

# A Study of Financial Behavior and Factors Affecting the Investment Decision Among Business Students in Mabalacat City College

Jerome M. Tanglao<sup>1</sup>, Nhesly Ann M. Reyes<sup>2</sup>, Jadean G. Aguilar<sup>3</sup>, Jamelle-Jane T. Aguilar<sup>4</sup>, Jershey Marie G. Perez<sup>5</sup>, Ricardo S. Jimenez, DBA<sup>6</sup>

<sup>1</sup>Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines  
20211.tanglao.jerome.m@gmail.com

<sup>2</sup>Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines  
20211.reyes.nheslyann.m@gmail.com

<sup>3</sup>Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines  
20211.aguilar.jadean.g@gmail.com

<sup>4</sup>Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines  
20211.aguilar.jamelle.t@gmail.com

<sup>5</sup>Institute of Business and Computing Education, Mabalacat City College, Mabalacat City, Pampanga, Philippines  
20211.perez.jershey Marie.g@gmail.com

<sup>6</sup>Research Management Office, Don Honorio Ventura State University, Philippines  
rsjimenez@dhsu.edu.ph

**Abstract:** This study examined financial behavior and factors affecting investment decisions among Business Students in Mabalacat City College to identify respondents' financial behavior and establish connections between financial behavior and investment choices. Using quantitative methods, researchers utilized survey questionnaires to collect numerical data and employed descriptive-correlational research to assess the relationship objectively. To ensure a representative sample, proportional stratified random sampling was utilized, allowing for an equal chance of selection across population strata. A sample size of 217 IBCE students was determined using Raosoft, considering population size and margin of error. Survey responses were evaluated using a 4-point Likert scale, with weighted mean used to interpret ratings. Statistical tests including the Kruskal-Wallis test and Spearman Rank Correlation Coefficient were utilized to assess correlations among variables and identify significant differences among groups. The study investigated into respondents' socio-demographic characteristics, revealing preferences in course majors, college years, monthly allowances, and family incomes. While financial knowledge and positive saving attitudes were prominent, understanding of investment risks and fraud was lacking. Financial attitudes were more affected by course profiles than knowledge. Differences in financial behavior correlated with college year levels but not monthly allowances or family incomes. Financial knowledge positively related to investment factors, while financial attitude significantly impacts investment decisions.

**Keywords—Financial Behavior, Financial Knowledge, Financial Attitude, Return on Investment, Risk on Losses, Investment Fraud, Investment Decision**

## 1. INTRODUCTION

Financial pertains to all aspects related to finance, which involves the management of money and assets. It covers a wide range of activities, processes, and ideas associated with creating, allocating, and investing across different contexts. Furthermore, financial matters encompass diverse areas such as personal finance and business finance focusing on specific aspects of monetary management and economic activities.

According to Strutner, S. (2022), the business financial is the financial elements and activities within a business relation. It involves the systematic process of planning, organizing, controlling, and monitoring a business's financial resources to effectively achieve its goals and objectives. Thus, it analyzes financial data to evaluate the performance, profitability, liquidity, and overall financial well-being.

On the other hand, personal finance encompasses the management of an individual or household's financial matters and the decisions made in this regard. It involves budgeting, saving, allocating and planning personal financial resources to accomplish specific monetary objectives and ensure financial well-being as stated by Dmitriy Nortenko (2021).

Even though personal finance and business finance are separate areas, they are interrelated. For instance, the financial decisions made by a business owner can have an impact on the overall financial well-being of the company, while the performance of a company can also affect an individual's budgeting and allocating. Both personal finance and business finance necessitate wise financial behavior and decision-making to attain financial objectives and ensure long-term prosperity.

Financial behavior gives an idea of students' actions and decisions concerning their finances. This includes how they earn, spend, save, and invest money. It is an essential aspect

of personal finance as it determines one's financial well-being. As per the research conducted by Adam Hayes (2022), financial behavior can be examined to gain insights into how human emotions, biases, and cognitive limitations impact their ability to process and respond to information related to investments, payments, risk, and personal debt. According to Winarta & Pamungkas (2020), mentioned that it is essential to understand the influence of financial behavior, such as financial knowledge and financial attitude, to improve it for a better future. The acquisition of financial knowledge is deemed essential for students to make informed and effective financial decisions.

Students can avoid financial difficulties and attain their objectives if they have suitable financial knowledge; to ensure long-term financial stability and maintain a high level of financial knowledge and financial attitude.

Financial attitude pertains to a person's behavioral attitude towards financial matters, which can be shaped by their development and the environment (Vikram, 2020). It can be defined as an individual's attitude toward financial matters, such as the ability to plan and maintain investments (Kamini Rai et al., 2019). Financial attitude is a crucial aspect of one's life. It determines how students manage their money. A positive financial attitude involves being responsible, disciplined, and having a long-term perspective.

According to Hayes (2023), investment is defined as the act of obtaining an asset or item with the primary intention of generating income or appreciation. Various forms of investment include stocks, bonds, real estate, mutual funds, and other financial instruments. Additionally, there are different factors students must consider in investment, such as fraud, risk, and return. Risk and return are essential factors in making investment decisions. Risk in investment pertains to the likelihood of incurring financial losses. In contrast, return indicates the potential amount of monetary gain that can be obtained beyond the initial investment, as Eric Reed (2022) studied. It is essential to understand that each saving carries various risks and returns.

Consequently, Robert Pearce (2023) mentioned that investment fraud is a type of white-collar crime involving intentional deception or misleading of investors for financial gain. Investment fraud is a fraudulent activity designed to mislead investors by presenting them with a counterfeit or non-existent investment. The fraudulent schemes in investment frequently offer substantial profits with minimal risk and employ strategies such as aggressive sales tactics and fabricated endorsements to entice unsuspecting individuals to make investment decisions.

Investment decision refers to selecting an investment opportunity anticipated to generate future returns. Before making a decision, it involves evaluating several variables, including fraud, risk, and return. According to Vaidya (2023), investors make their asset or investment opportunity selections based on factors such as risk profiles, investment objectives, and return objectives. He also demonstrated an investment decision involves assessing and selecting from different investment options to allocate funds strategically,

aiming to achieve specific financial goals and generate returns.

Therefore, the researchers were motivated to conduct "A Study of Financial Behavior and Factors Affecting the Investment Decision Among Business Students in Mabalacat City College" to identify the difference of respondents and financial behavior. Researchers also aimed to determine the relationship between financial behavior and investment decisions. In this study, the financial behavior and investment decisions of the respondents were described.

## 2. REVIEW OF RELATED LITERATURE

According to Adriani's (2021), financial behavior is influenced by two key factors: financial knowledge and financial attitude. The study of financial knowledge is essential in facilitating informed financial decision-making. The study suggested that an individual's financial attitude may have an impact on their perception of financial risks and opportunities.

Financial attitude pertains to an individual's or household's overall perspective, beliefs, and emotional responses related to financial matters. It encompasses their general approach and stance towards money, including saving, spending, investing, and managing personal finances. Financial attitudes can vary, ranging from positive or negative, cautious or risk-taking, responsible or impulsive, and they can significantly impact how a person handles their finances (Rai et al., 2019).

According to Fernando (2023), financial knowledge pertains to the comprehension and awareness individuals have regarding a variety of financial concepts, principles, products, and strategies. It encompasses being familiar with essential financial subjects, such as budgeting, saving, investing, debt management, planning, and other aspects of personal finance.

Caleb Silver (2023) explained that financial knowledge plays a vital role in making informed financial decisions and attaining financial objectives. With sufficient financial knowledge, individuals can evaluate the most suitable approaches to manage their finances, mitigate financial risks, and make investments that align with their goals.

As per the research conducted by McClure (2022) and Kaplan Financial Education (2021), financial behavior is a subfield of behavioral economics that investigates the impact of financial attitudes on investors and financial markets.

In line with the statement above, financial behavior goes deeper to find the underlying emotional and attitude elements that might affect investment decisions for both individual and institutional investors (Zahera and Bansal, 2018).

In South Jakarta, Sorongan (2022) mentioned that financial behavior strongly influences student investing decisions, and financial attitude influences student investment choices. She emphasized that financial behavior, particularly investment decisions, improves with a financial mindset.

Selvia et.al (2020) agreed that financial knowledge positively influences financial behavior. The findings suggested that a person's financial knowledge is directly

related to the level of their financial behavior. This impact is driven by several factors: financial knowledge aids individuals in improving financial planning, making more effective decisions, and managing their finances more efficiently.

