

## **Beliefs, Behavior, and Intentions of Public Senior High School Teachers Towards Online Shopping**

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**Abstract:** This study examined the beliefs, behavior, and intentions of 130 public senior high school teachers in the Iloilo City division toward online shopping. Using a descriptive-correlational approach, data analysis employed descriptive statistics and chi-square tests. A survey questionnaire collected the data. Results indicated that teachers' behavior towards online shopping had limited advantages based on their demographic profile. However, married teachers showed more positive behavior, suggesting potential benefits. Personal demographics did not significantly impact teachers' happiness or advantage in online shopping. Shopee, Facebook, and Lazada were the preferred shopping platforms. Participants held slightly positive beliefs and behavior toward online shopping. Age, sex, education, and monthly income slightly influenced their behavior. The factors influencing intentions, including age, sex, civil status, education, and income, had a moderate influence. Factors categorized by sex, security, display, quality, and reviews moderately influenced intentions, while display and quality had some influence. Civil status is moderately influenced by the intention to purchase online, with risk playing a somewhat influential role. Teachers considered risk, security, display, quality, and reviews important for online purchasing intentions, regardless of civil status. Overall, public senior high school teachers showed positive beliefs and intentions towards online shopping, expecting greater experiences and benefits. They exercised prudence and wisdom to enhance their online shopping experiences.

**Keywords:** Beliefs, Behavior, Intentions, SHS Teachers, Online Shopping

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### INTRODUCTION

The rapid growth of e-commerce has transformed consumer shopping behaviors globally. Internet penetration has expanded in tandem enabling access to online retail. Specifically, in the Philippines, increasing smartphone ownership has catalyzed m-commerce uptake.

Though adoption levels vary demographically, online spending continues rising across generations evidencing an embracing culture. For instance, younger citizens between 13-19 years show greater technology readiness to shop online. Working professionals equally find e-tail convenience aligned to busy lifestyles and discretionary needs.

The COVID-19 pandemic equally propelled consumers to switch to online channels more aggressively given mobility constraints and infection risks in brick-and-mortar outlets. Though counter-arguments suggest family-centric shoppers still prefer physical stores allowing household purchasing. Hence adoption factors can be multifaceted encompassing personal mindsets, technological competence, accessibility as well as merchandising dimensions around assortment, prices, after-sales service.

This complex interplay spurred the intent to examine online shopping perspectives among public senior high school teachers specifically. Their technology readiness, ability to navigate digital platforms and informed purchasing matter since this impacts student

guidance. Additionally, the community's sheer size and embedding in modern society make their adoption worthy of investigation.

By studying beliefs, attitudes and intentions while juxtaposing demographic factors, meaningful insights can shape how e-tail brands attract this segment. Online player strategy also feeds into wider internet economy growth and progression hopes for the Philippines.

### *Objectives*

This study was conducted to:

1. profile senior high school teachers' online shopping beliefs, behavior and frequency illustrating acceptance levels;
2. gauge the influence of risk considerations, security aspects, display appeal, product quality and reviews on shaping online purchase intentions;
3. analyze variances if any in beliefs, behaviors and influential factors on the basis of demographic attributes like age, sex, marital status, income and education; and
4. identify the relationships between beliefs held and the degree of motivational influence of constructs impacting online shopping intentions.

### *Theoretical Framework*

The study's theoretical structure was anchored in two main scaffolds: the General Strain Theory developed by Robert Agnew and Social Learning Theory developed by Albert Bandura.

General strain theory supports the assumption that negative experiences can lead to strain or stress. Victimization is considered a stressful experience, and according to this theory, experiences of stress or strain may cause a person to perform a positive or negative action to decrease the stress or strain.

Meanwhile, Agnew (2010) posed that individuals experience "strain"- exposure to hostile behavior, for example. In effect, negative emotions on the victim's part are produced. These include anger, frustration, depression, or anxiety which may lead to corrective actions like wrongdoing, self-harm, suicide, or critical behavior against others. The strain is further aggravated by lack of help from people who are unaware of or indifferent in the bullying instance taking place.

In contrary, Faris and Felmeé (2012) argued that sociological studies differently claim that bullying can be understood in a "social network perspective," that bullying is one type of aggression associated with attaining and maintaining peer group status rather than a maladjusted reaction for a socially marginal individual. They contend individuals at the very bottom of the social hierarchy lack capacity to bully, while individuals at the very top have no reason to bully. Hypothetically, if the purpose of bullying is to achieve higher status, like getting popular from being nobody, future outcomes may be affected either positively or negatively.

