

THE CORRELATION BETWEEN ONLINE SHOPPING AND ACADEMIC PERFORMANCE OF COLLEGE STUDENTS: A QUANTITATIVE ASSESSMENT

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Abstract

Online shopping is becoming more and more popular with busy individuals, especially young people and those who are knowledgeable about how to shop and make purchases online. . It can boost your mood and give your brain a mental and emotional boost, whether you are adding items to your shopping cart or just browsing. Stress and pressure related to academic achievement have an impact on the body and mind. Because they provide time to themselves and support their mental and physical health to be productive despite pressure and stress, they want to enjoy their time as students by buying things online. The primary objective of this research was to study the correlation between online shopping and the academic performance of college students and what reasons drive them to buy online. Researchers studied whether online shopping has significant correlation to academic performance among the NEUST college students in the 4th District of Nueva Ecija. The appropriate statistical treatment was applied to the collected data to total, examine, and evaluate it. The design was quantitative research, using Percentage, Weighted Mean, Frequency Distribution, and Pearson R to determine the Positive and Negative effects of Online Shopping. The results revealed that, in terms of the respondents' profile, the majority of respondents are female and young adults. The majority of the respondents utilize Shopee as a platform and commonly purchased school supplies. The respondents frequently made internet purchases on a daily basis and in transaction, it consists of two products. In terms of respondents' academic profile measurement, the majority of respondents' GWA in the second semester of AY 2021-2022 is 2.00-3.00. When it comes to the positive effects, respondents agreed that they typically perform well if they buy the things that they need and when it comes to the negative effects, respondents agreed that even after making multiple online purchases, their grades remain the same. It is recommended to students should avoid being reliant on online purchasing activities thinking that it may help them perform better at school. The students should also monitor their spending pattern on online platforms and make their purchases be reasonable since this study concluded that online shopping produces impact on the academic performance of the students.

Keywords: Online Shopping, Academic Performance, College Students

INTRODUCTION

The internet is now recognized by the virtual market as a potential source of corporate expansion. According to Todd et al., (1997), employing the virtual or platform extends their market to all nations. In the earliest 2000s, internet and Online shopping could be used to purchase products. One important source of information and pleasure is the internet. Additionally, it might inspire customers who want to avoid time-consuming activities. An emphasis is placed on the consumer who cannot go outdoors or visit a physical store when a product is sold online. Online sales encourage people to sell their goods even when unsure about the buyer's identity (Koivumaki, 2001).

Online purchasing was invented in 1979 by English businessman Michael Aldrich. The residential TV connects into a telephone line. Online shopping is a popular trend in this generation due to the numerous opportunities and changes. Development and implementation are created. Both customers and sellers play

a big part in internet buying. The generation of today is one in which all opportunities are present. Online shopping instills confidence in the consumer (Eunyu & Nis, 2014).

The Pandemic has altered the lives of many people, affecting them all. The quarantine was approved to reduce the number of people affected by this sickness and to prevent the spread or escalation of COVID-19 cases. As a result, online shopping has become a popular method of purchasing.

Shopping had been associated with happiness and, in fact, the so-called "retail therapy." As we progressed through this research, the proponents discussed the correlation between the derived satisfaction from online shopping and students' academic punctuality.

A student's academic performance is critical in determining the next level of their education, which determines their career. Too much academic pressure might have long-lasting and detrimental impacts during this time. The variety of clothing, shoes, accessories, and other items is delightful to scroll through. They get the jitters when they shop for less hassle. Online shopping can boost the mood and give the brain a mental and emotional boost, whether adding items to the shopping cart or just browsing. Stress and pressure related to academic achievement impact the body and mind. Because they provide time to themselves and support their mental and physical health to be productive despite pressure and stress, they want to enjoy their time as students by buying things online (Niemi & Vainiomaki, 1999).

Online shopping is becoming increasingly popular with busy individuals, especially young people and those who know how to shop and make purchases online. The researchers assumed that students at NEUST's southern campuses attended college. In order to determine whether this assumption is accurate, particularly with the NEUST southern campuses, the researchers were motivated to carry out this study. This was done specifically to find out if there is any significant correlation between online shopping and the academic performance of college students.

Based on Andaya et al., (2021), "The Correlation between Online Shopping as Motivating Factor and Academic Diligence among the Accountancy Students of Far Eastern University-Manila", analyses that although the respondents agreed that online shopping relieves stress and makes them want to achieve higher grades, more than half of the students still feel demotivated even after receiving their rewards and agreed that online shopping does not influence their eagerness to learn. Overall, it is concluded that there is no significant relationship between online shopping and the academic diligence of accountancy students. This research's general objective was to evaluate and study the correlation between online shopping to academic performance and what drives them to buy online—analyzing concerns of the students and society. It has been conducted because this task initiated the researchers that this is something to be studied about.

