Establishment of a Student Savings and Credit Cooperative: A Feasibility Study

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ABSTRACT

This study assessed the feasibility of establishing a Student Savings and Credit Cooperative in a private higher education institution, focusing on market, management and organizational, operational and technical, financial, and socio-economic feasibility. It specifically examined the students' interest, willingness to participate, financial needs, institutional readiness, operational requirements, and the potential sustainability of the proposed cooperative.

A parallel mixed-methods research design was employed to obtain a comprehensive understanding of the proposed undertaking. Quantitative data were collected through total enumeration from 173 third- and fourth-year Bachelor of Science in Business Administration students using a validated questionnaire. Qualitative data were gathered through semi-structured interviews with six conversation partners composed of selected students, school administrators, faculty and staff, and cooperative development experts. Quantitative data were analyzed using frequency counts, means, and standard deviations, while qualitative responses were examined using Creswell's thematic analysis. The rigor and trustworthiness of the qualitative findings were ensured through credibility using member checking, transferability through detailed descriptions of the participants and research context, dependability through systematic documentation of the data collection and analysis procedures, and confirmability by grounding the interpretations in the participants' actual responses and maintaining an audit trail.

The findings revealed a very high level of student interest and demand for the proposed cooperative, indicating strong market feasibility and a substantial potential membership base. Respondents demonstrated a strong willingness to participate in savings and credit services. The qualitative findings further highlighted the potential of the cooperative to address students' unmet financial needs, promote financial literacy, encourage responsible saving and borrowing practices, and support academic continuity. Financial projections generated positive net interest results, indicating the cooperative's potential sustainability. Management, organizational, operational, and technical assessments also demonstrated institutional readiness and the availability of essential resources and support systems.

The study concluded that establishing a Student Savings and Credit Cooperative is highly feasible. Its implementation is recommended to strengthen students' financial well-being, develop responsible financial behavior, and contribute to the institution's socio-economic and educational development.

INTRODUCTION

In today's academic environment, student-led financial initiatives have emerged as a vital approach to promoting financial literacy, encouraging savings, and providing access to small-scale student cooperatives in schools. The Student Savings and Credit Cooperative is envisioned as a student-driven endeavor that not only supports financial needs but also nurtures values of cooperation, responsibility, and self-reliance (Al-Islam et al., 2022).

This initiative is consistent with the global recognition of school-based cooperatives as platforms for financial empowerment and community development (Sihabudin et al., 2025). Student-run cooperatives have been shown to strengthen leadership, teamwork, and entrepreneurial skills (O. L. Dar & Tay, 2023), and are crucial in sustaining credit cooperatives and fostering community development (Cabreros et al., 2025). In the Philippines, Republic Act 9520 underscores the role of cooperatives in education, highlighting their contributions to financial literacy and entrepreneurship (L. Cruz, 2021). Despite these benefits, many higher education institutions still lack student cooperatives, resulting in missed opportunities for practical financial education and real-world learning experiences (Ptack & Strobl, 2021).

Globally, students often rely on unstable financial sources, including informal lending and family remittances (Mansour et al., 2024). Locally, the lack of structured financial support systems in schools limits the development of a strong savings culture (Cainglet et al., 2022), and students often rely heavily on family support or informal credit to address school-related expenses (Y. Zhang & Fan, 2022). Establishing student cooperatives can foster a sustainable economic environment on campus, promote resource sharing, and support entrepreneurial endeavors (Huybrechts et al., 2024).

The absence of a Carmelian Student Savings and Credit Cooperative underscores the need to explore its potential establishment within a private academic institution. By assessing the feasibility of such a cooperative, this study sought to determine its capacity to address student financial needs, foster responsible money management, and instill cooperative values.

Objectives of the Study

This study aimed to assess the viability of establishing the Carmelian Students Savings and Credit Cooperative within the institution, with a focus on determining its feasibility and potential for long-term sustainability. Specifically, it sought to:

1. Determine the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of:

1.1. Market Feasibility, including:

1.1.1. Level of interest and demand among students, faculty, and staff

1.1.2. Potential membership base and target participants

1.1.3. Services and products to be offered (savings, loans, other financial services)

1.1.4. Competitor analysis (existing cooperatives or similar financial services)

1.1.5. Pricing and contribution schemes (e.g., membership fee, savings contribution, loan interest rates)

1.1.6. Marketing and awareness programs for membership enrollment

1.2. Management and Organizational Feasibility, including:

1.2.1. Organizational structure and governance of the cooperative

1.2.2. Staffing requirements, roles, and compensation plan

1.2.3. Policies and procedures for operation and member engagement

1.2.4. Project timeline for establishment and full operation

1.3. Operational and Technical Feasibility, including:

1.3.1. Required infrastructure, equipment, and facilities

1.3.2. Operational processes for managing savings, loans, and other cooperative services

1.3.3. Cost requirements for initial setup and ongoing operations

1.4. Financial Feasibility, including:

1.4.1. Financial projections (initial capital requirement, sources of funds, 5-year projected income and expenses)

1.4.2. Financial ratio analysis (profitability, liquidity, solvency)

1.5. Socio-economic Impact, including:

1.5.1. Benefits to students, faculty, and staff (financial literacy, savings culture, access to credit)

1.5.2. Contribution to the institution's financial ecosystem and community development

2. Based on the findings, provide a recommendation on whether to establish the Carmelian Students Savings and Credit Cooperative, including:

2.1. Determination of the cooperative's viability and sustainability in the long term

2.2. Potential areas for improvement, modifications, or additional services to enhance cooperative success

Scope and Limitation of the Study

This study sought to determine the feasibility of establishing the Carmelian Student Savings and Credit Cooperative at Mount Carmel College of Escalante, Inc. The study was limited to the institution and was conducted over a duration of three months. The respondents were fourth year and third-year BSBA students, who participated in both the qualitative and quantitative phases of the study, along with the school administrators, faculty and staff, and cooperative development experts who provided valuable insights during the qualitative phase. The study's limitations included selected year levels, a focus on two-year levels, potential subjectivity of qualitative responses, possible response bias in survey data, and resource constraints.

Significance of the Study

This study is beneficial to various stakeholders, including:

Students: Understanding their priorities and capacity provides a foundation for designing a cooperative that promotes financial literacy, responsible money management, and self-reliance.

School Administrators: The findings offer valuable guidance for institutional leaders in considering the implementation of a student cooperative.

Faculty and Staff: This study offers insights into their advisory and supportive roles in mentoring students and ensuring proper governance.

Researchers: This study contributes to the growing body of literature on student cooperatives, particularly within the context of private higher education.

Future Researchers: The study serves as a basis for further exploration of cooperative development in academic settings.

Definition of Terms

The following terms used in the study are defined conceptually and operationally as follows:

Feasibility Study is an analysis that evaluates the practicality and viability of a proposed project or program in terms of technical, market, financial, and management aspects (Kerzner, 2022).

Operationally, it refers to the research conducted to assess the viability of establishing a Carmelian Student Savings and Credit Cooperative.

Financial Performance is the ability of an organization or program to generate sufficient revenue, manage expenses, and sustain operations over time (Geroso & Maguate, 2023).

