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The Personal Fund Management of College Students In University of Perpetual Help System Dalta - Calamba Campus

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Abstract

This research aimed to explore the factors that affect personal fund management as assessed by college students, specifically within the context of the University of Perpetual Help System DALTA - Calamba Campus. This also focused on determining the significant difference in the level of their personal fund management based on the demographics of the college students to provide valuable insights as to how they varied. Hence, it analyzed how demographic characteristics, such as age, gender, academic year level, academic cluster, and socioeconomic status transverse the complex of personal fund management. Utilizing the Self-Determination Theory (SDT) framework, the research investigated how diverse financial behaviors, such as autonomy, competence, and relatedness, were provided to evaluate how college students comprehend and manage their finances. Employing a Likert Scale survey questionnaire, a total of three hundred (300) surveys from college students, which were equally administered from four different academic clusters, were randomly collected using an adapted instrument, in which the data underwent thorough statistical treatment for analysis and evaluation. The findings revealed that there was a significant difference between the assessment of college students with regard to the level of their personal fund management when respondents were grouped according to their gender and academic cluster. In terms of gender, it has a significant difference when it comes to competence. Moreover, there was an emphasis on a gap between the different academic clusters when it comes to autonomy and competence. These insights ignited the development and implementation of targeted educational endeavors, financial management workshops, opportunities for continuous improvement, and the organization of financial discussion forums. Consequently, the research proposed strategies to enhance the overall personal fund management of the college students in the University of Perpetual Help System DALTA - Calamba Campus.

Keywords: Age, Gender, Academic Year Level, Academic Cluster, Socioeconomic Status, Autonomy, Competency, Relatedness

Introduction

Funding is the process whereby a business uses the financial assets of a business, individual, or other fund management company (typically high-net-worth individuals) and uses those funds to invest in businesses that use those as financial, operational, or any other kind of investment for the purpose of growing the fund; after that, the profits are given back to the original investor, with a small portion retained as a profit.

The fund manager makes sure that the deposit maturity schedules and the loan demand align. The management achieves this by taking a close look at the assets and liabilities that affect the bank's capacity to grant credit.

The act of planning and budgeting for how you save and spend your money is known as personal financial management. Managing your personal finances involves determining financial objectives, such as saving for retirement, and working hard to achieve them. Personal finance is the process of organizing and handling financial activities related to income development, spending, saving, investing, and protection.

Demographics are the features of an individual that have been classified according to standards, such as income, gender, and age, in order to examine the characteristics of a specific group. Businesses, organizations, and governments must analyze demographic data in order to make informed choices. Businesses may develop marketing plans, and governments can put public policies into effect using this data. Numerous methods, including focus groups, polls and surveys, census data gathering, and psychographic research, can be used to gather demographic information.

A demographic profile is often used in business to improve the efficacy of marketing. By focusing on a specific audience, a business can more effectively spend advertising resources to maximize sales. This approach is more direct than simply advertising on the premise that everyone is a potential individual; while this may be true, it fails to capitalize on the higher returns that more focused advertisement can produce. This is done via the use of gathered data to determine what to advertise products or services to funds and identify gaps in marketing strategy.

The researcher conducted this research to understand and assesses the personal fund management of the college students and how their demographics, like age, gender, academic year level, academic cluster, and socioeconomic status, affect their spending. In today's world, most college students are spending or buying things that are not important; they simply want to follow the trend, even if they cannot afford it or do not need it.

Background of the Study

The world, in general, is now through a fast-paced and interconnected period characterized by the complexities of global economic instabilities, fast technical developments, and changing demographic dynamics. These factors have a vital influence on decision-making, particularly about the fund management of an individual. Furthermore, personal fund management is a global issue that surpasses geographical and cultural borders. Individual choices influenced by economic and cultural trends are apparent in how people handle money. It incorporates strategies, behaviors, and choices people implement to manage their financial resources efficiently. Thus, having a deeper understanding of how individuals made decisions and manage their money is critical for reacting to developing effective financial strategies and enhancing financial well-being on a global scale.

Financial mindset, especially among college students, has a bearing on their future financial well-being. While attending college and educational institutions, most of the students gain financial independence with less supervision from their parents and guardians. Furthermore, the financial behavior of college students in the Philippines is a complicated interplay of economic, cultural, educational, and personal factors since it is a developing and crucial area of study. Many students are handling their own finances for the first time, as well as dealing with the issues about finances. Hence, it is the reason why understanding personal fund management is a long-term investment.

A transition to college is a turning point in a student's life, defined by increasing independence and financial responsibilities. College students nowadays are .at a moment in their lives where they are fully responsible for managing their money and finances. It is an experience in which students gain information and proficiency that will help them in their future professional lives. However, this stage of life also offers financial burdens and obligations. Like many educational institutions, the University of Perpetual Help System DALTA Calamba Campus has diverse students with their own set of fund management practices. This study uncovered the complexities of their financial lives, which gave insights that drove approaches to financial literacy and well-being among college students.

This research aimed to address a gap in the existing literature and offer insights into how the demographic characteristics of college students traversed the complex of personal fund management. The researchers decided to study this since it was a problem that affected their personal lives. By doing so, the objective was to analyze the demographic characteristics of college students in their personal fund management. It sought to establish a holistic understanding of how useful it was for college students to know the importance of their finances so that they may select how and where their money went. Consequently, this research found meaning and substance that assisted individuals in avoiding making additional errors and becoming more confident in their financial management.

Theoretical Framework

The Self-Determination Theory (SDT) was a concept established in 1985 by Edward Deci and Richard Ryan that addressed human motivation and personality. In this study, SDT corresponded with personal fund management and its sub-variables by emphasizing the role of autonomy, competence, and relatedness in determining financial motivation and behaviors. Besides, it provided a distinct viewpoint to evaluate how individuals comprehended and managed their finances. College students were encouraged to budget, save, and invest because they believed these acts were voluntary rather than imposed. Therefore, they did experience well-being and satisfaction over their finances since they had the ability to make autonomous financial choices, felt competent in their financial decision making, and had a support structure that fostered responsible financial practices.

Self-determination theory was relevant to the study since it provided a beneficial framework for understanding personal fund management practices by exploring the psychological aspects that motivated college students to make financial decisions. Financial autonomy, a key component of SDT, referred to a person's sense of control and self-determination while making financial decisions. College students were engaged in beneficial financial practices since they believed they had the autonomy to make choices consistent with their beliefs and aspirations. Also, personal fund management competence highlighted the need to acquire financial skills and comprehend economic principles. When this theory was applied to personal fund management, it became clear that people desired financial autonomy, financial competence, and financial relatedness with others.

Autonomy was critical in the context of funding sources. In accordance with SDT, college students were driven to act in ways consistent with their values and aims. When it came to earning money, they looked for sources that provided them a sense of autonomy and control. Competence, another psychological demand in SDT, manifested how college students managed their costs because they wanted to feel competent in their financial decision-making and purchasing habits. Additionally, SDT's emphasis on intrinsic motivation was particularly pertinent to savings. Students were more likely to commit to saving since their core values and long-term goals were aligned.

Similarly, Deci and Ryan (2017) said that understanding people's motivations for knowing and managing their money may be derived from the larger fields of motivational psychology and personality development. Finally, the Self Determination

Theory provided a broad lens through which to view personal finance behaviors. It emphasized the importance of empowering college students to make autonomous financial decisions, developing their competence in managing money, and fostering positive social connections within the realm of personal finance by addressing the innate psychological needs of autonomy, competence, and relatedness.

Conceptual Framework

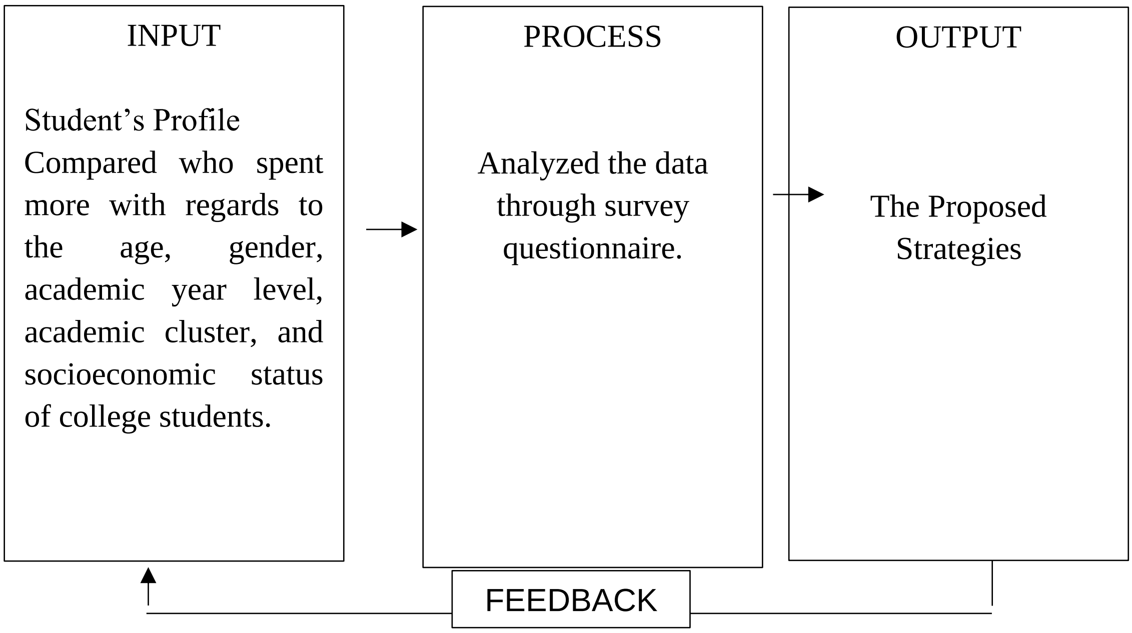

Figure 1 Research Paradigm

Figure 1 depicted a framework that used the Input-Process-Output (IPO) model to show the comparison of personal fund management and demographics. In this study, the demographic profile in terms of age, gender, academic year level, academic cluster, and socioeconomic status were included in the input of this paradigm. The process involved the analysis of the data through questionnaire. Additionally, the output of this study provided conclusions and recommendations which would help the college student on how to manage or budget their money.

Statement of the Problem

This study focused on the personal fund management of the college students. Specifically, it aimed to answer the following primary questions, which signify the main objective of the study:

1. What is the demographic profile of the respondents in terms of:

1.1. Age,

1.2. Gender,

1.3. Academic Year Level,

1.4. Academic Cluster, and

1.5 Socioeconomic Status?

2. What is the level of personal fund management among college students at the University of Perpetual Help System DALTA - Calamba Campus in terms of:
2.1. Autonomy,
2.2. Competency, and
2.3. Relatedness?
3. Is there any significant difference in personal fund management according to the demographics of the respondents?
4. What output may be proposed based on the findings or conclusions of the study?

Hypothesis

The null hypothesis presented below was tested for its level of significance.
Ho1: There was no significant difference in the personal fund management according to the demographic profile among the college students of University of Perpetual Help System DALTA - Calamba Campus

Scope and Delimitation

This study about personal fund management among college students encompassed an in-depth analysis. It explored numerous topics, such as the demographic profile of the respondents in terms of gender, age, academic year level, academic cluster, and socioeconomic status, as well as the level of personal fund management in terms of autonomy, competency, and relatedness. Furthermore, the researchers aimed to answer and assess the significant difference in the personal fund management according to the demographics of college students. As a result, this study purely used primary data answered by the college students as respondents.
The respondents of the study were solely focused and limited on the college students currently enrolled in University of Perpetual Help System DALTA - Calamba Campus during the Second Semester of Academic Year 2023 - 2024, Therefore, it recognized a comprehensive exploration of relevant financial behaviors and challenges faced by students.