Return on Investment (ROI) is a financial measure utilized to assess an investment's profitability in relation to its initial cost. It is expressed as a percentage, representing the gain or loss generated from the investment (Jason Fernando, 2023).

The calculation for return on investment is Net Profit from Investment divide to Cost of Investment multiply 100. Dheeraj Vaidya (2023) explained the result of ROI percentage serves as an indicator of the investment's efficiency and profitability. A positive ROI indicates a profit, with higher percentages indicating higher profitability. Conversely, a negative ROI implies a loss on the investment.

In the article of James Chen (2023), the risk associated with investment pertains to the uncertainty or possibility of financial losses related to investing in a specific asset, security, or business venture. All investments carry some degree of risk, and it is crucial for investors to comprehend and handle these risks prudently to make informed choices. Certain investors may be open to higher risks in pursuit of greater returns, while others may adopt a more cautious approach to protect their capital.

Robert Pearce (2023) mentioned fraud in the investment realm involves deceiving investors by offering unattainable returns or distorting the true risks associated with an investment opportunity.

Fadli and Wijayanto (2020) stated that there is a positive relationship between the financial knowledge and return and risk on investment. They concluded that return on investment and risk of investment influence and gives the student a positive investment decision. It also supports the research from Engels et al. (2019) which stated that the higher the financial knowledge of the individuals, the more likely they will detect investment fraud.

In the literature of Atmaningrum et al. (2021), investment can increase or retain wealth. However, investors should be more cautious to avoid fraud. Having financial knowledge and a financial attitude can influence the investor to invest. Investors must examine market trends, assess risks and possible rewards, and choose the best course of action for their portfolio. Investors might increase their chances of financial success by carefully considering the two financial behaviors.

### 3. CONCEPTUAL FRAMEWORK

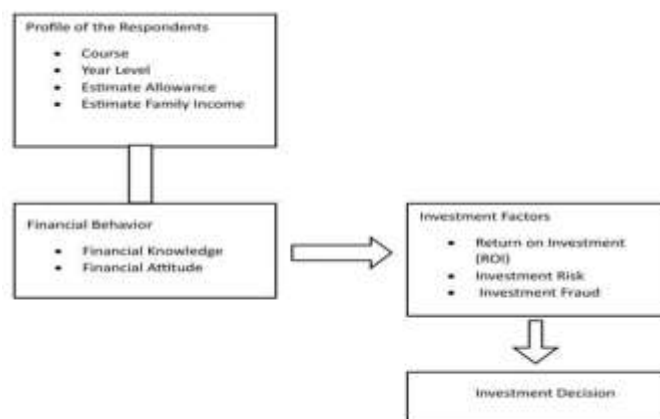


Figure 1

The arrow from the profile variables to financial behavior suggested that the researchers aimed to investigate whether there is a difference between these demographic factors and how individuals behave in terms of their financial decisions. The arrow from the financial behavior to the Investment Factors suggested that once the respondents have a high attitude and knowledge about these factors, it becomes relevant to their investment decision-making process. The arrow from Investment Factors to the Investment Decision indicated that the researchers were interested in observing how the respondents' understanding of investment factors influences their decision-making regarding investment opportunities. Thus, it indicated whether there is a relationship between financial behavior and factors affecting investment decision.

### 4. RESEARCH PROBLEMS

This study aimed to describe the Financial Behavior and Factors Affecting the Investment Decision Among Business Students in Mabalacat City College. Furthermore, the study pursued to answer the following specific questions:

- 1) How may the profile of the respondents be described in terms of:
  - 1.1 Course;
  - 1.2 Year Level;
  - 1.3 Estimate Allowance; and
  - 1.4 Estimate Family Income?
- 2) How aware are business students towards financial behavior in terms of:
  - 2.1 Financial Knowledge; and
  - 2.2 Financial Attitude?
- 3) How aware are business students towards investment factors in terms of:
  - 3.1 Return on Investment (ROI);

3.2 Investment Risk; and

3.3 Investment Fraud?

4) Is there a significant difference among the financial behavior of the respondents when grouped according to their profile?

5) Is there a significant relationship between financial behavior and factors affecting investment decision?

**5. HYPOTHESIS OF THE STUDY**

**Ho1:** There is no significant difference between the profile of the students and financial behavior.

**Ho2:** There is no significant difference between financial behavior and factors affecting investment decisions.

**Ha1:** There is significant relationship between the profile of the students and financial behavior.

**Ha2:** There is significant relationship between financial behavior and factors affecting investment decisions.

**6. METHODOLOGY**

**6.1. Research Design**

This paper used Descriptive-Correlational Research Designs in order to answer research questions and test the study's hypothesis. According to Cathy Heath (2023), Descriptive Research Design aimed to collect quantitative information for a statistical analysis of a population sample. Moreover, the researchers described the sample without manipulating any variables. On the other hand, Correlational Research Design were used to explore the relation between two or more variables.

**6.2. Research Locale**

The respondents in this study were the Business students in Mabalacat City College located at Rizal Street, Barangay Dolores, Mabalacat City, Pampanga. Thus, Mabalacat City College served as the perfect location for the survey since the researchers got there its important information needed for the study.

**6.3. Respondents**

The respondents were the students in Bachelor of Science in Accountancy (BSA), Bachelor of Science in Management Accounting (BSMA), and Bachelor of Science in Entrepreneurship (BSE). Due to the large number of students in the research locale, the respondents were delimited to prevent researchers from being confused.

The type of sampling method that was used in the selection of respondents is proportional stratified random sampling. This approach ensured that the probability of selecting a unit from a given stratum is depending upon the relative size of that stratum in the population (Jim Frost, 2023).

The researcher used Raosoft, an online calculator to determine the sample size. Through this method, researchers were calculated the population of IBCE students and the margin of error to obtain the sample size of 217 students that participated in the study.

**Table 1: Allocation of the respondent using Proportional Stratified Random Sampling**

Course	Population	Percentage	Sample
Bachelor of Science in Accountancy	213	42.86%	93
Bachelor of Science in Management Accountancy	157	31.59%	69
Bachelor of Science in Entrepreneurs hip	127	25.55%	55
<b>TOTAL</b>	<b>497</b>	<b>100%</b>	<b>217</b>

**6.4. Instrument**

In this research, a modified questionnaire was utilized as an inquiry tool, which was widely recognized as a practical means of gathering data to address specific research questions. The instruments utilized in this study were adapted from a previous research studies. Rasheed et al. (2018) conducted a study titled "Factors Influencing Investor's Decision-making in Pakistan: Moderating the Role of Locus of Control". The next study was from Doreen Jean Mabaso (2020) who studied the influence of financial literacy on investment decisions of government employees in Tagum City. Afterwards, it came from the organization of mutual fund dealers' Association of Canada (2023). Lastly, Padil et al. (2020) conducted an exploratory factor analysis of financial literacy and awareness of investment scams. The researchers used survey questionnaires to gather data.

**6.5. Data Collection**

Researchers modified a survey questionnaire for research purposes. The questionnaire was evaluated by experts, and permission was obtained from a teacher. Consent forms were given to respondents. After handing questionnaires, participants were informed about the study's objective, instructions, and survey flow. Pictures were taken for documentation.

**6.6. Data Processing and Statistical Treatment**

The researchers utilized a 4-point Likert scale to measure the respondents' levels of agreement and disagreement to assess their responses in terms of profile, financial behavior, and investment decision. The rating scales and the degree of the interpretation outcome were obtained using the weighted

mean. The findings were analyzed and examined using the table to establish the highest and lowest mean percentage.

**Weighted Mean Formula:**

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

W = Weighted average

N = Number of terms to be averaged

W\_{i} = Weights applied to x values

X\_{i} = Data values to be averaged

POINT	SCALE RANGE	EXPLANATION
4	3.26 – 4.00	Strongly Aware
3	2.51 – 3.25	Aware
2	1.76 – 2.50	Unaware
1	1.00 – 1.75	Strongly Unaware

The results from the weighted mean of independent and dependent variables were used to interpret the variables' correlation through Kruskal-Wallis. According to Dheeraj Vaidya (2023), the Kruskal Wallis H test is a type of one-way ANOVA test that compares the medians of more than two groups using statistical techniques based on rankings.