Academic Achievement of Students' Motivation and Online Shopping

Consumer motivations for online retail shopping were studied a few years ago (Childers et al., 2001) characterizes them as "interest in using a new technology, simplicity of navigation and use, and convenience of online shopping." The aforementioned research examined customer motives, but because it concentrated on a small number of potential online purchasing activity determinants, it represented just a small portion of what could be learnt from consumer behaviour. Although this point is listed as a motivator in the authors' research, the primary focus of the study was on potential trust concerns with internet shopping. Comparing this particular consumer motivator to other consumer motivators still needs to be done.

It is quite beneficial to have an online presence to distinguish the physical store. Online commerce is superior to traditional retail. Online sales equate to financial benefits. By offering online business to website visitors, it can accelerate the company's growth (Brigita Go, 2012). It and tactics are employed to improve the online business. Exploring internet business support tools (Anderson, 2012). Philippines' online sales generated US\$1,237 million in revenue for the country's e-commerce in that year. Expecting to appear after 2022, one website may provide more cutting-edge goods to introduce to online shoppers. Particularly among students, various technology, including smartphones, desktop, computers, and laptops, is well known and widely used. Students most frequently buy casual clothes and bags from small online retailers. Online shopping may appeal more to students than a physical store. Students who need to manage their time to choose and select the button can do so by saving time due to their busy schedules. More products are being sent out and introduced (Macarayo, 2017). Because individuals prefer to buy things online rather than at a physical store, internet shopping is increasing in the Philippines. Especially on holidays like Christmas, New Year, or even on a regular day. While seasonal, consumers prefer to shop online to reduce time spent traveling to actual stores (Manglinong, 2018).

The southeast Asian nation of the Philippines is regarded as a leader in internet retail. Online shopping centers are emerging and expanding across the nation. Lazada is the most popular online retailer in the Philippines, and every Filipino is familiar with it. This website involves students as well. The investors of this website include Tesco PLC, Access Industries Investment ABKinnevik and Verlinvest. A group of investors contributed \$ 250 million to the venture. Technology has given rise to online purchasing (Tesco, 2014).

Positive Effects of Online Shopping

According to Bramall et al. (2004), "the 24-hour passage afforded or approved by most online purchasing platforms is motivation by consumers. As a result, consumers use the internet channel since it gives them access to information, customer service, and shopping opportunities around the clock." Online purchasing benefit consumers in general and students in particular. Many programs, like Lazada, Shopee, Barter, and other online shops, are available around-the-clock. Every consumer gets a great opportunity to shop online whenever they want to. They can purchase items online when they have time to choose and press the button. It is influenced by customer likers. Customers choose to wait in a long line instead of purchasing in a physical store. Online merchants and sellers can cut their prices in this manner to win over customers. Automatically created and experienced faster and more convenient. Less time is spent on tasks. Physical stores require customers to spend a lot of time there. The outcomes of online shopping are favorable (Svonavec, 2017). Positive benefits are produced by balancing the working hours of the jobs and the online business. Employees should balance their time and effort due to the busy work environment to run the internet business fairly (Cheng, 1995). Students can achieve this by gaining information, abilities, and experience in various jobs (Green, 2001).

Negative Effects of Online Shopping

This is a problem since some customers use the internet to perform their "window shopping" before going to physical stores to try things on and make purchases (Dodes, 2006). There are some organizational consequences to this development. In the case of Kohl's, one issue with the expanded product selection was that Kohl's needed to provide more online in their physical retail locations. According to the study, more than 80% of internet shoppers conduct online product research before occasionally visiting stores to inspect the goods physically. It would be good for online businesses to clarify which products are and are not accessible in stores, given that not all products are sold in stores.

When it comes to quality, online buying might be risky. Not physically inspecting things is one of the drawbacks of internet shopping. Without consumer safety monitoring, there will be ignorance (Lee & Turban, 2001). Online shopping may cause customers to develop unfavorable opinions. Someone who wants to make an online purchase is misbehaving (Doolin, 2005; Liu & Wei, 2003; Van der Heidjen et al., 2003). Some buyers may browse for a product but are unwilling to purchase it. They each made their own choice. Online commerce and advertising may not appeal to frequent internet users (Corbitt et al., 2003; Jarvenpaa et al., 1999).