Significance of the Study

This study aimed to contribute to the tremendous knowledge about personal fund management of college students in University of Perpetual Help System DALTA - Calamba Campus. In line with this, the study was deemed to be beneficial to the following:
To the College Students. This study assisted current college students in making educated judgments regarding their personal fund management by providing insights into effective controlling of their finances. Moreover, this study equipped college students with a deeper understanding of their finances, which enabled them to make informed decisions about budgeting, spending, and planning during their academic journey, ensuring a more financially stable present.
To the Future College Students. Prospective college students utilized this research to understand better the financial problems they may face along their academic journey, which helped them to better prepare for and plan for their future education. Hence, it became a trajectory that can help them identify areas where students may be lacking information or experiencing difficulties in financial purposes.
To the University Administration. This study helped the university administration improve the existing student support systems and services. Thus, this involved the creation or enhancement of specialized financial counseling events, such as webinars and seminars, which helped students foster success and bet-

ter manage their own finances as they step into the real world.

To the Individuals. This study contributed to the financial literacy of individuals by offering insights into efficient personal fund management approaches. This generated a sense of financial well-being and contentment as individuals select choices that correspond with their aspirations in life. Therefore, this was a piece of advice that enables them to be aware of making practical choices.

To the Researchers. This study assisted the researchers broaden their knowledge base and improve what the researchers currently know. The researchers learned and gained hands-on experience about the required strategies and information for doing this research. Therefore, the findings of this study served as a starting point for analyzing variations in personal fund management among college students across different demographic contexts.

To the Future Researchers. Through this research, future researchers could utilize this as a reference for those who want to go further or survey similar topics. Future researchers could also utilize the study's findings as a foundation for their work. Furthermore, this acted as a springboard for future researchers to build and increase knowledge in the field related to college students' demographics and their fund management.

Definition of Terms

For a better understanding of the discussion of this paper, the following terms are defined conceptually and operationally:

Academic Cluster. It is a group of academic courses and learning experiences related to each other provided by an educational institution that leads to a certain degree or certification after completing it successfully.

Academic Year Level. It denotes the specific stage of education a student is currently attaining within an educational system.

Age. It is a measurement of how long a person has existed. It is generally expressed in years, months, or days, showing their place on the human life.

Autonomy. It refers to one’s capacity to make independent decisions without being influenced or controlled by others.

College. An institution that offers higher education to attain a degree, and acts as a turning point in an individual's academic path before going into the reality.

College Students. An individual enrolled in a university or institution for a certain program within the realm of higher education.

Competence. It indicates having the capacity, skills, or efficacy to adequately and effectively do a task or fulfill an obligation.

Gender. It contains different aspects associated with being male or female that are socially and culturally made. Also, it includes a range of identities beyond than the binary concepts of male and female.

Personal Fund Management. It relates to how an individual manage, oversight, and handle money. Also, it characterizes an individual's financial decisions and behaviors regarding the financial resources.

Relatedness. It is the condition or fact of being related, connected, or affiliated in some way to someone or something else.

Socioeconomic Status. It signifies an individual's or group's social status or class on the socioeconomic scale. It is a combination of economic and social factors, such as income, occupation, and education.

Students. Individuals who are generally enrolled in an educational institution, such as a school, college, or university to learn or study in order to acquire knowledge.

Review of Related Literature

This comprised the literature and studies that were relevant to the research. Moreover, this discussed various studies that had conducted valuable research on personal fund management and how it was related to the demographics of the college students.

Personal Fund Management

According to Atambaru et al. (2022), a personal statement for the LPDP scholarship was a useful ability since it had been observed that many applicants left during the initial round of consideration because of it. The motivation behind this controversy came from candidates who failed to produce a statement that met the sponsor's requirements in a critical and believable manner. Every scholarship competition required sponsors to find applicants who could address their goals in the short, medium, and long terms. They prepared a personal statement for each participant based on the training, clinical, seminar, and assessment procedures to break the impasse. Moreover, the average evaluation of the participants' drafts personal statements satisfied the requirements for the trial activity, and the mentoring outcomes were successful in assisting the participants to achieved a 100% LPDP scholarship account. Thus, participants did continuous peer evaluations and made adjustments to various indicators with low average values, even if their personal statements had a strong structure.

As indicated by Bradshaw et al. (2022), efficient financial knowledge and decision-making were widely regarded as general predictors of personal and community affluence. Individuals who were more financially knowledgeable and had additional features associated with the broader financial literacy construct were more likely to avoid credit fees, have higher credit scores, take calculated investment risks, make better plans, save money for emergencies, and have overall higher financial well-being. Therefore, individuals with better financial knowledge had higher financial well-being provided they were also autonomously motivated to apply their understanding in financial management.

In another key point by Hasan et al. (2023), the evidence from the past showed how important institutions had been to Muslims' growth and advancement throughout Muslim history. When implemented with the right framework and approach, Waqf promoted many aspects of life, especially mainstream economic growth. The waqf concept could now be connected to a range of financial products, particularly Shariah-compliant investment vehicles like Islamic unit trust funds and Islamic wholesale funds, due to the advancement of Islamic finance in recent times. The results provided insight into the problems and obstacles that Malaysian waqf projects faced at the time, as well as the current WFF guidelines and requirements. They also highlighted how the WFF was being used in the country's Islamic Fund Management (IFM) sector at that time and offered a proposal for the model's future, which would cover fund collection, investment organization, distribution management, and fund reports.

Autonomy

Notably, Alam et al. (2020) stated that parental decisions and financial literacy had an impact on money management; on the contrary, peer and selfcontrol had no impact on making money management decisions. This resulted from the fact that most students acknowledged they lacked self-control when it came to handling their finances. According to this study, parental socialization and money management had a substantial association, indicating that parents were crucial in helping their kids learn how to handle their finances.

Based on the findings of Andrews (2023), money was an essential aspect of society so recognizing it was just as significant as having it since an individual had power over how that money was spent or had financial autonomy. Although money became such a significant aspect of one's life, controlling what happened to the money one had become as significant for someone later in life as having that first sense of autonomy. Additionally, it introduced the possibility of autonomy as a factor in how money might forecast or generate happiness. Thus, it was anticipated that those with more financial autonomy would be happier than people without such control.

As explained by Aparicio et al. (2020), autonomy was the desire for agency, self-actualization, and independence. Financial autonomy and intellectual performance for adolescents were critical parts of the transition to adulthood in response to particular contextual expectations of various cultural situations. Hence, this explained that college students who relocated with financial family assistance exhibited a substantial contradiction between autonomy, selfsufficiency, and reliance, which boosted their confidence and resolve.

As stated by Gaigaliene (2019), an individual's financial autonomy had a significant impact on both their financial well-being and the general quality of life in the country. Students' lacked of financial liberty had an influence on their personal finances. They did not really understand the value of money until they had complete authority and responsibility over their own finances. Therefore, young people's financial autonomy, particularly among students were influence subsequently by their financial decisions and well-being.

Correspondingly, Kim, H. and Kim, J. (2022) stated that strategies for improving policy were investigated in conjunction with the analysis of the existing state of net budget surplus creation by year and the variables affecting the existence of a separate account for education costs. Due to this, the overall net budget surplus in the special account for educational costs increased significantly in 2015 and had been declining ever since this trend began in 2019. A strategy report phrase for facility-related project costs was determined from a mid- to longterm perspective, efforts were boosted to organize the main budget of net budget surplus, regulations on the treatment and use of net budget surplus were specified, the deposit of a portion of net budget surplus into the rainy-day fund was mandated, and work was undertaken to improve.

Based on the research of Matriano (2021), students typically saved their allowances for desired purchases and only used them for essentials, which was detrimental to their ability to maintain a stable financial situation. Moreover, the students had their own ways of saving money to spend it. Some of them suggested that to manage their money effectively, students should learn to prioritize their needs before their wants. Furthermore, the students reduced their meal spending to manage their budgets because they were also paying for transportation and educational costs with their money. In conclusion, the participants were appropriately knowledgeable about budgeting.

Similarly, Vijaykumar (2021) examined the concept that students learned an extensive variety of financial beliefs, attitudes, and behaviors from family members, encouraging the belief that family communication about money contributed an integral part in developing particular types of financial behaviors in students that they could use throughout their lives in adulthood. College was a crucial step in students' growth as they obtained the necessary skills to become financially independent. Therefore, financial socialization was vital for students since it enhanced financial self-efficacy and autonomy.

Competence

As mentioned by Aarna (2021), financial competence was becoming increasingly vital as the population aged, pension systems changed, and labor markets evolved. Furthermore, the fast-evolving financial services and digitization made navigating financial markets more difficult. Nonetheless, individuals managed their resources to ensure and improve their financial well-being throughout their lives. As a result, from the standpoint of society, financial competence was defined as the capacity to increase an individual's and society's financial well-being and involvement in economic activity. Furthermore, Almendros et al. (2022) concluded that financial competence increased to the point that persons who were deemed financially literate might demonstrate varying levels of financial understanding. The study found that there were considerable variances among pupils based on their academic profile. Additionally, classroom instruction was quite crucial for the development of financial abilities. Thus, this had significant practical consequences for educators in both public and private pre-university institutions, as it reinforced the significance of formal education as a crucial predictor in the formation of university students with high literacy rates and financial competence.

As explained by Forster and Kraitzek (2023), financial competence was a sophisticated capacity required for people to cope with personal financial concerns on a regular basis. Students' overconfidence and perhaps overestimation of their financial skills had a negative impact on their real-world financial conduct. On the other hand, excessive complexity not only caused issues and additional hurdles in diagnostics and evaluation. However, it also reduced students' enthusiasm to engage with the critical topic of financial literacy.

According to Rivest (2019), among practitioners of financial literacy, financial well-being was a topic of growing interest. A person's confidence to use their financial knowledge and abilities to control their spending had an impact on both everyday expenditure and saving and preparing for the future, two financial habits that were associated with financial well-being. Based on this investigation, adhering to a household budget at all times forced people to set limits on their spending and promoted saving habits. When put together, these helped people reach their goals of improved financial well-being. In line with the study, those who employed methods for budgeting did so because they felt constrained. This limitation, however, had an impact on the likelihood that a person would consistently stick to their household budget.

Based on the study of Sasso (2021), students in college lacked financial competency, understanding, and ability required to fully grasp the debts they were committing to when they applied for student financial assistance. Today's pupils had less financial knowledge than prior generations and been unaware of the financial issues they might face in the future. As a result of their lack of financial experience and competency, today's students were unable to fully appreciate the fundamental conditions for taking out student loans.

As indicated by Valerio (2023), managing personal finances was a critical skill that students should develop. It involved managing funds that are received, provided as allowances, or borrowed for use in paying for different educational costs. This was a thorough explanation of how students may practice budgeting and managing their personal finances. Creating budgets, keeping track of spending and saving, looking for student discounts, work and school, ongoing financial education, prudent credit and debt management, setting financial goals, and getting help when required are all part of good personal finance management for students. These behaviors and competencies not only ensured financial security throughout the academic years but also established a foundation for a secure financial future.