**Kruskal-Wallis Test Formula:**

$$H = \frac{12}{N(N+1)} \sum_{i=1}^k \frac{R_i^2}{n_i} - 3(N+1)$$

Where:

K = number of groups used for comparison

N = total size of the sample

n<sub>i</sub> = i-th group's sample size

R<sub>i</sub> = total of the ranks related to i-th group

The results from the Kruskal-Wallis of independent and dependent variables were used to interpret the variables' correlation through Spearman Rank Correlation Coefficient. According to Adi Bhat (2023), the Spearman correlation coefficient, often known as the Spearman rank coefficient of correlation, is a nonparametric method for assessing rank correlation (the statistical dependency on ranking between two variables).

**Spearman Rank Correlation Coefficient Formula:**

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

ρ = Spearman's rank correlation coefficient

d<sub>i</sub> = difference between the two ranks of each observation

n = number of observations

A group of indicators was also used to identify the degree of the two variables to have a comparable set of data.

Where:

Correlation Coefficient (r) value	Strength	Direction
Greater than .5	Strong	Positive Correlation
Between .3 and .5	Moderate	Positive Correlation
Between .0 and .3	Weak	Positive Correlation
0	None	None Correlation
Between 0 and -.3	Weak	Negative Correlation
Between .3 and .5	Moderate	Negative Correlation
Less than -.5	Strong	Negative Correlation

P-value and evidence for rejecting the H <sub>0</sub> null hypothesis		
P-value	P-value %	Evidence for rejecting H <sub>0</sub>
More than 0.1	>10%	Very weak to none
Between 0.1 - 0.05	10%-5%	Weak
Between 0.05 - 0.01	5%-1%	Strong
Less than 0.01	<1%	Very strong

**6.7. Ethical Consideration**

The researchers considered different ethical aspects in conducting this study. First, the researchers introduced themselves to the respondents properly and explained the objectives of the study so the respondents are well-informed about the questionnaires. Afterwards, the researchers applied Data Privacy Act No. 10173 to keep the identity of the respondents entirely confidential to respect their privacies. Then, the art of speaking of the researchers during the survey remained respectful. Pen ultimately, the respondents were able to pick the answered the researchers wanted on the survey questionnaire. Lastly, the data gathered were not manipulated; however, if the respondents wish to refrain from including some information in the study, the researchers duly accept it.

**7. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

In this chapter, the gathered data along with its interpretation were presented in tabular form arranged

chronologically considering the statement of the problem. These findings were the bases upon which the conclusions and recommendation were derived.

Table 1.1 Socio-demographic Characteristics of the Respondents in Terms of Course

Profile	Items	Frequency	Percentage
Course	Bachelor of Science in Accountancy	93	42.90
	Bachelor of Science in Entrepreneurship	69	31.80
	Bachelor of Science in Management Accountancy	55	25.30
	<b>Total</b>	<b>217</b>	<b>100.00</b>

The table 1.1 shown above the socio-demographic characteristics of the respondents. Based on the collected data, it was found that in terms of course, majority of them were from Bachelor of Science in Accountancy with a frequency of 93 or 42.90% of the total two hundred seventeen (217) sample population.

Table 1.2 Socio-demographic Characteristics of the Respondents in Terms of Year Level

Profile	Items	Frequency	Percentage
Year Level	First Year	61	28.10
	Second Year	63	29.00
	Third Year	75	34.60
	Fourth Year	18	8.30
	<b>Total</b>	<b>217</b>	<b>100.00</b>

The table 1.2 shown above the socio-demographic characteristics of the respondents. Based on the collected data, it was found that in terms of year level, most of them were third year college with a frequency of 75 or 34.60%.

Table 1.3 Socio-demographic Characteristics of the Respondents in Terms of Estimated Allowance per Month

Profile	Items	Frequency	Percentage
Estimated Allowance per Month	500 – 1000	78	35.90
	2000 - 3000	83	38.20
	4000 - 5000	44	20.30
	6000 - 7000	5	2.30
	8000 - 9000	3	1.40
	10000 - above	4	1.80
	<b>Total</b>	<b>217</b>	<b>100.00</b>

The table 1.3 shown above the socio-demographic characteristics of the respondents. Based on the collected data, it was revealed that in terms of estimated allowance per month, majority of the respondents were having a monthly allowance of two thousand pesos (P2,000) to three thousand pesos (P3,000) having a frequency of 83 or 38.20%.

Table 1.4 Socio-demographic Characteristics of the Respondents in Terms of Estimated Family Income per Month

Profile	Items	Frequency	Percentage
Estimated Family Income per Month	5000 – 10000	63	29.00
	11000 – 20000	78	35.90
	21000 - 30000	42	19.40
	31000 - 40000	19	8.80
	41000 - 50000	6	2.80
	50000 - above	9	4.10
	<b>Total</b>	<b>217</b>	<b>100.00</b>

The table 1.4 revealed above the socio-demographic characteristics of the respondents. Based on the collected data, it was found that in terms of estimated family income per month, majority of the two hundred seventeen (217) sample population were having eleven thousand pesos (P11,000) to twenty thousand pesos (P20,000) monthly family income represented by the frequency of 78 or 35.90% of the total population.

Table 2.1. Level of Awareness of Business Students towards Financial Behavior in terms of Financial Knowledge

Financial Behavior	Mean	SD	Interpretation
<b>Financial Knowledge</b>	<b>3.34</b>	<b>0.60</b>	<b>Strongly Aware</b>
1. I am aware in the importance of investing.	3.51	0.75	Strongly Aware
2. I am aware of the risks associated with investment.	3.42	0.70	Strongly Aware
3. I am aware and have a good understanding of the investment return.	3.21	0.77	Aware
4. I am aware with financial terminology and concepts.	2.98	0.71	Aware
5. I am aware that saving money is necessary for financial well-being.	3.59	0.76	Strongly Aware

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 2.1 stated above the Level of Awareness of Business Students towards Financial Behavior in terms of Financial Knowledge. Based on the collected data, findings revealed that financial knowledge got a mean of 3.34 and interpreted as strongly aware and in which the highest mean item was “I am aware that saving money is necessary for financial well-being”. Possessing financial knowledge means being well-informed about the function of saving money, and the potential consequences of different financial choices. Caleb Silver (2023) explained that financial knowledge plays

a vital role in making informed financial decisions and attaining financial objectives. With sufficient financial knowledge, individuals can evaluate the most suitable approaches to manage their finances that align with their goals. Thus, having a strong financial knowledge contributes to the development of financial savings, which is crucial for overall financial well-being and security. It empowers individuals to take charge of their savings.

While the lowest mean item was “*I am aware with financial terminology and concepts*” which means that being aware of financial terminology and concepts empowers them to make informed decisions about budgeting, saving, investing, and managing losses. This knowledge helps students plan for their future, avoid financial loss, and achieve their goals. In the study of Catherine Cote (2020), understanding financial terminology is the key to making well-informed financial choices, safeguarding against fraud, realizing personal objectives, and thriving in the business world. This knowledge empowers individuals to interpret financial statements and is crucial for making informed financial decisions. Therefore, being aware of the terms and concept of budgeting, saving, fraud, and investments, students can develop a strong foundation for financial success, ensuring a more secure and prosperous future.

Table 2.2. Level of Awareness of Business Students towards Financial Behavior in terms of Financial Attitude

Financial Behavior	Mean	SD	Interpretation
<b>Financial Attitude</b>	<b>3.07</b>	<b>0.48</b>	<b>Aware</b>
1. I am aware that I have the ability to select my investment goals.	3.23	0.74	Aware
2. I am aware that I can manage my investment.	3.11	0.71	Aware
3. I am aware and comfortable on taking financial risks.	2.97	0.74	Aware
4. I am aware that it is important for me to save money.	3.62	0.77	Strongly Aware
5. I am aware that I must invest in the companies which have stable expected rate return.	3.36	0.75	Strongly Aware
6. I am aware that I must trust my inner feelings and reactions to make investment decision.	2.91	0.82	Aware
7. I am aware that I must make deep research before	3.53	0.77	Strongly Aware

investing in a company.			
8. I am aware that I must invest in a company which my friend or peers recommended without further research.	2.22	0.99	Unaware
9. I am aware that I must make an investment in something or in a company that are trending in a social media.	2.38	0.89	Unaware
10. I am aware that I must worry about the possibility of losing money on an investment.	3.33	0.82	Strongly Aware

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware, 2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 2.2 displayed the Level of Awareness of Business Students towards Financial Behavior in terms of Financial Attitude. As to Financial Attitude, the computed mean was 3.07 and interpreted as aware, in which the highest mean item was “I am aware that it is important for me to save money” while the lowest mean item was “I am aware that I must invest in a company which my friend or peers recommended without further research”. To support the statement above, Yogasnumurti et.al (2019) stated the key attributes of a positive financial attitude encompass financial responsibility, which entails taking ownership and being accountable for financial actions, include saving money.

