

The Level of Financial Status of the CBAM Students in Sulu State College – SSC

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Abstract

This study investigates the level of financial status of the College of Business Administration and Management (CBAM) students at Sulu State College. Financial stability is a critical factor influencing academic performance, mental well-being, and overall success in higher education. The research focuses on assessing the socio-economic conditions of students, identifying challenges they face in managing finances, and evaluating how these challenges impact their educational experiences. Data was gathered through surveys, on CBAM students. The findings highlight varying levels of financial

sufficiency, with a significant proportion of students experiencing financial difficulties, which affect their ability to meet academic requirements, maintain attendance, and participate in extracurricular activities. Key factors influencing financial status include family income, external support systems, and personal budgeting skills. The study concludes with recommendations for Institutional support programs, such as financial literacy workshops, scholarships, and partnerships with local businesses, to enhance the financial stability and academic success of CBAM students.

Keywords: *financial status, academic performance, business administration students, financial literacy, higher education challenges*

INTRODUCTION

The financial status of college students has a significant impact on their academic performance, well-being, and overall success in higher education. This study focuses on the College of Business Administration and Management (CBAM) students at Sulu State College to explore the financial challenges they face and how these challenges influence their educational experiences. According to Salami, S. O. (2021) The financial status of college students

is a significant factor influencing their academic performance, psychological well-being, and overall college experience. Students often face financial challenges, which may include tuition fees, daily living expenses, and other academic-related costs. These challenges can impact their ability to concentrate on their studies, their mental health, and even their decision to complete their education.

According to Chen, R., & Desjardins', S. L. (2020) Many students in higher education



institutions encounter financial difficulties due to limited family income, insufficient scholarships, or the rising costs of tuition and living expenses. These challenges often lead to stress, reduced academic engagement, and in severe cases, discontinuation of studies. Understanding the financial status of CBAM students is essential for identifying the barriers they encounter and for developing interventions that can support their academic journey.

Moreover, as business administration and management students are expected to understand financial literacy and economic principles, their own financial conditions may provide a unique perspective on how they navigate personal finances while pursuing their studies. This research aims to contribute valuable insights into the socio-economic realities of students in Sulu State College and to inform institutional policies for better financial support and student success (Sulu State College, 2022)

This study explores the financial status of students enrolled in the College of Business Administration and Management at Sulu State College. Financial stability significantly impacts students' academic performance, emotional well-being, and ability to pursue educational goals. The research aims to assess the financial challenges faced by these students, including their sources of income, expenditure patterns, and the availability of financial support such as scholarships or part-time jobs

METHODS

This chapter presents the methodology that will use in this study on the level of financial status on the College of Business Administration and Management in Sulu State College

Research Design

This study employed descriptive Quantitative methods as the research design of this study. A Quantitative method helps the researchers to systematically gauge and measure variables and test hypotheses, through the use of SPSS (Statistical Package for Social Science) to attain the findings that answer the research problems and address the objectives of the study. To put in

perspective the quantitative method is an analysis that provides empirical evidence to support or refute hypotheses in scientific research. It helps establish causation and correlation relationships by analyzing data objectively.

Research Locale

This study is conducted at the College of Business Administration and Management, Sulu State College, Capitol Site, Jolo Sulu. The researchers gather the data from the students in different Course Program among the College of Business Administration and Management.

Respondents of the Study

The respondents of this study are composed of eighty (80) CBAM students from different Course Program, from 1st year level to 4th year level.

Table 3.1 Target Respondents

Age	Gender	Year Level	Course Program
18-19	Female	1 st	BS Hospitality & Mgt
20-21	Male	2 nd	Human Resources Mgt
22-23		3 rd	Marketing & Mgt
24 and above		4 th	BS Tourism

Sampling Design

This study uses purposive sampling, to which the researchers purposely select the subset of the respondents from different Course Program among the College of Business Administration and Management and different year level. Purposive sampling is a research technique where a researcher intentionally selects participants for a study based on their specific characteristics, knowledge, or experiences.

Data Gathering Procedure

This is the first step in quantitative data analysis, and it's important to ensure that the data is valid and reliable, the researchers are request consent to the program chairperson, to conduct a survey in different course program within the College of



Business Administration and Management. After collecting the data, the researchers Thank the respondents for their outmost consideration and cooperation, afterwards the data collected from the survey questionnaire are subjected to analyze and interpret in the chapter 4 of this study.

Research Instrument

The instruments employed in this study is a structured questionnaire, a structured questionnaire is a document that is used to collect data from respondents. This questionnaire type consists of standardized closed questions, that are worded in a specific way, asked in a set sequence and require respondents to choose from a set of predefined answers. The questionnaire in this study are consist of two parts which are; Part 1; deals with the demographic profile of the respondents in terms of age, gender, year level and course program, and part 2, the structured questionnaire that consist of twenty (20) item questions. 10 questions for the financial status among business and administration students, and 10 questions for determining the impact of financial status on the academic performance of CBAM students. The data gathered in this survey questionnaire are subjected to analyze and compute by the researchers, the findings gathered in this questionnaire are tabulated, illustrated and interpreted at the chapter 4 of this study on the level of financial status of the College of Business Administration and Management students in Sulu State College.