Operationally, it refers to the projected income, expenses, and profitability of the proposed cooperative, as assessed through survey responses and financial analysis.

Governance and Management are the system of policies, roles, and responsibilities that guide the leadership, decision-making, and operations of an organization (Messabia et al., 2023).

Operationally, it is the proposed framework for leadership, decision-making, and participation of students, faculty, and administrators in the operation of the Carmelian Student Savings and Credit Cooperative.

Risks and Challenges are potential obstacles, uncertainties, or factors that may hinder the success of an initiative or organization (Leite et al., 2021).

Operationally, it refers to the anticipated difficulties or limitations in establishing and managing the student cooperative.

Savings and Credit Cooperative is a type of cooperative that promotes savings mobilization among its members while providing access to credit or loans under fair and agreed conditions (Sapkota et al., 2023).

Operationally, it refers to the proposed Carmelian Student Savings and Credit Cooperative envisioned in this study.

Services and Products refer to Specific programs, financial tools, or initiatives provided by an organization to meet the needs of its members (Marango, 2023).

As used in this study, it refers to the types of savings, credit, and financial education services that the cooperative could provide to students.

Students refer to Individuals enrolled in higher education institutions who engage in academic and personal development (Alenezi, 2024).

In this study, it refers to the 3rd year and 4th year BSBA students at Mount Carmel College of Escalante, Inc., who participated as respondents in the interviews and surveys for this feasibility study.

RESEARCH METHODS

This chapter presented the research design, respondents, and sampling technique used in the study, the data gathering instruments, the validity and reliability of the instruments, the data gathering procedure, ethical considerations, and the statistical tools employed in the study to analyze and interpret the data.

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Research Design

This study employed a parallel mixed-method research design, integrating both qualitative and quantitative approaches simultaneously. In this design, qualitative and quantitative data were collected and analyzed during the same phase of the study to provide a comprehensive understanding of the feasibility of establishing a student-led savings and credit cooperative.

The qualitative component involved interviews and focus group discussions with third year and fourth-year BSBA students, school administrators, faculty and staff, and cooperative development experts to gather their perceptions, insights, and financial needs related to the proposed cooperative. Meanwhile, the quantitative component utilized a survey questionnaire to measure the level of interest and demand, financial capacity, and operational readiness of third year and fourth-year BSBA students in joining, managing, and sustaining the proposed cooperative.

Research Locale

The study was conducted at Mount Carmel College of Escalante, Inc., a private Catholic institution located in Escalante City, Negros Occidental. The institution was selected as the research setting due to its relevance to the study's objectives and the availability of participants who met the criteria for inclusion in the research sample.

Research Respondents

The respondents in this feasibility study consisted of individuals and groups who provided essential information to assess the viability of establishing the Carmelian Student Savings and Credit Cooperative. Since the cooperative was a proposed initiative with no existing baseline data, both qualitative and quantitative participants were identified to ensure a comprehensive understanding of stakeholder perspectives, institutional readiness, and student demand.

For the qualitative phase, key informants included selected third- and fourth-year BSBA students, faculty and staff, school administrators, and cooperative development experts. These individuals were chosen based on their knowledge of financial practices, involvement in academic or administrative processes, and experience relevant to cooperative development or student services. Only participants who met these criteria and could meaningfully contribute insights on cooperative operations, student financial needs, and institutional capacity were included.

For the quantitative phase, the respondents consisted exclusively of all third year and fourth-year BSBA students enrolled at Mount Carmel College during the academic year. As the primary target members of the proposed cooperative, they represented the population whose participation, financial readiness, and level of interest directly influenced the cooperative's feasibility. Inclusion criteria required that respondents were officially enrolled third- or fourth-year BSBA students, willing to participate, and able to complete the questionnaire in English or the local language. Exclusion criteria included students outside these year levels, those not enrolled at the time of data collection, those who refused participation, or those who submitted incomplete or invalid responses. These criteria ensured that the data collected accurately reflected the cooperative's intended membership base.

Sampling Technique

In the parallel mixed-methods design, purposive sampling was applied in the qualitative strand. This technique was used to select key informants such as selected BSBA students, faculty and staff, school administrators, and cooperative development experts based on their expertise, experience, and relevance to cooperative development and student financial activities. This ensured that the qualitative data came from individuals who could provide informed, context-rich insights.

For the quantitative strand, total enumeration was employed. Under this approach, all 80 third year and 93 fourth-year BSBA students were included as respondents. Total enumeration ensured complete coverage of the cooperative's primary target members, eliminated sampling bias, and provided a comprehensive picture of student interest, financial capability, and potential participation. This method strengthened the reliability and accuracy of the study's findings regarding demand and feasibility.

Research Instrument

This study utilized two instruments consistent with its parallel mixed-method design, wherein qualitative and quantitative data were collected simultaneously to provide a comprehensive assessment of the proposed student-led savings and credit cooperative.

For the qualitative phase, a semi-structured interview guide was used to gather perceptions, insights, and financial needs from third- and fourth-year BSBA students, faculty and staff, school administrators, and cooperative development experts. The guide focused on their views regarding the establishment, feasibility, and operational considerations of the proposed cooperative. To ensure clarity, relevance, and content validity, the instrument underwent expert validation prior to use.

For the quantitative phase, a researcher-made questionnaire was administered to third- and fourth-year BSBA students to assess their level of interest and demand for the proposed student-led savings and credit cooperative. The instrument measured students' financial readiness, willingness to participate, and capacity to support and sustain the cooperative. It also included demographic items and factors influencing their potential membership and engagement. Before full implementation, the questionnaire was pilot-tested and subjected to reliability analysis using Cronbach's alpha. Necessary revisions were made to improve clarity and internal consistency. This process ensured that both instruments were valid, reliable, and aligned with the study's market, technical, management, and financial aspects.

Validity and Reliability of the Instrument

According to Rodenas (2025), validity is the degree to which a research instrument accurately measures what it is designed to measure and adequately represents the objectives and variables of the study. To ensure the validity and reliability of the research instruments, the semi-structured interview guide and survey questionnaire were reviewed by nine (9) experts in the field to ensure that they were relevant, clear, and effective in measuring the desired constructs. The Lawshe Validity Tool was used to determine whether the questionnaire items were essential, essential but not necessary, or not essential. The survey questionnaire was tested for reliability using Cronbach's alpha coefficient to ensure that the items were consistent and reliable in measuring the desired constructs. These measures ensured that the data gathering instruments were valid, reliable, and effective in collecting the required information, thereby enhancing the credibility and trustworthiness of the study's findings.

Pilot Testing

To further ensure the validity and reliability of the instruments, pilot testing was conducted with a group of 30 students at the Universal School of Applied Technology. The participants were selected based on specific criteria, such as having a family background in a cooperative, being an active cooperative member, or possessing prior knowledge or experience related to cooperative management. This selection ensured that respondents could provide informed and relevant feedback on the clarity, relevance, and appropriateness of the questionnaire items. The pilot test helped identify ambiguities or unclear questions, assess the time required to administer the instruments, evaluate respondent burden, and ensure that the instruments were not overly lengthy or burdensome**.**

Data Gathering Procedure

The data gathering procedure for this study was conducted systematically and ethically to ensure the collection of high-quality data. The following steps were undertaken:

A formal letter of request was prepared and submitted to the administration of Mount Carmel College of Escalante, Inc. to seek permission to conduct the study and administer the research instruments to the identified respondents. Approval from the administration, together with the approval sheet signed by the research panel and adviser, served as the basis for proceeding with data collection.