On the other hand, the study investigated the extent to which university undergraduate students in Kenya are prone to peer affects during investment decision-making. In line with the investigation, according to Montford and Goldsmith (2015), peers or friends have a huge influence on a person’s financial decisions, especially at a young age when an individual does not yet have a mature mindset. However, based on the research results, researchers figure out that the students are unaware of the statement “I am aware that I must invest in a company that my friend or peers recommended without further research”. Therefore, the respondents were not aware of the influence of their peers or friends in terms of making investments.

Table 2.3. Level of Awareness of Business Students towards Financial Behavior

Financial Behavior	Mean	SD	Interpretation
<b>Grand Mean</b>	<b>3.20</b>	<b>0.54</b>	<b>Aware</b>

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 2.3 exhibited the computed grand mean was 3.20 with a standard deviation of 0.54 and implies that majority of the respondents were aware towards their level of financial behavior. Consequently, the result of the research survey showed that most students are aware of their financial behavior, which can help them make informed decisions about money management.

Table 3.1. Level of Awareness of Business Students towards Investment Factors in terms of Return on Investment

Investment Factor	Mean	SD	Interpretation
<b>Return on Investment</b>	<b>3.35</b>	<b>0.67</b>	<b>Strongly Aware</b>
1. I am aware that I need to consider Return on Investment (ROI) as an important factor in my financial decision-making.	3.35	0.75	Strongly Aware
2. I am aware that I need to consider both short-term and long-term ROI when evaluating investment options.	3.35	0.74	Strongly Aware
3. I am aware that I must actively track and monitor the ROI of my investments.	3.27	0.77	Strongly Aware
4. I am aware that I must seek professional advice or use financial tools to help me analyze and improve ROI.	3.42	0.81	Strongly Aware

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 3.1 presented the Level of Awareness of Business Students towards Investment factors in terms of Return on Investment. Based on the collected data, findings revealed that return on investment got a mean of 3.35 and interpreted as strongly aware and in which the highest mean item was “I am aware that I must seek professional advice or use financial tools to help me analyze and improve ROI”. In order to make informed investment decisions and mitigate the overall risk of your investment portfolio, it is advisable to consult a financial advisor, gain a comprehensive understanding of investment risks, diversify one’s portfolio, stay updated with relevant information, employ risk reduction strategies, and evaluate the investment risk. Consulting from professional advice results in higher return on investment.

Whilst, the respondents were strongly aware with 3.27 mean and 0.77 standard deviation hence, it is least in the level of awareness of risk on investment in which the lowest mean item was “I am aware that I must actively track and monitor

the ROI of my investments”. To support the statement above, Rhema Hans (2021), states that it's crucial to keep a close eye on the value of investments in the business. Students, in particular, should pay special attention to whether the business developments are yielding profits. Furthermore, being highly mindful of actively monitoring and tracking investments is vital for making informed investment decisions, ultimately contributing to students' financial success.

Table 3.2. Level of Awareness of Business Students towards Investment Factors in terms of Risk of Losses

Investment Factor	Mean	SD	Interpretation
<b>Risk of losses</b>	<b>3.36</b>	<b>0.59</b>	<b>Strongly Aware</b>
1. I am aware that investment involves the potential risk of financial losses.	3.42	0.75	Strongly Aware
2. I am aware that I am conservative on trying to minimize risk of loss.	3.17	0.69	Aware
3. I am aware on how important is risk management in my investment decisions.	3.41	0.68	Strongly Aware
4. I am aware that I must actively monitor and review my investment portfolio to minimize potential losses.	3.35	0.73	Strongly Aware
5. I am aware that I must seek professional advice or use risk assessment tools to help you make informed investment decisions.	3.43	0.72	Strongly Aware

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 3.2 displayed the Level of Awareness of Business Students towards Investment factors in terms of Risk of Losses. As to Risk of Losses, the computed mean was 3.36 and interpreted as strongly aware, in which the highest mean item was “I am aware that I must seek professional advice or use risk assessment tools to help you make informed investment decisions”. In order to optimize investment decision-making and minimize the potential risks associated with an investment portfolio, it is highly recommended to seek guidance from a qualified financial advisor. Additionally, it is crucial to develop a thorough



comprehension of the various risks inherent in investments, employ risk mitigation strategies, and consistently evaluate the level of investment risk.

The lowest mean item was “I am aware that I am conservative on trying to minimize risk of loss”. Most of the students were only aware of trying to minimize the risk of their financial loss in which it has a mean of 3.17 and standard deviation of 0.69. According to Paul Mladjenovic (2021), monitoring unrealized gains and losses, assessing the opportunities arising from portfolio performance, and considering a wide range of strategies and investment alternatives are essential aspects of minimizing risk of losses. Therefore, students were aware in selecting a particular stock for investment to compile a list and conduct research and identify potential alternatives that can enhance their investment choice, ultimately being aware in this can mitigate or potentially reverse any losses.

Table 3.3. Level of Awareness of Business Students towards Investment Factors in terms of Investment Fraud

Investment Factor	Mean	SD	Interpretation
<b>Investment Fraud</b>	<b>3.18</b>	<b>0.61</b>	<b>Aware</b>
1. I am aware in my ability to identify fraudulent investment schemes.	2.91	0.78	Aware
2. I am aware that investment schemes that promise abnormally high returns are generally untrustworthy and likely to be fraudulent.	3.08	0.72	Aware
3. I am aware that it is important for me to research the legitimacy of an investment before investing.	3.40	0.81	Strongly Aware
4. I am aware that I must be worried about the possibility of being a victim of investment fraud or financial scam.	3.32	0.77	Strongly Aware
5. I am aware that in investment, some fraudsters depend on their own social status to continually attract new investors.	3.18	0.73	Aware

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 3.3 revealed the Level of Awareness of Business Students towards Investment factors in terms of Investment Fraud. As to Investment Fraud, the computed mean was 3.18 and interpreted as aware having the highest mean item of “I am aware that it is important for me to research the legitimacy of an investment before investing” and the lowest mean item of “I am aware in my ability to identify fraudulent investment schemes”.

The highest mean of 3.40 with standard deviation of 0.81 is interpreted as strongly aware, it means respondents are knowledgeable and aware in the importance of researching the legitimacy of investment before investing the capital. As per Investor.gov (2023), individuals must first conduct thorough due investigation before investing in a business. It is essential to conduct extensive due diligence to evaluate the business's legitimacy and operations. This involves reviewing financial statements, researching the company's track record and reputation, and verifying the credentials of key personnel. Being attentive can help individuals spot and steer clear of fraudulent investment schemes. Additionally, professional guidance is needed in consulting with a financial advisor or investment professional which can provide valuable insights into the legitimacy of a business and its investment opportunities. Having a strong awareness in the legitimacy of Investment can assess the risks involvement of student and it can offer guidance to make well-informed investment decisions.

On the other hand, students were aware in identifying the fraudulent scheme thus; this is the least among all the statement above with a mean of 2.91 and standard deviation of 0.78. Students were aware in identifying fraud in a legally sanctioned business necessitates thorough investigation, diligent research, and awareness regarding possible warning signs. By adopting proactive measures to safeguard themselves, individuals can minimize the likelihood of becoming victims of deceptive investment schemes.

As a result, the researchers found out that respondents were strongly aware of the importance of researching the legitimacy of investments before investing, with a mean of 3.40. However, their awareness of identifying fraudulent investment schemes was lower, with a mean of 2.91, indicating the need for proactive measures to avoid becoming victims of deceptive schemes, as recommended by Investor.gov (2023).

Table 3.4. Level of Awareness of Business Students towards Investment Factors

Investment Factor	Mean	SD	Interpretation
<b>Grand Mean</b>	<b>3.29</b>	<b>0.63</b>	<b>Strongly Aware</b>

Legend: 1.00 - 1.75: Strongly Unaware, 1.76 - 2.50: Unaware,

2.51 - 3.25: Aware, 3.26 - 4.00: Strongly Aware

Table 3.4 shown above the Level of Awareness of Business Students towards Investment Factors. The computed grand mean was 3.29 with a standard deviation of 0.63 and implies that majority of the respondents were strongly aware

towards their level of investment factors. It is evident that students in today’s fast-paced world, are strongly aware of the investment factor of return on investment, risk of losses, and investment fraud. As students embark on their journey towards financial independence, understanding these concepts becomes important for students in making inform decisions that will shape their financial future. It is important to have awareness and knowledge of investment returns to make a better financial and investment decisions, realize their rights, and manage investment risk. Being strongly aware of investment fraud will protect students from falling victim to scams that could potentially wipe out their hard-earned savings. Thus, it is essential for students to equip themselves with the necessary knowledge and skills to navigate the complex world of investments factor.