Relatedness

As concluded by Asriev, Nazarov, and Pavlenko (2023), encouraging effective and responsible budgeting organization in commercial structures required defining norms and rules clearly, identifying their place and function in the management information system, and establishing comprehensive, detailed regulations for every responsible employee to follow when carrying out specific tasks. Upon examining the regulations and framework around budgeting, it was determined that budgeting was not simply practical but also essential for ensuring the safe and sustainable growth of the budget. It displayed the benefits and pitfalls of a crucial budgetary regulatory component. They formulated issues that had to be considered when creating budget regulations for the organization based on their own expertise in the field of enterprise economics and the summarization of expert viewpoints.

As indicated by Khawar and Sarwar (2021), parents played a substantial part in developing the financial knowledge and skills their children required to engage in sound financial behavior. The results of the study showed that financial education had a significant positive relationship with financial behavior through family financial socialization. Parents had a crucial role in molding their children's financial knowledge and abilities, which were required for responsible financial conduct. Consequently, both traditional and unofficial financial guidance influenced people's financial behavior.

To emphasize, Pollmann (2021) explained that numerous families struggled with money. However, the majority of studies on money management focused only on the consequences for the individual and ignored the relationships that these people were in since they did not discuss their financial problems. The study examined the relationship between an individual's attachment style and several financial outcome factors, specifically focused on how comfortable they were in discussing money matters with their spouse. According to two cross-sectional survey studies conducted with participants each in the US and the Netherlands, a greater anxious attachment score was associated with less financial communication with one's partner. Poorer financial management within the relationship was linked to less financial communication, which in turn predicted financial disputes.

Based on the research of Ward (2023), individuals who were gently stimulated with thoughts of money showed a stronger association between their socioeconomic level and feeling of purpose in life than those who were not primed with thoughts of money. Individuals with low socioeconomic status reported a lower feeling of purpose in life after thinking about money. On the other hand, individuals with high socioeconomic status reported a stronger sense of meaning in life after thinking about money. As a whole, the relevance of money increased the link between socioeconomic position, financial self-efficacy, and thoughts of purpose in life.

Age

In accordance with Bowen (2023), it was found that certain themes under each function area encapsulated the general unfavorable attitudes expressed by teachers, staff, and students. In the field of teaching and learning, the four most common complaints were insufficient age-inclusive educational procedures and environments, difficult for older or nontraditional students to get appropriate academic support outside of the classroom, and there was room for improvement in terms of how classes could maximize the benefits of age diversity. These subjects provided the basis for discussing potential barriers to age inclusion in higher education based on function area and constituent group.

As indicated by Brown et al. (2023), teaching the next generation of healthcare professionals how to consistently apply the 4Ms framework (What Matters, Medication, Mental Stimulation, and Mobility) in the care of older individuals was essential to establishing effective age-friendly health systems. To operationalize this concept, effective interprofessional teamwork was essential. This article described an online interprofessional student simulation program that highlighted the value of collaboration in addressing each of the 4Ms principles and, more significantly, showed how neglecting one "M" could result in subpar treatment. In order to prepare students, the program consisted of online didactic pre-work and a virtual simulation experience in which interprofessional student groups acted out a team care planning meeting. The case illustrated how the patient's "what matters most" affected all the other aspects of the 4Ms framework.

As stated by Cisneros-Ruiz et al. (2023), age was equitably varied and substantially connected to financial knowledge in the general population, whereas younger people and the elderly had the lowest levels of financial literacy. Furthermore, as people became older, their financial understanding grew since experience enhanced their financial planning. It appeared that the roots of financial understanding were laid in adolescence. Hence, individuals began receiving financial education from a young age to enhance their financial abilities later in life.

As indicated by Kurniasari et al. (2023), age was not associated with financial self-efficacy since financial management awareness was independent of age. The money management skills of students did not necessarily improve as they became older. Furthermore, students with strong financial understanding had a high degree of financial efficacy, indicating that it was not solely based on age.

Furthermore, Tarasova (2023) stated that the main component of a family's educational capacity was its intra-family relationships. These were influenced by both family and government connections in society. The family was the primary phenomenon that followed a person throughout their life and played a significant role in the development and formation of the individual since it was the primary social connection through which the individual began the process of personal development. Its impact on personality, intricacy, and adaptability gave rise to a multitude of classifications and methods for studying families that were documented in scientific literature. The characteristics studied in the paper included student age, the emotional-volitional sphere, family education forms, family, emotions, and will. In the work, an experiment and a bibliographic evaluation of the research problem were conducted. The psychological experiment allowed for the determination of the different family education styles and how they affected the emotional-volitional domain development of students. The study's findings were grounded in an axiological, systemic, and humanistically oriented methodological component. Thus, the psychological research was conducted using the following methods: survey, experimentation, observation, and statistical analysis of the data.

Gender

Notably, Bagci and Kahraman (2020) stated that a comparison was made between the investment knowledge of men and women to determine the impact of gender differences on financial literacy. The analyses resulted in the conclusion that gender had no impact on financial literacy, that financial education had an impact on financial literacy, and that if women were educated and equipped with financial knowledge as members of society, there would not be any differences between men and women.

As explained by Barbieri et al. (2023), it was indicated that gender prejudice was most prevalent in Italy when it came to university student mobility. A multilayer random slope approach was used to detect this, enabling the authors to collaboratively determine the slope factor for gender across each field of study. The authors' data demonstrated the existence of a significant movement of university students from the south into the north-central region of Italy, which was consistent with other empirical findings. It also showed that female students had less mobility than male students from the South and Islands. Moreover, no research had been conducted in Italy to determine whether gender prejudice influenced families' decisions to invest in higher education by choosing distant universities, as well as whether there were regional variations in this behavior between macro-areas. By examining the choices made by students in their tertiary education, the researchers were able to shed light on the gender bias that existed in the educational techniques employed by families to enhance their children's prospects for future employment. As indicated by Chernikovskaya et al. (2023), the study discussed the responsibilities and duties that men and women in Russia would have in the future to support the importance of researching how young people developed financial literacy while they were in school. The key components that made up Russian university students' financial literacy were determined to create a financial behavior culture, develop and execute a personal student budget, and establish objectives and life goals for youth activities. It was determined that the majority of Russian university students possessed considerable resources to enhance their financial literacy. Female students were more likely to be interested in researching personal budget planning tools and to believe that setting objectives for their lives early on in their university education was crucial, whereas over half of male students never even considered setting objectives for their lives. Male students were less likely to maintain a clear accounting of their income and expenses than female students, who placed greater emphasis on meticulous accounting. When it came to major expenditures, female students were nearly 1.5 times more likely than male students to put things off and use the remaining funds for immediate necessities. Boys made up four times more of the 46.7% of pupils who did not save money. Hence, the recognized gender characteristics had to be taken into consideration when structuring university curricula in areas of study that aimed to develop students' universal competencies, such as financial literacy and economic culture.

As examined by Cisneros-Ruiz (2023), there was a notable gender disparity when it came to financial knowledge since education and experience had a major impact on men's and women's financial literacy. To be competent enough, adequate financial knowledge was essential to achieve a sense of well-being. Furthermore, it signified that women were less certain in their financial competence than males, potentially widening the gender gap if gender stereotypes became more commonly accepted.

In accordance with Dewi et al. (2023), the most recent pandemic events, the quick development of technology, the constant pressures of being a college student, and the stress they produced may have altered students' propensity to act in a prosocial manner. Prosocial activity, on the other hand, was shown to boost students' enjoyment, calmness, and general well-being, which countered all of that stress. The purpose of the study was to investigate if age and gender variations in prosocial behavior among college students might exist. Based on the research, there was no significant correlation between prosocial behavior and gender among college students, indicating that a person's decision to help and benefit others was independent of their gender or age.

As stated by Jabeen (2024), it illustrated the extent to which financial literacy had allowed women to manage family finances without consulting a male family member. In this study, researchers investigated the level of awareness among college-educated, metropolitan, and semi-urban women regarding the many investing options accessible to them. Women needed to be educated about money management to boost the economy, as the gender ratio in the US was 933 women for every 1000 men, and female literacy was 60.6% compared to male literacy of 81.3%. Understanding and managing one's finances could help one see the many options for creating a steady income, which was an essential skill for enduring both financial and psychological adversity. Financially knowledgeable women could base their decisions on a wide range of practical considerations as well as a thorough grasp of personal finance. As a result, financially literate people could make wise choices regarding their finances, whether they were borrowing, investing, saving, or doing something else.

Based on Kopchenova and Zavrazhin (2023), the issue of the gender aspects of resentment among university students lacked independent status. Both theoretically and empirically, the issue of resentment in the student body was underdeveloped. Usually, the researchers limited their analysis to each of its constituent parts. Based on the findings of an empirical investigation, the presence of gender-specific traits associated with ressentiment in college students was identified by adjusting for variations in the ways in which the declared constructs of aggression, retaliation, resentment, jealousy, and envy manifested. It was determined that hostility and retaliation were the predominant constructions of resentment among male pupils. It showed that the most common forms of resentment among male students were aggression and retribution, whereas the most common forms among female students were resentment, jealousy, and envy. On the other hand, it negatively impacted the personality's creative growth and spiritual dimension.

To emphasize, Miankhel (2022) stated that within the actual physical learning environment, the school building was a built environment. Significant effects on students resulted from how it was viewed by educators, parents, leaders, and the community, as well as how it interacted with resources, curriculum, and social advancement. Two system-wide governance changes were made to the public education system in the Australian Capital Territory (ACT): the first occurred in the early 1970s when ACT was granted self-government, and the second occurred in December 1988. All these structural breaks had an impact on the ACT public educational buildings as management changes led to the creation of new school buildings.

According to Parra et al. (2023), the goal was to determine if, during training, men and women of different ages differed in any statistically significant ways in the development and acquisition of this ability. To show the relationship between these factors, a variety of descriptive statistical analyses were conducted using a particular methodology. Besides, the study concluded that there was evidence of a gender gap in the development of the complex thinking competency and its subcompetencies, as women did not achieve results proportionate to those of their male peers, despite initially outperforming them in most competencies. This was evident in both the overall result and the specific results by indicator. Learning experiences indicated that as students progressed through their training, there was a wider gender disparity in the reported achievement of complex thinking skills.

Academic Year Level

As per Alzaanin (2023), it examined the relationship between learner engagement and motivation level, as well as their and academic year level and grade point average (GPA). The latent factors that comprised positive and negative motivation and engagement had a significant impact on second language (L2) learners' academic achievement. A public university in Saudi Arabia collected data from 456 female undergraduate English majors, and structural equation modeling and descriptive statistics were used to examine the data. The findings generally validated the impacts of six latent factors associated with positive, negative, and positive engagement on academic achievement among L2 learners. Furthermore, the study demonstrated that as the participants advanced through the program's academic years, their levels of motivation and positive involvement declined.

As indicated by Harrington and Smith (2023), using survey responses from a cross-section of students at a medium-sized private university, it examined the need for financial literacy investments made during college. It showed that perceived return, time cost, financial independence, and gender all significantly influenced students' interest in personal finance education, with female students showing comparatively higher interest. Factors such as income, consumer patience, credit history, numerical aptitude, and others did not always have a substantial impact on demand. Therefore, the findings were consistent with providing both a personal finance course and individual learning opportunities on various personal financial problems.