The low participation of products like confectionery and ice cream is thought to be a drawback of internet shopping. They lack a loyal customer base to purchase their low-involvement goods. Some customers aren't always interested in these goods (Pires et al., 2004). Price is regarded as being negative. Consumer preferences influence pricing and quality. Consumers cannot return goods if they decide not to use them after delivery (Bhatnagar et al., 2000; Jarvenpaa & Todd, 1997; Tan, 1999; Vijayasaraty and Jones, 2000).

Frequency of Online Purchases

When researching the rising Internet usage, Rodgers and Sheldon (2002), stated that "highlighted shopping as one of the primary drivers for growing consumer use." The authors of this study examined the role that shopping plays in encouraging consumers to utilize products more frequently. It should be pressed that there has been remarkable growth in Internet access and usage, and this has created a significant market in marketing and communications of organizations (Ko et al., 2005; Tamimi et al., 2005; Dadzie et al., 2005). Organizations have been focusing more on creating the internet channel to increase their share of the consumer's wallet as online purchasing has increased.

In comparison to last year's period, 37% of Filipino respondents said their online shopping frequency had stayed the same during the last three months. Comparatively, 26% of respondents said they made fewer purchases during this time (Rakuten, 2022). Three hundred eight customers of the top four Indian e-retailers who had made at least one online purchase in the previous six months participated in the web poll (Kalia, 2019). More than 7 out of 10 internet users from the 12 months before the poll (hereafter referred to as "internet users") are thought to have made online purchases during that time. Overall, more people are shopping online, with the youngest age group of 16 to 24 having the highest percentage (80%), followed closely by the oldest age group of 25 to 54 (79%).

Volume of Online Purchases

The volume of UK Internet users who shop online (including booking tickets or purchasing products and services) went from 36% in 2000 to 61% in 2005, indicating that the number of online shoppers has greatly enlarged in the UK (Datamonitor, 2006). "Online purchasing can refer to any providing of service quality, product quality, or e-Business quality where the purpose is the customer-based value generation for organizations" (Hult et al., 2007). Developing your own website and applications is the best strategy to persuade customers. Technology and the current age offer the finest chance to use media for advertising goods and services. It depends on how internet shopping websites are valued. The enjoyment offered by online websites is quick and reveals consumer behavior.

Websites catering to customer needs and wants must consider internal and exterior shopping values. The research was undertaken to examine the internal and external components of the firm in detail (Vijay et al., 2017). A website is the best resource for creating and marketing your stuff to buyers. Adding value to the products encourages customers to make online purchases. Technology has a significant power to connect consumers and increase their satisfaction with online buying. Online shoppers may be attracted

by the website's and the internet's popularity. It's crucial to see the products on the next page to determine whether they're decent. The expansion and acceptance are increasing (Aldin, Brehmer, and Johanson, 2014).

METHODOLOGY

Research Method

In order to see whether online shopping has a significant correlation to academic performance among the NEUST college students in 4th District of Nueva Ecija, quantitative descriptive research design was adopted.

In this research, descriptive research design was used because according to Cooper and Schindler (2003), this type of research designs involves surveying people and getting their responses for analysis. The design's adaptability justifies its capacity to gather the required data from the selected participants. The relevant data was gathered through questionnaires, which ensured that all information would be kept private. The researchers were able to carefully describe and comprehend the correlation to the administered questionnaires, which also helped them gather key information. The appropriate statistical treatment was applied to the collected data to total, examine, and evaluate it.

Research Locale

The study was carried out in Nueva Ecija Southern district, the Philippines, where there were identified respondents. Participants in this study were came from a variety of southern district municipalities and the barangays in Southern District of Nueva Ecija.

One of the congressional districts in Nueva Ecija is District 4 (4th district of Nueva Ecija), which was held by the House of Representatives' Mr. Emerson D. Pascual. The areas that have NEUST campuses include the San Antonio, Peñaranda, General Tiño Papaya, and San Leonardo in Nueva Ecija's southern region.

Respondents of the Study

The researchers get the total list of the respondents by giving formal request letters to each registrar's office in different southern campuses of NEUST. Out of the 2275 student population, 329 was the sample size of the study.

Table 1. Sample Population

Respondents	Population	Sample Population
San Leonardo campus	766	111
General Tiño Papaya campus	646	93
Peñaranda campus	486	70
San Antonio Campus	377	55
Total	2275	329

SAMPLE AND SAMPLING PROCEDURE

The application used was Raosoft application with a 95% confidence level and 5% error rate which computed as 329 students' online shoppers over 2275 students be interviewed about their online shopping motivation to their academic performance. The estimated number was derived from the number college students enrolled in any courses offered only at NEUST colleges through surveys. The people derived from Word Disk.

