

The Effects of Online Shopping Addiction on the Learning Interest of BSED English Students

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Abstract

This study examined online shopping addiction and its relationship with the learning interest of Bachelor of Secondary Education English students at Jose Rizal Memorial State University–Siocon Campus during the first semester of academic year 2022–2023. It was anchored in Self-Determination Theory, Cognitive Dissonance Theory, and Social Learning Theory. A descriptive quantitative design was employed, involving all 81 BSED English students from the first to fourth year levels through total enumeration. Data were collected using a pilot-tested, researcher-made five-point Likert-scale questionnaire whose internal consistency was established through Cronbach's alpha and whose content was reviewed by the research adviser and a statistician. Simple percentage, weighted mean, Pearson correlation coefficient, and t-test were used to analyze the data. The respondents rated online shopping as highly important, with an overall weighted mean of 3.68, primarily because of its convenience, accessibility, product information, and time efficiency. Social media platforms used for online shopping were also rated High, with an overall weighted mean of 3.68, and Facebook emerged as the most frequently used platform. The perceived effects of online shopping addiction on learning interest obtained an overall weighted mean of 3.63, indicating the presence of escapism, repeated purchasing urges, and procrastination-related behaviors. However, the relationship between online shopping addiction and learning interest was negative but not statistically significant at the aggregate item level, $r = -.383$, $t(5) = 0.927$, $p > .05$. The study concluded that addiction-related online shopping behaviors were evident, but their influence on learning interest remained inconclusive. Students should practice mindful and budget-conscious shopping, while institutions should strengthen awareness, time-management, counseling, and student-support initiatives. Future studies should use respondent-level analysis and larger, multi-campus samples. The study supports SDG 3, SDG 4, and SDG 12 by promoting student well-being, quality education, and responsible consumption. It contributes to educational, socio-economic, public health, and digital sustainability by encouraging balanced online behavior and sustained academic engagement.

Keywords: Academic Engagement, Learning Interest, Online Shopping Addiction, Social Media, Student Well-Being, Sustainable Consumption

1. Introduction

Online shopping has become an integral part of students' daily lives, particularly following the expansion of digital commerce during the COVID-19 pandemic. Although it offers convenience, accessibility, and flexibility, excessive online shopping may develop into addictive behavior that affects students' psychological well-being, time management, productivity, and engagement in academic activities. This study examines online shopping addiction and its relationship with the learning interest of Bachelor of Secondary Education (BSED) English students at Jose Rizal Memorial State University–Siocon Campus.

The increasing accessibility of digital marketplaces and social media platforms has made online shopping a common activity among college students. Students often use online shopping because it allows them to compare products, access information, save time, and purchase items conveniently. However, excessive engagement may encourage compulsive browsing, unnecessary spending, procrastination, and the neglect of academic responsibilities. Chen et al. (2015) found that approximately 23% of surveyed college students displayed signs of shopping addiction, which were associated with lower grade point averages and reduced learning interest. Similarly, Li et al. (2018) reported that shopping addiction is associated with anxiety, depression, and stress, which may weaken students' ability to concentrate on and participate in academic activities. These findings indicate the need to examine whether online shopping behaviors influence students' motivation and interest in learning.

Related studies identify convenience, affordability, accessibility, and flexibility as major reasons students participate in online shopping (Bulosan, 2018; Caburnay, 2019; Camus, 2018). Digital platforms allow students to browse products,

compare prices, and purchase goods regardless of time or location. Social media also plays a significant role in shaping students' purchasing behavior. Platforms such as Facebook, Instagram, and TikTok expose students to advertisements, product recommendations, influencers, and peer-generated content that may encourage frequent or impulsive purchases (Lantin & Dela Rosa, 2019; Rao & Nageshwar, 2020). Despite its benefits, excessive online shopping may interfere with academic routines. Shopping addiction has been associated with reduced study time, poor time management, and increased procrastination (Fong & Lam, 2018; Zhou, 2021). Psychological distress arising from compulsive shopping may further reduce students' interest and participation in learning activities (Prasad & Gupta, 2019). Stress is also recognized as an important factor influencing online shopping addiction. Tang et al. (2021) and Chen et al. (2022) found that student stress may increase online shopping tendencies, while adequate social support may reduce such behaviors. Moreover, Kirschner and De Bruyckere (2018) caution that constant digital engagement may limit students' ability to effectively process and absorb academic material. Collectively, the literature suggests that online shopping provides practical benefits but may become academically disruptive when it develops into a coping mechanism, compulsive habit, or source of procrastination.

