 3.17 for those allowances of P1,000–P3,000, 3.17 for those allowances of P3,001 - P5,000, 3.00 for those allowances of P5,001–P7,000, and 3.50 for those allowances of P7,001–P9,000; and in terms of affective [ $H(3) = 1.966$ ,  $p = .579$ ], with a median value of 3.00 for those allowances of P1,000–P3,000, 3.00 for those allowances of P3,001–P5,000, 3.00 for those allowances of P5,001–P7,000, and 3.00 for those allowances of P7,001–P9,000 at the 5% significance level.

**Table 17. Difference in Preference for Online Shopping by Preferred Shopping**

Factors	Mode	n	Mdn	U	z	Asymp. Sig	Conclusion
Cognitive	Online Shopping	121	3.33	1908.000	-7.586	.000	Significant
	Traditional Shopping	83	2.83				
	Online Shopping	121	3.00				
	Traditional Shopping	83	2.60				
Affective	Online Shopping	121	3.00	3062.500	-4.789	.000	Significant
	Traditional Shopping	83	2.60				
	Online Shopping	121	4.00				
	Traditional Shopping	83	2.50				
Behavioral	Online Shopping	121	4.00	1407.500	-9.037	.000	Significant
	Traditional Shopping	83	2.50				
	Online Shopping	121	4.00				
	Traditional Shopping	83	2.50				

Table 17 depicts a Mann-Whitney U test that found a significant difference in preference for online shopping in terms of cognitive between online shopping (Mdn = 3.33) and traditional shopping (Mdn = 2.83), with  $U = 1908.000$ ,  $z = -7.586$ , and  $p = .000$  at the 5% significance level. This implies that respondents gain more from online shopping apps. Direct applications make it easier for customers to locate their alternatives. Furthermore, internet apps aid in the resolution of concerns such as customer security and service assurances. (Wang et al. 2005)

For the affective, the test revealed a significant difference in preference for online shopping between online shopping (Mdn = 3.00) and traditional shopping (Mdn = 2.60), with  $U = 3062.500$ ,  $z = -4.789$ , and  $p = .000$  at the 5% significance level. The table also shows the evaluation of the difference in preference for online shopping in terms of behavioral factors that reveal a significant difference between online shopping (Mdn = 4.00) and traditional shopping (Mdn = 2.50), with  $U = 1407.500$ ,  $z = -9.037$ , and  $p = .000$  at the 5% significance level.

Table 18. *Difference in Preference for Online Shopping by Number of Times Bought*

*Online in a Month*

Factors	No. of Times	n	Median	H	df	Asymp. Sig.	Conclusion
Cognitive	Once	53	3.00	14.099	2	.001	Significant
	Twice	43	3.00				
	Many	108	3.17				
	Times						
Affective	Once	53	3.00	1.812	2	.404	Not Significant
	Twice	43	3.00				
	Many	108	3.00				
	Times						
Behavioral	Once	53	3.00	17.788	2	.000	Significant
	Twice	43	3.00				
	Many	108	3.50				
	Times						

Table 18 shows the evaluation of the difference in preference for online shopping in terms of cognitive elements by the number of times bought online in a month using the Kruskal-Wallis H test. The test found a statistically significant difference among groups [ $H(2) = 14.099$ ,  $p = .001$ ], with a median value of 3.00 for once, 3.00 for twice, and 3.17 for many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought online. The result shows that those buying online once (M rank = 81.047) and twice (M rank = 94.081) are statistically different from those buying online many times (M rank = 116.380) in terms of cognitive factors

For the behavioral element, the test revealed a significant difference among groups [ $H(2) = 17.788$ ,  $p = .000$ ], with a median value of 3.00 for once, 3.00 for twice, and 3.50 for many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought online. The result shows that those buying online once (M rank = 82.094) and twice (M rank = 88.093) are statistically different from those buying online many times (M rank = 118.250) in terms of behavioral factors. Since the p-value was greater than the 5% significance level, the test revealed no significant difference in preference for online shopping in terms of affective [ $H(2) = 1.812$ ,  $p = .404$ ], with a median value of 3.00 for once, 3.00 for twice, and 3.00 for many times buying through an online shop.