Furthermore, Ericksen (2012) stated that based to record, the very first data on bullying prevalence in schools were collected by Dr. Dan Olweus in 1983 with more than 40,000 students, age eight to sixteen. It revealed that one out of every seven students suffer from victimization.

Another theory that was considered was the Social Learning Theory of Albert Bandura. According to Trinidad (2013), aggression is learned through a process called behavior modeling. He believes that individuals do not actually inherit violent tendencies, but they model them. He explains three aspects: First, how aggressive patterns of behavior are developed; second, what provokes people to behave

aggressively, and third, what determines whether they are going to continue to resort to an aggressive behavior pattern in future occasions or not. Children are said to be good imitators. Whatever incident that happens at home and school, whether they have just seen it or experienced it, they will acquire it and soon manifest this in their behavior at home and in school. Albert Bandura argued that individuals, especially children, learn aggressive responses from observing others, either personally or through the media and environment. This reinforcement can be formulated by teachers and parents through different strategies such as reduction of tension, gaining financial rewards, or gaining praise of others, giving enrichment activities, or building self-esteem.

Moreover, Social Learning Theory reflects the understanding that a person learns and develops attitudes, behaviors, and emotional reactions by observing others' actions. It combines cognitive and behavioral learning theory. Cyber bullying incidents may influence ones' empathy due to what a person observes or experiences. Along with other factors that may also affect someone's empathy, a person might, or might not, engage in cyberbullying.

In relation to the current study, the aforementioned theories may be reconciled by realizing that the general strain theory and social learning theory are all significant in determining the cyber bullying incidents, perceptions on cyber bullying, and development of school's handbook. It is further supported by literatures that with consciousness on bullying incidents and preventive strategies, anyone can proactively respond to and address relative issues.

## METHODOLOGY

### *Research Design*

The study utilized a quantitative research design, specifically a descriptive-correlational that focuses on testing the correlation of specific variables.

According to Fraenkel, , Wallen, , and Hyun, (2012), a descriptive study describes and interprets what is concerned with conditions or relationships, opinions that hold, processes going on, evident effects, and developing trends. Ardales (2008) stated that a research survey is proper when the study aims to see a general picture of the population under investigation regarding their social and economic characteristics, opinions, and knowledge about and behavior towards a particular phenomenon. It is the design to be used when the investigator wishes to cover a relatively large population which other research designs cannot do. In determining the participants for the study, the researcher randomly identified the schools in the division of Iloilo City which was witnessed by a regular senior high school teacher to suffice the needed sample based on the computation. In addition, there was a certification to be given to the witness when the random selection was conducted.

### *Subjects*

The researcher obtained permission to conduct a study from the appropriate authority, particularly the Department of Education Division of Iloilo City and the eleven Secondary Public Schools. The researcher prepared a letter asking for permission and addressed it to the School Superintendent of the Division of Iloilo City and the School Principals of each Secondary School a week before the actual investigation. The researcher also wrote a letter that was addressed to each

participant with permission granted by the School Principal and Assistant Principal of the Senior High School Department of the Iloilo City Division secondary public schools in conducting the study.

Out of two hundred three (203) public school senior high permanent teachers, the researcher determined the one hundred thirty (130) sample size using Slovin's formula to answer the research instrument. The stratified random sampling technique was utilized for this study.

The stratified random sampling technique entailed the selection of samples from homogeneous subgroups or strata of a particular population, randomly.

### *Instrument*

This study utilized a researcher-made questionnaire on the Beliefs, Behavior, and Intentions of the Iloilo City Division Public Senior High School Teachers regarding online shopping and their spending Habits, which was validated by three jurors chosen according to their expertise. According to Best, one advantage of using a questionnaire is that the researcher can administer it herself and, in the process, can establish rapport with the participants. In addition, she can also explain some items, which the participants may find difficult to understand.

The research instruments had five parts. Part 1, Participant's profile, gathered the participants' names (optional), age, sex, civil status, highest educational attainment, monthly income, school, and length of service. Part II on the Beliefs towards Online Shopping, Part III on Influential Factors, Part IV on Behavior toward online shopping, and Part V on the Intentions of senior high school teachers toward online shopping.

The research instrument was subjected to pretesting from various competent and reliable mentors in Iloilo City who are experts in the research process, particularly in the preparation and construction of the questionnaire as the research instrument. In addition, the researcher-made instruments underwent the content validation process conducted by one (1) expert who specializes in the field of Management from the University of San Agustin, one (1) expert from the industry, and one (1) online entrepreneur from Iloilo City. The selected experts validated the questionnaire using the rating scale set forth by Carter V. Good and Douglas F. Scates following the standard average rating of 4.18333, equivalent to the descriptive rating of "very good."

