

# The Effects of Financial Literacy and Spending Behavior on Financial Well-being of Accounting Information Systems Graduates (Valenzuela City): A Quantitative Study

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## ABSTRACT

This research examined the impact of financial literacy and spending habits on the financial well-being of Accounting Information Systems (AIS) graduates from OLFU–Valenzuela, specifically from the classes of 2023 to 2025. Anchored in Ajzen’s Theory of Planned Behavior, the study aimed to determine how knowledge and behavioral factors influence financial outcomes among young professionals. A total of 80 AIS graduates participated in the study, responding to a 44-item Likert-scale questionnaire designed to measure financial literacy, spending habits, and overall financial well-being. The findings revealed that respondents generally demonstrated high levels of financial literacy, positive spending

habits, and strong financial well-being. However, regression analysis showed that spending habits significantly predict financial well-being, whereas financial literacy alone does not have a direct significant effect. The results suggest that financial knowledge contributes to long-term financial stability only when it is translated into consistent and disciplined spending behavior.

**Keywords:** *Financial Literacy, Spending Behaviors, Financial Well-Being*

## INTRODUCTION

Financial literacy is the ability to understand and effectively use skills such as budgeting, saving, investing, and borrowing for sound financial decision-making — has been widely recognized as a key factor in achieving financial well-being (Batara & Formoso, 2021). Although the Bangko Sentral ng Pilipinas (BSP) reported that Filipino young adults tend to score higher in basic financial literacy compared to other age groups, only a small percentage of the adult population is able to answer fundamental

financial questions correctly, suggesting persistent gaps in financial knowledge and practical

financial management (BSP, 2024). Research in the Philippines also shows that poor financial behaviors, such as impulsive buying and weak spending control, are prevalent among college students due to low financial literacy levels (Sarmiento, 2024). In addition, studies of Filipino workers and professionals indicate that financial behavior — including spending and saving habits — significantly impacts financial well-being, though the direct effects of literacy may vary by population (Galapon & Bool, 2022). These findings highlight that while access to financial information and digital financial tools has improved, it does not necessarily guarantee improved financial outcomes. In spite of such changes and resources, lots of people, in particular, the young professionals, still struggle with their finances, which proves why financial literacy has become extremely crucial to coping with adult obligations.

Low financial literacy often leads to poor financial decision-making, such as overspending, poor savings, and high reliance on credit, which will have a negative effect on stability in the long-term. It has been found that financially illiterate young adults must have a higher risk of facing financial hardships, poor planning, and a greater number of debts, which can affect not only their financial stability but also their quality of life in general (Samuelsson, Levinsson, and Ahlström, 2024). This implies that despite the fact that the graduates who have studied finance related courses have a need to determine financial literacy in order to ensure that they can effectively apply the knowledge in real financial decisions. Although young adults in the modern world were taught about finance at school and are conversant with online money-saving devices, most of them cannot apply their acquired knowledge practically. This lack of connection between what they know and what they actually do can be seen many times in the manner in which they use the money they have and therefore it would be interesting to see how their spending habits are influencing their financial stability as a whole.

The lack of knowledge versus practice is manifested through spending habits frequently. Less financially literate people are impulse buyers, have problems controlling their budgets, and use credit extensively, all of which can prevent them from saving and becoming economically stable. To give an example, a recent study of accounting students in Jakarta found that financial literacy does not in itself dictate how individuals spend. Such aspects as financial conduct and accounting training also contribute significantly. It is quite fascinating that even financially savvy students may follow spending habits that negatively affect their financial health in the long-term (Widayat & Nengzih, 2023). On the same note, a research on generation Z in the Philippines revealed that financial behavior acted as an intermediation between financial literacy and spending patterns. This demonstrates the importance of transforming what people are familiar with finance into practice in real-life (Rodriguez, Labong, and Palallos, 2024). These results indicate that one should pay attention to the enhancement of spending patterns and financial decisions, even in the case of graduates with a finance or accounting background. In this way, it can be ensured that their knowledge will actually become intelligent financial decisions and positive real-life outcomes.

Thus, the present study was intended to identify the impacts of financial literacy and spending behavior among Accounting Information Systems graduates and the strong connection of it with financial well being. By filling this gap this research aimed to contribute to the elaboration of various strategies that would allow the young professionals to achieve their skills in the financial management, make important financial decisions, and handle the stability of their financial situation.

### **Literature Review**

This review of related literature explores the concepts of financial literacy, spending behavior, and financial well-being, highlighting their interrelationship and significance to accounting information systems graduates. Spending patterns and financial literacy are recognized as important factors that impact financial stability and decision-making. To establish a theoretical foundation for the study and investigate the ways in which these factors collectively impact the financial security of graduates in Accounting Information Systems, this section summarizes previous studies as well as its frameworks.

### **Theoretical Framework**

This study leans on the Theory of Planned Behavior (TPB), a framework proposed by Ajzen (1991) to explain how human actions are born from intention. Rather than viewing behavior as a series of automatic reactions, TPB suggests that our choices are deliberate and shaped by three key components: attitude toward the behavior, subjective norms, and perceived behavioral control. This focus on conscious decision-making makes the theory a natural fit for studying financial behavior, where choices are rarely accidental and often involve a weighing of risks and rewards.

In applying this model to the current study, we must first consider the role of attitude, which refers to how accounting graduates personally evaluate financial management practice. As Ajzen (1991) points out, individuals are far more likely to commit to a behavior when they view it as beneficial or valuable. Expanding on this, Tan et al. (2024) study showed that financial education does more than just provide information; it also strengthens students' positive attitudes about budgeting. For the graduates in this study, a high level of financial knowledge is expected to lead to a more positive view of spending wisely, making them more likely to be financially responsible in their everyday lives.

The framework further incorporates subjective norms, which pertain to the perceived social pressures influencing behavior. Ajzen (1991) posited that individuals frequently consider the expectations of significant others prior to arriving at a definitive choice. In financial contexts, She et al. (2023) demonstrated that family, peers, and professional circles significantly steer financial intentions. For accounting graduates, who are often held to high professional standards, the drive to spend wisely is likely strengthened when responsible financial behavior is valued or expected in their immediate environment.

However, beyond social and personal attitudes, perceived behavioral control is a crucial factor. This refers to a person's belief in their ability to successfully perform a specific behavior. Ajzen (1991) noted that even with positive attitudes and social support, a person might still not act if they feel they lack the necessary resources or skills. This is supported by Muizzuddin et al. (2017), who underscored the importance of financial self-efficacy. They argued that those who are confident in their financial skills are far more capable of effective budgeting and planning. In this study, the specialized education received by accounting graduates is expected to bolster this confidence, giving them the sense of control needed to turn their knowledge into actual spending decisions.

When these three components align, they forge the behavioral intention that ultimately translates into action. This relationship is validated by Rodriguez et al. (2024), who found that financial behavior serves as the vital link between what a person knows and how they actually spend. The research suggests that simply being literate isn't enough. Instead, it needs to be put into practice through consistent habits to achieve positive results. Consequently, this study treats spending behavior as the primary mechanism through which financial literacy affects a graduate's overall financial well-being.

In summary, the Theory of Planned Behavior provides the necessary structure to bridge the gap between financial knowledge and actual practice. This multi-dimensional approach allows the study to evaluate how internal attitudes and external pressures collectively dictate the spending behavior of accounting graduates, offering a clear roadmap for understanding their financial decision-making process.