As studied by Hicks (2021), financial difficulties increased from the first year up until the senior year. However, college year level classification was shown to be statistically relevant in predicting financial stress levels. As a result, the study found a modest but statistically significant association between financial stress and year level classification. It indicated that financial stress exists and fluctuates across demographic groupings, such as college year level, at various moments in time.

Academic Cluster

Furthermore, Aung and Mon (2020) discovered that students' spending habits varied according to the courses they took. It also revealed that a significant portion of their allowance was allocated to shopping, educational expenses, cell phone bills, attending training to advance their careers, and transportation. It suggested that students should be aware of their spending limits and how to develop better money management practices. Therefore, it stated that most students need to practice better budgeting.

According to Hasibuan et al. (2023), as entrepreneurship fostered economic expansion, it played a crucial role in the modern economy and society's advancement. The younger generation needed to be aware of the importance of innovation and entrepreneurship in the modern world. This understanding could be gained through entrepreneurship courses in higher education. The study intended to investigate in-depth how students, especially those who were not majoring in business, economics, management, or social sciences, perceived the entrepreneurship course and the university's mandate that they take it. These included the students' comprehension of the ideas and principles of entrepreneurship, their ability to come up with ideas for new businesses, their ability to create creative business plans, and the wisdom of making the Innovation and entrepreneurship course required because it was beneficial to all students, even those who did not major in social sciences, business, management, or economics.

Based on the study of Jo et al. (2022), it aimed to create a virtual assistance counseling program for college students on academic probation, with a focus on mental and strength coaching techniques. Additionally, the program was designed to investigate the students' satisfaction with the program and how it affected their academic achievement. First, college students on academic probation expressed high levels of satisfaction with the curriculum. Second, it was demonstrated that they received assistance in five key areas related to adjusting to college life (career, academics, self-management, relationships with others, comprehension of academic material, and major). Third, the semester's grade point averages of 80% of the students who started classes immediately following the program's implementation increased, and they avoided academic probation. It was discovered that the program created for this study could help probationary college students adjust to college life and succeed academically. Additionally, a discussion and set of implications based on the primary findings of this research were given on the use of strength coaching and mental coaching strategies in virtual support group counseling programs.

In another key point by Rogers and Sewell (2021), despite having large salaries when they entered the industry, pharmacy students were burdened by debt. They concluded that given the high expense associated with getting a pharmacy degree and the possibility of entering the workforce with debt, schools of pharmacy were encouraged to provide professional development to students to help them in their understanding of personal finance. As a result, pharmacy students began to believe that personal finance could be aggressively managed, and they developed the confidence to make their financial plans, which included budgeting, paying off debts, investing, and saving.

To emphasize, Sandra and Sustano (2021) provided insight into how accounting majors used budgeting courses for personal financial planning. The majority of the excellent group's students created a budget and carried out a basic variance analysis, demonstrating their high level of interest in and mastery of the budgeting course. Students in the adequate group, on the other hand, did not benefit from the course's learning since they were not as engaged in it. The majority of students were aware of how crucial budgeting was to personal financial planning. But currently, the level of budgeting course mastery was not the standard. When it came to financial planning, students' goals were strongly related to their understanding and behavior.

Socioeconomic Status

According to Aashiq et al. (2023), they examined the influence of a student's socioeconomic position on their academic achievement. In accordance with the study's results, academic performance was better for students from average financial households than for those from below-average income backgrounds. Furthermore, the average score of students with more educated parents was greater than that of students with less educated parents. These results highlighted the significance of parental education and socioeconomic position in predicting academic success. They also emphasized the need for focused interventions to bridge the achievement gaps between kids from different socioeconomic backgrounds.

As mentioned by Aipipidel et al. (2021), the ability of a parent to provide for all of their child's every day and educational needs for their school-related demands to be met determined their socioeconomic status. The study aimed to ascertain how parents' socioeconomic position affected their children's academic performance in their senior year at Manufui State Senior High School in the Biboki Selatan District of the North Central Timor Regency. Thus, the findings indicated that parental socioeconomic position impacted students' academic performance. Consequently, Asbari et al. (2021) concluded that students' financial management was significantly impacted by their financial literacy, lifestyle, and family's socioeconomic status. The relationship between a model of financial literacy, the socioeconomic status of parents, and student lifestyle on students' financial management was a novel approach to the study.

Based on Cabauatan et al. (2022), socioeconomic status and parental involvement were related to academic achievement. The study examined how parental participation and socioeconomic level were related to undergraduate college students' academic achievement. The answer to this question was crucial because educational and economic institutions could apply the research's conclusions as a roadmap for advancement in these areas in the future. Prior studies had demonstrated that parental participation had an impact on students' academic achievement, while socioeconomic status had little to no effect. The findings indicated that parental participation had a strong association with a student's academic success, whereas socioeconomic status had no meaningful relationship at all.

As per Careemdeen (2023), the study involved secondary school students in co-curricular activities in Sri Lanka, with a special focus on the impact of socioeconomic status factors like parent education and income. The study's MANOVA analysis showed that there were notable variations in student involvement in extracurricular activities depending on parental educational level, with student involvement in co-curricular activities considerably declining as parental educational level rose. The results of the research, however, indicated that there were no appreciable variations in students' involvement in extracurricular activities according to parental wealth. Educational institutions could work to guarantee that students from all socioeconomic levels had equitable access to and benefitted from extracurricular activities by addressing these aspects. The study's conclusions made it clear that educational institutions must actively modify and improve their co-curricular offerings while taking socioeconomic factors into account in order to give all students more equal opportunities.

As examined by Miharti and Silta (2020), it was discovered that family income had no influence on students' financial literacy in managing their financial resources. This happened because parents' income restrictions did not hinder students from getting financial information since there was a program or event that delivered fair financial literacy skills. As a result, socioeconomic status insignificantly influenced the financial knowledge of a student.

Corresponding to Wang et al. (2023), there was a great deal of focus on elearning engagement due to the COVID-19 pandemic, which focused schools to switch to online instruction without proper planning. Therefore, based on the ecological system theory, the study analyzed the association between subjective socioeconomic status and e-learning participation among college students and the mediating impacts of perceived support from society and self-efficacy. The findings demonstrated that the association between objective socioeconomic status and elearning involvement were both independently and simultaneously mediated by perceived social support and self-efficacy. High subjective socioeconomic status was found to enhance the perceived social support of students, which in turn boosted their sense of self-efficacy and encouraged them to devote more time to e-learning, according to the multiple mediation model. The results obtained advanced our knowledge of the variables affecting students' involvement in online learning.

Synthesis

The studies mentioned in the literature review shed light on the personal fund management of college student in University of Perpetual Help System DALTA - Calamba Campus. According to Atambaru et al. (2022), identified training on writing personal statement for affirmation scholarship of educational fund management institution. As indicated by Bradshaw et al (2022), it emphasized the motivations for personal financial management: a Self-Determination Theory perspective. Notably, Hasan et al. (2023), highlighted those applications of Waqffeatured fund in the Malaysian Islamic fund management Industry in a comparative study.

Regarding the autonomy to personal fund management, Alam et al. (2020), pointed the students and money management behavior of a Malaysian public university, while based on the findings of Andrews (2023), it emphasized pursuit of happiness in terms of how perceived financial autonomy affected the happiness of college students. As explained by Aparicio et al. (2020), it identified the financial independence and academic achievement based on the key factors from the transition of adulthood to young higher education students in Colombia. Furthermore, Gaigaliene (2019) stated insights on financial autonomy of Lithuanian high school students. Correspondingly, Kim, H. and Kim, J. (2022), analyzed the development of online learning support group counseling program for academic probation of college students, which focused on strengths and mental coaching techniques. Based on the research of Matriano (2021), it examined the money saving and budgeting practices among college students under scholarship program. According to Vijaykumar (2021), the study of young students in India described the association of financial socialization with financial self-efficacy and autonomy

Based on the Competence to personal fund management, Aarna (2021), it highlighted financial competence as a key competence in lifelong learning. Furthermore, Almendros et al. (2022) stated the financial literacy and level of financial competence in pre-university students, which compared the academic, personal and family profile. As explained by Forster and Kraitzek (2023), it measured the financial competence, which designed a complex framework model for a complex assessment instrument.

According to Rivest (2019), it examined the relationship between budgeting and indicators of financial well-being. As mentioned by Sasso (2021) emphasized the financial competence of college students in a qualitative case study. As indicated by Valerio (2023), it described the student practice in handling personal finances.

Regarding the relatedness to personal fund management, Asriev, Nazarov, and Pavlenko (2023) emphasized the regulation and structuring of budgeting process in commercial organization as a factor of that provided effectiveness of budgeting subsystem. As indicated by Khawar & Sarwar (2021), it pointed out the financial literacy and financial behavior with the mediating effect of family financial socialization in the financial institutions of Lahore, Pakistan. To emphasize, Pollmann (2021) studied the role of money in terms of attachment styles in couples' financial communication, financial management, and financial conflict. Lastly, Ward (2023) research found that thinking about money affected the feelings of meaning in life.

In conclusion in the literature review, it involved various aspects of personal fund management, including autonomy, competence, relatedness, age, gender, academic year level, academic cluster, and socioeconomic status. Autonomy in financial decision-making was crucial for individuals to achieve financial wellbeing. Financial knowledge and decision-making skills played a significant role in managing one's funds effectively. Waqf institutions also contributed to economic growth, particularly in Islamic finance. Also, gender differences affected financial literacy, and parents played a key role in shaping their children's financial behavior. Students' financial autonomy, especially in managing their personal finances, impacted their future financial decisions and well-being. Moreover, college students developed financial competence to navigate financial markets and ensure financial well-being throughout their lives. It was also stated that student's engagement, motivation, and academic achievement varied based on factors, such as age, gender, and socioeconomic status. Parental involvement and socioeconomic status were linked to academic achievement, which highlighted the importance of addressing these factors in educational settings. As a result, financial literacy and education were essential for students to make informed financial decisions and achieve financial security.

METHODOLOGY

This chapter dealt with the research methods used in the study. It included a discussion on research design, research locale, respondents of the study, population and sampling technique, research instrument, data gathering procedure, ethical consideration, and statistical treatment data.

Research Design

The researchers used Quantitative Descriptive-Comparative Design, wherein it involved the gathering data about the personal fund management of college students in University of Perpetual Help System DALTA - Calamba Campus. The purpose of this study was to determine the outcome and to compare the personal fund management according to demographic profile of the college student. According to Cantrell (2011), descriptive-comparative research was a quantitative research design that aimed to describe the differences between groups in a population without manipulating the independent variable.

Respondents of the Study

The respondents of the study were college students from all academic clusters at the University of Perpetual Help System DALTA - Calamba Campus. The researcher specifically selected students as participants due to their unique perspectives and experiences related to personal fund management. The respondents of this research were composed of three hundred (300) college students out of one thousand nine hundred thirty-three (1,933) college students. The respondents were composed of:

Table A: Respondents of the Study

Academic Cluster	No. of Respondents	Percentage (%)
Allied Health Cluster	75	25%
Business Cluster	75	25%
HUMSS Cluster	75	25%
Technology Cluster	75	25%
Total	300	100%

Research Locale

The research was undertaken at the University of Perpetual Help System DALTA - Calamba Campus, a higher education institution in Brgy. Paciano Rizal, Calamba City, Laguna, where the researchers studied. This school was chosen because it had a varied student population, which includes college students with different demographic characteristics. Thus, this variety was essential for gaining knowledge of the factors impacting college students' personal fund management.