The researcher-made questionnaire was assessed for reliability to determine the extent to which a measure produced consistently yields results and the validity of the tool, allowing the investigator to know whether the research measured what it intended to. Following the standard practice, to test the instrument's reliability, thirty (30) respondents were given questionnaires who are permanent senior high school public-school teachers in Roxas City, Capiz. It was administered on August 8-12, 2021, via a google form. Furthermore, the research instrument was also subjected to the reliability test and adopted the Cronbach Alpha .874 acceptable instrument score, which is reliable.

### *Sampling*

The stratified random sampling technique was utilized for this study. Stratified random sampling technique entailed the selection of samples from homogeneous subgroups or strata of a particular population, in a random manner (David, 2005).

The researcher personally distributed the researcher-made questionnaires to the participants and managed their administration within one month only. Upon retrieval of the accomplished questionnaires, the data were tallied, computed, analyzed, and interpreted using the Statistical Packages for Social Sciences (SPSS) version 21.

### *Data Gathering Procedure*

The researcher prepared a letter asking permission from the Schools Division Superintendent to conduct a study. The questionnaires after having been validated, were administered by the researcher to eleven (11) senior high schools in the Division of Iloilo City. The researcher coordinates the Administrative Officer of each school and explained to her/him the guidelines on how to answer the survey and the importance of their responses to the questionnaire. The researcher explained the terms to the respondents so the respondents can answer the survey with full information on their obligation as the subject of the review. The specialist mentioned the respondents to reply with all trustworthiness.

### *Data Analysis*

The results of the respondents to the poll were genuinely investigated and deciphered. This includes deciphering information to respond to the examination questions and preparing research discoveries for scattering (Ott & Longnecker, 2015). According to Shamoo and Resnik (2003), data Analysis is the course of deliberately applying factual or potentially coherent methods to portray and show, consolidate, recap, and assess information. The researcher used the five-point Likert scale to measure the beliefs, behavior, and intentions of senior high school public school teachers toward online shopping.

Beliefs

## DISCUSSION

### *Beliefs of Participants Towards Online Shopping*

The beliefs of participants towards online shopping in terms of age, sex, civil status, highest educational attainment, and monthly income was slightly positive except for widowers who had positive behavior. This meant that the public school senior high school teachers possessed good behavior in shopping online despite their age, sex, education, civil status, and monthly income. This denotes that despite the personal profile of the public school senior high school teachers, they show appreciation and understanding of the advantages and benefits of shopping online.

### *The Behavior of the Participants Towards Online Shopping*

The behavior of the public school senior high teachers towards online shopping in terms of age, sex, education, civil status (single, married, and widowed), and monthly income was revealed as slightly positive. On the other hand, those who were separated were positive. The overall mean was 0.49 which was slightly positive. This meant that the behavior of public school senior high teachers based on their demographic profile has little advantage towards online shopping. While those who were separated showed positive behavior which can benefit them more as they

shop online. This implies that personal demographics are not major factors that give an advantage or disadvantage to public school senior high teachers and their happiness towards online shopping.

*Level of Influence of the Factors that Affect the Intention of Participants to Go Online Shopping When Categorized According to Age*

Public school senior high teachers whose ages were between 19- 28, 29-38 years old, and 39-48 years old in terms of security, display, quality, and reviews were moderately influential. While the risk was somewhat influential. This meant that those public school senior high school teachers who belong to the above-mentioned age brackets were somewhat to moderately influenced in their online purchasing decision. This implies that public school senior high teachers are educated and consider the security, display, quality, reviews, and risks before choosing the products they are going to buy online.

On the other hand, the public school senior high teachers whose ages were between 49 and above years old, in terms of security and reviews were moderately influential. While display and quality were somewhat influential. This meant that those public school senior high teachers who belong to the above-mentioned age brackets were somewhat to moderately influenced in their online purchasing decision. This implies that the older public school senior high teachers are educated, wiser, and more careful in knowing the security, display, quality, reviews, and risks before choosing the products they are going to buy online.

*Level of Influence of the Factors that Affect the Intention of Participants to Go Online Shopping when Categorized According to Sex*

Both males and females, in terms of security, display, quality, and reviews were moderately influential. While the risk was somewhat influential, this meant that both males and females were somewhat moderately influenced when they took the time to check on the security, display, quality, risk, and reviews in their intentions in purchasing online. This denotes that regardless of gender, the public school senior high teachers base their intentions in purchasing online by checking the online platform in terms of security, display, quality, and reviews.