Globally, the expansion of digital commerce has transformed how consumers search for and purchase products and services. The COVID-19 pandemic further increased reliance on online transactions, making online shopping a regular part of everyday life. Within the Philippine context, students commonly use social media and digital platforms for shopping, product discovery, and purchasing decisions. Facebook, Instagram, TikTok, and similar platforms provide continuous exposure to advertisements and consumer content that may influence buying behavior (Lantin & Dela Rosa, 2019; Rao & Nageshwar, 2020). At the local level, limited evidence is available regarding the online shopping behavior of BSED English students at Jose Rizal Memorial State University–Siocon Campus. Examining this population is important because teacher education students must maintain academic interest, effective time management, and responsible digital behavior while preparing for their future professional roles.

The study is anchored in Self-Determination Theory, Cognitive Dissonance Theory, and Social Learning Theory. Self-Determination Theory (Ryan & Deci, 2017) explains that students' academic motivation is influenced by their need for autonomy, competence, and relatedness. Excessive online shopping may weaken autonomy and competence when students struggle to regulate their behavior or prioritize academic responsibilities, thereby reducing their motivation to learn. Cognitive Dissonance Theory (Festinger, 1957) explains the psychological discomfort students may experience when their shopping behavior conflicts with their academic goals and responsibilities. Students may recognize the importance of completing academic tasks while continuing to spend time browsing or purchasing products online. Social Learning Theory (Bandura, 1977) proposes that behavior is learned through observation, imitation, and reinforcement. Students may develop frequent or maladaptive shopping habits by observing peers, influencers, advertisements, and purchasing trends presented through social media platforms. Together, these theories explain how personal motivation, internal conflict, environmental exposure, and social influence may contribute to online shopping addiction and potentially affect students' learning interest.

Although previous studies have examined online shopping behavior, psychological distress, procrastination, academic performance, and digital engagement, limited research has focused specifically on BSED students majoring in English in localized Philippine settings. Existing literature indicates that online shopping addiction may reduce study time and learning interest, but its effects may differ according to students' academic programs, social environments, financial circumstances, and patterns of digital platform use. There is therefore a need to determine whether online shopping addiction is significantly related to the learning interest of BSED English students at Jose Rizal Memorial State University–Siocon Campus. The study specifically seeks to determine students' perceived importance of online shopping, identify the social media platforms they commonly use, examine the perceived effects of online shopping addiction on learning interest, and determine whether a significant relationship exists between online shopping addiction and learning interest during the first semester of academic year 2022–2023.

The study is aligned with SDG 4 – Quality Education because it examines a digital behavior that may influence students' academic motivation, time management, concentration, and interest in learning. Understanding these behaviors may help educational institutions develop appropriate student-support initiatives that promote sustained academic participation. It is also relevant to SDG 3 – Good Health and Well-Being because the literature associates excessive online shopping with anxiety, depression, stress, and maladaptive coping behaviors. Examining these concerns contributes to greater awareness of students' psychological and behavioral well-being. The study further relates to SDG 12 – Responsible Consumption and Production because it highlights the importance of responsible, mindful, and financially appropriate online purchasing behavior. Addressing compulsive browsing and unnecessary purchasing can support more sustainable consumption practices among students.