In line with the parallel mixed-method research design, qualitative and quantitative data were collected simultaneously. For the qualitative component, selected third year and fourth-year BSBA students, faculty and staff, school administrators, and cooperative development experts participated in semi-structured interviews and focus group discussions. Prior to the interviews, consent forms were distributed to explain the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. The interviews were scheduled at mutually convenient times to ensure depth and completeness of responses. The data gathered were documented and analyzed thematically to identify key variables that guided the development of the survey questionnaire.

For the quantitative component, the validated survey questionnaires were administered exclusively to all third year and fourth-year BSBA students, the primary target members of the proposed cooperative. Total enumeration was employed, covering all 80 third year and 93 fourth-year BSBA students. The questionnaires were distributed during scheduled sessions, allowing respondents sufficient time to provide their answers, and were retrieved promptly to ensure timeliness and completeness.

After data collection, qualitative responses were transcribed and analyzed thematically to identify patterns and themes, while quantitative data were tallied, encoded, and processed using appropriate statistical tools to generate descriptive and inferential statistics.

To ensure data quality, all responses were checked for accuracy and completeness. The confidentiality of respondents was maintained by anonymizing all collected data and storing them securely.

Data Analysis

This study employed a parallel mixed-methods approach, integrating both qualitative and quantitative data analysis methods to ensure a comprehensive understanding of the research problem. For the qualitative component, Creswell’s Thematic Analysis was used to analyze the data gathered from the semi-structured interviews. This method involved a systematic process of compiling and preparing the data, reading the data, analyzing it in detail through coding, generating descriptions of the setting or participants and categories of analysis, explaining the analyzed information, and interpreting the data. This approach was valuable in identifying patterns and meanings that reflected the perspectives and insights of the respondents regarding the feasibility of establishing the student cooperative.

According to Rodenas and Menes, 2026, to ensure the rigor and trustworthiness of the qualitative findings, the study observed the criteria of credibility, transferability, dependability, and confirmability. Credibility was established through member checking, wherein participants were given the opportunity to verify the accuracy of their responses and the researcher’s interpretations. Transferability was supported by providing clear and detailed descriptions of the participants, research setting, and context of the proposed cooperative. Dependability was ensured by maintaining a systematic record of the data collection and analysis procedures, including interview transcripts, coding processes, and thematic development. Confirmability was strengthened by grounding the findings in the participants’ actual responses and maintaining an audit trail to minimize researcher bias.

Through these procedures, the qualitative analysis identified meaningful patterns, perspectives, and insights concerning students’ saving behavior, credit needs, willingness to participate, perceived benefits, and possible challenges related to the proposed cooperative.

Simultaneously, the quantitative component employed descriptive statistical tools, including frequency counts and percentages to summarize respondents’ demographic profiles, and weighted mean and standard deviation to assess their level of interest, demand, potential membership, service preferences, pricing acceptability, and perceptions of management, operational, financial, and socio-economic feasibility of the proposed cooperative. These statistical measures provided objective indicators for evaluating the cooperative’s market demand, operational viability, financial sustainability, and overall feasibility.

Ethical Considerations

The research observes the following ethical considerations in the conduct of this study.

Social Consideration. The researcher respected the social values, cultural norms, and academic practices of the participants, ensuring that the study design and methods were appropriate to the educational and institutional context. Efforts were made to build trust, foster openness, and remain sensitive to how social factors might influence participants' responses.

Informed Consent. All participants were fully informed about the study's purpose, objectives, procedures, potential risks, and anticipated benefits prior to giving consent. The researcher ensured that all respondents understood their rights, including the right to withdraw from the study at any time without penalty or negative consequence.

Voluntary Participation. Participation in this study was entirely voluntary. No participant was coerced or unduly influenced to join the research. Safeguards were implemented to ensure that every individual's decision to participate was made freely and that their autonomy and dignity were respected throughout the process.

Risk and Benefits. Possible risks to participants, whether psychological or social, were minimized. Measures were taken to ensure their safety, comfort, and well-being during interviews and surveys. Participants were informed of both the potential risks and benefits of the study, and their welfare remained the top priority.

Privacy and Confidentiality. Strict confidentiality was maintained in handling all information provided by participants. Personal data and responses were securely stored and used solely for academic purposes. Anonymity was preserved by excluding identifying details in the presentation of findings.

Justice. Participant selection was conducted fairly to ensure equitable representation among students, teachers, administrators, and researchers. The study also considered how its findings could benefit both individual respondents and the broader academic community in Escalante City through improved research opportunities and collaboration.

Transparency. All information related to the study was presented clearly and truthfully. Participants were encouraged to ask questions and express concerns before participation. The researcher avoided misleading claims and ensured honest, open communication throughout the research process.

Data Protection. All data collection and storage procedures complied with ethical standards and data privacy regulations. Only essential information was collected, and all records were protected from unauthorized access. Data were anonymized or de-identified to safeguard participants' identities and maintain confidentiality.

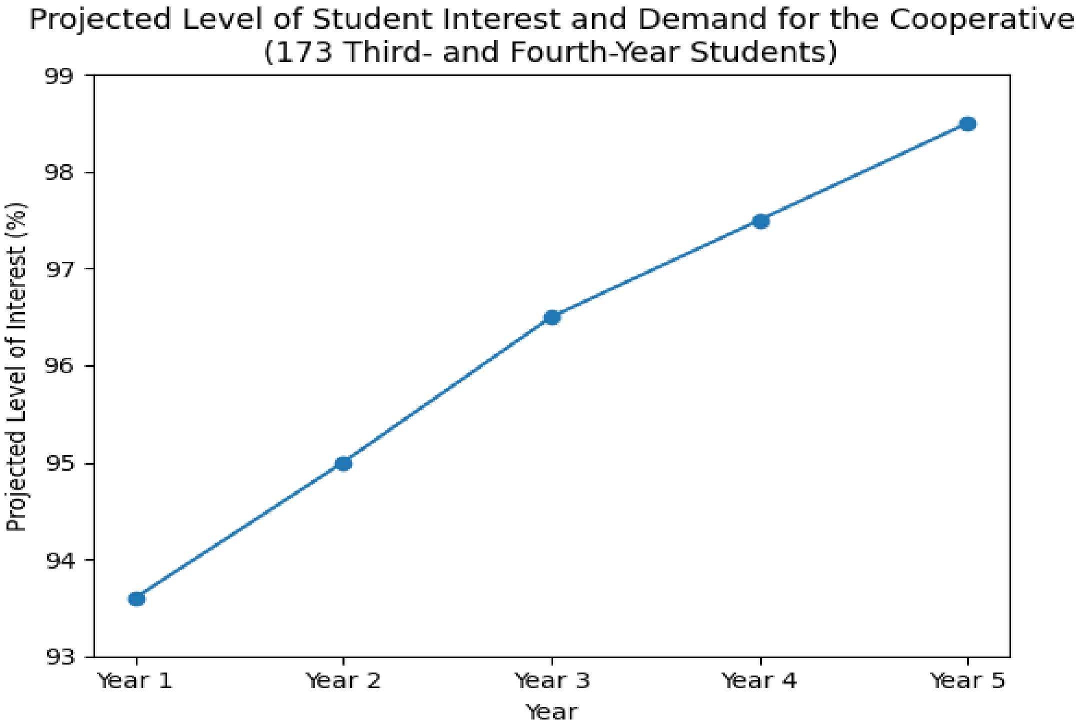
RESULT AND DISCUSSIONS

This chapter presented the highlights of the results and discussions of quantitative and qualitative in table form, supported by the respondents' point of view, implications of the study, and various related literature or studies supporting the study. The findings from the data analysis provided valuable insight into the feasibility of establishing carmelian student savings and credit cooperative.