Table 19. *Difference in Preference for Online Shopping by Number of Times Bought in Store in a Month*

Factors	No. of Times	n	Media n	H	df	Asymp. Sig	Conclusion
Cognitive	Once	71	3.33	26.185	2	.000	Significant
	Twice	38	3.25				
	Many Times	95	3.00				
Affective	Once	71	3.00	42.678	2	.000	Significant
	Twice	38	3.20				
	Many Times	95	2.60				
Behavioral	Once	71	3.50	16.179	2	.000	Significant
	Twice	38	3.00				
	Many Times	95	3.00				

Table 19 shows the evaluation of the difference in preference for online shopping in terms of cognition by the number of times bought in-store in a month using the Kruskal-Wallis H test. The test found a statistically significant difference among groups [ $H(2) = 26.185$ ,  $p = .000$ ], with a median value of 3.33 for those who buy once, 3.25 for those who buy twice, and 3.00 for those who buy many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store once (M rank = 121.803) and twice (M rank = 122.553) are statistically different from those buying in a store many times (M rank = 80.053) in terms of cognitive factors.

For the affective, the test revealed a significant difference among groups [ $H(2) = 42.678$ ,  $p = .000$ ], with a median value of 3.00 for those who buy once, 3.20 for those who buy twice, and 2.60 for those who buy many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store once (M rank = 128.134) and twice (M rank = 125.987) are statistically different from those buying in a store many times (M rank = 73.947) in terms of affective factors.

The test also revealed a significant difference in preference for online shopping in terms of behavioral [ $H(2) = 16.179$ ,  $p = .000$ ], with a median value of 3.50 for those who buy once, 3.00 for those who buy twice, and 3.00 for those who buy many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets

based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store once (M rank = 123.197) are statistically different from those buying in a store twice (M rank = 101.987) and many times (M rank = 87.237) in terms of behavioral factors.

### Significant Difference in Preference in Traditional Shopping According to Profile

Table 20. *Difference in Preference for Traditional Shopping by Age*

Factors	Age	n	Media n	H	df	Asymp. Sig	Conclusion
Cognitive	18-20	87	3.00	7.633	2	.022	Significant
	21-23	111	3.00				
	24-26	6	3.83				
Affective	18-20	87	3.40	3.104	2	.212	Not Significant
	21-23	111	3.40				
	24-26	6	4.00				
Behavioral	18-20	87	3.50	1.318	2	.517	Not Significant
	21-23	111	3.50				
	24-26	6	3.50				

Table 20 shows the evaluation of the difference in preference for traditional shopping by age group using the Kruskal-Wallis H test. The test found a statistically significant difference among groups in terms of cognitive [ $H(2) = 7.633$ ,  $p = .022$ ], with a median value of 3.00 for those aged 18–20, 3.00 for those aged 21–23, and 3.83 for those aged 24–26 at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of age. The result shows that those aged 18-20 (M rank = 92.644) are statistically different from the aged groups of 24-26 (M rank = 151.917) in terms of cognitive factors.

Also, the test found no statistically significant difference among groups in terms of affective [ $H(2) = 3.104$ ,  $p = .212$ ], with a median value of 3.40 for those aged 18–20, 3.40 for those aged 21–23, and 4.00 for those aged 24–26; and in terms of behavioral [ $H(2) = 1.318$ ,  $p = .517$ ], with a median value of 3.50 for those aged 18–20, 3.50 for those aged 21–23, and 3.50 for those aged 24–26 at the 5% significance level.

**Table 21. Difference in Preference for Traditional Shopping by Sex**

Factors	Sex	n	Media	U	z	Asymp.	Conclusion
			n			Sig	
Cognitive	Male	65	3.17	3703.500	-2.098	.036	Significant
	Female	139	3.00				
Affective	Male	65	3.60	3948.000	-1.478	.139	Not
	Female	139	3.40				Significant
Behavioral	Male	65	3.50	4079.500	-1.187	.235	Not
	Female	139	3.50				Significant

Table 21 depicts a Mann-Whitney U test that found a significant difference in preference for traditional shopping in terms of cognitive elements between males (Mdn = 3.17) and females (Mdn = 3.00), with  $U = 3703.500$ ,  $z = -2.098$ , and  $p = .036$  at the 5% significance level.