Population and Sampling Technique

The target population of the study was the college students of the University of Perpetual Help System DALTA - Calamba Campus to measure the variation in personal fund management. The study was motivated by the concept that college years were frequently a turning point in the financial growth of an individual. These students took part in the research because they could relate and honestly share their different perspectives regarding the situation. As a result, it was an excessive help for the researchers to compare and evaluate the difference between the demographic characteristics of college students and their personal fund management.

For data-gathering purposes, the researchers utilized the simple random sampling technique to collect data from the respondents. Considering it contained a single random selection and required minimal previous information about the population, this method was the simplest of all probability sampling methods. As discussed by Thomas (2020), a simple random sampling was a random subset of a population. It was a method of picking a sample from a population so that each sample of a given size had an equal probability of being picked. In other words, every student in the university had an equal chance of being included in the sample. Using this sampling process, each member of the population had an equal chance of being picked. Thus, the researchers utilized this sampling because they believed it was simple to conduct and allowed them to make conclusions without prejudice.

Research Instrument

This study used adapted questionnaire data from respondents. This study utilized an adapted questionnaire to collect data from respondents. These questionnaires were distributed to college students from all programs at the University of Perpetual Help System DALTA - Calamba Campus. The survey questionnaire employed a Likert scale, which allowed the respondents to indicate their personal fund management on a four-point scale: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. The verbal interpretation on the personal fund management of the college student was Fully Observed, Observed, Partially Observed, and Not Observed.

Table B: Categorical Response for the Personal Fund Management of College Students

Range	Level	Categorical Response	Verbal Interpretation
3.26 - 4.00	4	Strongly Agree	Fully Observed
2.51 - 3.25	3	Agree	Observed
1.76 - 2.50	2	Disagree	Partially Observed
1.00 - 1.75	1	Strongly Disagree	Not Observed

Data Gathering and Procedure

Upon the approval and validation of the survey questionnaire, the survey questionnaire was prepared using Google Forms, a convenient and user-friendly online tool for creating surveys and gathering data, and delivered to the target audience at the University of Perpetual Help System DALTA - Calamba Campus. This simplified the data-gathering process, assuring efficiency and accuracy while preserving the respondent's privacy and ethical issues. Moreover, the survey questionnaire was divided into parts, each of which was designed for gathering particular information.

First and foremost, researchers sought permission from the selected respondents to collect data and information. Then, the researchers informed the respondents regarding the purpose of the study. The researchers distributed the questionnaire by sending the link to the Google form to the respondents. However, the respondents had the option to respond voluntarily and confidentially. Besides, answering the survey only run for three (3) to five (5) minutes in consideration of the time structure of the study. Lastly, the researchers tabulated the results. The results were analyzed and interpreted to draw conclusions and formulate recommendations based on the results of the study. As a result, statistical analysis tools were used to measure the similarities and differences between the respondents' information and answers.

Ethical Considerations

In line with ethical considerations, the researchers recognized all the research and literature of other authors shown in this study by properly citing their works through appropriate in-citations and separate sections for all references to avoid plagiarism. On the other hand, the selected college students of University of Perpetual Help System DALTA - Calamba Campus were requested to participate in the survey. The researchers ensured that confidentiality and all gathered information shall not be disclosed without the consent of the respondents. The researchers gave the respondents a guarantee that the survey would be for educational purposes only. Therefore, to protect the privacy and security of respondents, ethical problems were considered. Hence, consent and confidentiality were two of the most essential ethical concerns addressed during the study procedure.

Statistical Treatment Data

The data gathered by the researchers was measured using the following statistical measurements:

Weighted Mean and Likert Scale - It was a statistical tool used in identifying the general weighted mean and frequency of the respondent's answers from the four-point Likert Scale. Also, it was used to describe the respondents' level of personal fund management in terms of autonomy, competence, and relatedness through its value.
Kruskal-Wallis Test - It was a nonparametric statistical test that was utilized to assess if there are statistically significant differences between three or more groups to allow comparisons for multiple groups, such as the demographic profile of the respondents when it was based on their autonomy, competence, and relatedness.
Mann-Whitney U Test - It was a nonparametric statistical test that was utilized to assess if there are statistically significant differences between two groups to allow comparisons for multiple groups, such as the demographic profile of the respondents when it was based on their autonomy, competence, and relatedness.
Pairwise Comparison - It was applied to compare each specific group in a study against every other group after determining that there was a significant difference obtained from the Kruskal-Wallis Test.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presented the interpretation and analysis of data gathered to discuss the results in response to the research problems of the study. Hence, the discussion followed the sequence of how the statements of the problem are laid out in the first chapter.

Problem Number 1: What is the demographic profile of the respondents in terms of:

Table 1.1: Age

Age	Frequency	Percentage (%)
18 years old	15	5.00%
19 years old	40	13.30%
20 years old	86	28.70%
21 years old	73	24.30%
22 years old	41	13.70%
23 years old	27	9.00%
24 years old	9	3.00%
25 years old	3	1.00%
26 years old	1	0.30%
29 years old	2	0.70%
33 years old	1	0.30%

37 years old	1	0.30%
44 years old	1	0.30%
Total	300	100.00%

Table 1.1 was composed of the frequency and percentage of the respondent's age in University of Perpetual Help System DALTA - Calamba Campus. It showed that 15 out of 300 respondents (5.00%) were 18 years old, 40 out of 300 respondents (13.30%) were 19 years old, 86 out of 300 respondents (28.70%) were 20 years old, 73 out of 300 respondents (24.30%) were 21 years old, 41 out of 300 respondents (13.70%) were 22 years old, 27 out of 300 respondents (9.00%) were 23 years old, 9 out of 300 respondents (3.00%) were 24 years old, three out of 300 respondents (1.00%) were 25 years old, one out of 300 respondents (0.30%) was 26 years old, two out of 300 respondents (0.70%) were 29 years old, one out of 300 respondents (0.30%) was 33 years old, one out of 300 respondents (0.30%) was 37 years old, and one out of 300 respondents (0.30%) was 44 years old. Through frequency and percentage method, the data revealed that most of the respondents were 20 years old, which were 86 out of 300 respondents (28.70%). On the contrary, four out of the total respondents, ages 26, 33, 37, and 44, had the least number of respondents, accumulating 0.30% or one out of 300 respondents each.

As stated by Cisneros-Ruiz et al. (2023), age was equitably varied and substantially connected to financial knowledge in the general population, whereas younger people and the elderly had the lowest levels of financial literacy. Furthermore, as people became older, their financial understanding grew since experience enhanced their financial planning. It appeared that the roots of financial understanding were laid in adolescence. Hence, individuals began receiving financial education from a young age to enhance their financial abilities later in life.

Table 1.2: Gender

Gender	Frequency	Percentage (%)
Male	155	51.70%
Female	145	48.30%
Total	300	100.00%

Table 1.2 was composed of the frequency and percentage of the respondent's gender. It showed that 155 out of 300 respondents (51.70%) in University of Perpetual Help System DALTA - Calamba Campus were male. On the other hand, 145 out of 300 respondents (48.30%) were female. Through frequency and percentage method, the data revealed that most of the respondents were male, which was 155 out of 300 respondents (51.70%).

As examined by Cisneros-Ruiz (2023), there was a notable gender disparity when it came to financial knowledge since education and experience had a major impact on men's and women's financial literacy. To be competent enough, adequate financial knowledge was essential to achieve a sense of well-being.

Furthermore, it signified that women were less certain in their financial competence than males, potentially widening the gender gap if gender stereotypes became more commonly accepted.

Table 1.3: Academic Year Level

Academic Year Level	Frequency	Percentage (%)
1st Year	68	22.70%
2nd Year	108	36.00%
3rd Year	101	33.70%
4th Year	23	7.70%
Total	300	100.00%

Table 1.3 was composed of the frequency and percentage of the respondent's academic year level in University of Perpetual Help System DALTA - Calamba Campus. It showed that 68 out of 300 respondents (22.70%) were 1st Year students, 108 out of 300 respondents (36.00%) were 2nd Year students, 101 out of 300 respondents (33.70%) were 3rd Year students, and 23 out of 300 respondents (7.70%) were 4th Year students. Through frequency and percentage method, the data revealed that most of the respondents were from 2nd year students, which were 108 out of 300 respondents (36.00%). On the contrary, the least number of respondents came from 4th year students, accumulating 7.70% from 23 out of 300 respondents. As studied by Hicks (2021), financial difficulties increased from the first year up until the senior year. However, college year level classification was shown to be statistically relevant in predicting financial stress levels. As a result, the study found a modest but statistically significant association between financial stress and year level classification. It indicated that financial stress exists and fluctuates across demographic groupings, such as college year level, at various moments in time.

Table 1.4: Academic Cluster

Academic Cluster	Frequency	Percentage (%)
Allied Health Cluster	75	25.00%
Business Cluster	75	25.00%
HUMSS Cluster	75	25.00%
Technology Cluster	75	25.00%
Total	300	100.00%

Table 1.4 was composed of the frequency and percentage of the respondent's academic cluster. The data gathered about the respondent's academic cluster in University of Perpetual Help System DALTA - Calamba Campus had an equal number of respondents from each cluster. This assisted in assuring the

accuracy of the data by lowering the chance of sampling errors. It showed that 75 out of 300 respondents (25%) were from Allied Health Cluster, 75 out of 300 respondents (25%) were from Business Cluster, 75 out of 300 respondents (25%) were from HUMSS Cluster, and 75 out of 300 respondents (25%) were from Technology Cluster. Consequently, the sample size was equally distributed from four different clusters, which were composed of 75 out of 300 respondents (25.00%) per cluster.
In addition, Appleyards et al. (2021) show that when controlling for other factors, the personal finance course had a positive and statistically significant impact on financial knowledge. Those who attend the personal finance course have statistically significantly higher levels of financial knowledge overall than those who do not. But the attitudes of these two groups, on a range of financial issues, do not differ from each other. However, there was no statistically significant impact of the course on financial attitudes or behavior.

Table 1.5: Socioeconomic Status

Socioeconomic Status	Frequency	Percentage (%)
Rich (₱219,140 and above monthly family income)	6	2.00%
High Income, but not Rich (₱131,484 to ₱219,140 monthly family income)	13	4.30%
Upper Middle Income (₱76,669 to ₱131,484 monthly family income)	47	15.70%
Middle Class (₱43,828 to ₱76,669 monthly family income)	104	34.70%
Lower Middle Class (₱21,914 to ₱43,828 monthly family income)	76	25.30%
Low Income, but not Poor (₱10,957 to ₱21,914 monthly family income)	29	9.70%
Poor (Below ₱10,957 monthly family income)	25	8.30%
Total	300	100.00%

Table 1.5 depicted the frequency and percentage of the respondent's socioeconomic status level in University of Perpetual Help System DALTA - Calamba Campus. The data gathered about the respondent's socioeconomic status based on their monthly family income showed that six out of 300 respondents (2.00%) were in rich level (₱219,140 and above monthly family income), 13 out of 300 respondents (4.30%) were in high income, but not rich level (₱131,484 to ₱219,140 monthly family income), 47 out of 300 respondents (15.70%) were in upper middle income level (₱76,669 to ₱131,484 monthly family income), 104 out of 300 respondents (34.70%) were in middle class level (₱43,828 to ₱76,669 monthly

family income), 76 out of 300 respondents (25.30%) were in lower middle class level (₱21,914 to 43,828 monthly family income), 29 out of 300 respondents (9.70%) were in low Income, but not poor level (₱10,957 to ₱21,914 monthly family income), and 25 out of 300 respondents (34.70%) were in poor level (below ₱10,957 monthly family income). Through frequency and percentage method, the data revealed that most of the respondents came from a family of middle class (₱43,828 to ₱76,669 monthly family income), which were 104 out of 300 respondents (34.70%). On the contrary, the least number of respondents came from a rich family (₱219,140 and above monthly family income) accumulating 2.00% from six out of 300 respondents.