The study contributes to educational sustainability by examining how online shopping behavior may affect students' continuing interest, motivation, and participation in learning. Its findings may provide a basis for developing strategies that help students balance digital activities with academic responsibilities. It supports public health sustainability by recognizing that excessive online shopping may be associated with stress, anxiety, depression, escapism, and other behaviors that affect

student well-being. Understanding these patterns may assist educational institutions in strengthening preventive awareness and student-support mechanisms. The study is also relevant to socio-economic sustainability because college students often have limited financial resources. Encouraging responsible online purchasing may help students manage their allowances, avoid unnecessary expenses, and make more informed consumption decisions. Finally, the research contributes to digital and technological sustainability by promoting the balanced and responsible use of online shopping and social media platforms. Rather than rejecting digital commerce, the study emphasizes the need to understand and manage its potential effects on students' academic and personal development.

2. Material and methods

2.1 Research Design

The study employed a descriptive quantitative research design. This design was used to determine students' perceived importance of online shopping, identify the social media platforms they commonly used for online shopping, describe the perceived effects of online shopping addiction on learning interest, and test the relationship between online shopping and learning interest.

2.2 Locale of the Study

The study was conducted at Jose Rizal Memorial State University–Siocon Campus in Siocon, Zamboanga del Norte. It focused on students enrolled in the Bachelor of Secondary Education program majoring in English during the first semester of academic year 2022–2023.

2.3 Respondents of the Study

The respondents consisted of 81 BSED English students from the first to fourth year levels. The participants included 26 first-year students, 21 second-year students, 18 third-year students, and 16 fourth-year students.

2.4 Sample and Sampling Procedure

Total enumeration was employed because all 81 BSED English students enrolled during the study period were included as respondents. Thus, no separate sample was selected from the target population.

2.5 Research Instrument

Data were gathered using a researcher-made questionnaire rated on a five-point Likert scale. The instrument measured the perceived importance of online shopping, the social media platforms frequently used for online shopping, and the perceived effects of online shopping addiction on students' learning interest. The questionnaire underwent pilot testing, and its internal consistency was established using Cronbach's alpha. Its content validity was also reviewed by the research adviser and a statistician before its administration.

2.6 Data Gathering Procedure

Permission to conduct the study was obtained from the College of Education. After approval, the questionnaires were distributed to the respondents and retrieved within the same day. The accomplished questionnaires were subsequently organized, tabulated, and prepared for statistical analysis.

2.7 Data Analysis Techniques

Simple percentage was used to describe the distribution of respondents according to year level. Weighted mean was employed to determine the perceived importance of online shopping, the frequency of using different social media platforms, and the perceived effects of online shopping addiction on learning interest. The weighted means were interpreted using equal-width intervals: 4.21–5.00 as Very High, 3.41–4.20 as High, 2.61–3.40 as Moderate, 1.81–2.60 as Low, and 1.00–1.80 as Very Low. The Pearson correlation coefficient and t-test were used to determine whether a significant relationship existed between online shopping and learning interest at the 0.05 level of significance. The analysis was based on seven paired item-level weighted means, resulting in five degrees of freedom, rather than on the individual scores of the 81 respondents.

3. Results and Discussion

3.1 Online Shopping Behavior of BSED English Students

3.1.1 Perceived Importance of Online Shopping

The respondents rated online shopping as highly important, with an overall weighted mean of 3.68. All indicators were interpreted as High, with weighted means ranging from 3.50 to 3.87. The highest-rated indicator concerned the convenience, product information, choices, and time efficiency provided by online shopping, with a weighted mean of 3.87. The popularity of purchasing products and services online followed with a weighted mean of 3.79. Students also valued online shopping for price comparisons, accessibility, and time savings. These findings indicate that students regard

online shopping as a practical and efficient method of purchasing products and services. Its convenience, accessibility, and capacity to provide product and price information appear to strengthen students' reliance on digital marketplaces. This result is consistent with Liang and Huang (2017), who emphasized the importance of customer expectations and risk perceptions in shaping online shopping intentions.

3.1.2 Social Media Platforms Used for Online Shopping

The social media platforms used for online shopping obtained an overall weighted mean of 3.68, interpreted as High. Facebook was the most frequently used platform, with a weighted mean of 3.87, followed by YouTube at 3.79. Instagram and TikTok both obtained weighted means of 3.69, while Twitter received 3.67, WhatsApp 3.58, and LinkedIn 3.50. All platforms were rated within the High category. The results show that students use several social media platforms to access shopping information and related digital content. Facebook, YouTube, Instagram, and TikTok appear particularly influential because they combine social interaction, advertisements, product demonstrations, and consumer-generated information. This pattern aligns with Rezvani et al. (2018), who identified social media platforms as influential factors in online consumer shopping behavior.