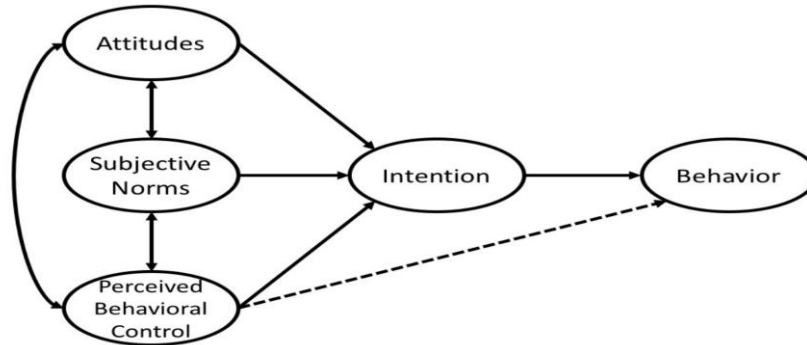


Figure 1 . *Theory of Planned Behavior Diagram*

Note. Adapted from *Theory of Planned Behavior*; by R. Sansom, 2021, Accelerating Systemic Change Network (ASCN)

## Variable Discussion

### *Financial Literacy*

Financial literacy forms a foundational element influencing spending behaviors and financial well-being among young professionals, including AIS graduates. Wong et al. (2022) investigated the impact of financial literacy on the financial behaviors of higher education students at KDA University, revealing moderate literacy levels influenced by gender and household income. Elevated literacy was associated with superior money management, including saving, budgeting, and prudent spending. This finding aligns directly with the present study, as Accounting Information Systems (AIS) graduates in Valenzuela City, akin to these students, transition into professional roles where financial literacy critically informs spending behaviors and sustains long-term financial well-being.

Contemporary financial complexities, such as cryptocurrencies alongside traditional banking and credit instruments, further underscore literacy's necessity to mitigate risks and safeguard well-being (Lusardi & Messy, 2023). For AIS graduates managing financial data systems, such literacy deficits post-graduation could impede effective spending practices and stability within Valenzuela City's economic environment.

This extends to core components like budgeting, which operationalize literacy into actionable control. Asadullah (2020) posits that budgeting proficiency enables expense tracking, prioritization, savings accumulation, and goal attainment, fostering discipline and curtailing impulsivity. In the context of this research, AIS graduates' analytical expertise positions budgeting as a pivotal mechanism to optimize spending behaviors, thereby enhancing financial well-being amid Valenzuela's professional demands.

Similarly, debt management literacy addresses prevalent vulnerabilities. Alwi, Abdullah, and Luqman (2022), in the *Linguistics and Culture Review*, identified deficiencies in credit card users' understanding of interest rates and repayment terms, precipitating financial distress. Their call for targeted education resonates with the current quantitative study: AIS graduates in Valenzuela City, increasingly credit-dependent during career onset, risk exacerbated spending missteps and diminished well-being absent robust debt knowledge.

### *Spending Behavior*

Vital et al. (2025) established that the relationship between spendings and the level of an individual's financial knowledge is significant. According to the literature, the level of financial knowledge of an individual is primarily responsible for the way in which the individual manages his spendings; however, not all components of the level of financial literacy of a person have a direct influence on the way

in which the person controls his spendings. This has a direct consequence for the current research subject; i.e., the level of financial knowledge of AIS graduates in Valenzuela City could be high, and they could still differ in their spendings.

Likewise, Supieza et al. (2025) highlighted that spending behavior has an essential role to play for achieving financial goals and financial well-being. The authors argued that effective spending behavior contributes to the ability of individuals to make sound financial choices, address unexpected expenses, and accommodate financial plans. The above assertion can be compared with the contemporary study, considering the financial complexities associated with AIS graduates, particularly those who have entered or intend to enter the job market.

Budgeting has been identified as a financial strategy that enhances spending practices. Asadullah (2020) claims that, for instance, individuals who practice the strategy of setting a budget are more aware of their financial state and make more efficient financial decisions. Thus, by practicing the strategy, individuals save and reduce unnecessary expenditure, thereby attaining financial stability in the long run. In the context of the present investigation, the practice of setting a budget would be the bridge between financial literacy and financial well-being of the AIS graduates in the city of Valenzuela.

Despite the recognized benefits of budgeting, several studies indicate that individuals, particularly students, often struggle to apply these practices consistently. Lalmuanpuia (2021) They concluded that college students prioritize unnecessary expenses over savings because of peer pressure, brand loyalty, and lack of financial discipline, and therefore, AIS graduates might face a similar problem, as attaining financial knowledge does not directly correlate to a positive financial well-being of individuals.

In addition to budgeting challenges, recent research suggests that spending behavior is also shaped by behavioral and digital influences. Nyrhinen et al. (2024) found that young consumers' exposure to digital environments—such as targeted advertisements, influencer content, and personalized recommendations—significantly increases impulse buying, particularly among individuals with lower self-control. The study emphasizes that impulse buying is not solely caused by a lack of financial literacy but is also influenced by the design of digital platforms that encourage spontaneous consumption. In this regard, this recent study is seen to further validate the results of the present study in emphasizing that spending behaviors are likewise affected by behavioral and digital aspects, as well as financial literacy.

### ***Financial Well-Being***

Singh and Malik (2022) determined that being financially literate would encourage a young adult to become financially self-efficient. This would further encourage the young adult to become financially well. Being financially literate would enable a person to become knowledgeable in specific concepts, such as saving, budgeting, debt, and even investing. This would further enable a person to become self-confident in his or her capabilities in making informed decisions in life. This is related to the present study in the sense that AIS graduates in Valenzuela City would be financially literate, which would add to their self-confidence in financial matters and positively impact their state of being financially well.

Additionally, Du Plessis et al. (2025) explained that a person's financial well-being is a product of both on how they manage their financial obligations and objectives – short-term and long-term; which has impacts on any aspect of life. It is also explained in this study that there has been a surge in knowledge about how self-control affects financial well-being. Proper management of finances – such as budgeting, saving, debt repayment, and planning for future investments – directly affects emotional stability, quality of life, and general life satisfaction. The study also emphasized the increasing amount of data showing how self-control contributes to financial well-being. People who possess greater self-control are more likely to follow long-term financial plans, and make disciplined financial decisions, all of which contribute to their overall financial stability and security. This supports the current study by suggesting that the financial well-being of AIS graduates in Valenzuela City is influenced not only by financial literacy but also by their ability to exercise self-control and manage spending behaviors effectively.

### Statement of the problem

This study aims to assess the financial literacy and spending habits and its effects on financial well-being of graduates from accounting information systems (AIS). Although it is anticipated that these graduates have gained financial knowledge from their studies, it is uncertain how well they utilize this knowledge in real-world financial choices. Consequently, this research will analyze their financial literacy levels and actual spending behaviors using structured survey questions. In particular, this study aims to address the following inquiries:

1. What is the profile of the respondents in terms of the following:
  - 1.1 Age;
  - 1.2 Year Graduated;
  - 1.3 Career Status; and
  - 1.4 Monthly Income?
2. What is the level of financial literacy of the respondent in terms of:
  - 2.1 Understanding Financial Risks;
  - 2.2 Budgeting and Saving Knowledge; and
  - 2.3 Knowledge of Debt and Credit Management?
3. What is the level of Spending Behaviors of the respondents in terms of:
  - 3.1 Budget Adherence;
  - 3.2 Spending Priorities; and
  - 3.3 Impulse Buying?
4. What is the level of financial well-being of the respondents in terms of Saving and Emergency Funds?
5. Is there a significant effect between Financial literacy and spending behavior of Accounting Information Systems graduates to their financial well-being?