Consequently, Asbari et al. (2021) concluded that students' financial management was significantly impacted by their financial literacy, lifestyle, and family's socioeconomic status. The relationship between a model of financial literacy, the socioeconomic status of parents, and student lifestyle on students' financial management was a novel approach to this study.

Problem Number 2: What is the level of personal fund management among college students at the University of Perpetual Help System DALTA - Calamba Campus in terms of:

The following tables provided the findings on the problem stated above.

Table 2.1: Autonomy

	Indicators	Mean	SD	Interpretation
1	There is contentment in the process of deciding how to spend the money.	3.44	0.60	Fully Observed
2	Financial Management keeps the personal life under control.	3.63	0.55	Fully Observed
3	It is significant to make financial decisions by importance rather than desire.	3.60	0.58	Fully Observed
4	Making financial decisions should be done through personal choices.	3.44	0.71	Fully Observed
5	There is no influence from someone when it comes to making financial decisions.	3.17	0.78	Observed
6	There is freedom to engage in independent financial decisions.	3.50	0.64	Fully Observed
7	Independence occurs when personal finances are handled effectively without relying heavily on others.	3.56	0.60	Fully Observed
8	Learning how to budget money successfully brings a sense of satisfaction.	3.68	0.54	Fully Observed
	Composite Mean	3.50	0.45	Fully Observed

Legend:
3.26 - 4.00 = Strongly Agree (Fully Observed)
2.51 - 3.25 = Agree (Observed)
1.76 - 2.50 = Disagree (Partially Observed)
1.00 - 1.75 = Strongly Disagree (Not Observed)

Table 2.1 revealed that the overall level of personal fund management of college students in terms of autonomy was fully observed, based on the average composite mean of 3.50. With the highest composite mean of 3.68 and interpreted as fully observed, this level of competence was mainly contributed by the responses to the statement about "The college student agrees that learning how to budget money successfully brings a sense of satisfaction." On the contrary, the statement about "There is no influence from someone when it comes to making financial decisions" had the lowest composite mean of 3.17 and was interpreted as observed. As a result, only one statement was interpreted as observed in terms of the level of competence in their personal fund management.

The data findings above implied that the majority of college students believe there was someone who influences their financial decisions such as family, friends or colleagues. Hence, this explained that college students cannot budget and decide just for themselves. Moreover, those who have the freedom to make financial decisions and know how to budget correctly can feel a sense of satisfaction.

Notably, Alam et al. (2020) stated that parental decisions and financial literacy had an impact on money management; on the contrary, peer and self-control had no impact on making money management decisions. This resulted from the fact that most students acknowledged they lacked self-control when it came to handling their finances. According to this study, parental socialization and money management had a substantial association, indicating that parents were crucial in helping their kids learn how to handle their finances.

Based on the research of Matriano (2021), students typically saved their allowances for desired purchases and only used them for essentials, which was detrimental to their ability to maintain a stable financial situation. Moreover, the students had their own ways of saving money to spend it. Some of them suggested that to manage their money effectively, students should learn to prioritize their needs before their wants. Furthermore, the students reduced their meal spending to manage their budgets because they were also paying for transportation and educational costs with their money. In conclusion, the participants were appropriately knowledgeable about budgeting.

Table 2.2: Competence

	Indicators	Mean	SD	Interpretation
1	Financial management can help in reaching the essential goals that a student has.	3.65	0.56	Fully Observed
2	Learning better financial management strategies is beneficial.	3.67	0.54	Fully Observed
3	Being satisfied with the ability to manage money demonstrates financial competence in handling personal finances.	3.61	0.57	Fully Observed

4	Understanding how to manage the budget helps in making the best financial decisions.	3.72	0.51	Fully Observed
5	Being knowledgeable enough about financial management is vital in achieving financial goals.	3.70	0.51	Fully Observed
6	There is confidence in the ability to budget the money effectively.	3.59	0.56	Fully Observed
7	It feels good that being educated about tracking finances helps monitor expenses.	3.67	0.53	Fully Observed
8	Seeking out opportunities to increase financial literacy helps understand what is best for financial planning.	3.66	0.52	Fully Observed
	Composite Mean	3.66	0.42	Fully Observed

Legend:
3.26 - 4.00 = Strongly Agree (Fully Observed)
2.51 - 3.25 = Agree (Observed)
1.76 - 2.50 = Disagree (Partially Observed)
1.00 - 1.75 = Strongly Disagree (Not Observed)

Table 2.2 revealed that the overall level of personal fund management of college students in terms of competence was fully observed, based on the average composite mean of 3.66. With the highest composite mean of 3.72 and interpreted as fully observed, this level of competence was mainly contributed by the responses to the statement about "Understanding how to manage the budget helps in making the best financial decisions." On the contrary, the statement about "There is confidence in the ability to budget the money effectively" had the lowest composite mean of 3.59 and was interpreted as fully observed. As a result, both results were fully observed in terms of the level of competence in their personal fund management. The data findings above implied that the college students comprehend the importance of managing the budget to facilitate decisions regarding the financial aspect. This explained that college students possessed a solid understanding that there should be effective budgeting practices to the finances, so it positively contributed to the overall competence in personal finance management. Additionally, it is indicated that there should be room for improvement in the college students' confidence level in terms of budgeting the money. It also implied that there should be trust and conviction in oneself when budgeting the money effectively.

According to Rivest (2019), among practitioners of financial literacy, financial well-being was a topic of growing interest. A person's confidence to use their financial knowledge and abilities to control their spending had an impact on both everyday expenditure and saving and preparing for the future, two financial habits that were associated with financial well-being. Based on this investigation, adhering to a household budget at all times forced people to set limits on their spending and promoted saving habits. When put together, these helped people reach their goals of improved financial well-being. In line with the study,

those who employed methods for budgeting did so because they felt constrained. This limitation, however, had an impact on the likelihood that a person would consistently stick to their household budget.
As indicated by Valerio (2023), managing personal finances was a critical skill that students should develop. It involved managing funds that are received, provided as allowances, or borrowed for use in paying for different educational costs. This was a thorough explanation of how students may practice budgeting and managing their personal finances. Creating budgets, keeping track of spending and saving, looking for student discounts, work and school, ongoing financial education, prudent credit and debt management, setting financial goals, and getting help when required are all part of good personal finance management for students. These behaviors and competencies not only ensured financial security throughout the academic years but also established a foundation for a secure financial future.

Table 2.3: Relatedness

	Indicators	Mean	SD	Interpretation
1	There is an assurance that others may not take advantage due to a reasonable understanding of financial management.	3.47	0.61	Fully Observed
2	Discussing financial problems with others will help in making better financial decisions.	3.35	0.65	Fully Observed
3	Not being taken advantage of by others due to sufficient knowledge about financial management is something to be proud of.	3.57	0.61	Fully Observed
4	Being responsible when it comes to managing allowances should be encouraged.	3.70	0.53	Fully Observed
5	Being knowledgeable enough to make a financial decision is a satisfying undertaking.	3.67	0.53	Fully Observed
6	Having someone to talk to about financial problems will help relieve stress.	3.39	0.64	Fully Observed
7	Being in a supportive environment helps to make a good decision about how to spend money.	3.63	0.55	Fully Observed
8	Seeking professional advice on handling money will help with making reasonable financial decisions.	3.66	0.59	Fully Observed

	Composite Mean	3.55	0.42	Fully Observed

Legend:
3.26 - 4.00 = Strongly Agree (Fully Observed)
2.51 - 3.25 = Agree (Observed)
1.76 - 2.50 = Disagree (Partially Observed)
1.00 - 1.75 = Strongly Disagree (Not Observed)

Table 2.3 revealed that the overall level of personal fund management of college students in terms of relatedness was fully observed, based on the average composite mean of 3.55. With the highest composite mean of 3.70 and interpreted as fully observed, this level of competence was mainly contributed by the responses to the statement about "Being responsible when it comes to managing allowances should be encouraged." On the contrary, the statement about "Discussing financial problems with others will help in making better financial decisions" had the lowest composite mean of 3.35 and was interpreted as fully observed. As a result, both results were fully observed in terms of the level of competence in their personal fund management.

The result above indicated that the college students were aware that they should foster responsibility in managing allowances. This helped the college students recognize the importance of being accountable over their financial decisions and actions. Moreover, discussing financial problems with others implied that it cannot fully help in improving financial decisions, but it is inevitable that they have a prevailing acknowledgement on the potential benefits when talking to someone related to financial decisions

As concluded by Asriev, Nazarov, and Pavlenko (2023), encouraging effective and responsible budgeting organization in commercial structures required defining norms and rules clearly, identifying their place and function in the management information system, and establishing comprehensive, detailed regulations for every responsible employee to follow when carrying out specific tasks. Upon examining the regulations and framework around budgeting, it was determined that budgeting was not simply practical but also essential for ensuring the safe and sustainable growth of the budget. It displayed the benefits and pitfalls of a crucial budgetary regulatory component. They formulated issues that had to be considered when creating budget regulations for the organization based on their own expertise in the field of enterprise economics and the summarization of expert viewpoints.

To emphasize, Pollmann (2021) explained that numerous families struggled with money. However, the majority of studies on money management focused only on the consequences for the individual and ignored the relationships that these people were in since they did not discuss their financial problems. The study examined the relationship between an individual's attachment style and several financial outcome factors, specifically focused on how comfortable they were in discussing money matters with their spouse. According to two cross-sectional survey studies conducted with participants each in the US and the Netherlands, a greater anxious attachment score was associated with less financial communication with one's partner. Poorer financial management within the relationship was linked to less financial communication, which in turn predicted financial disputes.

Problem Number 3: Is there any significant difference in personal fund management according to the demographics of the respondents?

Table 3.1: Is there any significant difference in personal fund management according to AGE?

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision	Interpretation
1	The distribution of Autonomy is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	0.075	Retain the null hypothesis.	Not Significant
2	The distribution of competence is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	0.07	Retain the null hypothesis.	Not Significant
3	The distribution of Relatedness is the same across categories of Age.	Independent-Samples Kruskal-Wallis Test	0.13	Retain the null hypothesis.	Not Significant

a. The significance level is less than .050.

b. Asymptotic significance is displayed.

Table 3.1 revealed that there was no significant difference in the respondent's age with regards to autonomy (p-value = 0.075), competence (p-value = 0.07), and relatedness (p-value = 0.13). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis. Thus, the data implied that upon testing the study's hypothesis, there was no significant difference in age when respondents are grouped based on their autonomy, competence, and relatedness.