Market Study

Level of Interest and Demand among Students

The level of interest and demand for the proposed Carmelian Students Savings and Credit Cooperative among 173 students is projected to remain consistently high and to increase steadily over a five-year period. In Year 1, interest is projected at 93.60%, reflecting strong initial acceptance among students who are already aware of the cooperative's potential benefits. As information dissemination, engagement activities, and actual service utilization improve, interest is expected to rise to 95.00% in Year 2 and 96.50% in Year 3. By Year 4, projected demand reaches 97.50%, and by Year 5, it is expected to peak at 98.50%, indicating near-universal acceptance and sustained student readiness to participate in cooperative activities. Although the cooperative's initial target membership includes all 173 surveyed students, the 93.60% represents the strength of interest based on the weighted survey rating rather than the headcount of respondents.



The graph above illustrated a gradual and consistent upward movement in student demand, signifying a highly favorable market environment for the establishment of the cooperative. Beginning from an already strong baseline, the steady increase suggests that as the 173 third- and fourth-year students experience the cooperative's core services—such as structured savings programs, accessible credit facilities, and financial education initiatives—student confidence and participation are expected to strengthen further. This upward trajectory highlights the cooperative's strong potential to achieve long-term sustainability through continuous membership engagement and retention.

The study implied that student interest in the proposed savings and credit cooperative is exceptionally high and exhibits a clear positive trajectory over time. The robust initial interest rate of 93.60% reflects strong foundational awareness and perceived relevance of the cooperative to students' financial needs. The projected increase to 95.00% and 96.50% in Years 2 and 3 indicates growing trust and familiarity, while the near-saturation levels in Years 4 and 5 (97.50% to 98.50%) suggest widespread acceptance and institutional readiness within the student population. This sustained growth pattern supports the cooperative's market feasibility and underscores its capacity to maintain stable demand through consistent membership participation.

High levels of student interest are widely recognized as a critical determinant of market feasibility for school-based financial initiatives, particularly cooperatives that rely on voluntary participation (Meher, 2023). Research shows that when students perceive cooperatives as accessible and beneficial, demand tends to increase over time through peer influence and experiential learning (Gradinaru, 2021). Studies further indicate that awareness of cooperative services significantly enhances trust and participation among youth populations (Wegerif, 2024). Sustained demand is also linked to the ability of cooperatives to address unmet financial needs within educational institutions, strengthening long-term viability (Tannady et al., 2024). Moreover, student-based cooperatives that integrate financial literacy programs have been found to maintain high engagement levels, supporting continued growth in membership and demand (Dindar et al., 2021).

Additionally, one added: "*Okay, in terms of the demand for a student savings and credit cooperative, I believe that it is really needed. I think that if we can have one, it will truly help. From the heart, knowing that most of our students come from poor families, financial difficulty is already a reality in the institution. Even small payments, such as insurance or other minimal fees, are already difficult for students to comply with. So, if kanag can have a cooperative, for me, it will really help. Although we do not yet have a concrete system or experience in implementing one, I believe that once students understand its purpose and benefits, they will recognize its importance. A school-based cooperative is different from outside providers because it focused directly on the needs of students and personnel, and it has the time and genuine concern to strengthen programs intended for their welfare.*" (Okay, in terms of the demand for a student savings and credit cooperative, I believe that it is really needed. I think that if we can have one, it will truly help. From the heart, knowing that most of our students come from poor families, financial difficulty is already a reality in the institution. Even small payments, such as insurance or other minimal fees, are already difficult for students to comply with. So, if we can have a cooperative, for me, it will really help. Although we do not yet have a concrete system or experience in implementing one, I believe that once students understand its purpose and benefits, they will recognize its importance. A school-based cooperative is different from outside providers because it focused directly on the needs of students and personnel, and it has the time and genuine concern to strengthen programs intended for their welfare.)

The study implied that the demand for a student savings and credit cooperative is rooted in a deep-seated need for financial inclusivity and academic support within the institution. Qualitative feedback underscores that financial difficulty is a pervasive reality for the student body, where even minimal administrative fees pose significant hurdles to compliance. By establishing a school-based cooperative, the institution can provide a dedicated avenue for credit specifically targeted toward tuition assistance to ensure that lack of funds does not hinder a student's ability to take examinations or continue their education. Furthermore, the findings suggest that while a concrete implementation system may not yet be in place, the cooperative's focus on the genuine welfare of students and personnel distinguishes it from outside providers, fostering a sense of trust and importance that will likely drive membership once the purpose and benefits are fully understood.

Research on financial education and student financial behavior highlights the importance of school-based financial programs in improving financial knowledge and decision-making among learners. A study by the British School of Social Justice found that financial literacy initiatives in school settings significantly improve students' ability to manage personal finances and reduce susceptibility to predatory credit (Alshebami & Aldhyani, 2022). Similarly, (Mandell & Klein, 2021) reported that structured financial education in educational institutions leads to better saving and spending behaviors among youth. (Laba et al., 2022) showed that students who receive financial literacy support are more likely to engage in responsible borrowing and develop positive financial habits. Research in the Philippines by (Andriamahery, 2022) found a strong link between financial literacy and improved student financial resilience, particularly in low-income contexts. Finally, (Ilmu et al., 2023) emphasized that integrating financial education within school communities enhances students' confidence in personal financial decision-making, supporting the need for cooperative-style financial tools in educational environments.

Table 1 Table 1. Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Level of interest and demand)

Statement	Mean	SD	Description from Scale	Interpretation
1. I am interested in joining a student savings and credit cooperative within the institution.	3.77	0.45	Strongly Agree	High Capability Demand
2. I believe that a cooperative can provide financial benefits to students, faculty, and staff.	3.92	0.26	Strongly Agree	High Capability Demand

3. I am aware of the services typically offered by savings and credit cooperatives (e.g., savings, loans).	3.88	0.32	Strongly Agree	High Capability Demand
4. I think a student-based cooperative can help improve financial literacy among members.	3.87	0.33	Strongly Agree	High Capability Demand
5. I believe establishing a cooperative will meet a financial need currently unmet in our institution.	3.86	0.35	Strongly Agree	High Capability Demand
Level of interest and demand	**3.86**	**0.29**	Strongly Agree	High Capability Demand

Table 1 above presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of market feasibility, focusing on the level of interest and demand among 173 student respondents. The statements were assessed using a Likert scale, and the results indicate High Capability levels of interest and perceived need. Respondents strongly agreed that they are interested in joining a student cooperative (mean = 3.77, SD = 0.45), that it can provide financial benefits to students, faculty, and staff (mean = 3.92, SD = 0.26), and that they are aware of the services typically offered, such as savings and loans (mean = 3.88, SD = 0.32). Furthermore, respondents recognized that a student-based cooperative could enhance financial literacy (mean = 3.87, SD = 0.33) and meet financial needs currently unmet in the institution (mean = 3.86, SD = 0.35). The overall mean of 3.86 indicates High Capability demand, suggesting strong market feasibility for establishing the cooperative.