### Research Simulacrum

This study aims to understand the significance of financial literacy and spending behaviors on Accounting Information System graduates' financial well-being. Along with this, Figure 1 below shows the conceptual framework of this study, representing the relationship between financial literacy, spending behavior, and financial well-being.

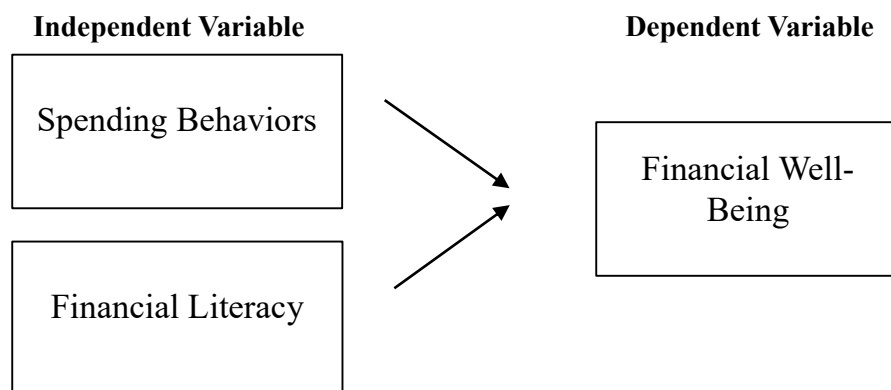


Figure 2. Illustrative Presentation of Study

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## **METHODS**

### **Research Design**

This study uses a quantitative research design with a descriptive approach to investigate the level of financial literacy and spending behavior and its effect on financial well-being among the accounting information systems graduate. Utilizing quantifiable data, this methodology facilitates the exploration of the relationships between the independent variables (financial literacy and spending behavior) and the dependent variable (financial well-being). To collect the necessary data, a survey questionnaire was used, which made it easier to gather consistent and measurable responses from the participants. The questions focused on their financial literacy, spending habits, and overall financial well-being, helping to provide a clearer picture of how these factors are connected. This approach allowed the researchers to identify patterns in the data and gain practical insights into how financial knowledge and spending behavior influence the financial well-being of accounting information systems graduates.

### **Research Locale**

This study will be conducted at Valenzuela City. The chosen respondents will be the Accounting Information Systems graduates of Our Lady of Fatima University - Valenzuela. Although the focus of the study is on the program itself, the university serves as the location for gathering respondents and collecting data. The participants will be able to complete the survey at a time that is most convenient for them.

### **Population and Sampling**

The researchers will use purposive sampling as the primary sampling technique, where participants are purposely selected in accordance with the characteristics relevant to the objectives of the study (Bullard, 2024). For this research, the participants are required to meet the following criteria: (1) they must be graduates of the Accounting Information System program at Our Lady of Fatima University in Valenzuela City.; (2) they must willingly and voluntarily participate in the study; and (3) they should have basic knowledge or personal experience related to financial literacy, spending habits, and financial well-being. Through this sampling method, the researchers can gather reliable and accurate information from respondents who are most aligned with the focus of the study.

The sample size will include graduates of the Accounting Information System (AIS) program from OLFU - Valenzuela who graduated in the year of 2023 (first batch ) to 2025 (most recent batch). The total population size was 181 graduates; 44 in 2023, 43 in 2024, and 94 in 2025. The university was chosen for accessibility and convenience, as well as to ensure that respondents have direct experience with the program under the study. Although the study focuses on the program rather than the institution, selecting graduates from this university allows the researchers to obtain relevant and meaningful data efficiently.

The minimum number of respondents required for the study was determined using Slovin's Formula with a total population of 181, the Accounting Information System graduates from the academic years 2023 to 2025 at a university in Valenzuela City. The computed sample size was 125. To ensure proportional representation, the sample was divided into three groups according to batch (2023, 2024, and 2025), allowing the study to determine the number of respondents from each graduating batch.

### **Research Ethics**

This research will prioritize confidentiality, data privacy, and the well-being and rights of the participants to maintain ethical standards. Informed Consent. Before participating in the survey, respondents will be given comprehensive information about the goals of the study, its methods, and their rights to participate. Furthermore, the researchers will ensure that participation is entirely voluntary and that participants are free to discontinue participation at any time without facing any consequences. Before proceeding to the questions, a clear consent message will appear on the first page with a consent agreement box. Confidentiality. Participants' confidentiality was protected. To prevent individual comments from

being linked to particular people, personal identifiers were either coded or anonymised. Throughout the research process, confidentiality agreements were upheld, and any results that were disseminated only included aggregated data. Proper Use of Data and Anonymity. In accordance with Republic Act 10173, the Data Privacy Act of 2012, the survey will continue and be created to optimize anonymity so that participants' responses cannot be linked to them. Before the participants submit their data, the researchers will be open and honest about how it will be used and that it won't be shared with outside parties without their permission. Participants' personal identifiers are kept apart from their survey responses and are only accessible by searchers.

### **Research Instrument**

The research instrument is meticulously crafted to investigate the financial literacy, spending behavior, and financial well-being of Accounting Information Systems (AIS) graduates. It encompasses a structured survey questionnaire, developed to explore respondents' understanding of financial concepts, budgeting practices, saving and investing habits, and overall spending behavior. It has two (2) sections and consists of forty (44) questions in total. The first section asks about the demographic profile of the respondents, like age, year graduated, career status, and monthly income. The second section will provide necessary instructions for respondents and will include a total of forty (40) questions covering the sub-variables. For financial literacy, there are fifteen (15) questions in total; Five (5) questions for understanding financial risks, five (5) questions for budgeting and saving knowledge, and five (5) questions for knowledge of debit and credit management. For spending behavior there are also fifteen (15) questions in total; five (5) questions for budget adherence, five (5) questions for spending priorities, and five (5) questions for impulse buying. And last, there are ten (10) questions for financial well-being in terms of savings and emergency funds. The likert scale will also include for the second section to assess the respondents' perceived level of financial literacy and spending behavior, in order to determine if they are significantly related to their financial well-being in terms of savings and emergency funds. This survey is designed to identify patterns, trends, and potential gaps in financial knowledge and money management, laying the foundation for understanding how financial literacy influences financial well-being among AIS graduates.

The survey questionnaire, titled "Financial Literacy and Spending Behavior Survey for AIS Graduates," is a self-developed instrument by the researchers and validated by experts. The initial draft of the questionnaire was first reviewed and checked by Professor Magat to ensure clarity, coherence, and alignment with the research objectives. It then underwent rigorous validation by subject-matter experts in accounting, financial management, and research methodology to assess its reliability, validity, and appropriateness for the target respondents. To ensure its validity and reliability, the questionnaire was adapted based on their feedback and subsequently administered to the AIS respondents for data collection. Comprising targeted and relevant questions, the questionnaire seeks to gather comprehensive information on respondents' financial knowledge, attitudes, and practices. The careful validation and adaptation process ensures the instrument's reliability in obtaining meaningful responses from AIS graduates.