The table also shows the evaluation of the difference in preference for traditional shopping. It revealed no significant difference in terms of affective factors between males (Mdn = 3.60) and females (Mdn = 3.40), with  $U = 3948.000$ ,  $z = -1.478$ , and  $p = .139$ ; and in terms of behavioral factors between males (Mdn = 3.50) and females (Mdn = 3.50), with  $U = 4079.500$ ,  $z = -1.187$ , and  $p = .235$  at the 5% significance level.

**Table 22. Difference in Preference for Traditional Shopping by Monthly Allowance**

Factors	Monthly Allowance	n	Mdn	H	d	Asym	Conclusion
			f			p. Sig	
Cognitive	P1,000 - P3,000	58	3.00	10.893	3	.012	Significant
	P3,001 - P5,000	107	3.00				
	P5,001 - P7,000	36	3.33				
	P7,001 - P9,000	3	3.50				
Affective	P1,000 - P3,000	58	3.40	8.870	3	.031	Significant
	P3,001 - P5,000	107	3.40				
	P5,001 - P7,000	36	4.00				
	P7,001 - P9,000	3	4.00				
Behavioral	P1,000 - P3,000	58	3.50	16.986	3	.001	Significant
	P3,001 - P5,000	107	3.00				
	P5,001 - P7,000	36	4.00				
	P7,001 - P9,000	3	4.00				

Table 22 shows the evaluation of the difference in preference for traditional shopping in terms of cognitive factors by monthly allowance using the Kruskal-Wallis H test. The test found a statistically significant difference among groups [ $H(3) = 10.893$ ,  $p = .012$ ], with a median value of 3.00 for those allowances of P1,000–P3,000, 3.00 for those allowances of P3,001–P5,000, 3.33 for those allowances of P5,001–P7,000, and 3.50 for those allowances of P7,001–P9,000 at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the monthly allowance. The result shows that those with a monthly allowance of P1,000 - P3,000 (M rank = 92.802) and P3,001 - P5,000 (M rank = 97.832) are statistically different from those with an allowance of P5,001 - P7,000 (M rank = 128.917) and P7,001 - P9,000 (M rank = 139.500) in terms of cognitive factors.

For the affective, the test shows that there is a significant difference among monthly allowances [ $H(3) = 8.870$ ,  $p = .031$ ], with a median value of 3.40 for those allowances of P1,000–P3,000, 3.40 for those allowances of P3,001–P5,000, 4.00 for those allowances of P5,001–P7,000, and 4.00 for those allowances of P7,001–P9,000 at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the monthly allowance. The result shows that those with a monthly allowance of P3,001– P5,000 (M rank = 94.682) are statistically different from those with an allowance of P5,001–P7,000 (M rank = 126.028) and P7,001–P9,000 (M rank = 134.500) in terms of affective factors.

Also, the test revealed a statistically significant difference among monthly allowance groups in terms of behavioral factors [ $H(3) = 16.986$ ,  $p = .001$ ], with a median value of 3.50 for those allowances of P1,000–P3,000, 3.00 for those allowances of P3,001–P5,000, 4.00 for those allowances of P5,001–P7,000, and 4.00 for those allowances of P7,001–P9,000 at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the monthly allowance. The result shows that those with a monthly allowance of P3,001–P5,000 (M rank = 90.687) and P1,000 - P3,000 (M rank = 103.560) are statistically different from those with an allowance of P5,001–P7,000 (M rank = 126.028) in terms of behavioral factors.

**Table 23. Difference in Preference for Traditional Shopping by Preferred Shopping**

Factors	Mode	n	Mdn	U	z	Asymp. Sig.	Conclusion
Cognitive	Online Shopping	121	3.00	2544.000	-6.057	.000	Significant
	Traditional Shopping	83	3.33				
Affective	Online Shopping	121	3.20	3811.500	-2.978	.003	Significant
	Traditional Shopping	83	3.60				
Behavioral	Online Shopping	121	3.00	2915.000	-5.416	.000	Significant
	Traditional Shopping	83	4.00				

Table 23 depicts a Mann-Whitney U test that found a significant difference in preference for traditional shopping in terms of cognitive between online shopping (Mdn = 3.00) and traditional shopping (Mdn = 3.33), with U = 2544.000, z = -6.057, and p = .000 at the 5% significance level.