The researchers collected data using a purposive sampling method. Purposive sampling, sometimes referred as the term “judgmental sampling” refers to a type of non-probability sampling in which when choosing people from the population to take part in their research, researchers rely on their judgment surveys (Alchemer, 2021). The criteria utilized for selecting the respondents must be a college students and using online platform for shopping.

RESEARCH INSTRUMENT

This study was conducted through an online survey form, with a database that collects and stores data, it also provides statistical software analysis of the findings. Survey research is the most fundamental tool for all quantitative outcome research methodologies and studies.

Survey questionnaires are a set of questions to accomplish the objectives of the study, participants encourage to complete them over the internet via a Google form. The online survey questionnaire conducted in the Google form consisted of five parts.

Part I includes the demographic profile of respondents of the consumers. It was constructed by the researchers in a check list form.

Part II includes the consumer's internet shopping profile the researchers in a check list form created it.

Part III includes the academic profile of the consumers. It was constructed by the researchers in a check list form.

Part IV consists of the questions of the effects of online shopping with the variables such as positive and negative effects. It is formulated in the modified 4- point Likert scale (4) Strongly Agree; (3) Agree; (2) Disagree; (1) Strongly Disagree. Participants were instructed to rate the statement and answer the question. This part from the questionnaire was adapted and modified from the work of Andaya et. al, (2021), “The Correlation between Online Shopping as Motivating Factor and Academic Diligence among the Accountancy Students of Far Eastern University-Manila”, Chapter V, Page 93.

Part V consists of open-ended question about the reason why respondents purchased online. The respondents were asked to state their honest opinion regarding the questions being asked.

The research instrument was validated; corrections and suggestion were incorporated in the final draft; surveys were done with the other respondents to check the reliability and validity of the instrument.

Data Gathering Procedures

After the approval of the research topic entitled “The Correlation between Online Shopping and Academic Performance of College students; A quantitative assessment”, the researchers begin to gather and merge related data and information from the internet. The Data gathered were used as a basis for the research questionnaires, which were validated by experts who provided opinions and suggestions to further improve the research instrument. The researchers conducted a dry run to check the reliability and validity of the formulated questionnaire. The reliability coefficient of the instrument was tested and measured to check the internal consistency. The validity of the research instrument was established by presenting the developed research instrument for the comments of the experts who rate the instrument. The reliability coefficient of the instrument was tested and measured with a score of 0.7938, which means that the instrument that has been utilized has a very good internal consistency. The validity of the research instrument was established by presenting the developed research instrument for the comments of the experts who rated the instrument with 4.74 as its weighted mean having a verbal interpretation of very good. After validation of the questionnaires, the researchers were conduct a pilot test to ensure the accuracy, reliability, and effectiveness of the research instruments.

Thereafter, upon getting favourable results of reliability, the researchers requested approval from their respective research advisers to conduct the study since the survey questionnaires are posted online with some social media platforms, and lastly, the researchers are free to conduct a survey.

The researchers formulated questionnaires that may answer the factors and concerns indicated in the statement of the problem. The survey form is divided into five (5) parts namely the profile of the respondents, profile purchase, academic profile, positive and negative effects and reasons of purchase. Enumerated and explained in the consent part is the voluntary participation indicating that the involvement in the study is completely under the respondent's discretion and right to withdraw from the study explaining that respondents have the right to withdraw from the study. For the survey questionnaire part, a notice was written addressed to the respondent containing an awareness that all information was kept with utmost confidentiality. Also, the questionnaire proper is divided into five parts namely the profile of the respondents, the survey questions, and the profile of the respondents establishes the credibility of the respondents to ensure that all data gathered are suitable and relevant. The survey questions answered the following objectives indicated in the statement of the problem. Furthermore, the researchers formulated multiple-choice questions that determined the online shopping behaviour of the respondents and the measurement of academic performance. A Likert scale was also used in identifying the positive and negative effects of online shopping. An open-ended was to identify the reason of purchase. Then, the researchers was proceed with the data gathering properly by sending the survey questionnaires to our respondents. The data analysed by the researchers to determine the analysis of data using different statistical methods, results and conclusions, and recommendations.

DATA ANALYSIS TECHNIQUES

The information gathered from the locale was encoded, totaled, and examined. The data collected were analyzed using statistical techniques such as percentage, frequency distribution, weighted mean, and Pearson R. Results were interpreted using the scale below.