### **Data Collection**

The data gathering for this study will be conducted through an online survey using GoogleForms. The participants of the study will consist of Accounting Information Systems graduates from the academic years 2023 to 2025. The survey questionnaire will include items designed to measure the respondents' financial literacy, spending habits, and overall financial well-being. The participants will be contacted through various online communication channels to ensure a wide and effective reach, including social media platforms such as Facebook and Messenger, official email accounts, and group chats commonly used by Accounting Information Systems graduates. The researchers will also coordinate with classmates, alumni groups, and academic networks to facilitate the distribution of the survey link. This approach will enable the researchers to efficiently reach graduates regardless of their geographic location. Respondents

will be given the flexibility to complete the survey at their own convenience and preferred time. The use of digital methods will help increase the response rate while minimizing time and cost. Overall, this procedure will ensure an organized, accessible, and efficient process for collecting accurate and reliable data for analysis.

After the completion of data analysis and the finalization of the research, all gathered data will be properly dismissed to ensure continued confidentiality and data protection. Digital survey responses stored in Google Forms and related files will be permanently deleted after the required retention period for academic purposes. Any downloaded datasets will be erased from personal devices and cloud storage used by the researchers. No copies of the raw data will be retained once the study has been completed and approved. This process ensures that respondents' information will not be misused or accessed beyond the scope of the study and complies with ethical research standards and data privacy regulations.

### Data Analysis

This chapter presents the results of the study on the effects of financial literacy and spending behavior on the well-being of Accounting Information Systems graduates in Valenzuela City. Data gathered from the respondents were analyzed using descriptive statistics, specifically the mean and standard deviation, to describe the levels of financial literacy, spending behavior, and financial well-being. Multiple linear regression was also employed to determine the influence of financial literacy and spending behavior on financial well-being. The results are organized according to the study variables and corresponding statistical outputs. Tables and figures are used to present the statistical findings. Interpretation and discussion of the results are presented in the succeeding chapter.

## RESULTS

### Demographic Profile

Table 1 presents the 80 Accounting Information Systems graduates from Valenzuela City in terms of age through frequency and percentage.

Table 1. Age

Demographics	Frequency	Percent (%)
20-22 years old	19	23.75
23-25 years old	58	72.50
26 years old and above	3	3.75
Total	80	100

Table 2 presents the 80 Accounting Information Systems graduates from Valenzuela City in terms of year graduated through frequency and percentage.

Table 2. Year Graduated

Demographics	Frequency	Percent (%)
2023	23	28.75
2024	31	38.75

2025	26	32.50
Total	80	100

Table 3 presents the 80 Accounting Information Systems graduates from Valenzuela City in terms of career status through frequency and percentage.

Table 3 . *Career Status*

Demographics	Frequency	Percent (%)
Employed (Full time)	57	71.25
Employed (Part Time)	12	15.00
Self-employed / Entrepreneur	4	5.00
Unemployed	7	8.75
Total	80	100

Table 4 presents the 80 Accounting Information Systems graduates from Valenzuela City in terms of monthly income through frequency and percentage.

Table 4 . *Monthly Income*

Demographics	Frequency	Percent (%)
Below 5,000	6	7.50
5,001 - 10,000	2	2.50
10,001 - 15,000	11	13.75
15,001- 20,000	36	45.00
More than 20,000	25	31.25
Total	80	100

For age, most respondents were 23–25 years old (n = 58, 72.50%), followed by 20–22 years old (n = 19, 23.75%), while only a few were 26 years old and above (n = 3, 3.75%). For year graduated, the largest group finished in 2024 (n = 31, 38.75%), followed by 2025 (n = 26, 32.50%) and 2023 (n = 23, 28.75%). For career status, the majority were employed full-time (n = 57, 71.25%), with smaller proportions employed part-time (n = 12, 15.00%), unemployed (n = 7, 8.75%), and self-employed/entrepreneur (n = 4, 5.00%). For monthly income, the most common bracket was ₱15,001–₱20,000 (n = 36, 45.00%), followed by more than ₱20,000 (n = 25, 31.25%), ₱10,001–₱15,000 (n = 11, 13.75%), below ₱5,000 (n = 6, 7.50%), and ₱5,000–₱10,000 (n = 2, 2.50%).

## Financial Literacy

### *Understanding Financial Risks*

Table 5 presents the respondents' perceived level of financial literacy in terms of understanding financial risks, using the mean, standard deviation, and verbal interpretation.

Table 5 . *Level of Understanding Financial Risks*

Statements	Mean	SD	Interpretation
My understanding of financial risks helps me avoid financial mistakes and make more careful budgeting and saving decisions.	3.45	0.59	Strongly Agree
I consider the risks associated with taking on debt before deciding to borrow money.	3.50	0.66	Strongly Agree
I evaluate the pros and cons of different financial services (e.g., credit, insurance, investing, etc.)	3.48	0.64	Strongly Agree
I am aware of financial risks when planning for both short and long term goals.	3.50	0.64	Strongly Agree
I consider both risks and returns before making any financial decisions.	3.49	0.62	Strongly Agree
Overall	3.48	0.51	Very High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

In terms of item-level results, the highest mean ratings were observed for considering the risks of taking on debt before borrowing ( $M = 3.50$ ,  $SD = 0.66$ ) and being aware of financial risks when planning short- and long-term goals ( $M = 3.50$ ,  $SD = 0.64$ ), both interpreted as Strongly Agree. The lowest mean was recorded for using understanding of financial risks to avoid mistakes and make careful budgeting and saving decisions ( $M = 3.45$ ,  $SD = 0.59$ ), although this still fell under Strongly Agree, indicating consistently high agreement across items. Overall, the domain posted a very high composite rating (Overall  $M = 3.48$ ,  $SD = 0.51$ ), suggesting that respondents generally perceive themselves as highly competent in recognizing and considering financial risks in decision-making.

### *Budgeting and Saving Knowledge*

Table 6 presents the respondents' perceived level of financial literacy in terms of budgeting and saving knowledge, using the mean, standard deviation, and verbal interpretation.

Table 6 .*Level of Budgeting and Saving Knowledge*

Statements	Mean	SD	Interpretation
I know how to create and manage a personal budget that helps me maintain financial security.	3.25	0.65	Strongly Agree
I understand that consistent saving habits improve my financial well-being.	3.51	0.62	Strongly Agree
I know how to set aside money for both short-term needs and emergency purposes.	3.35	0.64	Strongly Agree
I am knowledgeable about saving methods that help build long-term financial stability	3.28	0.69	Strongly Agree

I know how to prioritize saving and budgeting in order to secure my financial stability.	3.28	0.67	Strongly Agree
Overall	3.33	0.52	Very High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated statement was “I understand that consistent saving habits improve my financial well-being” (M = 3.51, SD = 0.62), interpreted as Strongly Agree, indicating strong awareness of the value of saving for well-being. The lowest mean was for “I know how to create and manage a personal budget that helps me maintain financial security” (M = 3.25, SD = 0.65), though it still fell under Strongly Agree, suggesting budgeting execution may be slightly less confident than saving awareness. Overall, the domain obtained a very high composite rating (Overall M = 3.33, SD = 0.52), reflecting generally strong perceived knowledge in budgeting and saving among AIS graduates.