The study implied that the feasibility of establishing the Carmelian Students Savings and Credit Cooperative, in terms of market feasibility based on the level of interest and demand, is High Capability. Respondents strongly agreed with all indicators, reflecting a strong willingness to join the cooperative (M = 3.77, SD = 0.45) and a firm belief that it can provide financial benefits to students, faculty, and staff (M = 3.92, SD = 0.26). High awareness of cooperative services such as savings and loans (M = 3.88, SD = 0.32) further indicates readiness for participation, while strong agreement that the cooperative can improve financial literacy (M = 3.87, SD = 0.33) and address unmet financial needs within the institution (M = 3.86, SD = 0.35) underscores its relevance. Overall, the composite mean (M = 3.86, SD = 0.29) signifies a High Capability level of interest and demand, suggesting that the proposed cooperative is highly feasible and well-supported by the institutional community.

The high level of interest and demand expressed by the respondents supports existing literature which emphasizes that student readiness and perceived usefulness are key indicators of market feasibility for cooperative initiatives (Chai et al., 2020)**.** Studies indicate that when students recognize the direct financial benefits of cooperatives such as access to savings and loans, and their willingness to participate significantly increases (Salas-Pilco et al., 2022). Consistent with this, awareness of cooperative services has been shown to strengthen trust and perceived value, particularly in academic settings where financial literacy is limited (Mardanghom et al., 2024). Research also suggests that student-based financial organizations are more viable when they address unmet financial needs within institutions, reinforcing demand and long-term sustainability (Salas-Pilco et al., 2022). Moreover, strong agreement on the role of cooperatives in improving financial literacy aligns with findings that experiential financial programs in schools enhance engagement and support market acceptance (Adamova & Varlamov, 2020).

Potential Membership Base and Target Participants

Based on the survey results, the potential membership base for the Carmelian Students Savings and Credit Cooperative demonstrates strong feasibility and readiness for implementation. A total of 173 third- and fourth-year students participated in the survey, representing the entire respondent population. The overall level of interest and demand yielded a composite mean of 3.86, interpreted as High Capability Demand, indicating that the entire student group shows a high level of receptiveness toward the establishment of the cooperative.

The projected size of the potential membership base suggests strong market feasibility for the Carmelian Students Savings and Credit Cooperative. Beginning with the full population of surveyed students, the cooperative is positioned to launch with a broad and inclusive membership base. Targeting primarily third- and fourth-year students provides a relatively mature and financially aware group, which supports stability, responsible financial participation, and effective utilization of cooperative services. This comprehensive membership base also allows the cooperative to maximize participation in savings programs, financial literacy activities, and credit services from the outset.

The study implied that the potential membership base and target participants for the cooperative exhibit High Capability market feasibility and strong readiness for institutional integration. With all 173 surveyed students identified as potential members, the cooperative is well-positioned to achieve immediate operational stability. The strong baseline of interest suggests that participation can be sustained over time through continued engagement, institutional support, and positive member experiences. Furthermore, the strategic focus on third- and fourth-year students as the primary target demographic reflects a mature and financially aware population, which is essential for responsible financial participation and the long-term sustainability of the cooperative.

Membership growth is a key indicator of sustainability in cooperative enterprises, particularly in Membership growth is a key indicator of sustainability in cooperative enterprises, particularly in student-led and community-based organizations (F. Y. Y. F. Y. Wang, 2025). Studies show that cooperatives with a strong initial member base are more likely to sustain participation and attract new members through peer influence and shared benefits (Twumasi et al., 2021). Research further highlights that targeting mature student groups enhances commitment, accountability, and continuity in cooperative operations (Mulyadi et al., n.d.). Consistent membership expansion has also been linked to increased capital formation and operational viability in small-scale financial institutions (Olaroyeke, 2021). Moreover, evidence suggests that cooperatives operating within educational institutions benefit from institutional trust and shared identity, which strengthens long-term member retention and growth (G. Wang, 2021).

The study implied that the proposed cooperative is viewed as a unique and empowering business model where students transition from being mere consumers to active owners of the institution. Qualitative findings highlight a strong preference for this initiative because it allows members to directly manage and benefit from their educational expenses, such as enrollment, projects, and research requirements. By decentralizing financial control and placing it in the hands of the students, the cooperative serves as a strategic platform for financial autonomy, fostering a sense of ownership and collective responsibility that aligns with the specific academic and economic needs of the student body.

Existing literature supports the view of cooperatives as empowering business models where members function simultaneously as users and owners, reinforcing both financial inclusion and participatory governance (G. Wang, 2021). Studies indicate that student-based cooperatives, in particular, provide practical mechanisms for managing education-related expenses such as tuition, projects, and research costs, thereby reducing reliance on external or informal financing sources (Pramesthi, 2025). Research further emphasizes that embedding cooperative structures within educational institutions enhances students' sense of ownership, accountability, and collective responsibility, which are critical to long-term engagement and sustainability (Pangantihon & Tantiado, 2024). Moreover, evidence suggests that cooperatives designed around members' immediate financial needs promote financial autonomy and decision-making skills among students, contributing to improved financial literacy and (Haryono et al., 2021). Overall, cooperative development studies highlight that when members directly benefit from and control financial resources, cooperatives become effective platforms for aligning economic activities with the specific academic and social needs of their communities (Paradero et al., 2022).

Table 2 below presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of market feasibility, focusing on the potential membership among respondents. The statements were assessed using a Likert scale, and the results indicate High Capability levels of interest and perceived demand. Respondents strongly agreed that they are likely to become members if the cooperative is established (mean = 3.80, SD = 0.43), that other students, faculty, and staff would also be interested in joining (mean = 3.82, SD = 0.44), and that membership should be open and accessible to all eligible participants (mean = 3.81, SD = 0.39). Furthermore, respondents recognized that the cooperative could encourage a culture of savings (mean = 4.00) and enhance participation in institutional financial activities (mean = 3.91, SD = 0.29). The overall mean of 3.87 indicates High Capability demand, suggesting strong market feasibility for establishing the cooperative.