*Level of Influence of the Factors that Affect Intention of Participants to Go Online Shopping when Categorized According to Civil Status*

Singles, married, separated, or widowed were moderately influential when these factors were considered. Risk somewhat influenced their intentions in purchasing online in terms of security, display, quality, and reviews influenced singles, married, separated, or widowed public school senior high teachers in purchasing online. This meant that the public school senior high teachers considered risk, security, display, quality, and reviews as important in their intention to purchase online. This signifies that the factors that influence the intention of purchasing online are similar to all regardless of civil status.

*Level of Influence of the Factors that Affect Intention of Participants to Go Online Shopping When categorized According to Educational Attainment*

Public school senior high teachers who had bachelor's degrees as well as those who had doctorate degrees, were moderately influenced by security, display, quality, risk, and reviews in their intentions to purchase online. This meant that the public school senior high teachers who had either bachelor's degrees or doctorate degrees based their purchasing decisions on learning the security, display, quality, risk, and reviews in their intentions in buying in an online platform. This implies that regardless of having a bachelor's or doctorate, public school senior high teachers considerably learn the security, display, quality, risk, and reviews in their online purchasing intentions.

Meanwhile, the public school senior high teachers who had master's degrees were moderately influenced by security, display, quality, and reviews. On the other hand, was somewhat influential in the intentions of the public school senior high teachers in purchasing online. This meant that the public school senior high school teachers who had master's degrees based their purchasing decisions on learning the security, display, quality, risk, and reviews in their intentions in buying in an online platform. This implies that having a master's degree, public school senior high teachers are prudent in checking on the security, display, quality, risk, and reviews in their online purchasing intentions.

#### *Level of Influence of the Factors that Affect Intention of Participants to Go Online Shopping when Categorized According to Monthly Income*

Respondents who are receiving salaries of Php25,000 and below, Php25,001 to Php50,000, and Php50,001 and above, revealed risk as somewhat influential to their intention to go online shopping. While the other factors namely, security, display, quality, and reviews were moderately influential. This meant that the factors: risk, security, display, quality, and reviews had somewhat to moderate influence on the intentions of the public school senior high teachers in purchasing online when classified according to their monthly income.

This signifies that regardless of the monthly income of the public school senior high teachers, they are prudent in using their money by considering the risk, security, display, quality, and reviews in their intention to purchase online.

#### *Difference in the level of Influence of the Factors that Affect the Intentions of the Participants to Go Online Shopping when Participants are Categorized According to Age*

Respondents aged between 19-28, in terms of security, display, quality, and reviews were moderately influential. While risk was somewhat influential. Those whose age were between 29-38 years old, in terms of security, display, quality, and reviews were moderately influential. While risk showed somewhat influential.

Those whose age were between 39-48 years old, in terms of security, display, quality, and reviews were moderately influential. While risk showed somewhat influential. Those whose age were between 49-and above years old, in terms of security and reviews were moderately influential. While display and quality showed somewhat influential.

Results show that security, display, quality, and review did not affect the intention of public school senior high school teachers in purchasing online. This implies that senior public school senior high teachers have the intention in purchasing online with or without even considering security, display, quality, and

review of the online shopping platform, but anticipating the risk in their purchasing intentions.

*Differences in the Level of Influence of the Factors that Affect the Intention of the Participants to Go Online Shopping when Participants are Categorized According to Sex*

There are no significant differences in the level of influence of the factors that affect the intention of the participants in terms of risk, security, display, quality, and review to go online shopping when participants are categorized according to sex. Thus, null hypothesis was accepted. This meant that both male and female public school senior high teachers are not influenced by risk, security, display, quality, and reviews. Thus, the null hypothesis is accepted.

*Differences in the Level of Influence of the Factors that Affect the Intention of the Participants to Go Online Shopping when Participants are Categorized According to Civil Status*

There are no significant differences in the level of influence of risk, display, and quality on the intention of the participants to go online shopping when participants are categorized according to civil status. This implies that risk, display, and quality do not affect the intention of public school senior high teachers regardless of their civil status. Thus, the null hypothesis is accepted.

On the other hand, there is a significant difference between the level of influence of security and reviews to the intention of the participants to go online shopping when classified according to civil status. This implies that security and reviews affect the intention of public school senior high teachers regardless of their civil status. Thus, the null hypothesis is rejected.

*Differences in the Level of Influence of the Factors that Affect the Intention of the Participants to Go Online Shopping when Participants are Categorized According to Educational Attainment*

There are no significant differences in the level of influence of risk, display, and quality on the intention of the participants to go online shopping when participants are categorized according to educational attainment. This implies that risk, display, security, reviews, and quality do not affect the intention of public school senior high teachers regardless of their highest educational attainment. Thus, the null hypothesis is accepted.