Table 2. Scale for Interpretation

SCALE	MEAN RANGE	INTERPRETATION	DESCRIPTION
4	3.00 – 3.75	Strongly Agree	Highly in Favor
3	2.25 – 3.00	Agree	In Favor
2	1.50 – 2.25	Disagree	Not in Favor
1	0.75 – 1.50	Strongly Disagree	Highly not in Favor

Table 2 present the scales applied by the researchers in the interpretation and description of data under the positive and negative effects of online shopping buying behavior of the respondents to assess the level of impact. To determine the favorable using a 4-point Likert scale. The purpose of the researchers is to identify the perspective of the respondents which among the online shopping beliefs are being in highly in favor, in favor, not in favor, and highly not in favor.

RESULTS AND DISCUSSION

This part of the paper presents the analysis and interpretation of gathered data in tabular and textual forms.

1. Profile of the respondents in terms of:

1.1 Sex

Table 3 presents the results of the profile of the respondents in terms of sex.

Table 3. Profile of the respondents in terms of Sex

Sex	Frequency	Percentage (%)
MALE	121	37
FEMALE	208	63
TOTAL	329	100

Table 3 indicates the percentage of responses based on their sex. According to the findings above, 63% of respondents were female and 37% were male. Most female respondents were more interested in purchasing online because they are self-conscious about their appearance and avoid Self Reward. Women are far more savvy buyers than males since they have greater needs. They must provide for many of their own needs.

According to Ha and Stoel (2004), women searched the Internet for information about clothing products more frequently than men, hinting that women may be more likely to become true online consumers in the future.

1.2 Age

Table 4 presents the results of the profile of the respondents in terms of sex.

Table 4. Profile of the respondents in terms of Age

Age	Frequency	Percentage (%)
18-21 years old	256	78
22-24 years old	55	17
25 years old and above	18	5
Total	329	100

Table 4 displays the percentage of responses based on their age. According to the data, the bulk of respondents (78% were between the ages of 18 and 21) and 5% were between the ages of 25 and above. The majority of responders are teenagers or adolescents who are accustomed to buying online, which implies they are readily enticed to purchase the things advertised online.

According to the World Global Index (2021), more than 60% of millennials and Generation Z prefer to shop online rather than in-store.

1.3 Platform used in Online Shopping

Table 5 presents the results of the profile of the respondents in terms of platform.

Table 5. Profile of the respondents in terms of Online Platform

Online Platform	Frequency	Percentage (%)
Lazada	152	23
Shopee	281	42
Amazon	5	1
Facebook Pages	90	13
Facebook Marketplace	39	6
Instagram	62	9
Zalora	3	0
Others	40	6

Total	672	100
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Table 5 displays the percentage of respondents who used an online platform. According to the statistics, Shopee accounts for 42% or 281 of the online platforms utilized by respondents, while Zalora accounts for 0% or 3. The Shopee app or website, according to the respondents, allows them to shop for and buy anything they need or want online. Respondents said it's really convenient, especially because they can't go to malls or shopping centers right now.

According to The Map of E-Commerce in Malaysia (2019), an iPrice website post about Malaysian online shopping. Shopee has the greatest traffic and the highest ranking on the web platform.

2. Online Shopping Profile

2.1 Frequency of Purchase

Table 6 presents the results of the online shopping profile of the respondents.

Table 6. Profile of the respondents in terms of frequency of purchase.

Frequency of Purchase	Frequency	Percentage (%)
Daily	23	7
Once a week	74	22
<i>Continuation of Table 6.</i>		
Once a month	138	42
Twice a month	78	24
Others	16	5
Total	329	100

Table 6 illustrates the percentage of respondents based on their Frequency of Purchase Online Shopping Profile. According to the findings, 42% or 138 of the majority of respondents frequently purchased Once a month, while 5% or 16 purchased the least. The need for convenience among respondents is growing. According to the respondents, more than 75% of them make an online purchase at least once a month.

According to Kristensen (2022), it is vital to remember that the vast majority of consumers who buy online do so relatively frequently, with 75% doing so at least once each month.

2.2 Products

Table 7 displays the percentage of responders by product. According to the statistics, 27% or 209 of the things purchased by respondents are School Supplies, whereas 1% or 5 are Furniture. Respondents offers the opportunity to buy school goods in bulk and resell them at a reasonable price, saving money for both the school and the pupils.

Tighe (2021) found that parents with in-person learning children were more inclined to purchase in-store, whereas guardians with online learning children were more likely to purchase online.