Table 4. Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Financial Knowledge	.149	217	.000	.857	217	.000
Financial Attitude	.100	217	.000	.960	217	.000
Return on Investment	.188	217	.000	.850	217	.000
Risk of Losses	.140	217	.000	.877	217	.000
Investment Fraud	.115	217	.000	.925	217	.000

Table 4 revealed the normality of the data gathered from the study. Based on the findings using Kolmogorov-smirnov and shapiro - Wilk tests, the computed p-values were all less than the 0.05 level of significance and implies that variables such Financial Knowledge, Financial Attitude, Return on Investment, Risk of Losses, and Investment Fraud were not normally distributed and hence, a non-parametric test such as spearman-rho was utilized in determining the significant relationship of each variable. In addition, Kruskal Wallis and Mann Whitney U test were employed for significant difference.

Table 5. Significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Course

Variable 1	Variable 2	p-value	Decision	Interpretation
Course	Financial Knowledge	0.068	Accept Ho	Not Significant
	Financial Attitude	0.015*	Accept Ha	Significant

Legend: Independent Samples Kruskal Wallis Test at \*0.05 level of significance

Table 5 revealed the significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Course. Based on the computed value, financial knowledge (0.068) was not significant and indicates that course is not a factor affecting the level of financial behavior of the respondents in terms of financial knowledge. Based on the result majority are lower year. In the study of Morris et al., (2021) which entitled “Financial Knowledge, Financial Confidence and Learning Capacity on Financial Behavior: A Canadian Study”, it states that following a business-related university course does not improve financial knowledge. Business students may graduate with academic understanding but find it difficult to handle their finances or make good investment decisions.

On the other hand, it was found that financial attitude was significant and implies that course is a factor affecting the level of financial behavior of the respondents in terms of financial attitude. A business-related student course improves one's financial attitude. These courses prepare students to make informed financial decisions by introducing them to topics such as budgeting, investing techniques, and risk management. Furthermore, such courses instill a sense of financial discipline and responsibility. Subsequently, a better financial attitude can lead to greater personal finance management and good investment decisions.

Therefore, the null hypothesis “there is no significant difference among the financial behavior in terms financial knowledge of the respondents when grouped according to their profile in terms of course” is accepted and the alternative hypothesis “there is significant difference among the financial behavior in terms financial attitude of the respondents when grouped according to their profile in terms of course” is accepted.

Table 6. Significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Year Level

Variable 1	Variable 2	p-value	Decision	Interpretation
Year Level	Financial Knowledge	0.005*	Accept Ha	Significant
	Financial Attitude	0.010*	Accept Ha	Significant

Legend: Independent Samples Kruskal Wallis Test at \*0.05 level of significance

Table 6 revealed the significant difference among the financial behavior of the respondents when grouped according to their profile in terms of year level. Based on the computed value, financial knowledge (0.005) and financial attitude (0.010) were significant and indicated that year level is a factor affecting the level of financial behavior of the respondents in terms of financial knowledge and financial attitude. Gender, age, and level of education are the three primary demographic variables (Van et al., 2022). They also claimed that those with a higher level of education tends to

have a higher level of financial knowledge and financial attitude, which is positively associated with financial behavior.

Therefore, the alternative hypothesis “there is significant difference among the financial behavior in terms financial knowledge of the respondents when grouped according to their profile in terms of year level” is accepted and the alternative hypothesis “there is significant difference among the financial behavior in terms financial attitude of the respondents when grouped according to their profile in terms of year level” is accepted.

Table 7. Significant difference among the financial behavior of the respondents when grouped according to their profile in terms of estimated allowance per month

Variable 1	Variable 2	P-value	Decision	Interpretation
Estimated Allowance per Month	Financial Knowledge	0.052	Accept Ho	Not Significant
	Financial Attitude	0.562	Accept Ho	Not Significant

Legend: Independent Samples Kruskal Wallis Test at \*0.05 level of significance

Table 7 exhibited the significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Estimated Allowance per Month. Based on the computed value, financial knowledge (0.052) and financial attitude (0.562) were not significant and indicated that Estimated Allowance per Month is not a factor affecting the level of financial behavior of the respondents in terms of financial knowledge and financial attitude. The study demonstrated that business student's ability to make investment decisions, their financial knowledge and financial attitudes toward investment are not always determined by their estimated allowance per month. It questions the widely held belief that those with larger monthly allowances have stronger financial behavior and great investment decisions.

Therefore, the null hypothesis “there is no significant difference among the financial behavior in terms financial knowledge of the respondents when grouped according to their profile in terms of estimated allowance per month” is accepted and the null hypothesis “there is no significant difference among the financial behavior in terms financial attitude of the respondents when grouped according to their profile in terms of estimated allowance per month” is accepted.

Table 8. Significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Family income per month

Variable 1	Variable 2	P-value	Decision	Interpretation
Family Income per Month	Financial Knowledge	0.084	Accept Ho	Not Significant
	Financial Attitude	0.453	Accept Ho	Not Significant

Legend: Independent Samples Kruskal Wallis Test at \*0.05 level of significance

Table 8 portrayed the significant difference among the financial behavior of the respondents when grouped according to their profile in terms of Family Income per Month. Based on the computed value, financial knowledge (0.084) and financial attitude (0.453) were not significant and indicated that Family Income per Month is not a factor affecting the level of financial behavior of the respondents in terms of financial knowledge and financial attitude. The result of this study supports the research from Adiputra and Patricia (2020) which states that the level of income does not influence the financial management behavior of the individuals. Because high or low of income cannot be used as leverage to develop good investment decision, high-income individuals or students may also experience financial difficulties.

Therefore, the null hypothesis “there is no significant difference among the financial behavior in terms financial knowledge of the respondents when grouped according to their profile in terms of family income per month” is accepted and the null hypothesis “there is no significant difference among the financial behavior in terms financial attitude of the respondents when grouped according to their profile in terms of family income per month” is accepted,

Table 9. Significant relationship between financial behavior in terms of financial knowledge and factors affecting investment decision.

Variable 1	Variable 2	r-value	P-value	Decision	Interpretation
Financial Knowledge	Return on Investment	0.565	0.000*	Accept Ha	Significant
	Risk of Losses	0.585	0.000*	Accept Ha	Significant
	Investment Fraud	0.543	0.000*	Accept Ha	Significant

Legend: Spearman Rho Test at \*0.05 level of significance

Table 9 displayed the significant relationship between financial behavior in terms of financial knowledge and factors affecting investment decision. Based on the computed value, return of investment (0.565, 0.000), risk of losses (0.585, 0.000), and investment fraud (0.543, 0.000) were positively and strongly correlated to financial knowledge and indicates that financial knowledge is a factor influencing the level of investment decision of the respondents in terms of return of investments, risk of losses, and investment fraud. The result of this study supports the research from Fadli and Wijayanto (2020) which states that there is a positive relationship

between the financial knowledge and return and risk on investment. They concluded that return on investment and risk of investment influence and gives the student a positive investment decision. It also supports the research from Engels et al. (2019) which states that the higher the financial knowledge of the individuals, the more likely they will detect investment fraud.

Therefore, the alternative hypothesis “there is significant relationship between financial behavior in terms of financial knowledge and factors affecting investment decision in terms of return on investment.” is accepted. Same is through with the alternative hypothesis “there is significant relationship between financial behavior in terms of financial knowledge and factors affecting investment decision in terms of risk of losses.” is accepted and the alternative hypothesis “there is significant relationship between financial behavior in terms of financial knowledge and factors affecting investment decision in terms of investment fraud.” is accepted as well.

Table 10. Significant relationship between financial behavior in terms of financial attitude and factors affecting investment decision.