As indicated by Kurniasari et al. (2023), age was not associated with financial self-efficacy since financial management awareness was independent of age. The money management skills of students did not necessarily improve as they became older. Furthermore, students with strong financial understanding had a high degree of financial efficacy, indicating that it was not solely based on age.

Table 3.2: Is there any significant difference in personal fund management according to GENDER?

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.a,b	Decision	Interpretation
1	The distribution of Autonomy is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.187	Retain the null hypothesis .	Not Significant
2	The distribution of competence is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.043	Reject the null hypothesis .	Significant
3	The distribution of Relatedness is the	Independent-Samples Mann-	0.051	Retain the null	Not Significant

	same across categories of Gender.	Whitney U Test		hypothesis.	

a. The significance level is less than .050.
b. Asymptotic significance is displayed.

Table 3.2 revealed that there was no significant difference in the respondent's gender with regards to autonomy (p-value = 0.187) and relatedness (p-value = 0.051). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis. However, there was a significant difference in the respondent's gender with regards to competence (p-value = 0.043), which rejected the null hypothesis since its probability value was less than the level of significance at 0.05. Thus, the data implied that upon testing the study's hypothesis, there was a significant difference in gender when respondents are grouped based on their competence.

Notably, Bagci and Kahraman (2020) stated that a comparison was made between the investment knowledge of men and women to determine the impact of gender differences on financial literacy. The analyses resulted in the conclusion that gender had no impact on financial literacy, that financial education had an impact on financial literacy, and that if women were educated and equipped with financial knowledge as members of society, there would not be any differences between men and women.

As stated by Jabeen (2024), it illustrated the extent to which financial literacy had allowed women to manage family finances without consulting a male family member. In this study, researchers investigated the level of awareness among college-educated, metropolitan, and semi-urban women regarding the many investing options accessible to them. Women needed to be educated about money management to boost the economy, as the gender ratio in the US was 933 women for every 1000 men, and female literacy was 60.6% compared to male literacy of 81.3%. Understanding and managing one's finances could help one see the many options for creating a steady income, which was an essential skill for enduring both financial and psychological adversity. Financially knowledgeable women could base their decisions on a wide range of practical considerations as well as a thorough grasp of personal finance. As a result, financially literate people could make wise choices regarding their finances, whether they were borrowing, investing, saving, or doing something else.

Table 3.3: Is there any significant difference in personal fund management according to ACADEMIC YEAR LEVEL?

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision	Interpretation
1	The distribution of Autonomy is the same across categories of Academic Year Level.	Independent-Samples Kruskal-Wallis Test	0.06	Retain the null hypothesis.	Not Significant
2	The distribution of competence is the same across categories of Academic Year Level.	Independent-Samples Kruskal-Wallis Test	0.08	Retain the null hypothesis.	Not Significant

3	The distribution of Relatedness is the same across categories of Academic Year Level.	Independent-Samples Kruskal-Wallis Test	0.138	Retain the null hypothesis.	Not Significant

a. The significance level is less than .050.
b. Asymptotic significance is displayed.

Table 3.3 revealed that there was no significant difference in the respondent's academic year level with regards to autonomy (p-value = 0.06), competence (p-value = 0.08), and relatedness (p-value = 0.138). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis. Thus, the data implied that upon testing the study's hypothesis, there was no significant difference in academic year level when respondents are grouped based on their autonomy, competence, and relatedness.
As indicated by Harrington and Smith (2023), using survey responses from a cross-section of students at a medium-sized private university, it examined the need for financial literacy investments made during college. It showed that perceived return, time cost, financial independence, and gender all significantly influenced students' interest in personal finance education, with female students showing comparatively higher interest. Factors such as income, consumer patience, credit history, numerical aptitude, and others did not always have a substantial impact on demand. Therefore, the findings were consistent with providing both a personal finance course and individual learning opportunities on various personal financial problems.

Table 3.4: Is there any significant difference in personal fund management according to ACADEMIC CLUSTER?

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision	Interpretation
1	The distribution of Autonomy is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.046	Reject the null hypothesis.	Significant
2	The distribution of Competence is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.039	Reject the null hypothesis.	Significant
3	The distribution of Relatedness is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.233	Retain the null hypothesis.	Not Significant

a. The significance level is less than .050.
b. Asymptotic significance is displayed.

Table 3.4 revealed that there was a significant difference in the respondent’s academic cluster with regards to autonomy (p-value = 0.046) and competence (p-value = 0.039). As shown in the table, their probability values were less than the level of significance at 0.05, which rejected the null hypothesis. However, there was no significant difference in the respondent’s gender with regards to relatedness (p-value = 0.233), which retained the null hypothesis since its probability value was more than the level of significance at 0.05. Thus, the data implied that upon testing the study’s hypothesis, there was a significant difference in gender when respondents are grouped based on their autonomy and competence.

To emphasize, Sandra and Sustano (2021) provided insight into how accounting majors used budgeting courses for personal financial planning. The majority of the excellent group's students created a budget and carried out a basic variance analysis, demonstrating their high level of interest in and mastery of the budgeting course. Students in the adequate group, on the other hand, did not benefit from the course's learning since they were not as engaged in it. The majority of students were aware of how crucial budgeting was to personal financial planning. But currently, the level of budgeting course mastery was not the standard. When it came to financial planning, students' goals were strongly related to their understanding and behavior.

According to Hasibuan et al. (2023), as entrepreneurship fostered economic expansion, it played a crucial role in the modern economy and society's advancement. The younger generation needed to be aware of the importance of innovation and entrepreneurship in the modern world. This understanding could be gained through entrepreneurship courses in higher education. The study intended to investigate in-depth how students, especially those who were not majoring in business, economics, management, or social sciences, perceived the entrepreneurship course and the university's mandate that they take it. These included the students' comprehension of the ideas and principles of entrepreneurship, their ability to come up with ideas for new businesses, their ability to create creative business plans, and the wisdom of making the Innovation and entrepreneurship course required because it was beneficial to all students, even those who did not major in social sciences, business, management, or economics.

Table 3.4.1: Pairwise Comparisons of Academic Cluster - Autonomy

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]	Decision	Interpretation
Allied Health Cluster - Technology Cluster	-0.027	14.038	-.002	0.998	1	Retain the null hypothesis.	Not Significant
Allied Health Cluster - Business Cluster	-1.507	14.038	-0.107	0.915	1	Retain the null hypothesis.	Not Significant
Allied Health Cluster - HUMSS Cluster	-32.867	14.038	-2.341	0.019	0.115	Reject the null hypothesis.	Significant
Technology Cluster -	1.480	14.038	0.105	0.916	1	Retain the	Not

Business Cluster						null hypothesis.	Significant
Technology Cluster - HUMSS Cluster	32.840	14.038	2.339	0.019	0.116	Reject the null hypothesis.	Significant
Business Cluster - HUMSS Cluster	-31.360	14.038	-2.234	0.025	0.153	Reject the null hypothesis.	Significant

- Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
- Asymptotic significances (2-sided tests) are displayed. The significance level is less than .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Table 3.4.1 showed the pairwise comparisons of the four academic clusters in terms of autonomy in their personal fund management. It is indicated that there was no significant difference between the assessment of Allied Health Cluster with Technology Cluster (p-value = 0.998), Allied Health Cluster with Business Cluster (p-value = 0.915), and Technology Cluster with Business Cluster (p-value = 0.916). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis. This means that the perspectives of the students from Allied Health Cluster, Technology Cluster, and Business Cluster did not differ from the perspectives of the students of each cluster in terms of managing their personal funds. Thus, students from these clusters had similar levels of financial autonomy.

Based on the research of Matriano (2021), students typically saved their allowances for desired purchases and only used them for essentials, which was detrimental to their ability to maintain a stable financial situation. Moreover, the students had their own ways of saving money to spend it. Some of them suggested that to manage their money effectively, students should learn to prioritize their needs before their wants. Furthermore, the students reduced their meal spending to manage their budgets because they were also paying for transportation and educational costs with their money. In conclusion, the participants were appropriately knowledgeable about budgeting.

On the other hand, table 3.4.1 also indicated that there was a significant difference between the assessment of Allied Health Cluster with HUMSS Cluster (p-value = 0.019), Technology Cluster with HUMSS Cluster (p-value = 0.019), and Business Cluster with HUMSS Cluster (p-value = 0.025). As shown in the table, their probability values were less than the level of significance at 0.05, which rejected the null hypothesis.

This means that the perspectives of the students from HUMSS Cluster varied from the perspectives of the students from all the academic clusters, which were Allied Health Cluster, Technology Cluster, and Business Cluster in terms of managing their personal funds. Thus, students from HUMSS Cluster had different levels of financial autonomy compared to other academic clusters.

As stated by Gaigaliene (2019), an individual's financial autonomy had a significant impact on both their financial well-being and the general quality of life in the country. Students' lacked of financial liberty had an influence on their personal finances. They did not really understand the value of money until they had complete authority and responsibility over their own finances. Therefore, young people's financial autonomy, particularly among students were influence subsequently by their financial decisions and well-being.

Table 3.4.2: Pairwise Comparisons of Academic Cluster - Competence

Sample 1-Sample 2	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.[a]	Decision	Interpretation
Technology Cluster - Business Cluster	2.1	13.594	0.154	0.877	1	Retain the null hypothesis.	Not Significant
Technology Cluster - Allied Health Cluster	13.98	13.594	1.028	0.304	1	Retain the null hypothesis.	Not Significant
Technology Cluster - HUMSS Cluster	34.96	13.594	2.572	0.01	0.061	Reject the null hypothesis.	Significant
Business Cluster - Allied Health Cluster	11.88	13.594	0.874	0.382	1	Retain the null hypothesis.	Not Significant
Business Cluster - HUMSS Cluster	-32.86	13.594	-2.417	0.016	0.094	Reject the null hypothesis	Significant
Allied Health Cluster - HUMSS Cluster	-20.98	13.594	-1.543	0.123	0.736	Retain the null hypothesis.	Not Significant

- Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.
- Asymptotic significances (2-sided tests) are displayed. The significance level is less than .050.
a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Table 3.4.2 showed the pairwise comparisons of the four academic clusters in terms of competence in their personal fund management. It is indicated that there was no significant difference between the assessment of Technology Cluster with Business Cluster (p-value = 0.877), Technology Cluster with Allied Health Cluster (p-value = 0.304), Business Cluster with Allied Health Cluster (p-value = 0.382), and Allied Health Cluster with HUMSS Cluster (p-value = 0.123). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis.
This means that the perspectives of the students from Allied Health Cluster did not differ from the perspectives of the students from all the academic clusters in terms of managing their personal funds. It

also showed that it has the same findings on the students' perspectives towards Technology Cluster with Business Cluster. Thus, students from these clusters had similar levels of financial competence.

In another key point by Rogers and Sewell (2021), despite having large salaries when they entered the industry, pharmacy students were burdened by debt. They concluded that given the high expense associated with getting a pharmacy degree and the possibility of entering the workforce with debt, schools of pharmacy were encouraged to provide professional development to students to help them in their understanding of personal finance. As a result, pharmacy students began to believe that personal finance could be aggressively managed, and they developed the confidence to make their financial plans, which included budgeting, paying off debts, investing, and saving.

On the other hand, table 3.4.2 also indicated that there was a significant difference between the assessment of Technology Cluster with HUMSS Cluster (p-value = 0.01), and Business Cluster with HUMSS Cluster (p-value = 0.016). As shown in the table, their probability values were less than the level of significance at 0.05, which rejected the null hypothesis.