2.3 Volume of Purchase

Table 8 presents the results of the profile of the respondents in terms of pieces.

Table 8. Profile of the respondents in terms of Volume of Purchase

Volume of Purchase (per transaction)	Frequency	Percentage (%)
1 Piece	145	44

2 Pieces	90	27
3 Pieces	59	18
4 Pieces	15	5
5 or more Pieces	20	6
Total	329	100

Table 8 displays the percentage of respondents by item. According to the findings, 44% or 145 of the bulk of the things purchased by respondents are 1 piece, while 5% or 15 have the fewest, which are 4 pieces. More customers saved time and money by not driving from store to store looking for the perfect item. Respondents inspect the actual goods to check if they match the image they saw on the internet.

According to Haver (2008), today's millennials purchase online whenever possible, restricting their options to one or two items before coming to the store to feel, taste, bounce, and inspect the genuine product to see if it appears the same as it does online.

3. Measurement of Academic Profile

3.1 GWA

Table 9 presents the results of the profile of the respondents in terms of GWA.

Table 9. Profile of the respondents in terms of GWA

GWA	Frequency	Percentage (%)
4.01-5.00	6	2
3.01-4.00	27	8
2.01-3.00	212	64
1.00-2.00	84	25
Total	329	100

Table 9 indicates the percentage of responders who have GWA. According to the findings, 64% or 212 of the majority of respondents have a GWA of 2.01 - 3.00, while 2% or 6 have a GWA of 4.01-5.00. The impact of internet shopping on academic students is that they do not have to travel outside to obtain what they require, which does not effect their financial savings or academic performance. According to the respondents, rewarding themselves is a fantastic motivator to keep going and feel proud of their accomplishments.

According to Yang (2022), permits students to evaluate if internet purchasing has a substantial impact on their academic achievement as well as what motivates them as students. Students are motivated to improve their academic performance by preserving their grades while making internet purchases.

4. Assessment of Positive and Negative Effects of Online Shopping

4.1 Positive Effects of Online Shopping

Table 10 shows the findings of an evaluation of the beneficial benefits of online purchasing.

Table 10 shows the favorable benefits of online purchasing, with a weighted mean of 2.87 read as "Agree" with the description of "In Favor." Online purchases assist respondents attain their academic goals and had the greatest weighted mean of 3.12 with the interpretation of "Strongly Agree." On the other hand, online purchasing motivates respondents to acquire higher marks and obtain the lowest mean, 2.60, which is understood as "Agree." The majority of respondents make internet purchases that assist pupils attain academic goals. According to the respondents, their grades and online purchases can motivate them to

meet their academic goals, while online purchases had no effect on their motivation to meet their goals. Their online purchase has no effect on their grades.

Table 10. Assessment of Positive Effects of Online Shopping

Positive Effects	Weighted Mean	Verbal Interpretation	Rank	Description
I feel that online shopping compensates all the hard works.	3.11	Strongly Agree	2	Highly In Favor
I usually perform well if there is something that I want to buy afterwards.	3.00	Strongly Agree	3	Highly In Favor
Online shopping makes me want to achieve higher grades.	2.60	Agree	12	In Favor
My GWA is positively affected when I am motivated due to Online Shopping.	2.94	Agree	6	In Favor
Online shopping represents a way to appreciate my efforts.	2.97	Agree	4	In Favor
Online shopping stimulates my academic diligence.	2.66	Agree	11.5	In Favor
Online shopping relieves my stress.	2.81	Agree	9	In Favor
I perform well in class so that I can reward myself through online shopping later.	2.90	Agree	7	In Favor
Buying online for myself makes me feel satisfied about my academic achievements.	2.71	Agree	10	In Favor
My online purchases help me achieve my academic goals.	3.12	Strongly Agree	1	Highly In Favor
When I feel discouraged, online shopping motivates me.	2.82	Agree	8	In Favor
Online Shopping can drive motivation.	2.96	Agree	5	In Favor
Making online purchases saves time which can be spent for academic requirements.	2.66	Agree	11.5	In Favor
Average Weighted Mean	2.87	Agree		In Favor

When it comes to dealing with academics, Galla & Lewis et al., (2014) believe that constant effort and work have a long way to go. Academic diligence is a targeted stage that eventually serves a specific purpose. While students attempt to do well in class, certain circumstances may compel them to behave inappropriately. Thus, self-rewarding is one of the primary places where motivation appeared. Motivation can play a role in a person's motivation to learn on a constant basis. It should be highlighted that motivation gives a clear path for action plans and effective solutions. A study, however, demonstrates that motivation isn't the main driver of higher marks, supporting Sikhawari's contention that female students are more motivated than male students. It just implies the possibility of gender.