Validity and Reliability

The focused is to determine the level of financial status of the College of Business Administration and Management students in Sulu State College, and delimited to determining, analyze and assess financial status among business and administration students and their financial capabilities. This study will be conducted at the department of the College of Business Administration and Management, Sulu State College, likewise this study is delimited only to the eighty (80) students from different Course Program among the CBAM and also from 1st year

to 4th year level as the target respondents of this study.

Furthermore, the generalization of the findings will depend on the results of the data gathering, to which the researchers will analyze and tabulate the data gathered from the feedback of the respondents on the survey questionnaire. This study is conducted by fourth year students of Bachelor of Science in Business Management, major in Human Resources Management in the school year of 2024-2025.

Statistical Treatment of Data

To statistically analyze and compute the data gathered from the feedback of the respondents in the survey questionnaire, the researchers use the SPSS (Statistical Package for Social Science) particularly frequency and percentage distribution for the demographic profile of the respondents in terms of age, gender, year level and course program, and weighted arithmetic mean to determine the financial status among business and administration students, and for determining the impact of financial status on the academic performance of CBAM students, to put it in the perspective the findings attain and assess the research problems and address the objectives of the study.

Point	Scale Value	Descriptors
5	.50- 5.00	Strongly Agree
4	.50- 4.49	Agree
3	.50- 3.49	Undecided
2	.50- 2.49	Disagree
1	.00- 1.49	Strongly Disagree

RESULTS AND DISCUSSIONS

This chapter presents the results, discussions and interpretation of data collected from the survey administered by the researchers in this study on the level of Financial Status of the College of Business Administration and Management students in Sulu State College,

The data interpreted in this chapter is based on the data collected from the survey conducted by the researchers to identify the demographic profile of the respondents in terms of; age, gender, year level and course program using frequency and percentage distribution, on the other hand using weighted mean, the researcher was determined the descriptive interpretation of the agreement of 80 respondents towards the level of Financial Status, and the impact of financial status on the academic performance of CBAM students.

1. Table 4.1

The Demographic Profile of the Respondents in terms of Age

AGE	Frequency	Percent
18-19	16	20.0%
20-21	26	32.5%
22-23	28	35.0%
24 and Above	10	12.5%
Total	80	100%

Table 4.1 shows the demographic profile of the respondents in terms of Age, the researchers utilized age scaling for the respondents from 18 years old to 24 and above, the data in this table indicates a diverse distribution across four age groups. Age 18-19 (16 respondents, 20%) This group reflects younger participants who might be students or early entrants into adulthood, while Age 20-21 (26 respondents, 32.25%) The largest proportion of respondents falls within this age bracket, comprising roughly one-third of the total. This suggests that the majority are in their early twenties. then Age 22-23 (28 respondents, 35%) This is the largest single group, accounting for 35% of respondents. It indicates a significant presence of individuals in their mid-twenties,

likely transitioning into more stable career or personal phases, on the other hand Age 24 and above (10 respondents, 12.5%) This is the smallest group, making up only 12.5% of the total respondents. This suggests limited representation from older individuals.

Table 4.2

The Demographic Profile of the Respondents in terms of Gender

GENDER	Frequency	Percent
Female	58	72.5%
Male	22	27.5%
Total	80	100%

Table 4.2 shows the demographic profile of the respondents in terms of gender. The data indicates a difference in the gender distribution of the respondents. Out of 80, respondents, 58 (72.5%) of them are female, while only 22 (27.5%) are male.

Table 4.3

The Demographic Profile of the Respondents in terms of Year Level

YEAR LEVEL	Frequency	Percent
1 st Year	17	21.25%
2 nd Year	20	25.0%
3 rd Year	24	30.0%
4 th Year	19	23.75%
Total	80	100%

The demographic profile of the respondents in terms of year level reflects a distribution of students among different year levels. 1st year level is 21.25% (17 out of 80) This group constitutes the youngest respondents. 2nd year level students 20 out of 80 (25.0%) This group forms a quarter of the respondents, reflecting a balanced representation, while 3rd year level students are 30.0% (24 out of 80) Third-year students make up the largest proportion of respondents, indicating a higher level of participation or interest among students at this stage, furthermore graduating students obtained

19 frequency out of 80 (23.75%): This group is slightly less represented compared to the second and third years.