This means that the perspectives of the students from HUMSS Cluster varied from the perspectives of the students from the two academic clusters, which were Technology Cluster and Business Cluster in terms of managing their personal funds. Thus, students from HUMSS Cluster had different levels of financial competence compared to other academic clusters.

Furthermore, Aung and Mon (2020) discovered that students' spending habits varied according to the courses they took. It also revealed that a significant portion of their allowance was allocated to shopping, educational expenses, cell phone bills, attending training to advance their careers, and transportation. It suggested that students should be aware of their spending limits and how to develop better money management practices. Therefore, it stated that most students need to practice better budgeting.

Table 3.5: Is there any significant difference in personal fund management according to SOCIOECONOMIC CLUSTER?

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.[a,b]	Decision	Interpretation
1	The distribution of Autonomy is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.258	Retain the null hypothesis.	Not Significant
2	The distribution of competence is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.633	Retain the null hypothesis.	Not Significant
3	The distribution of Relatedness is the same across categories of Academic Cluster.	Independent-Samples Kruskal-Wallis Test	0.385	Retain the null hypothesis.	Not Significant

a. The significance level is less than .050.
b. Asymptotic significance is displayed.

Table 3.5 revealed that there was no significant difference in the respondent's socioeconomic status with regards to autonomy (p-value = 0.258), competence (p-value = 0.633), and relatedness (p-value = 0.385). As shown in the table, their probability values were more than the level of significance at 0.05, which retained the null hypothesis. The data implied that upon testing the study's hypothesis, there was no significant difference in socioeconomic status when respondents are grouped based on their autonomy, competence, and relatedness.
As examined by Miharti and Silta (2020), it was discovered that family income had no influence on students' financial literacy in managing their financial resources. This happened because parents' income restrictions did not hinder students from getting financial information since there was a program or event that delivered fair financial literacy skills. As a result, socioeconomic status insignificantly influenced the financial knowledge of a student.
Problem Number 4: What output plan may be proposed based on the findings of the study?
Based on the results of the study, there are strategies that was proposed for the college students in University of Perpetual Help System DALTA - Calamba Campus. These strategies would help improve their overall personal fund management skills in terms of autonomy, competence, and relatedness. Furthermore, this would not only benefit the students themselves, but also their financial well-being, academic success, and career readiness.

Table 4: The Proposed Strategies

Key Areas	Objectives	Strategies / Activities	Frequency	Persons Involved	Success Indicators
To develop educational endeavors and financial management workshops.	To enhance the understanding of college students in making financial independent decisions.	To conduct regular seminars or webinars on budgeting and financial decision-making.	One seminar per semester for a whole academic year.	Guest speakers for knowledge-based sharing. Workshop facilitators.	Achieved at least 50% of the engagement and positive feedback from college students.
	To encourage and promote self-reliance in managing the personal finances of college students.	To implement individual reflection activities on personal financial decisions and goals.	One activity per semester for a whole academic year.	Financial planners and advisors.	Expanded the knowledge of college students on how autonomous financial decision-making is important from at least 75%.

To create opportunities for continuous improvement of financial management skills.	To provide awareness and practical experiences for college students in handling their finances.	To initiate hands-on talks about financial management skills, which incorporates real-life scenarios.	One conference for a whole academic year.	Financial experts and educators.	Increased from at least 75% awareness about the significance of financial responsibility and accountability from college students.
	To empower college students to be confident in making effective financial decisions.	To conduct hands-on training sessions in which college students may experience creating and managing budgets or setting financial objectives.	One training session for a whole academic year.	Financial educators and trainers.	Achieved better improvements on pre/post evaluations of financial knowledge and abilities from at least 50% of the college students.
To organize financial discussion forums or sessions.	To provide support and advice for college students in managing financial obstacles.	To offer counseling sessions for college students to discuss financial concerns.	Monthly, if needed.	Financial planners and advisors.	Improved coping mechanisms for handling financial stress from at least 80% of the college students.
	To learn from one another's experiences and establish a helpful peer network.	To foster in-person or virtual collaborative conversations based on real-life stories.	One discussion or session per semester for a whole academic year.	Student Affairs or Organizations. Education Coordinators.	Improved at least 75% of financial involvement and perceived support among peers.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter summarized the findings on the collected data after gathering, analyzing, and interpreting. This part also contained a brief statement of the problem, a summary of the results, conclusions and recommendations based on the computed data.

Summary of Findings

The primary purpose of this study was to identify the significant difference between college students when it comes to their personal fund management. Hence, the following findings are hereby presented based on the data acquired:

1. Demographic profile of the respondents

With the use of frequency and percentage method, the researchers found out that most of the respondents from University of Perpetual Help System DALTA - Calamba Campus who participated were 20 years old, accumulating a total of 28.70% or 86 out of 300 respondents, while the least number of respondents were ages 26, 33, 37, and 44, each accumulating 0.30% or one out of the total respondents. It was discovered that most of the respondents with a percentage of 51.70 or frequency of 155 were male, while the remaining 145 respondents were female with a percentage of 48.30. Additionally, the respondents with the most respondents with a percentage of 36 or frequency of 108 were 2nd year college students, while the least respondents with a percentage of 7.70 or frequency of 23 were 4th year college students.

The 300 respondents were equally distributed from four different academic clusters, Allied Health Cluster, Business Cluster, HUMSS Cluster, and Technology Cluster, which were composed of 75 out of 300 respondents or 25.00% per cluster. With regards to the socioeconomic status, the results revealed that most of the respondents who participated have a percentage of 34.70 or frequency of 104 came from a family of middle class (₱43,828 to ₱76,669 monthly family income), while the least respondents accumulated 2.00% or six out of the total respondents came from a rich family (₱219,140 and above monthly family income).

2. Level of personal fund management among college students at the University of Perpetual Help System DALTA - Calamba Campus in terms of:

2.1. Autonomy

It presented a general assessment of 3.50 with an equivalent interpretation of Fully Observed.

2.2. Competence

It presented a general assessment of 3.66 with an equivalent interpretation of Fully Observed.

2.3. Relatedness

It presented a general assessment of 3.55 with an equivalent interpretation of Fully Observed.

3. Test of Significant Difference on the Assessment of College Students from University of Perpetual Help System DALTA - Calamba Campus with regards to the Level of their Personal Fund Management according to:

3.1. Age

With the use of Kruskal-Wallis U-Test, the researchers found out that there was no significant difference between the assessment of college students with regards to the level of their autonomy, competence, and relatedness in personal fund management when respondents are grouped according to their age.

3.2. Gender

With the use of Mann-Whitney U-Test, the researchers found out that there was no significant difference between the assessment of college students with regards to the level of their autonomy and relatedness in personal fund management when respondents are grouped according to their gender. However, there was a significant difference between the assessment of college students with regards to the level of their competence.

3.3. Academic Year Level

With the use of Kruskal-Wallis U-Test, the researchers found out that there was no significant difference between the assessment of college students with regards to the level of their autonomy, competence, and relatedness in personal fund management when respondents are grouped according to their academic year level.

3.4. Academic Cluster

With the use of Kruskal-Wallis U-Test, the researchers found out that there was a significant difference between the assessment of college students with regards to the level of their autonomy and competence in personal fund management when respondents are grouped according to their academic cluster. However, there was no significant difference between the assessment of college students with regards to the level of their relatedness.

In terms of autonomy, there was a significant difference between Allied Health Cluster with HUMSS Cluster, Technology Cluster with HUMSS Cluster, and Business Cluster with HUMSS Cluster. While in terms of competence, there was a significant difference between Technology Cluster with HUMSS Cluster and Business Cluster with HUMSS Cluster. As a result, the null hypothesis was rejected.

In terms of autonomy, there was no significant difference between Allied Health Cluster with Technology Cluster, Allied Health with Business Cluster, and Technology Cluster with Business Cluster. While in terms of competence, there was no significant difference between Technology Cluster with Business Cluster, Technology Cluster with Allied Health Cluster, Business Cluster with Allied Health Cluster, and Allied Health Cluster with HUMSS Cluster. As a result, the null hypothesis was retained.

3.5. Socioeconomic Status

With the use of Kruskal-Wallis U-Test, the researchers found out that there was no significant difference between the assessment of college students with regards to the level of their autonomy, competence, and relatedness in personal fund management when respondents are grouped according to their socioeconomic status.

4. The Proposed Strategies

The comprehensive strategies were undertaken to further enhance the autonomy, competence, and relatedness in the overall personal fund management of college students in University of Perpetual Help System DALTA - Calamba Campus. The strategies aimed to develop engaged college students who are more equipped to handle the aspects of financial management both during and after their time at university.

Conclusions

In light of the findings of the study, the researchers came to the following conclusions after summing together the data collected using an adapted survey questionnaire.

1. That college students with the age of 20 years old had the largest percentage in the total number of respondents who took part in the study. In terms of gender, male got the highest percentage of 51.70%, while female got 48.30%. When it comes to academic year level, majority of the respondents were 2nd year students, accumulating 36%, which was followed by 3rd year students who got 33.70% of the population. In terms of academic cluster (Allied Health Cluster, Business Cluster, HUMSS Cluster, and Technology Cluster), all four clusters had same total number of respondents. In socioeconomic

status, majority of the respondents were from a family of middle class, accumulating a percentage of 34.70.

2. The level of personal fund management in terms of autonomy was fully observed. Based on the results, college students had the capacity to make independent decisions without being influenced or controlled by others. The level of personal fund management in terms of competence resulted in fully observed, so the researchers concluded that students have the capacity or skills to adequately and effectively do a task or fulfill an obligation. Lastly, the level of personal fund management in terms of relatedness was fully observed, so the researchers concluded that college students' decision were connected to other people.
3. That upon testing the hypothesis, there was a significant difference between the personal fund management of the college student when the respondents are grouped according to their gender and academic cluster. In addition, there was no significant difference in personal fund management of the college students when respondents are grouped according to their age, academic year level, and socioeconomic status.
4. The proposed strategies are necessary to further enhance the personal fund management of the college students in University of Perpetual Help System DALTA - Calamba Campus.

Recommendations

The researchers came up with the following recommendations to enhance the personal fund management of college students in the University of Perpetual Help System DALTA - Calamba Campus.

1. Since most students fully observe their personal fund management at a young age, the researchers recommend that they must become more knowledgeable about making financial decisions, seek advice from a financial advisor, or attend a seminar that teachers how to manage finances effectively. Hence, this may help them achieve their financial goal.
2. The researchers recommend that students should manage more their budget effectively and be more confident in talking about their ability to handle their finances. Some of the students do not want to talk about their financial problems because they might be too scared to share them. Thus, the researchers recommend that the students should talk about their financial problems with their guardians or seek professional advice from the expert since this may help them make better financial decisions.
3. The researchers recommend that all academic clusters, especially HUMSS cluster students, must establish their knowledge when it comes to making financial decisions. By attending a financial seminar and reading books about various financial topics, this may help them develop their understanding about making the best financial decisions.
4. To implement an avenue for feedback to collect perspectives on the proposed strategies, the university might organize feedback sessions or online forums to encourage open communication and ensure that future initiatives are refined in response to the financial challenges faced by college students.
5. For the future researchers who may conduct similar studies using a new set of variables, they can use the researchers' study about the personal fund management of college students in University of Perpetual Help System DALTA - Calamba Campus as their reference to improve their own study.

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