4.2 Negative Effects of Online Shopping

Table 11 presents the results of the assessment of the positive effects of online shopping.

Table 11. Assessment of Negative Effects of Online Shopping

Negative Effects	Weighted Mean	Verbal Interpretation	Rank	Description
1. I still buy online even without accomplishing any achievements.	2.73	Agree	6	In Favor
2. Even after I reward myself, I still feel demotivated.	2.53	Agree	9	In Favor
3. Online shopping urges unnecessary expenses.	2.87	Agree	4	In Favor
4. I waste time at night waiting for promotions/coupons instead of studying.	2.48	Agree	10	In favour
5. Students say online shopping is a form of motivation as an excuse to justify impulsive buying.	2.67	Agree	7	In favour
6. Students may spend so much time in browsing on online shopping applications	2.79	Agree	5	In favour
7. Online Shopping may be addictive.	3.06	Strongly Agree	1	Highly In favour
8. I easily get swindled by promotion.	2.57	Agree	8	In favour
9. My online purchases do not affect my learning enthusiasm.	2.98	Agree	3	In favour
10. Even after several purchases online, my grades are still the same.	3.02	Strongly Agree	2	Highly In favour
Average Weighted Mean	2.77	Agree		In favour

Table 11 shows the findings of the negative consequences of online shopping, which received a weighted mean of 2.77 and was interpreted as "Agree" with the description of "In Favor." Online purchasing has the highest weighted mean of 3.06 with the interpretation of "Strongly Agree." On the other hand, wasting time at night waiting for promotion/coupons instead of studying earn the lowest mean which is 2.48 translated as "Agree". According to the students, they only make one online purchase each month and it is for a single item. Instead of being addicted to online shopping, students spend their time studying. They only make one online buy per month rather than waiting for a promotion.

According to company General Technology (2018), addicted recent studies have revealed that internet purchasing, like conventional shopping, may become addictive. Not everyone becomes addicted to online shopping, but a sizable proportion of people do. Addicts frequently find it impossible to stop purchasing products online, to the point where they were quickly begin acquiring items they do not need, and it is only a matter of time before they incur significant debt.

5. Relationship of Frequency Buying on Online Shopping to Academic Performance

Table 12 displays the independent (purchase frequency) and dependent (academic performance) variables. The researchers acquire a R value of -0.00456 using Pearson R correlation, indicating that there is no significant correlation between the dependent and independent variables. According to the table, the frequency of online buying appears to be decreasing while the number of motivated students is increasing. This suggests that the frequency of online shopping as a source of motivation is inversely related to academic performance. Students who buy online perform better academically than those who shop more frequently; thus, the frequency of students' online purchasing does not predict academic achievement. This suggests that students are addicted, and they are waiting for offers in online purchases is negatively

related to academic achievement. Because the researchers found a R-value near to zero, they reject the null hypothesis that there is no meaningful association between the frequency of online purchases and academic performance, as demonstrated by the figures.

Table 12. Pearson R Correlation for Frequency of Purchasing Online Shopping and Academic Performance

$$\begin{aligned} &= \sum (X) = 997 \\ &= \sum (Y) = 1,564 \\ &= \sum (X^2) = 3329 \\ &= \sum (Y^2) = 7,870 \\ &= \sum (XY) = 4,402 \\ &= (\sum X)^2 = 994,009 \\ &= (\sum Y)^2 = 2,446,096 \\ &r = -0.00456 \end{aligned}$$

Sample Size	X Frequency of online purchases	Y Academic Performance (GWA)
1 - 30	143	72
31 - 60	120	117
61 - 90	120	120
91 - 120	97	120
121 - 150	90	142
151 - 180	90	150
181 - 210	90	150
211 - 240	85	150
241 - 270	60	175
271 - 300	60	180
301 - 329	42	188
TOTAL	997	1,564

The researchers examine the students' general purchasing behavior and it can be observed that the odds ratio lowers as the number of purchases increases, which contradicts the assumption of the buying for which online shopping is seen as a motivating factor by others. A behavioral pattern implies a connection between the frequency of internet purchases and academic performance.