For the affective, the test revealed a significant difference in preference for traditional shopping between online shopping (Mdn = 3.20) and traditional shopping (Mdn = 3.60), with U = 3811.500, z = -2.978, and p = .003 at the 5% significance level. The table also shows the evaluation of the difference in preference for traditional shopping in terms of behavioral factors that reveal a significant difference between online shopping (Mdn = 3.00) and traditional shopping (Mdn = 4.00), with U = 2915.000, z = - 5.416, and p = .000 at the 5% significance level.

**Table 24. Difference in Preference for Traditional Shopping by Number of Times**

*Bought Online in a Month*

Factors	No. of Times	n	Media n	H	df	Asymp. Sig	Conclusion
Cognitive	Once	53	3.17	2.296	2	.317	Not Significant
	Twice	43	3.17				
	Many Times	108	3.00				
	Twice	43	3.40				
Behavioral	Many Times	108	3.40	5.898	2	.052	Significant
	Once	53	3.50				
	Twice	43	3.50				
	Many Times	108	3.00				

Table 24 shows the evaluation of the difference in preference for traditional shopping by number of times bought online in a month group using the Kruskal-Wallis H test. The test found no statistically significant difference among groups in terms of cognitive [ $H(2) = 2.296$ ,  $p = .317$ ], with a median value of 3.17 for once, 3.17 for twice, and 3.00 for many times buying through an online shop; in terms of affective [ $H(2) = .533$ ,  $p = .766$ ], with a median value of 3.40 for once, 3.40 for twice, and 3.40 for many times buying through an online shop; and in terms of behavioral [ $H(2) = 5.898$ ,  $p = .052$ ], with a median value of 3.50 for once, 3.50 for twice, and 3.00 for many times buying through an online shop. The influence of the frequency of online purchases on the preference for traditional shopping in terms of cognitive and behavioral factors has been examined in several studies.

**Table 25. Difference in Preference for Traditional Shopping by Number of Times**

*Bought in Store in a Month*

Factors	No. of Times	n	Median	H	df	Asymp . Sig	Conclusion
Cognitive	Once	71	3.00	23.688	2	.000	Significant
	Twice	38	3.00				
	Many	95	3.17				
	Times						
Affective	Once	71	3.00	32.259	2	.000	Significant
	Twice	38	3.40				
	Many	95	3.80				
	Times						
Behavioral	Once	71	3.00	14.749	2	.001	Significant
	Twice	38	3.50				
	Many	95	4.00				
	Times						

Table 25 shows the evaluation of the difference in preference for traditional shopping in terms of cognition by the number of times bought in-store in a month using the Kruskal-Wallis H test. The test found a statistically significant difference among groups [ $H(2) = 23.688$ ,  $p = .000$ ], with a median value of 3.00 for those who buy once, 3.00 for those who buy twice, and 3.17 for those who buy many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store once (M rank = 79.387) and twice (M rank = 94.355) are statistically different from those buying in a store many times (M rank = 123.032) in terms of cognitive factors.

For the affective, the test revealed a significant difference among groups [ $H(2) = 32.259$ ,  $p = .000$ ], with a median value of 3.00 for those who buy once, 3.40 for those who buy twice, and 3.80 for those who buy many times at the 5% significance level. The post hoc analysis

was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store once (M rank = 80.549) and twice (M rank = 81.868) are statistically different from those buying in a store many times (M rank = 127.158) in terms of affective factors.

The test also revealed a significant difference in preference for online shopping in terms of behavioral [ $H(2) = 14.749$ ,  $p = .001$ ], with a median value of 3.00 for those who buy once, 3.50 for those who buy twice, and 4.00 for those who buy many times at the 5% significance level. The post hoc analysis was conducted using the Kruskal-Wallis of homogeneous subsets based on asymptotic significance and the sample average rank of the number of times they were bought in a store. The result shows that those buying in a store twice (M rank = 87.105) and once (M rank = 89.408) are statistically different from those buying in a store many times (M rank = 118.442) in terms of behavioral factors.