Table 2 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Potential membership)

Statement	**Mean**	**SD**	**Description from Scale**	**Interpretation**
1. I am likely to become a member if the cooperative is established.	3.80	0.43	Strongly Agree	High Capability Demand
2. I believe other students, faculty, and staff would also be interested in joining.	3.82	0.44	Strongly Agree	High Capability Demand
3. I think membership in the cooperative should be open and accessible to all eligible participants.	3.81	0.39	Strongly Agree	High Capability Demand
4. I feel the cooperative can encourage a culture of savings among its members.	4.00	-	Strongly Agree	High Capability Demand
5. I believe having a student cooperative will enhance participation in institutional financial activities.	3.91	0.29	Strongly Agree	High Capability Demand
Potential membership	**3.87**	**0.24**	Strongly Agree	High Capability Demand

The study implied that the market feasibility regarding potential membership is exceptionally strong, characterized by a "High Capability Demand" across all indicators. With an overall mean of 3.87, the findings suggest that the student body is not only personally committed to becoming members (M = 3.80) but also perceives a collective interest that extends to faculty and staff (M = 3.82). This high level of enthusiasm is deeply rooted in the belief that the cooperative will serve as a transformative financial tool, specifically by institutionalizing a culture of savings (M = 4.00) and enhancing active participation in the school's financial activities (M = 3.91). Ultimately, the data indicated that the cooperative is viewed as an essential and accessible institution that meets a widespread demand for financial inclusivity and collaborative ownership within the Carmelian community.

The high level of potential membership expressed by respondents aligns with existing literature emphasizing that student readiness and perceived usefulness are key indicators of market feasibility for cooperative initiatives (Y. Liu et al., 2025). Studies show that when students recognize the direct financial benefits of cooperatives, including access to savings and loan services, their willingness to participate significantly increases (Gruyter, 2023). Awareness of cooperative services has been shown to strengthen trust and perceived value, particularly in academic environments where financial literacy is limited (Mendo-lázaro & León-del-barco, 2022). Research also suggests that student-based financial organizations are more viable when they address unmet financial needs within institutions, reinforcing demand and long-term sustainability (Tan & Pinca-legaspi, 2022). Moreover, strong agreement on the role of cooperatives in promoting savings culture and engagement aligns with findings that experiential financial programs in schools enhance participation and support market acceptance(Bhatti, 2025).

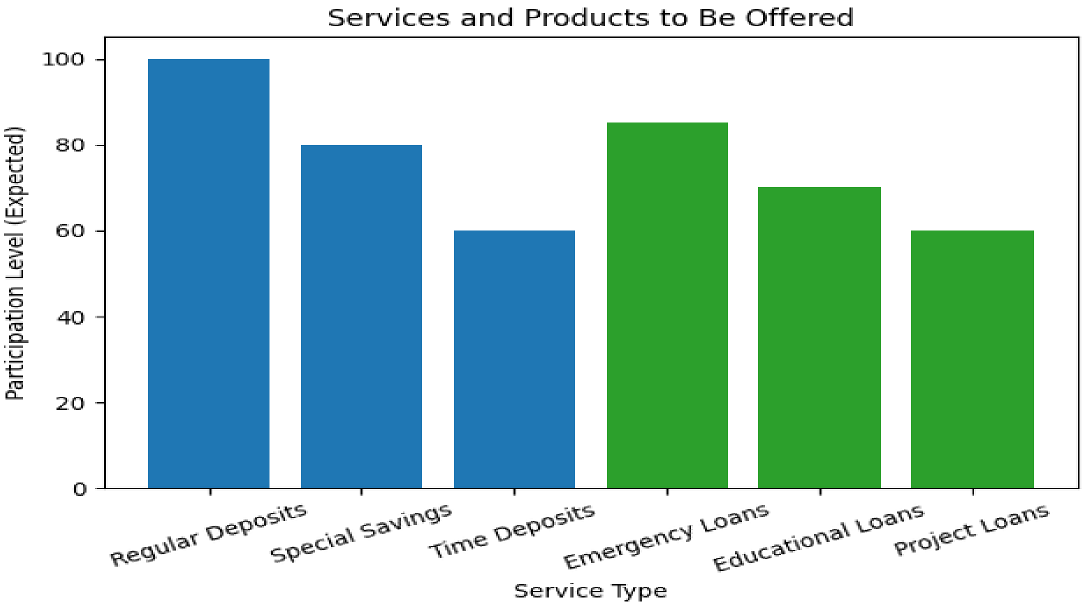
Given the High Capability demand (M = 3.86) and strong membership intent (M = 3.87), the cooperative will prioritize services that directly address urgent financial needs, tuition constraints, and the promotion of savings discipline among members.

Services And Products to Be Offered

Services and Products

The Carmelian Students Savings and Credit Cooperative offer a focused set of loan and savings products designed to address the immediate financial needs of students while maintaining operational simplicity during the initial phase. All loan products are charged a uniform interest rate of 2% per month, ensuring transparency, ease of administration, and fairness among borrowers. This standardized rate also supports predictable income generation without imposing excessive costs on student members.

On the savings side, the cooperative provides Regular Deposits, Special Savings, and Time Deposits, all earning a 2% annual return. These savings products promote disciplined saving behavior among the 173 members while enabling the cooperative to build a sustainable pool of loanable funds. Overall, the mix of services and products reflects the cooperative's non-profit orientation and its commitment to financial inclusion, discipline, and sustainability within the academic community.



Category	Service	Description	Interest / Return
Loans	Emergency Loans	Short-term loans to assist students with urgent financial needs	2% per month
	Educational Loans (Tuition)	Loans to support tuition and enrollment-related expenses	2% per month
	Project Loans	Small loans for academic projects, research, and school requirements	2% per month
Savings	Regular Deposits	Mandatory monthly savings to promote saving habits and capital build-up	2% annual return
	Special Savings	Voluntary savings for specific goals (projects, emergencies)	2% annual return
	Time Deposits	Fixed-term savings for members with excess funds	2% annual return

Year 1 Monthly Loan Interest

Monthly Loan Release and Monthly Interest Income (Year 1)

Item	Computation	Amount (₱)
Average Loan per Member	—	500
Number of Borrowing Members	—	173
Total Loanable Amount	173 × ₱500	86,500
Monthly Interest (2%)	₱86,500 × 0.02	**1,730**

The Year 1 monthly loan projection reflects a conservative and sustainable lending level appropriate for a newly established student cooperative. By assuming an average loan amount of ₱500 per member and a 2% monthly interest rate, the cooperative generates ₱1,730 in interest income per month, balancing affordability for borrowers with income sufficiency for operation

Annual Loan Interest (Year 1)

Item	Amount (₱)	Item
Monthly Loan Interest	1,730	Monthly Loan Interest
Annual Loan Interest (×12)	**20,760**	**Annual Loan Interest (×12)**

On an annual basis, the cooperative is projected to earn ₱20,760 in loan interest income during Year 1. This demonstrates that even small, short-term loans—when widely utilized—can produce a stable income stream while remaining accessible to student members.

Savings Projection

Item	Computation	Amount (₱)
Monthly Savings Collected	173 × ₱50	8,650
Annual Savings Collected	₱8,650 × 12	103, 800
Savings Interest Paid to Members (2%/year)		
Estimated Average Balance	₱103,800 ÷ 2	51,900
Savings Interest Paid	₱51,900 × 0.02	1,038

With 173 members contributing a mandatory ₱50 monthly, the cooperative is projected to accumulate ₱103,800 annually in regular savings. The ₱1,038 savings interest paid to members remains modest, ensuring member incentives while preserving financial sustainability.