Variable 1	Variable 2	r-value	P-value	Decision	Interpretation
Financial Attitude	Return on Investment	0.524	0.000*	Accept Ha	Significant
	Risk of Losses	0.567	0.000*	Accept Ha	Significant
	Investment Fraud	0.569	0.000*	Accept Ha	Significant

Legend: Spearman Rho Test at \*0.05 level of significance

Table 10 showed the significant relationship between financial behavior in terms of financial attitude and factors affecting investment decision. Based on the computed value, return of investment (0.524, 0.000), risk of losses (0.567, 0.000), and investment fraud (0.569, 0.000) were positively and strongly correlated to financial attitude and indicates that financial attitude is a factor influencing the level of investment decision of the respondents in terms of return of investments, risk of losses, and investment fraud. Based on the results of the analysis carried out in Sorongan F. (2022) study, financial behavior has a significant effect on student investment decisions. Financial attitude has a significant effect on student investment decisions. He explained that the better one’s financial attitude, the better one’s attitude in managing their finances, including investment decisions in terms of return on investment, risk of losses and investment fraud.

Therefore, the alternative hypothesis “there is significant relationship between financial behavior in terms of financial attitude and factors affecting investment decision in terms of return on investment.” is accepted, the alternative hypothesis

“there is significant relationship between financial behavior in terms of financial attitude and factors affecting investment decision in terms of risk of losses.” is accepted and the alternative hypothesis “there is significant relationship between financial behavior in terms of financial attitude and factors affecting investment decision in terms of investment fraud.” is accepted.

## 8. DISCUSSION

This chapter includes the summary of the findings with regards to the data gathered with its conclusion and recommendations based on the result of the study.

### 8.1. Summary of Findings

As calculated from Raosoft formula, this study had two hundred seventeen (217) accounting, entrepreneur and management accounting undergraduate students as respondents from the Institute of Business and Computing Education during the academic year 2023-2024. The researchers utilized proportional stratified random sampling in gathering the sample required for each of the courses. The researchers ensured a diverse representation of students from different courses to increase the generalizability of the findings.

In determining the awareness among accounting, entrepreneur and management accounting undergraduate students, a modified questionnaire adapted from three (3) previous researchers was used. Similarly, the researchers generated another validated questionnaire to measure and test the reliability of the questions towards the researcher study of financial behavior and factors affecting the investment decision among business students in Mabalacat City College.

As the aim of the study was to explore the relationship of respondents and financial behavior. Researchers also aimed to determine the relationship between financial behavior and investment decision. Thus, the researchers used weighted mean, kruskal-wallis and spearman rank correlation coefficient to analyze the data.

### 8.2. Profile of the Respondent

This section presents a detailed overview of the socio-demographic characteristics of the 217 respondents involved in the study. The majority of students, 42.90% or 93 individuals, have chosen to pursue a Bachelor of Science in Accountancy. According to the data in Table 1.2, a significant portion of the participants, specifically 34.60% (75 respondents), were currently in their third year of college. According to the data in Table 1.3, a significant portion of individuals (83 people, or 38.20%) received monthly allowances between P2,000 and P3,000. Finally, Table 1.4 shows that 35.90% (78 respondents) have a monthly family income between P11,000 to P20,000. The findings provided valuable insights into the varied socio-economic and educational backgrounds of the study respondents.

### 8.3. Financial Behavior

### 8.3.1. Financial Knowledge

Explores the extent to which business students are aware of financial behavior, with a particular emphasis on financial knowledge. The data highlighted the importance of financial knowledge, with a mean of 3.34 indicating strong awareness. It was evident that students place great importance on saving money for their financial well-being. They recognized the significance of financial knowledge in making informed decisions and reaching their financial goals. Although the lowest mean was related to students' comprehension of financial terminology and concepts, it was also related to their knowledge of financial behavior. Possessing financial knowledge means being well informed about the function of saving money, and the potential consequences of different financial choices. With sufficient financial knowledge, individuals can evaluate the most suitable approaches to manage their finances that align with their goals.

### 8.3.2. Financial Attitude

Directs attention toward Financial Attitude, highlighting a moderate level of awareness with an average of 3.07. The highest average item emphasized the significance of saving money, reflecting positive financial attitudes that are linked to financial responsibility. Nevertheless, the study revealed a concerning lack of knowledge among students when it comes to understanding the possible dangers of making investment decisions based on peer suggestions. This demonstrated a vulnerability to being influenced by peers in the field of investing.

Provides a comprehensive summary, revealing a computed grand mean of 3.20 and a standard deviation of 0.54. This suggested that most respondents have a good understanding of their financial habits. Having a deep understanding of this subject is crucial for making well-informed choices regarding money management. It establishes a strong foundation for achieving financial success and ensuring a stable and prosperous future for students.

## 8.4. Investment Factors

### 8.4.1. Return on Investment (ROI)

This study examined the level of awareness among business students regarding investment factors, with a specific focus on return on investment (ROI), risk of losses, and investment fraud. Students showed a high level of awareness regarding ROI, as indicated by a mean score of 3.35. Highlighting the significance of consulting experts and utilizing financial resources, the results emphasized the necessity of gaining a thorough understanding, implementing diversification, and employing risk reduction tactics to make well-informed investment choices. Consulting from professional advice results in higher return on investment. In addition, as stated by Hans (2021) it's crucial to keep a close eye on the value of investments in the business. Students, in particular, should pay special attention to whether the business developments are yielding profits. This emphasizes the importance of students actively monitoring and tracking

investments, which can lead to informed decisions and financial success.

### 8.4.2. Investment Risk

Explores into students' understanding of the Risk of Losses, revealing a significant mean of 3.36. It is crucial to seek guidance from experts and fully understand the potential risks involved in investments. This highlighted the need for risk management strategies and ongoing assessment of investment risk. Mladjenovic (2021) highlights the importance of closely tracking unrealized gains and losses, evaluating portfolio performance, and exploring various investment options to reduce the potential for losses.

### 8.4.3. Investment Fraud

Highlights the importance of raising awareness about investment fraud, with an average rating of 3.18. It is crucial to thoroughly investigate the credibility of investments. This involves assessing a company's past performance and qualifications to safeguard against possible fraudulent activities. It is highly recommended to seek professional guidance to ensure the credibility of your findings and to stay well-informed. Although students demonstrated a solid understanding of investigating investment legitimacy (mean of 3.40), their proficiency in recognizing fraudulent schemes is comparatively lower (mean of 2.91).

## 8.5. Impact of Course Profiles on the Financial Behavior of Respondents

Examines how course profiles influence the financial behavior of respondents, particularly in terms of their financial knowledge and attitude.  $c(p=0.068)$ . This finding is consistent with the research conducted by Morris et al. (2021), which suggests that taking a business-related university course may not necessarily improve financial knowledge. On the other hand, there was a significant impact on financial attitude, indicating that courses related to business have a positive effect on students' mindset towards finances. These courses covered important topics such as budgeting and investing, helping to develop strong financial behaviors. Therefore, although course profiles may not directly improve financial knowledge, they play a crucial role in building a positive financial attitude, which in turn influences well-informed financial decision-making. The null hypothesis regarding financial knowledge is accepted, while the alternative hypothesis concerning financial attitude is also accepted.

## 8.6. Significant Difference in Financial Behavior Among Respondents

Provides a significant difference in financial behavior among participants when grouped by year level. The results of the analysis showed that the year level has a significant impact on financial knowledge and financial attitude. The computed values for both aspects of financial behavior indicated this influence. These findings were in line with the research conducted by Van et al. (2022), which suggests a

positive correlation between higher education levels and improved financial knowledge and attitude. It appeared that as students advance in their academic journey, their financial knowledge and attitude change, which in turn affects their overall financial behavior. Thus, the alternative hypotheses regarding financial knowledge and financial attitude, specifically in relation to year level, have been accepted.

### **8.7. Impact of Estimated Allowance Per Month on the Financial Behavior of Respondents**

Explores how the Estimated Allowance per Month influences the financial behavior of respondents, particularly in relation to their financial knowledge and attitude. Based on the computed values (financial knowledge  $p=0.052$ , financial attitude  $p=0.562$ ), it appeared that the monthly allowance does not have a significant impact on financial behavior. In contrast to popular opinion, the study questioned the idea that a larger monthly allowance correlates to stronger financial behavior and better investment decisions among business students. As a result, the null hypotheses for both financial knowledge and financial attitude, specifically regarding estimated allowance per month, have been accepted.

### **8.8. Impact of Family Income Per Month on the Financial Behavior of Respondents**

Discovers how the monthly family income influences the financial behavior of participants, focusing on their financial knowledge and attitude. Based on the computed values, it appeared that family income does not have a significant impact on financial behavior. The results showed that financial knowledge and financial attitude have  $p$ -values of 0.084 and 0.453, respectively. This supports the findings of Adiputra and Patricia's (2020) study indicating that financial management behavior is not solely determined by income level. The study highlighted the fact that individuals or students from different income levels may face financial difficulties, highlighting the multitude of factors that influence financial choices. As a result, the null hypotheses regarding financial knowledge and financial attitude, specifically in relation to family income per month, have been accepted.