### ***Knowledge of Debt and Credit Management***

Table 7 presents the respondents’ perceived level of financial literacy in terms of knowledge of debt and credit management, using the mean, standard deviation, and verbal interpretation.

*Table 7. Level of Knowledge of Debt and Credit Management*

Statements	Mean	SD	Interpretation
I understand how interest rates affect my debt repayments.	3.38	0.74	Strongly Agree
I know the consequences of failing to pay debts on time.	3.46	0.67	Strongly Agree
I base my borrowing decisions on my capability to repay.	3.48	0.66	Strongly Agree
I review my credit obligations before taking on new ones.	3.45	0.65	Strongly Agree
I know how to manage multiple debts without affecting my financial stability.	3.36	0.72	Strongly Agree
Overall	3.43	0.58	Very High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated statement was “I base my borrowing decisions on my capability to repay” (M = 3.48, SD = 0.66), followed closely by “I know the consequences of failing to pay debts on time” (M = 3.46, SD = 0.67) and “I review my credit obligations before taking on new ones” (M = 3.45, SD = 0.65), all interpreted as Strongly Agree. The lowest mean was for “I know how to manage multiple debts without affecting my financial stability” (M = 3.36, SD = 0.72), with understanding how interest rates affect repayments also slightly lower (M = 3.38, SD = 0.74), suggesting relatively less confidence in more technical or multi-obligation debt management tasks. Overall, the domain achieved a very high composite rating (Overall M = 3.43, SD = 0.58), indicating that respondents generally perceive themselves as highly knowledgeable in responsible borrowing and credit management.

## Spending Behavior

### *Budget Adherence*

Table 8 presents the respondents' perceived spending behavior in terms of budget adherence, as reflected by the mean scores, standard deviations, and verbal interpretations.

Table 8 . *Level of Budget Adherence*

Statements	Mean	SD	Interpretation
I strictly follow my budget to maintain enough savings for emergencies.	3.21	0.69	Agree
I adjust my spending to ensure I can still save money regularly and have money in case of financial emergency.	3.28	0.71	Strongly Agree
I regularly review my budget plan to ensure I am on track with my financial goals.	3.20	0.74	Agree
I adjust my spending when I notice I am going beyond my budget limit to maintain my financial stability.	3.33	0.67	Strongly Agree
I make sure to track all my expenses to stay within my budget.	3.06	0.77	Agree
Overall	3.22	0.57	High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated item was adjusting spending when noticing they are beyond the budget limit to maintain financial stability ( $M = 3.33$ ,  $SD = 0.67$ ; Strongly Agree), followed by adjusting spending to still save regularly and prepare for emergencies ( $M = 3.28$ ,  $SD = 0.71$ ; Strongly Agree). The lowest rated item was tracking all expenses to stay within budget ( $M = 3.06$ ,  $SD = 0.77$ ; Agree), indicating comparatively weaker consistency in expense monitoring. Overall, the domain obtained a high composite score (Overall  $M = 3.22$ ,  $SD = 0.57$ ), suggesting generally positive budget adherence, but with room to strengthen routine budgeting practices.

### *Spending Priorities*

Table 9 presents the respondents' perceived spending behavior in terms of spending priorities, as indicated by the mean scores, standard deviations, and verbal interpretations.

Table 9. *Level of Spending Priorities*

Statements	Mean	SD	Interpretation
I prioritize paying bills and financial obligations before spending on my wants.	3.51	0.66	Strongly Agree
I allocate money for emergency savings before making nonessential purchases.	3.28	0.66	Strongly Agree
I make purchasing decisions based on my financial goals.	3.34	0.69	Strongly Agree
I focus my spending on needs that support my financial security and stability.	3.36	0.64	Strongly Agree

Before I buy something I want, I make sure I have already allotted money for emergency funds.	3.20	0.80	Agree
<b>Overall</b>	<b>3.34</b>	<b>0.54</b>	<b>Very High</b>

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated statement was prioritizing bills and financial obligations before spending on wants ( $M = 3.51$ ,  $SD = 0.66$ ; Strongly Agree), indicating that respondents strongly endorse needs-first decision-making. The lowest rated statement was ensuring emergency funds are already allotted before buying something they want ( $M = 3.20$ ,  $SD = 0.80$ ; Agree), suggesting that some respondents may still struggle with consistently protecting emergency savings when tempted by discretionary purchases. Overall, the domain obtained a very high composite rating (Overall  $M = 3.34$ ,  $SD = 0.54$ ), reflecting generally strong prioritization behavior and goal-oriented spending among AIS graduates.

### ***Impulse Buying***

Table 10 presents the respondents' perceived spending behavior in terms of impulse buying, as reflected by the mean scores, standard deviations, and verbal interpretations.

*Table 10. Level of Impulse Buying*

Statements	Mean	SD	Interpretation
I resist buying things that are not part of my budget to protect my savings.	3.16	0.74	Agree
I avoid impulse buying because it can reduce my ability to save for emergencies.	3.15	0.70	Agree
I think carefully before making nonessential purchases to maintain financial stability.	3.33	0.63	Strongly Agree
I often delay nonessential purchases to give myself time to think before buying.	3.38	0.68	Strongly Agree
I think that impulse buying can affect my budgeting and savings.	3.51	0.64	Strongly Agree
<b>Overall</b>	<b>3.31</b>	<b>0.53</b>	<b>Very High</b>

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated statement was recognizing that impulse buying can affect budgeting and savings ( $M = 3.51$ ,  $SD = 0.64$ ; Strongly Agree), followed by delaying nonessential purchases to think before buying ( $M = 3.38$ ,  $SD = 0.68$ ; Strongly Agree). The lowest rated statements were resisting unbudgeted purchases to protect savings ( $M = 3.16$ ,  $SD = 0.74$ ; Agree) and avoiding impulse buying because it reduces emergency savings ability ( $M = 3.15$ ,  $SD = 0.70$ ; Agree), indicating comparatively weaker confidence in immediate resistance behaviors. Overall, the domain achieved a very high composite rating (Overall  $M = 3.31$ ,  $SD = 0.53$ ), suggesting generally strong self-regulation tendencies and awareness of impulse buying risks.

### ***Financial Literacy: Summary***

Table 11 presents the respondents' perceived financial literacy across key domains, as reflected by the mean scores, standard deviations, and verbal interpretations.

Table 11. *Overall level of Financial Literacy*

Statements	Mean	SD	Interpretation
Understanding Financial Risks	3.48	0.51	Very High
Budgeting and Saving Knowledge	3.33	0.52	Very High
Knowledge of Debt and Credit Management	3.43	0.58	Very High
Overall	3.41	0.49	Very High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

Respondents reported an overall very high level of financial literacy (M=3.41, SD=0.49), meaning they generally perceive themselves as knowledgeable and competent in managing money-related decisions. Among the domains, understanding financial risks ranked highest (M=3.48), indicating strong risk awareness in planning and decision-making, while budgeting/saving was still very high but comparatively lowest (M=3.33), suggesting slightly less confidence in applied budgeting skills.

### ***Spending Behavior: Summary***

Table 12 presents the respondents' perceived spending behavior across key domains, as reflected by the mean scores, standard deviations, and verbal interpretations.