Five-Year Projection of Loan Interest Income

Year	**Projected Loan Interest (₱)**
Year 1	20,760
Year 2	21,798
Year 3	22,888
Year 4	24,033
Year 5	25,235
Total (5 Years)	**114,714**

Note: (2% per month; conservative 5% annual growth

Five-Year Projection of Regular Deposits and Savings Interest

Annual Savings Collected		
Year	Members	Annual Savings (₱)
1	173	103,800
2	175	105,000
3	178	106,800
4	180	108,000
5	182	109,200
Savings Interest Paid (2% using average balance method)		
Year	Avg. Balance (₱)	Interest Paid (₱)
1	51,900	1,038
2	52,500	1,050
3	53,400	1,068
4	54,000	1,080
5	54,600	1,092

The five-year projection of regular deposits shows a gradual increase in annual savings, rising from ₱103,800 in Year 1 to ₱109,200 in Year 5 as membership steadily increases. This growth indicates improving participation and saving behavior among members over time. Correspondingly, savings interest paid also increases modestly, reflecting higher average balances while remaining manageable for the cooperative. Overall, the projection demonstrates that regular savings contributions can strengthen capital formation without placing excessive financial burden on the cooperative, supporting long-term sustainability.

Net Interest Result (Loan Interest – Savings Interest Paid)

Year	Loan Interest (₱)	Savings Interest (₱)	Net Interest (₱)
1	20,760	1,038	19,722
2	21,798	1,050	20,748
3	22,888	1,068	21,820
4	24,033	1,080	22,953
5	25,235	1,092	24,143

The consistently positive net interest across all five years demonstrates the cooperative's earning capacity and financial sustainability. By combining affordable loans with modest savings returns, the cooperative generates sufficient surplus to support operations, build reserves, and gradually expand services without compromising accessibility for student members.

The findings imply that the proposed mix of loan and savings products is appropriate and sustainable for a student-based cooperative operating within an academic institution. The fixed 2% monthly loan interest rate ensures transparency, administrative efficiency, and affordability, while the regular savings program—anchored on a modest ₱50 monthly contribution—demonstrates that small but consistent savings can accumulate into a viable capital base. The positive net interest results further confirm that the cooperative can balance member welfare and long-term financial viability, making the services effective in addressing students' immediate financial needs while supporting sustainable operations.

Related studies support the provision of low-interest loans and structured savings programs in cooperative models, particularly in student and school-based settings (Juelsrud & Summers, 2022). Research indicates that cooperatives commonly adopt monthly loan interest rates within the range of 1% to 3%, which are considered reasonable, transparent, and more accessible than commercial lending rates (John & John, 2021). Literature also emphasizes that regular savings deposits, even in small amounts, play a crucial role in capital formation, financial discipline, and member participation in cooperatives (Katcher, 2024). Moreover, maintaining a positive margin between loan interest income and savings interest expenses is identified as a key factor in cooperative sustainability, allowing institutions to cover operational costs while remaining service-oriented rather than profit-driven (Evans & Indara, 2024).

One added: "*For starter, I can suggest that the cooperative should start in savings and loan alone… So, for students, students' man inyo target, I may say you start for saving, then you need to equip knowledge to that student so that they will know how to save their money. In terms, ipartner niyo ang loan, so that, ka nang dili man po sila makainguna, sige na tayo tag-save, ano, hindi nakakuha. So, yung structure, the cooperative na pwede sila makalend sa money man na magamit sa students."* ("For starters, I suggest that the cooperative should begin with savings and loans only. Since students are the target members, it would be best to start by encouraging saving, while also equipping students with the knowledge they need to learn how to manage and save their money properly. At the same time, the loan component should be integrated so that students will not feel that they are only saving without being able to benefit from it. With this structure, the cooperative can allow students to borrow funds that they can use for their academic and personal needs.")

The study implied that the initial operational strategy for the cooperative should focus on a dual-component model of savings and loans to ensure immediate relevance and engagement for the student body. Qualitative insights suggest that "equipping students with knowledge" through financial education is a vital prerequisite to building effective saving habits. By integrating a loan component alongside these savings programs, the cooperative addresses the potential concern of students feeling they cannot benefit from their contributions, thereby creating a tangible incentive for participation. This structured approach ensures that the cooperative functions as a practical resource, allowing students to borrow funds specifically for urgent academic and personal needs, which reinforces the institution's role as a direct support system for their welfare.

The recommendation to start the cooperative with savings before introducing loans is supported by existing literature on cooperative financial services. Studies indicate that accessible savings facilities help members develop regular saving habits and enhance financial resilience, especially among populations underserved by traditional banks (Messabia et al., 2023). Similarly, evidence shows that affordable credit services foster participation and economic empowerment, which justifies introducing loans once members have established saving practices (African, 2024). Research on school-based cooperatives emphasizes that financial literacy is essential for responsible use of both savings and credit, highlighting the need to pair savings initiatives with educational programs (Bernardi et al., 2022). Financial education further enhances informed decision-making, enabling members to manage loans effectively and avoid over-indebtedness (Phung, 2023). Overall, studies suggest that phased implementation, starting with savings, integrating education, then adding loans, supports sustainable financial inclusion and member engagement (Worang et al., 2022).

Table 3 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Services and products)

Statement	**Mean**	**SD**	**Description from Scale**	**Interpretation**
1. I would use the cooperative for saving money regularly.	3.85	0.42	Strongly Agree	High Capability Demand
2. I would consider taking loans from the cooperative if needed.	3.87	0.43	Strongly Agree	High Capability Demand
3. I feel that other services, such as financial advice or training, would be beneficial.	3.83	0.43	Strongly Agree	High Capability Demand
4. I believe the cooperative should offer flexible savings and loan options for members.	3.80	0.43	Strongly Agree	High Capability Demand
5. I feel that the cooperative can complement existing financial institutions (banks, lending platforms).	3.96	0.23	Strongly Agree	High Capability Demand
Services and products	**3.86**	**0.25**	Strongly Agree	High Capability Demand

Table 3 above presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of market feasibility, focusing on the demand for its services and products among respondents. The statements were assessed using a Likert scale, and the results indicate High Capability levels of interest and perceived utility. Respondents strongly agreed that they would use the cooperative for saving money regularly (mean = 3.85, SD = 0.42), that they would consider taking loans from the cooperative if needed (mean = 3.87, SD = 0.43), and that other services such as financial advice or training would be beneficial (mean = 3.83, SD = 0.43). Furthermore, respondents believed the cooperative should offer flexible savings and loan options (mean = 3.80, SD = 0.43) and that it can complement existing financial institutions such as banks and lending platforms (mean = 3.96, SD = 0.23). The overall mean of 3.86 indicates High Capability demand, suggesting strong market feasibility for the cooperative's proposed services and products.

The study implied that the market feasibility for the cooperative's proposed services and products is exceptionally high, with an overall mean of 3.86 indicating a "High Capability Demand" among the respondents. The data suggests a strong intent to utilize the cooperative as a primary financial tool, with students expressing a significant willingness to engage in regular savings (M = 3.85) and utilize credit facilities (M = 3.87) to address their financial needs. Furthermore, the highest mean score (M = 3.96) reflects a profound belief that the cooperative effectively complements existing financial institutions, filling a specific niche by providing accessible financial advice and flexible options that banks or traditional lending platforms may not offer to the student demographic. This perceived utility confirms that the cooperative is viewed not just as a financial provider, but as a beneficial training and support system that is highly relevant to the institution's specific environment.