### **8.9. The Correlation Between Financial Behavior, Particularly Financial Knowledge, And the Determinants That Impact Investment Decisions**

Addresses the relationship between financial behavior, particularly financial knowledge, and the various factors that impact investment decisions. The computed values indicated a significant positive relationship between financial knowledge and return on investment, risk of losses, and investment fraud. It was evident that having a good understanding of finance plays a crucial role in making informed investment choices regarding profitability, risk management, and avoiding fraudulent schemes. The findings support the conclusions of Fadli and Wijayanto's (2020) study, which suggests a positive relationship between financial knowledge and investment return and risk.

Furthermore, it aligns with the findings of Engels et al. (2019), which suggest that having a greater understanding of financial matters can improve one's ability to identify instances of investment fraud. Thus, the alternative hypotheses for all three factors—return on investment, risk of losses, and investment fraud—were accepted.

### **8.10. Significant Relation Between Financial Behavior, Particularly Financial Attitude, And the Elements That Impact Investing Decisions**

Discovers a significant correlation between one's financial behavior, particularly their attitude towards finances, and the various factors that impact their investment choices. The calculated values (ROI  $p=0.524$ , 0.000, risk of losses  $p=0.567$ , 0.000, investment fraud  $p=0.569$ , 0.000) demonstrated a clear positive relationship, highlighting the substantial influence of financial attitude on investment choices related to returns, risk, and fraud. The study conducted by Sorongan (2022) supports these findings, highlighting the significant impact of financial behavior and attitude on students' investment decisions. Having a positive mindset when it comes to finances can greatly improve your ability to manage your money effectively. This positive attitude will help one to make informed investment decisions by considering factors such as potential returns, the risk of losses, and the possibility of investment fraud. As a result, the alternative hypotheses for all three factors—return on investment, risk of losses, and investment fraud—were accepted, indicating the connection between financial attitude and wise investment decision-making.

## **9. CONCLUSION**

The study explores how business students handle their finances, looking at factors like their backgrounds, financial knowledge, attitudes, and investment decisions. It highlights how it affects their financial decisions. Business students generally understand the importance of saving money and being financially responsible.

While students understand the concepts like Return on Investment (ROI) and risk, they could improve in recognizing fraudulent schemes. The research suggests being attentive, seeking advice from experts, and actively monitoring investments to reduce risks. Students' knowledge and attitudes regarding finance are affected by the courses they take and their educational levels. Higher education tends to lead to better financial literacy and a more positive financial mindset. However, family status does not completely affect students' financial behavior; other factors play an important role in how they make financial decisions.

Unexpectedly, the researchers find out there is no significant connection between the profiles of the respondents in terms of course. Based on the results majority are lower year. In the end, there's a clear connection between how students behave financially, what they know, how they think about money, and the investment choices they make. Understanding financial concepts and adopting responsible financial habits are crucial for making informed investment

decisions and securing a stable financial future. As a result, it provides the foundation for future research to explore further into this study in order to maximize the positive impact of financial behavior and investment decisions.

## 10. RECOMMENDATION

Based on the results presented, the researchers recommended the following:

**10.1.** Mabalacat City College and other higher education institutions may offer investment literacy programs through their business departments or programs to help students understand the importance of investing for their future security.

**10.2.** Conduct a longitudinal study to analyze the long-term impact of financial education interventions on students' financial behaviors. This could provide insights into the sustainability of positive financial habits developed during educational programs.

**10.3.** Tailor financial literacy interventions for different education levels, considering the observed correlation between higher education and improved financial knowledge and attitudes. Assess the awareness of these interventions across diverse student populations.

**10.4.** Develop and assess the awareness of educational programs aimed at increasing students' awareness of investment fraud. This could include seminars, workshops, or online modules focusing on recognizing and avoiding fraudulent schemes.

**10.5.** Future investor/s should have further research as to investment to prevent losses.

**10.6.** Future researcher/s of the same studies are encouraged to incorporate and explore new variables.

## 11. ACKNOWLEDGEMENT

Embarking on the journey of academic exploration and discovery necessitates expressing gratitude to those whose guidance and support played a vital role in completing this research. The collaborative efforts and unwavering encouragement from numerous individuals are evident in this research paper.

We express our deepest appreciation to **Dr. Ricardo S. Jimenez, ChBA**, whose expertise and commitment as our esteemed researcher professor significantly enhanced the depth and quality of this study. His invaluable insights and dedication to academic excellence have made a lasting impact on this research.

Special acknowledgment is extended to **Mr. Al John Marcelino, MBA**, our respected researcher adviser, whose guidance and mentorship were instrumental in shaping the trajectory of this research. His unwavering support and insightful feedback were indispensable throughout the entire process.

Heartfelt gratitude goes to the esteemed panel members: **Ms. GERALYN A. QUIAMBAO, MBM**, whose constructive

critique and thoughtful suggestions greatly contributed to refining the research, and **Mr. James Darwin N. Lagman, LPT**, whose insightful perspectives heightened the scholarly rigor of this study. Lastly, to our chairman **Josephine Evangelista, Ph.D.**, whose leadership, and guidance in steering the discussions were genuinely valuable.

We owe a debt of gratitude to my diligent groupmates, whose collaborative efforts and shared dedication facilitated the seamless execution of this research. Their commitment to excellence has been a constant source of inspiration. To our family, whose unwavering support has provided constant strength, and to our friends and classmates who offered encouragement and understanding during moments of academic intensity, we sincerely appreciate your contributions. This research paper signifies more than an academic output; it is a collective achievement made possible by the support, guidance, and encouragement of these exceptional individuals. Each played a crucial role, and for that, we are profoundly thankful.

## 12. REFERENCES

- [1] Adiputra, G., & Patricia, E. (2020). The Effect of Financial Attitude, Financial Knowledge, and Income on Financial Management Behavior. Retrieved from: <https://www.atlantispress.com/proceedings/ticash-19/125940673>
- [2] Adriani, J. (2021). Factors Affecting Financial Behaviors: Studies in Students Who Do Venture Creation. Retrieved from: <https://journal.uc.ac.id/index.php/RMBE/article/view/2427>
- [3] Atmaningrum S., Kanto, D.S., & Kisman Z. (2021). Investment Decisions: The Results of Knowledge, Income, and Self-Control. Retrieved from: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3779643](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3779643)
- [4] Bhat, A. (2023). Spearman correlation coefficient: Formula + Calculation. Retrieved from: <https://www.questionpro.com/blog/spearman-rank-coefficient-of-correlation/#:~:text=The%20Spearman's%20rank%20coefficient%20of,primarily%20used%20for%20data%20analysis>
- [5] Chen, J. (2023). Risk-Return Tradeoff: How the Investment Principle Works. Retrieved from: <https://www.investopedia.com/terms/r/riskreturntradeoff.asp>
- [6] Cote, C. (2020). The Importance of Financial Literacy in Business. Retrieved from: [https://online.hbs.edu/blog/post/importance-of-financial-literacy?fbclid=IwAR0IAcLXeULIuarAY\\_MqKWcS7k8P6qYmNRZCNvcGd0r3usWIDe2\\_y4xXF5](https://online.hbs.edu/blog/post/importance-of-financial-literacy?fbclid=IwAR0IAcLXeULIuarAY_MqKWcS7k8P6qYmNRZCNvcGd0r3usWIDe2_y4xXF5)