Table 4.4
The Demographic Profile of the Respondents in terms of Course Program

COURSE PROGRAM	Frequency	Percent
BS Hospitality Mgt.	9	11.25%
BSBA – HRM	29	36.25%
BSBA – Mktg. & Mgt.	20	25.0%
BS Pub. Administration	15	18.75%
BS Tourism Mgt.	7	8.75%
Total	80	100%

The demographic profile of the respondents, categorized by their course programs, provides an insightful look into the composition of the participants in your study, on the top of that the data illustrates that BS Human Resources Management (36.25%) This group makes up the largest proportion of respondents, with 29 individuals BS Marketing and Management (25%) The second-largest group, comprising 20 respondents, indicates a notable interest or relevance of the study's subject matter to those studying marketing and management, while BS Public Administration (18.75%) With 15 respondents, this group represents a moderate portion of the sample. Furthermore, BS Hospitality Management (11.25%) A smaller segment of the population, with 9 respondents, points to the study's potential relevance to those in the hospitality sector. Moreover, BS Tourism Management (8.75%) The smallest group, with 7 respondents, suggests limited but specific interest among students in tourism-related fields.

Table 4.5
The Level of The Financial Status among CBAM Students

	Statements	Mean	Description
1	I am aware and regularly create a personal budget to track my personal savings and expenses at school.	3.72	Agree
2	I am often set aside a portion of my personal money as savings for my needs at school.	3.27	Agree
3	I personally understand the terms and conditions about my financial expenses at school.	2.74	Agree
4	I am aware and familiar with basic literacy levels and options for my financial status.	3.26	Agree
5	I know the how to handle basic financial concepts, and I have my knowledge to know the perspective on financial literacy.	3.66	Agree
6	I personally learn about setting up my financial goals for my future.	3.34	Agree
7	I am aware of the importance of an emergency fund and personal financial savings.	3.67	Agree
8	I am often do my track and evaluate my spending habits of purchasing what I desire.	3.32	Agree
9	I am aware and understand of the financial risks like inflation, and other matters that can affect my savings.	3.69	Agree
10	I have received a formal education or training about financial literacy.	3.31	Agree



GRAND MEAN		3.50	AGREE
<p>Descriptive Interpretation 1.0-1.99 = Strongly Disagree, 2.0-2.99 = Disagree, 3.0-3.99 = Agree, 4.0-5.0 = Strongly Agree</p> <p>The data interpreted in this table is for the level of financial status of the College of Business Administration and Management (CBAM) students are framed as all of each statement obtained at least a weighted mean of 3.00 or higher. This indicates that the respondents generally agree with or exhibit a good understanding of the concepts related to financial s as outlined in the statements. The Grand Mean of 3.50 suggests a moderate to high level of financial status among the CBAM students. A mean of 3.50 typically indicates that, on average, students agree or strongly agree with their financial status. The results imply that the CBAM students demonstrate satisfactory financial status. They likely possess adequate knowledge and understanding of financial concepts such as budgeting, saving, investing, and managing debt. While the level is generally positive, there is still room for improvement, especially if the goal is to achieve a higher proficiency or advanced financial status levels (closer to a mean of 4.00 or above). This analysis can be a starting point for discussions on how to further elevate the financial status of CBAM students</p>			
4	me gain my academic achievements.		
4	My parents are financially stable that supports my academic studies at school.	3.62	Agree
5	I am aware that financial related matters can affect my overall academic performance.	3.37	Agree
6	I am often do face difficulty affording educational related materials that I purchased.	3.61	Agree
7	I am aware that financial stress can affect my general performance average and academic performance.	3.39	Agree
8	I am aware that having strategies to manage financial challenges while studying at school.	3.60	Agree
9	I am aware of reducing my study ours because of the financial related matters and responsibilities.	3.40	Agree
10	I know that financial assistance programs like granting a scholarship would also help for my academic achievements.	3.59	Agree
GRAND MEAN		3.52	AGREE

Table 4.6
The Impact of Financial Status on Academic Performance

	Statements	Mean	Description
1	My financial status affected my studies and academic performance at the school.	3.71	Agree
2	I can focus with my academic journey for low cost of educational expenses at the school	3.27	Agree
3	Scholarship at school my financial stability and helps	3.64	Agree

Descriptive Interpretation 1.0-1.99 = Strongly Disagree, 2.0-2.99 = Disagree, 3.0-3.99 = Agree, 4.0-5.0 = Strongly Agree

Based on the provided data in the table 4.6 the interpretation of the impact of financial status on the academic performance of College of Business

Administration and Management students framed by the researchers as; the fact that all 10 statements obtained a weighted mean of 3.0 or higher suggests that financial status has a significant perceived impact on the students' academic performance. Students generally agree or strongly agree with the statements, indicating that financial status can be an influential role. The grand mean of those statements of 3.52 points to a moderate-to-strong agreement overall. This implies that financial constraints or stability consistently affect various aspects of students' academic life, such as access to resources, focus, and performance. The findings reveal that Students with better financial stability may have access to learning materials, better mental health support, and more time for studies. On the other hand, Financial struggles could lead to stress, lack of access to resources like books or technology, and the need for part-time work, all of which may hinder academic success.

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