Table 12. *Overall level of Spending Behavior*

Statements	Mean	SD	Interpretation
Budget Adherence	3.22	0.57	High
Spending Priorities	3.34	0.54	Very High
Impulse Buying	3.31	0.53	Very High
Overall	3.29	0.46	Very High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

Overall spending behavior was rated very high (M=3.29, SD=0.46), indicating generally positive and self-regulated spending habits among respondents. Budget adherence was only high (M=3.22) compared to very high ratings for spending priorities (M=3.34) and impulse buying control (M=3.31), meaning respondents are better at prioritizing needs and recognizing impulse risks than consistently tracking and following a budget.

### **Financial Well-Being**

#### ***Saving and Emergency Funds***

Table 13 presents the respondents' perceived level of financial well-being in terms of saving and emergency funds, as reflected by the mean scores, standard deviations, and verbal interpretations.

Table 13. *Level of Financial Well-Being in terms of Saving and Emergency Funds*

Statements	Mean	SD	Interpretation
I have enough savings to handle unexpected financial emergencies	3.08	0.82	Agree
I can cover emergency expenses without borrowing money.	2.98	0.81	Agree

I have a clear and realistic plan for regularly increasing my savings and emergency fund.	3.14	0.74	Agree
I am financially prepared to cover my basic expenses in case of a sudden loss of income.	2.90	0.77	Agree
I feel financially stable because I consistently save for emergencies.	2.80	0.88	Agree
My emergency savings are kept in a separate account from my regular spending money.	3.04	0.85	Agree
I could pay my basic living expenses for at least three months using my savings alone.	2.95	0.83	Agree
Unexpected expenses do not cause me much stress because I have savings to fall back on..	2.78	0.83	Agree
I regularly review and adjust my target amount for savings and emergency funds.	3.19	0.68	Agree
I avoid using my emergency savings for non-essential or impulsive purchases.	3.24	0.75	Agree
Overall	3.01	0.62	High

*Legend:* 1.0 -1.4 Strongly Disagree, 1.5-2.4 Disagree, 2.5-3.4 Agree, 3.5-4.0 Strongly Agree

The highest rated statement was avoiding the use of emergency savings for non-essential or impulsive purchases ( $M = 3.24$ ,  $SD = 0.75$ ; Agree), followed by regularly reviewing and adjusting the target amount for savings and emergency funds ( $M = 3.19$ ,  $SD = 0.68$ ; Agree). The lowest rated statement was unexpected expenses do not cause much stress because of savings to fall back on ( $M = 2.78$ ,  $SD = 0.83$ ; Agree), with feeling financially stable because of consistent emergency saving also among the lowest ( $M = 2.80$ ,  $SD = 0.88$ ; Agree), suggesting that emotional security is weaker than planning behaviors. Overall, the scale yielded a high composite rating (Overall  $M = 3.01$ ,  $SD = 0.62$ ), indicating moderate-to-strong emergency fund behaviors, but not yet at a level where respondents feel fully protected or stress-free.

### **Is there a significant effect between financial literacy and spending behavior of Accounting Information Systems graduates to their financial well-being?**

A multiple linear regression was conducted to test whether financial literacy and spending behavior significantly predict financial well-being among Accounting Information Systems graduates as shown in Table 14.

Table 14. *Significant Effect of Financial Literacy and Spending Behavior on Financial Well-Being*

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.567	.322	.304	.51825	.322	18.271	2	77	.000

The overall model was significant,  $F(2, 77) = 18.27$ ,  $p < .001$ , explaining 32.2% of the variance in financial well-being ( $R = .567$ ,  $R^2 = .322$ , adjusted  $R^2 = .304$ ).

Table 15. *Regression Analysis of Financial Literacy and Spending Behavior*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation	Decision
	B	Std. Error					
(Constant)	.548	.436		1.257	.213	Not Significant	
Financial Literacy	-.060	.194	-.048	-.311	.757	Not Significant	Failed to Reject Ho
Spending Behavior	.811	.207	.604	3.927	.000	Significant	Reject Ho

***Dependent Variable: Financial Well-Being***

Spending behavior emerged as a significant positive predictor of financial well-being,  $B = 0.811$ ,  $SE = 0.207$ ,  $\beta = .604$ ,  $t = 3.93$ ,  $p < .001$ . In contrast, financial literacy did not significantly predict financial well-being when spending behavior was included in the model,  $B = -0.060$ ,  $SE = 0.194$ ,  $\beta = -.048$ ,  $t = -0.31$ ,  $p = .757$ .

**DISCUSSION**

**Demographic Profile**

The profile suggests that the sample largely represents early-career young adults, given that most respondents are in the 23–25 age range and most graduated within the last three years (2023–2025). The high proportion of full-time employment indicates that many respondents are already actively participating in the workforce, which strengthens the relevance of examining real-world financial literacy and spending behaviors in relation to well-being. Finally, the concentration of respondents in the ₱15,001–₱20,000 income group (with a substantial share also reporting incomes above ₱10,000) implies a generally moderate earning capacity, which may shape their ability to budget, manage expenses, and build savings that contribute to financial well-being.

**Financial Literacy**

***Understanding Financial Risks***

The findings align with the view that financial literacy equips individuals to make informed choices in borrowing, budgeting, and planning, especially in increasingly complex financial environments (Lusardi & Mitchell, 2023; Kaiser & Lusardi, 2024). The results also support evidence that higher financial literacy is associated with more effective financial behavior (e.g., careful money management and planning), although prior work notes that literacy alone does not always translate into healthy spending outcomes without supportive behaviors and habits (Wong et al., 2022; Widayat & Nengzih, 2023). The strong agreement on risk-awareness items suggests a solid cognitive foundation for prudent decisions, but actual financial well-being will still likely depend on whether these risk assessments are consistently applied in day-to-day spending and self-control practices.

Moreover, these results are in line with the study which found a significant relationship between financial risk literacy and students’ financial behaviors and perspectives (Rios et al. 2023). Their study emphasized that students exposed to risk-centered financial literacy programs improved their capacity to evaluate risks, leading to more effective financial decision-making in personal finance and investment matters. Similarly, the high composite rating in this study suggests that AIS graduates’ exposure to financial concepts may have enhanced their capacity to recognize and consider risks when making financial decisions.

The very high risk-understanding scores indicate that AIS graduates may be well-positioned for interventions that move beyond basic knowledge toward behavioral application. Additionally, because risk awareness is already strong, programs may be more impactful if they focus on bridging knowledge-to-action, ensuring that risk evaluation translates into sustained financial habits that improve financial well-being outcomes.

### ***Budgeting and Saving Knowledge***

This pattern is consistent with research emphasizing that financial literacy supports informed financial practices like budgeting and saving, which strengthen long-term resilience and planning capacity (Lusardi & Mitchell, 2023; Kaiser & Lusardi, 2024). At the same time, the relatively lower score on creating and managing a personal budget suggests that while respondents recognize the importance of saving, translating that understanding into structured budgeting routines may still be a challenge—echoing findings that knowledge does not always automatically become consistent financial behavior (Widayat & Nengzih, 2023). In practical terms, respondents may conceptually value saving but may need more support in day-to-day budgeting skills (e.g., tracking, allocating limits, and maintaining discipline), which are crucial for preventing financial strain and instability among young adults (Samuelsson, Levinsson, & Ahlström, 2024). The assertion that budgeting helps people monitor their resources, set spending priorities, and encourage financial self-discipline (Asadullah, 2020). In this study further noted that understanding budgeting is essential for avoiding impulsive purchases and promoting saving practices, both of which eventually improve financial well-being. This argument is consistent with the idea that budgeting knowledge promotes responsible financial behavior.