3.2 Effects of Online Shopping Addiction on Learning Interest

The perceived effects of online shopping addiction on learning interest obtained an overall weighted mean of 3.63, interpreted as High. Using online shopping to forget school-related problems received the highest weighted mean of 4.23 and was interpreted as Very High. Thinking about additional purchases after shopping obtained a weighted mean of 3.77, while arguing with others about excessive shopping and neglecting studies received 3.83. Spending considerable time browsing despite a limited allowance and forgetting assignments because of visiting shopping websites obtained moderate ratings of 3.19 and 3.33, respectively. The findings suggest that online shopping may function as a form of escape from academic stress and may encourage repeated browsing, purchasing urges, dissatisfaction, and procrastination. Although some behaviors were only moderately experienced, the high overall rating indicates that addiction-related tendencies were present among the respondents. The strong tendency to use shopping as an escape from school-related concerns parallels the findings of Ali and Singh (2021).

3.3 Relationship Between Online Shopping Addiction and Learning Interest

The analysis produced a negative correlation of $r = -.383$ between online shopping and its effects on learning interest. The computed t value of 0.927 was lower than the critical value of 2.571 at the 0.05 level of significance with five degrees of freedom. Consequently, the null hypothesis was retained, indicating that no statistically significant relationship existed between the variables at the aggregate item level. The negative direction suggests that greater online shopping addiction may be associated with lower learning interest, but the relationship was not sufficiently strong to reach statistical significance. Therefore, online shopping addiction could not be considered a significant predictor of students' learning interest in this analysis. Nevertheless, the observed behaviors involving escapism, reduced study attention, and procrastination reflect patterns reported by Fong and Lam (2018) and Zhou (2021).

3.4 Methodological Considerations Affecting the Findings

The correlation analysis was based on seven paired item-level weighted means rather than the individual scores of the 81 respondents. The study was also limited to BSED English students from one campus and one academic program. The use of only seven aggregate data points substantially reduced the statistical power of the correlation analysis and may have affected the ability to detect a significant relationship. Moreover, the single-campus and single-program setting limits the generalizability of the findings. The negative but non-significant relationship should therefore be interpreted cautiously and verified through individual-level analysis involving larger and more diverse samples.

4. Conclusion & Recommendations

BSED English students demonstrated strong reliance on online shopping and exhibited addiction-related behaviors, particularly using shopping to escape academic stress and engaging in procrastination. However, the negative relationship between online shopping addiction and learning interest was not statistically significant at the aggregate item level. Thus, although online shopping addiction behaviors were evident among the respondents, their influence on learning interest remained inconclusive and could not be considered a confirmed predictive relationship.

Students should practice mindful and budget-conscious online shopping and seek assistance from peers, advisers, or counselors when shopping interferes with their academic responsibilities. Faculty members and administrators should strengthen awareness campaigns, time-management activities, and counseling support, consistent with the protective role of social support identified by Tang et al. (2021) and Chen et al. (2022). Future studies should use individual respondent-level correlation analysis, larger and multi-campus samples, additional variables such as self-regulation and financial literacy, and qualitative approaches to examine the relationship more rigorously.

The study was limited by its single-campus, single-program sample of 81 students and the use of seven paired item-level weighted means instead of individual respondent scores in the correlation analysis. These limitations reduced statistical power and restricted the generalizability of the findings.

Compliance with ethical standards

The study was conducted with permission from the College of Education and in accordance with institutional research procedures. Participation was voluntary, informed consent was secured, and respondents' information was treated confidentially and used solely for research purposes. The author declares no conflict of interest, acknowledges the assistance of the research adviser, statistician, and participants, and assumes responsibility for the originality, accuracy, and copyright of the work.

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