6. Relationship of Volume Buying on Online Shopping to Academic Performance

Table 13 depicts the independent (purchase volume) and dependent (academic performance) factors. The researchers acquire a R value of -0.5555 using Pearson R correlation, indicating a moderate correlation between the dependent and independent variables. According to the table, some amount of online buying appears to be decreasing, and students' academic performance appears to be decreasing. This suggests that the volume of internet shopping as a motivator is only moderately related to academic success. Students' academic achievement is associated with a significant degree of online purchasing; thus, the volume of students' online shopping indicates academic performance. Because the researchers achieved a R value close to zero, they reject the null hypothesis that there is a substantial association between the frequency of online transactions and academic performance. The pupils' academic performance is moderately affected by their online purchase of one piece in one month. They would rather study than shop online.

Table 13. Pearson R Correlation for Volume Online Shopping and Academic Performance

Sample Size	X Volume of Product	Y Academic Performance (GWA)
1-30	140	111
31-60	120	78
61-90	120	75
91-120	100	75
121-150	90	75
151-180	90	75
181-210	90	75
211-240	90	75
241-270	70	50
271-300	60	45
301-329	49	43.5
TOTAL	1,572	1,564

$=\sum (X) = 1,572$
$=\sum (Y) = 1,564$
$=\sum (X^2) = 7,688$
$=\sum (Y^2) = 7,870$
$=\sum (XY) = 7,338$
$=(\sum X)^2 = 2,475,900$
$=(\sum Y)^2 = 2,446,096$
$r = -0.5555$

The ability of the family to provide, purchase intention, and personal and family gain all influence the amount of purchases made by student-consumers, according to Chiu et al (2014). According to the study's findings, while

there is a strong association for the class of necessary spenders, this is inadequate to suggest that the hypothesis should be rejected because it does not apply to the entire spender classes.

7. Reasons for Purchasing Online

Table 14. Reasons for Purchasing Online

Reasons	Frequency	Percentage (%)
Self-Reward	262	80
Need Based/Necessity in School	39	12
Save Time/ Fast Transaction	12	4
Price	10	3
Impulsive Buying	5	1
Free Shipping	1	0
Total	329	100

Table 14 shows the findings of the reasons for purchasing online, with Self-Reward representing for 80% or 262 of the respondents and Free Shipping accounting for 0% or 1. Students buy online to motivate and de-stress themselves after completing schoolwork. Students seek to make the most of their time as students by purchasing items online.

External awards, according to Jovanovic (2014), are no longer available. In terms of student motivation, this is the dominating criteria. This study focuses on the impact of internet shopping as a self-reward for motivating oneself, and how it corresponds with academic success, self-efficacy, and academic rigor.

Based on the findings, the researchers were able to present the following recommendations:

The retail business should be aware that the majority of teenagers prefer to shop online, and they would benefit from ceasing advertising on teen-friendly platforms such as Facebook, Snapchat, YouTube, and Instagram. This is especially true now that more teenagers have smartphone access.

It is recommended that online shopping platforms continue to pursue their well-delivery procedure in order to maintain consumer trust, since keeping people satisfied leads to achieving client loyalty. Sellers

should be reasonable in their delivery charges for products that customers always buy because shipping costs might sometimes deter shoppers from purchasing. Even if the products are cheaper, they may be more expensive than those offered in a physical store due to the high cost of transporting a purchased product. Giving the customer frequent purchases helped a company catch and attract more existing and future customers who patronized your firm, maximizing sales. Online shopping is encouraged to persuade clients to acquire as many things as possible.

Online purchasing should continue to serve the objective of motivating students' academic performance. It is advised that students avoid becoming overly dependent on internet shopping activities in the hope that it will help them perform better in school. Students should also watch their spending habits on online platforms and make acceptable purchases, as this study indicated that internet buying had an impact on students' academic performance. Although internet purchases can be motivating when used as a reward for each piece of schoolwork completed, material enjoyment may diminish once the acquired products are gone. Students should consequently focus a greater emphasis on the internal variables that encourage them to attain academic success, such as their study habits, learning styles, dedication to their studies and goals, and consistency.

Online shopping is advocated as a more convenient way for students to receive their desired things or services with no effort.

Future researchers conducting a similar study should look for a relationship between academic vigilance and a different motivating element, such as students' drive to perform harder in school in order to gain financial aid Scholarships, for example, can help to reduce their financial problems. Indeed, by understanding the student's financial status and family's ability to support, the Researchers can collect not only useful information on the elements impacting academic achievement, but also pertinent data on their internet buying habits. The student's financial position will almost likely influence the "Type" of products purchased, the "Frequency" of online purchases, and the "Amount Spent" on online shopping platforms.

Lastly, online buying does not encourage students or boost their academic performance; instead, each student should be accountable for their online purchases and ensure that they will benefit from them; they should avoid making impulsive purchases.

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