Financial capability initiatives for AIS graduates may be more effective if they focus on applied budgeting competence rather than only reinforcing the importance of saving. Additionally, strengthening budgeting execution can help ensure that saving intentions become sustainable routines that better protect graduates' financial well-being, especially when managing limited or early-career incomes.

### ***Knowledge of Debt and Credit Management***

These results support the broader view that financial literacy strengthens informed borrowing decisions and helps individuals manage financial risks more effectively, particularly in areas like debt evaluation and repayment planning (Lusardi & Mitchell, 2023; Kaiser & Lusardi, 2024). The strong agreement on repayment capacity and awareness of late-payment consequences suggests protective decision habits that can reduce exposure to financial distress—an important point given evidence that low financial literacy is linked to greater financial hardship and debt-related strain among young adults (Samuelsson, Levinsson, & Ahlström, 2024). However, the comparatively lower rating for managing multiple debts and understanding interest-rate effects implies that while respondents feel confident about basic credit responsibility, they may be less sure about handling more complex debt situations, which aligns with the idea that modern financial systems and credit products can be difficult to navigate without deeper, applied knowledge (Belousova et al., 2019; Alwi, Abdullah and Luqman, 2022).

Financial education for AIS graduates may benefit from emphasizing applied credit skills. Strengthening these skills can help ensure that responsible borrowing intentions translate into sustained financial stability and improved financial well-being outcomes.

## **Spending Behavior**

### ***Budget Adherence***

The pattern suggests that respondents are more confident in correcting their spending when they overshoot (reactive control) than in preventing overspending through strict budgeting, regular reviews, and complete expense tracking—behaviors that are important for sustaining financial stability and long-term

goals (Supieza et al., 2025). This is consistent with findings that financial knowledge alone may not automatically produce disciplined financial behaviors and that actual spending outcomes depend heavily on how individuals translate knowledge into consistent practices (Widayat & Nengzih, 2023; Rodriguez, Labong, & Palallos, 2024). Also, People who follow a budget are better able to evaluate their financial status, make better financial decisions, and lower their risk of going beyond. Although respondents recognized the significance of adhering to a budget, the relatively low rating for constantly tracking all expenses raises the possibility that regular expenditure monitoring is still in its infancy. Since accurate financial awareness and disciplined money management depend on frequent spending recording, this points to a possible development area. All things considered, the high composite score indicates that AIS graduates generally practice responsible budgeting, bolstering the idea that sticking to a budget promotes financial stability, prudent spending practices, and improved financial well-being (Asadullah, 2020).

Interventions for AIS graduates may be more effective if they focus on habit-building skills rather than budgeting awareness alone. Strengthening expense tracking and regular budget review routines may help convert their already positive adjustment behaviors into more consistent, preventive budget adherence that better supports financial well-being.

### ***Spending Priorities***

This pattern suggests that respondents demonstrate strong financial obligation discipline (paying bills first) but show slightly less consistency in pre-committing funds for emergencies before discretionary spending—an important distinction because emergency savings behavior often requires sustained self-control rather than one-time prioritization. The results support literature emphasizing that effective spending behavior promotes financial stability and preparedness for unexpected events (Supieza et al., 2025; Lalmuanpuia 2021), while also aligning with evidence that the pathway from financial literacy to actual spending outcomes is often shaped by behavioral execution and day-to-day financial habits (Rodriguez, Labong, & Palallos, 2024; Widayat & Nengzih, 2023). In practical terms, respondents may “know what to prioritize,” but discretionary moments (wants vs. emergency funds) can still weaken consistent saving protection, even among financially knowledgeable groups.

Financial wellness efforts for AIS graduates can leverage their strong bills-first orientation by adding automatic emergency savings mechanisms to reduce reliance on willpower during discretionary spending decisions. Strengthening this “save-first” routine may improve resilience and reinforce financial well-being, especially when unexpected expenses occur.

### ***Impulse Buying***

The pattern indicates that respondents show stronger cognitive awareness and reflection (knowing impulse buying is harmful; delaying purchases; thinking carefully) than in-the-moment restraint (resisting unbudgeted buys), implying that self-control may be more effective when they use “pause” strategies rather than direct resistance. This aligns with evidence that impulse buying can be driven by online contexts and situational triggers, making immediate self-control harder even when consumers understand the risks (Nyrhinen et al., 2023). At the same time, the results are consistent with the broader argument that financial outcomes depend not just on what people know, but on how well they translate knowledge into consistent behavior—especially under temptation (Widayat & Nengzih, 2023; Rodriguez, Labong, & Palallos, 2024).

Additionally, the study emphasized that impulse buying among young consumers is influenced not only by financial literacy but also by behavioral factors and the digital environment (Nyrhinen et al., 2024). The research highlights that consistent exposure to digital platforms, such as targeted ads and influencer contents, can trigger impulsive buying, specifically among individuals with low self-control.

Financial capability programs for AIS graduates may be more effective if they promote practical impulse-control techniques. Strengthening these “behavioral guardrails” can help convert high awareness into stronger day-to-day resistance, supporting more stable budgeting, emergency savings, and overall

financial well-being.

## **Financial Well-being**

### ***Saving and Emergency Funds***

The pattern suggests that respondents are relatively better at protective saving behaviors (e.g., not spending emergency funds on wants and reviewing targets) than at achieving sufficient emergency fund adequacy and emotional reassurance (e.g., low stress during shocks and feeling stable). This is consistent with literature showing that financial well-being depends not only on knowledge and planning but also on whether individuals can build enough buffers to handle real disruptions—where weaker buffers are often linked to stress and broader well-being outcomes (Samuelsson, Levinsson, & Ahlström, 2024). Likewise, prior evidence emphasizes that self-control and day-to-day financial management shape perceived financial well-being and life satisfaction, particularly among individuals managing obligations or potential debt exposure (Du Plessis, Jordaan, & Westhuizen, 2025), which helps explain why respondents may report “doing the right steps” while still not feeling fully financially secure. Also it aligns with the conclusion that financial literacy enhances self-efficacy, enabling individuals to manage their own savings, budgeting, and spending behaviors more effectively. (Singh and Malik, 2022)

AIS graduates may benefit from support that strengthens emergency fund adequacy, such as automated saving contributions, realistic savings targets tied to monthly expenses, and staged goals. Additionally, workplace-based or community-based financial wellness programs could focus on income-to-savings strategies to increase resilience and reduce financial stress during unexpected events.

### **Significant Effect between Financial Literacy and Spending behavior of Accounting Information Systems Graduates to their Financial Well-Being**

These results indicate that the unique contribution to financial well-being is primarily driven by how graduates manage their spending, rather than financial literacy scores alone. This pattern supports evidence that financial knowledge does not automatically translate into healthier outcomes unless it is expressed through consistent financial behaviors (Widayat & Nengzih, 2023), and it is also consistent with findings that financial behavior can function as the key pathway linking literacy to outcomes (Rodriguez, Labong, & Palallos, 2024). While financial literacy is widely framed as foundational for informed decisions (Lusardi & Mitchell, 2023), your regression suggests that in this sample its effect may be indirect (shared with or channeled through spending behavior), which explains why it becomes nonsignificant once spending behavior is controlled.