- [7] Engels, C., Kumar, K. & Philip, D. (2019). Financial literacy and fraud detection. Retrieved from: <https://doi.org/10.1080/1351847X.2019.1646666>
- [8] Fadli, A. & Wijayanto, A. (2020). Investment Training Moderates the Effect of Financial Literacy, Return and Risk on Investment Interest in Capital Markets. Retrieved from: <https://journal.unnes.ac.id/sju/index.php/maj/article/view/36879>
- [9] Fernando, J. (2023). What Is Financial Literacy?. Retrieved from: <https://www.investopedia.com/terms/f/financial-literacy.asp>
- [10] Frost, J. (2023). Stratified Sampling: Definition, Advantages & Examples. Retrieved from: <https://statisticsbyjim.com/basics/stratified-sampling/>
- [11] Hans, R. (2021). What is ROI (Return on Investment). Retrieved from: <https://www.deskera.com/blog/roi-return-on-investment/?fbclid=IwAR1c4Len9dJsYCIYZbh7g2b8xTnG1m7aZLpmun0Q4W MFOxo7PAw6s3AIgN0>
- [12] Hayes, A. (2022). Behavioral Finance: Biases, Emotions and Financial Behavior. Retrieved from: <https://www.investopedia.com/terms/b/behavioralfinance.asp>
- [13] Hayes, A. (2023). What Does Finance Mean? Its History, Types, and Importance Explained. Retrieved from: <https://www.investopedia.com/terms/f/finance.asp>
- [14] Heath, C. (2023). What is descriptive research? Retrieved from: <https://dovetail.com/research/descriptive-research/>
- [15] Investor.gov. (2023). What You Can Do to Avoid Investment Fraud. Retrieved from: <https://www.investor.gov/protect-your-investments/fraud/how-avoid-fraud/what-you-can-avoid-investment-fraud>
- [16] Kaplan Financial Education. (2021). What is Behavioral Finance? Retrieved from: <https://www.kaplanfinancial.com/resources/career-advancement/behavioralfinance?fbclid=IwAR3u5aILxvUPuisoihzydTZaltv8T26eoo20WSe5lMaJAyaIfAx1AHi6wT8>
- [17] Mabaso, D.J. (2020). The Influence of Financial Literacy on Investment Decisions of Government Employees in Tagum City. Retrieved from: <https://www.scribd.com/document/371114297/Questionnaire>
- [18] McClure, B. (2022). An Introduction to Behavioral Finance. Retrieved from: <https://www.investopedia.com/articles/02/112502.asp>
- [19] Mladjenovic, P. (2021). 10 Ways to Minimize Losses in High-Level Investing. Retrieved from: [https://www.dummies.com/article/business-careers-money/personalfinance/investing/general-investing/10-ways-to-minimize-losses-in-high-level-investing-139032/?fbclid=IwAR2XsvCXRSEXmW7FTn\\_MULsdI5kI\\_6f3RAji3\\_L63JjpzPMBF88eaxIHhY](https://www.dummies.com/article/business-careers-money/personalfinance/investing/general-investing/10-ways-to-minimize-losses-in-high-level-investing-139032/?fbclid=IwAR2XsvCXRSEXmW7FTn_MULsdI5kI_6f3RAji3_L63JjpzPMBF88eaxIHhY)
- [20] Montford, W., & Goldsmith, R.E. (2015). How gender and financial self-efficacy influence investment risk taking. Retrieved from: [https://www.researchgate.net/publication/277604210\\_How\\_gender\\_and\\_financial\\_self-efficacy\\_influence\\_investment\\_risk\\_taking](https://www.researchgate.net/publication/277604210_How_gender_and_financial_self-efficacy_influence_investment_risk_taking)
- [21] Morris, T., Maillet, S., & Koffi, V. (2022). Financial Knowledge, Financial Confidence and Learning Capacity on Financial Behavior: A Canadian Study. Retrieved from: <https://www.tandfonline.com/doi/full/10.1080/23311886.2021.1996919>
- [22] Nortenko, D. (2021). Aspiring Entrepreneurs: Five Tips For Finance Management In Life And Business. Retrieved from: <https://www.forbes.com/sites/forbesbusinesscouncil/2021/04/01/aspiringentrepreneurs-five-tips-for-finance-management-in-life-andbusiness/?sh=1eb3bb8c111e>
- [23] Padil, H., Kasim, E.S., Ismail, N., Zin, N., & Muda, S. (2020). An Exploratory Factor Analysis of Financial Literacy and Awareness of Investment Scams. Retrieved from: [https://www.researchgate.net/publication/345713837\\_An\\_Exploratory\\_Factor\\_Analysis\\_of\\_Financial\\_Literacy\\_and\\_Awareness\\_of\\_Investment\\_Scam](https://www.researchgate.net/publication/345713837_An_Exploratory_Factor_Analysis_of_Financial_Literacy_and_Awareness_of_Investment_Scam)
- [24] Pearce, R.W. (2023). Investment Fraud: Definition, Examples, and Investor Rights. Retrieved from: <https://www.secattyy.com/legal-blog/what-is-investment-fraud/>
- [25] Rasheed, M., Rafique A., Zahid, T., Akhtar, M.W. (2018). Factors Influencing Investor's Decision Making in Pakistan: Moderating the Role of Locus of Control. Retrieved from: [https://www.emerald.com/insight/content/doi/10.1108/RBF-05-2016-0028/full/html?fbclid=IwAR0rDHBq9SHtJ7X6QYleTxOBcS4jqf3DJfUMNxCP\\_xgw36QVaDduWcmwXO8](https://www.emerald.com/insight/content/doi/10.1108/RBF-05-2016-0028/full/html?fbclid=IwAR0rDHBq9SHtJ7X6QYleTxOBcS4jqf3DJfUMNxCP_xgw36QVaDduWcmwXO8)
- [26] Rai, K., Dua, S., & Yadav, M. (2019). Association of Financial Attitude, Financial Behaviour and Financial Knowledge Towards Financial Literacy: A Structural Equation Modeling Approach. Retrieved from: <https://journals.sagepub.com/doi/full/10.1177/2319714519826651>
- [27] Reed, E. (2022). What Is the Relationship Between Risk and Return? Retrieved from: <https://smartasset.com/investing/what-is-the-relationship-between-risk-and-return>
- [28] Selvia, G., Rahmayanti, D., Afandy, C., & Zoraya, I. (2020). The Effect of Financial Knowledge, Financial Behavior and Financial Inclusion on Financial Well-being. Retrieved from: <https://eudl.eu/doi/10.4108/eai.3-10->



- 2020.2306600#:~:text=The%20results%20showed%20that%20financial,knowledge%20on%20financial%20well%2Dbeing.
- [29] Silver, C. (2023). Learn the skills you need for a more financially secure life. Retrieved from: <https://www.investopedia.com/guide-to-financial-literacy-4800530>
- [30] Sorongan, F.A. ((2022). The Influence of Behavior Financial and Financial Attitude on Investment Decisions With Financial Literature as Moderating Variable. Retrieved from: <https://www.ejbm.org/index.php/ejbm/article/view/1291>
- [31] Strutner, S. (2022). Financial Management Explained: Scope, Objectives and Importance. Retrieved from: <https://www.netsuite.com/portal/resource/articles/financialmanagement/financial-management.shtml>
- [32] Vaidya, D. (2023). Investment Theory. Retrieved from: <https://www.wallstreetmojo.com/investment-theory/>
- [33] Vaidya, D. (2023). Return on Investment (ROI). Retrieved from: <https://www.wallstreetmojo.com/return-on-investment-formula-roi/>
- [34] Vaidya, D. (2023). Kruskal Wallis Test. Retrieved from: <https://www.wallstreetmojo.com/kruskal-wallis-test/#formula>
- [35] Van, H.N., Ha, G.H., Nguyen, D.N., Doan, H., & Thanh H.P. (2022). Understanding Financial Literacy and Associated Factors among Adult Population in a Low-Middle Income Country. Retrieved from: [https://www.researchgate.net/publication/361059020\\_Understanding\\_Financial\\_Literacy\\_and\\_Associated\\_Factors\\_among\\_Adult\\_Population\\_in\\_a\\_Low-Middle\\_Income\\_Country](https://www.researchgate.net/publication/361059020_Understanding_Financial_Literacy_and_Associated_Factors_among_Adult_Population_in_a_Low-Middle_Income_Country)
- [36] Vikram, E. (2020). What is Financial Attitude and Financial Behaviour? Retrieved from: <https://wizely.in/wizeup/financial-attitude-behaviour-explained/>
- [37] Winarta, S., & Pamungkas, A.S. (2020). The Role of Financial Behavior, Financial Attitude, Financial Strain, and Risk Tolerance in Explaining Financial Satisfaction. Retrieved from: <https://www.atlantispress.com/article/125956323.pdf>
- [38] Yogasnumurti, R.R., Sadalia, I., & Irawati, N. (2019). The Effect of Financial, Attitude, and Financial Knowledge on the Personal Finance Management of College Collage Students. Retrieved from: <https://www.scitepress.org/Papers/2019/93292/93292.pdf>
- [39] Zahera, S.A., & Bansal R. (2018). Do Investors Exhibit Behavioral Biases in Investment Decision Making? A Systematic Review. Retrieved from: <https://www.emerald.com/insight/content/doi/10.1108/QRFM-04-2017-0028/full/html>