## **RESULTS AND DISCUSSION**

### **Conclusions**

In the light of the findings, the following conclusions were drawn

1. The majority of responses are between the ages of 21 and 23. Female responses outnumber male respondents, and the majority of respondents have a monthly allowance ranging from \$3,000 to \$5,000. The majority of respondents prefer purchasing things online over traditional buying. Lastly, participants shop online and in-store many times per month.
2. Respondents highly prefer online shopping in terms of cognitive indicators and are moderately preferred in terms of affective and behavioral indicators.
3. Respondents moderately prefer traditional shopping in terms of cognitive indicators and highly prefer traditional shopping in terms of affective and behavioral indicators.
4. Both age and gender have no significant impact on individuals' preference for online shopping when considering cognitive, affective, and behavioral factors. Furthermore, the monthly allowance was found to have no significant influence on the preference for online shopping in terms of cognitive and affective aspects, but it did affect behavioral factors. On the other hand, the preferred shopping method and the frequency of online and in-store purchases were found to significantly influence individuals' preference for online shopping when considering cognitive, affective, and behavioral factors, except for the affective factor in the frequency of online purchases.
5. Both age and gender have a significant impact on individuals' preference for traditional shopping when considering cognitive factors, but not affective and behavioral factors. Moreover, the monthly allowance, preferred shopping method, and frequency of in-store purchases were found to significantly influence the preference for traditional shopping in terms of cognitive, affective, and behavioral factors. However, the frequency of online purchases did not demonstrate a significant difference in preference for traditional shopping.
6. Both age and gender have a significant impact on individuals' preference for traditional shopping when considering cognitive factors, but not affective and behavioral factors. Moreover, the monthly allowance, preferred shopping method, and frequency of in-store purchases were found to significantly influence the preference for traditional shopping in terms of cognitive, affective, and behavioral factors. However, the frequency of online

purchases did not demonstrate a significant difference in preference for traditional shopping.

Overall, the findings suggest that demographic factors such as age, gender, monthly allowance, and shopping preferences have varying degrees of influence on the preference for online and traditional shopping in terms of cognitive, affective, and behavioral aspects.

### **Recommendations**

After the study was portion, the following recommendations were posited:

Students/ Consumers:

1. **Online Shopping:** Take advantage of the convenience and wide variety of choices offered by online shopping. Explore different online platforms to find the best deals and compare prices. Be mindful of online security measures and ensure to shop from reputable sellers. Consider providing feedback and reviews to help other consumers make informed decisions.
2. **Traditional Shopping:** Enjoy the tactile and personalized experience of in-store shopping. Support local businesses and explore unique products and services offered by brick-and-mortar stores. Consider interacting with knowledgeable store staff to gain insights and recommendations. However, be conscious of your budget and compare prices before making purchases.

Online Sellers:

1. **Emphasize cognitive factors:** Highlight the convenience, product variety, and competitive pricing of online shopping in your marketing and advertising strategies. Showcase user-friendly website interfaces, intuitive search functions, and detailed product information to enhance the cognitive appeal.
2. **Enhance behavioral factors:** Streamline the purchasing process by offering secure payment options, hassle-free returns, and reliable shipping services. Implement customer loyalty programs and personalized recommendations to encourage repeat purchases and foster customer loyalty.

In-Store Sellers:

1. **Leverage cognitive factors:** Emphasize the sensory experience, tangible product examination, and personalized customer service in your marketing efforts. Create visually appealing displays and store layouts to enhance the cognitive appeal of in-store shopping.
2. **Boost affective and behavioral factors:** Focus on creating a warm and welcoming atmosphere in your store. Train your staff to provide personalized attention, expert advice, and exceptional customer service. Organize in-store events and promotions to encourage customer engagement and build emotional connections with your brand.

Aspiring Sellers/Entrepreneurs:

1. **Online Sellers:** Create user-friendly and visually appealing online platforms to attract and engage customers. Focus on providing a seamless browsing and purchasing experience. Leverage social media platforms to promote your products and engage with potential customers. Consider offering personalized recommendations and loyalty programs to enhance customer satisfaction and retention.



2. In-Store Sellers: Create inviting and immersive in-store experiences that cater to the preferences and interests of your target demographic. Train your staff to provide exceptional customer service and personalized recommendations. Consider organizing in-store events or collaborations to attract customers and differentiate your store from competitors.

Administration/Government:

1. Online Shopping: Implement regulations and policies that ensure consumer data protection and cybersecurity in online transactions. Provide educational resources to raise awareness about online shopping safety and consumer rights. Foster collaboration between online sellers and traditional retailers to promote a balanced retail ecosystem.
2. Traditional Shopping: Offer support and incentives to local businesses to encourage entrepreneurship and the establishment of physical stores. Invest in infrastructure and initiatives that enhance the shopping experience in traditional retail spaces. Conduct market research to identify consumer preferences and tailor policies accordingly.

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