*Differences in the Level of Influence of the Factors that Affect the Intention of the Participants to Go Online Shopping when Participants are Categorized According to Monthly Income*

There are no significant differences in the level of influence of display, quality, and reviews on the intention of the participants to go online shopping when participants are categorized according to Monthly Income. This meant that display, quality, and reviews did not affect the intention of public school senior high teachers to purchase online. This implies that display, quality, and reviews do not have a significant influence on the intention of public school senior high teachers to purchase online.

Thus, the null hypothesis is accepted.

However, there are significant differences between the level of influence of security and risk to the intention of the participants to go online shopping. This meant that the public school senior high teachers are affected by the security and risk of shopping online. This denotes that security and risk are the two most important factors for public school senior high teachers in purchasing online. Thus, the null hypothesis is rejected.

*Relationship between the beliefs and level of influence of the factors affecting the senior high school public teachers to shop online*

Concerning the relationship between the beliefs and level of influence of the factors affecting the public school senior high teachers to shop online, result revealed an r-value of 0.355 which meant a moderately positive correlation. This meant that the beliefs and level of influence of the public school senior high teachers were favorable to them as they shopped online. This denotes that public school senior high teachers look forward to greater experiences and obtain more positive benefits while shopping online.

*Significant relationship in the beliefs and behavior of senior high school public school Teachers to shop online*

Regarding the relationship between the beliefs and behavior of the factors affecting the public school senior high teachers to shop online, result showed an r-value of 0.356 which meant a moderately positive correlation, and a p-value of .001 which meant significance. This meant that the beliefs and behavior of the public school senior high teachers were important in their decision in purchasing online. This denotes that public school senior high teachers exercise prudence, wisdom, and decision as they look into brighter opportunities and possibilities in obtaining more positive benefits while shopping.

## CONCLUSIONS

Given the results, the following conclusions were drawn:

Age does not affect the beliefs and behavior of public school senior high teachers; they can decide on their own choice and preferences whenever they need to purchase online.

Despite the personal profile of the public school senior high teachers, they believed and showed appreciation and understanding of the advantages and benefits of shopping online.

Risk and security significantly differed in lower brackets of income in the intentions of public school senior high teachers in shopping online.

Considering the level of influential factors, namely: risk, security, display, quality, and reviews, and the personal demographics such as age, civil status, educational attainment, and sex, the intentions of the public school senior high teachers in shopping online were not affected.

The behavior of public school senior high teachers showed a little degree of hesitance in shopping online. While some manifested their happiness in the advantages, they obtained from shopping online.

Personal demographics are not major factors that give an advantage or disadvantage to public school senior high teachers and their happiness towards online shopping.

The behavior of public school senior high teachers based on their demographic profile have little advantage towards online shopping. While those who were married showed positive behavior which can benefit them more as they shop online.

Public school senior high teachers look forward to greater experiences and obtain more positive benefits while shopping online.

Public school senior high teachers exercise prudence, wisdom, and decision as they look into brighter opportunities and possibilities in obtaining more positive benefits while shopping online.

### *Recommendations*

Based on the findings and conclusions, the following recommendations were advanced:

For Public School Senior High Teachers. Despite their demographic profile, they shall be more well-informed on the advantages and disadvantages, innovations, and updated information before they decide to shop online so that they can make better and wiser decisions in their online purchasing intentions by encouraging them to attend webinars, self-read from reliable sources of information both online and offline. Moreover, for their level of influence, they shall use the reviews and keenly evaluate the quality of the products before purchasing online.

For students. They shall be encouraged and educated in engaging with online shopping that will give them convenience at a reliable shopping platform, as well as teach them to be wiser in their choices and decisions in shopping online. Furthermore, they shall also be guided for possible opportunities in engaging in online selling or service-providing business.

For businessmen/entrepreneurs. They shall be more innovative and competitive in creating promotions on online platforms, develop more convenient and attractive approach in providing information on the products and services they sell so that the Prospective customers will be able to see the advantages of shopping online while they gain more knowledge and understanding of shopping online.

For government agencies. They shall be provided with collaborative projects that will enhance marketing and innovative opportunities for learning, investment opportunities, and beneficial projects especially in the academic sector to educate teachers and students and other parties interested especially the Department of Trade and Industry, Securities and Exchange Commission, Bureau of Internal Revenue to make a friendlier conduct of business.

For future researchers. New studies can be proposed on the marketing strategies, platforms, and related studies can be conducted that will help in fostering the economic and personal benefits of the online industry and friendlier approach in providing the products and services to the customers especially those who are engaged in the academic profession.

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