The significant overall model supports rejecting the null hypothesis that financial literacy and spending behavior have no effect on financial well-being—however, the effect is attributable mainly to spending behavior. Practically, this implies that programs for AIS graduates should prioritize behavior-focused interventions (e.g., budgeting routines, expense tracking, impulse-control strategies, and emergency-saving automation) to improve financial well-being, while using financial literacy instruction as support for applying these habits consistently.

## **CONCLUSION**

This study examined the effects of financial literacy and spending behavior on the financial well-being of Accounting Information Systems (AIS) graduates in Valenzuela City. It focused on assessing the respondents’ level of financial literacy in terms of understanding financial risks, budgeting and saving knowledge, and debt and credit management, as well as their spending behavior in terms of budget adherence, spending priorities, and impulse buying. The study further aimed to determine whether these variables significantly affect the financial well-being of AIS graduates.

The findings indicate that respondents have a moderate level of financial literacy across understanding financial risks, budgeting and saving, and debt and credit management. They show basic awareness in identifying financial risks, adequate skills in planning and saving, and a general understanding of responsible borrowing and credit use. However, limitations in applying this knowledge consistently and in more complex situations suggest that improvement is still needed. Overall, strengthening financial education can help enhance their financial decision-making and long-term financial stability.

In terms of the level of spending behavior, the study concludes that respondents generally accepted spending behavior in terms of budgetary compliance, spending priorities and impulse purchase, although their behavior was not always consistent. They are able to manage their budgets, prioritize important expenditures and demonstrate their responsibility in the payment of financial obligations. However, budgets are often more reactive, as habits such as the regular tracking of expenses and the review of budgets are not consistently followed. Although respondents recognize the importance of putting needs before desires, it is not always practiced to set aside money for emergencies, especially when it comes to non-essential expenditures. In impulse purchases, they understand its negative effects and try to control their spending, but sometimes unplanned purchases occur, especially due to external influences. Overall, the results show that while respondents have a fair level of awareness about how to manage their finances, they still need to develop more consistent habits and discipline to improve overall spending behavior.

Furthermore, this research validates that both financial literacy and spending behavior contribute to the financial well-being of Accounting Information Systems (AIS) graduates in Valenzuela City, but spending behavior only has significant direct influence. Although the respondents have an average to high financial literacy (especially in budgeting, saving, and credit management), such knowledge does not necessarily translate to better financial performance. The results show that the financial well-being depends to a great extent on the extent to which individuals can use their knowledge in real-life circumstances. Specifically, more significant and quantifiable effects are produced by disciplined financial habits like following a budget, spending on necessities first, and avoid impulsive spending. Thus, financial literacy is a pre-requisite, but its usefulness can only be achieved upon transformation into regular and accountable financial practices, so spending habits are the most important determinant of financial health among AIS graduates.

In addition, the data also show that even though the respondents display responsible saving behavior, including maintaining emergency funds to be spent on the desired purpose and frequent review of financial goals, their general financial well-being with respect to saving money and emergency funds is average. This is mainly because of inadequacy of emergency funds and absence of emotional stability amid financial upheavals. Financial stress is still a characteristic of many respondents, even with good financial practices, which makes it seem that knowledge and discipline are insufficient in bringing complete financial stability. Hence, enhancement of the ability to accumulate sufficient emergency funds and attain financial resilience is critical in enhancing their financial well-being overall.

In conclusion, the study concludes that responsible and disciplined spending behavior plays a more critical role than financial knowledge alone in improving the financial well-being of AIS graduates. While financial literacy serves as an important foundation, the results clearly show that financial well-being is achieved through consistent application of budgeting, spending control, and financial discipline. These findings reinforce existing research and highlight the need to focus not only on improving financial knowledge but also on strengthening practical financial behaviors among young professionals.

### **Recommendation**

Based on the findings and conclusions of this study, several recommendations are proposed to guide future researchers, Accounting Information Systems (AIS) graduates, and graduating students in enhancing financial literacy, improving spending behavior, and promoting overall financial well-being. These recommendations aim to provide practical guidance for applying financial knowledge, developing

responsible financial habits, and identifying areas for further research. The suggestions are divided into three key groups to address the specific needs and roles of each audience, ensuring that both future studies and personal financial practices can benefit from the insights gained in this study.

1. *For Graduating Students.* Graduating students are advised to develop strong financial habits before entering the workforce, as this period marks a transition to full financial responsibility. Creating and maintaining a personal budget is crucial to managing expenses effectively. Students should prioritize savings, emergency funds, and long-term financial goals to prepare for unexpected costs and future investments. Developing responsible spending habits and avoiding impulsive purchases can reduce the risk of debt accumulation. Graduating students are encouraged to actively seek knowledge about personal finance, including financial literacy programs, workshops, and online resources. Learning to make informed financial decisions early can build a solid foundation for financial well-being in adulthood. By cultivating these habits, graduating students can approach post-graduation life with confidence and ensure a stable financial future.
2. *For AIS Graduates.* AIS graduates are encouraged to consistently apply their financial knowledge in managing personal finances. Responsible spending, effective budgeting, regular saving, and long-term financial planning are essential practices to maintain and improve financial well-being. Graduates are advised to set clear financial goals and prioritize needs over wants to avoid unnecessary debt and financial stress. Participation in financial education programs, workshops, and self-directed learning activities is recommended to strengthen financial discipline and enhance decision-making skills. Monitoring income and expenses regularly can help identify areas for improvement and ensure better control over financial resources. Graduates are also encouraged to explore investment opportunities and other avenues for wealth accumulation to secure long-term financial stability. By consistently applying these practices, AIS graduates can achieve greater financial independence and confidence in handling their personal finances.
3. *For Educational Institutions (Colleges/Universities).* Educational institutions offering Accounting Information Systems (AIS) programs are encouraged to incorporate more practical financial management topics into the curriculum. While students gain technical financial knowledge, greater emphasis on personal budgeting, saving, investing, and debt management can better prepare them for real-life financial responsibilities. Schools may also conduct seminars and workshops focused on financial literacy for graduating students. In addition, institutions may implement periodic financial literacy assessments to evaluate students' readiness before graduation. These assessments, which may include surveys or short evaluations, can help determine whether students can apply financial concepts in real-life situations. The results may guide schools in improving programs and providing additional support where needed.
4. *For Future Researcher.* Future researchers are encouraged to expand this study by including a larger and more diverse sample of Accounting Information Systems (AIS) graduates from multiple geographic locations to enhance the generalizability of the findings. They may also investigate additional variables, such as income level, employment status, financial attitudes, and financial stress, which may influence financial well-being. Employing a mixed-method research design is recommended, combining quantitative surveys with qualitative approaches such as interviews or focus group discussions to gain a deeper understanding of how financial literacy and spending behavior are applied in real-life situations. Future studies could also explore the long-term effects of financial education programs on the financial behavior of AIS graduates. It is suggested that researchers examine the role of digital financial tools and online resources in shaping spending behavior and financial decision-making. Comparative studies with graduates from other business or technology programs may provide insights into differences in financial knowledge and habits. Overall, continued research in this area is necessary to build a stronger evidence base on the relationship between financial literacy, spending behavior, and financial well-being.

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