The high demand for cooperative services and products expressed by respondents aligns with existing research showing that quality and accessible savings, loans, and advisory support drive member participation and satisfaction (Wahyuningtyas et al., 2026). Cooperatives also promote financial inclusion by providing services to those underserved by traditional banks (Personal & Archive, 2023). Financial literacy programs and advisory services enhance members' decision-making and engagement (Amiri-zarandi et al., 2025), while combining education with practical financial products strengthens saving and borrowing habits (Kant et al., 2023). Overall, offering diverse and supportive services is key to member retention and long-term sustainability of student-based cooperatives (Gallego-losada et al., 2023).

Competitor Analysis

Key Competitors (Financial Services for Students)

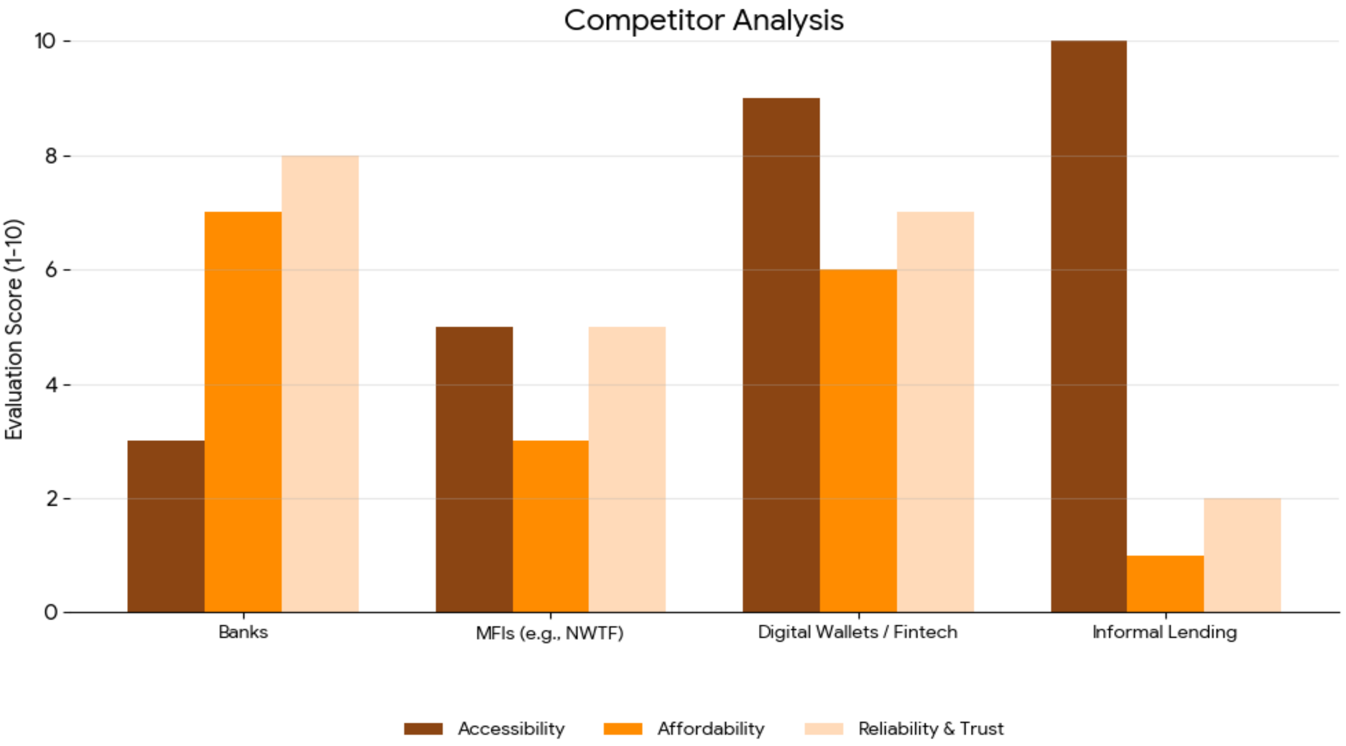
Based on the financial options accessible to students in the area, the following entities are identified as indirect or direct competitors to the proposed Carmelian Students Savings and Credit Cooperative:

Banks offer student accounts, personal loans, and other financial products. While they are generally reliable and convenient, they require extensive documentation, strict eligibility criteria, and minimum balance maintenance, which can be challenging for students with limited income or no steady source of funds.

Microfinance Institutions (MFIs) – MFIs provide small loans and basic financial services. However, interest rates can be relatively high, and procedures tend to be formal and rigid, making them less suitable for students seeking flexible, affordable financial support.

Digital Wallets (e.g., GCash, Maya) – Digital wallets allow quick online transactions, payments, and peer-to-peer transfers. They offer high accessibility and convenience, but users often lack sufficient financial guidance and protection, and reliance on digital platforms may pose challenges for students unfamiliar with financial management.

Informal Peer-to-Peer Lending – Borrowing among friends, family, or classmates provides immediate access to funds. However, these arrangements lack formal structure, accountability, and financial literacy support, increasing the risk of misunderstandings or financial mismanagement.



The graph indicates that the competitive landscape for student-oriented financial services in Negros Occidental reflects a clear trade-off between accessibility, affordability, and institutional trust, highlighting a persistent structural gap in the local market. While Banks maintain the highest levels of trust and reliability, they suffer from the lowest accessibility due to rigid documentation and high entry barriers. Conversely, Informal Lending and Digital Wallets dominate in terms of accessibility with informal lenders reaching a perfect 10 yet they struggle significantly with poor affordability and a lack of formal financial guidance. Microfinance Institutions (MFIs) occupy a middle ground but fail to excel in any single category, leaving a clear market gap for a specialized entity like the Carmelian Students Savings and Credit Cooperative to provide a balanced solution that combines high accessibility with the affordability and structured trust that current competitors lack.

The study implied that the competitive landscape for student-oriented financial services in Negros Occidental is defined by a significant structural gap, where existing entities fail to simultaneously provide high accessibility, affordability, and institutional trust. While Informal Lending achieves peak accessibility with a score of 10, it suffers from the lowest affordability (1) and minimal reliability (2), posing high risks of mismanagement. Conversely, Banks offer strong reliability (8) and moderate affordability (7) but remain the least accessible option (3) due to rigid documentation and high entry barriers. Digital Wallets provide high accessibility (9) and moderate trust (7), yet they maintain only average affordability (6). Microfinance Institutions (MFIs) fail to excel in any category, scoring moderately in accessibility (5) and trust (5) while lagging in affordability (3). These data points suggest that the Carmelian Students Savings and Credit Cooperative has a distinct market opportunity to serve as a specialized entity that bridges these gaps, offering the student body a balanced financial solution that current competitors do not provide.

Banks in the province demonstrate strong reliability and relatively favorable affordability but remain constrained by low accessibility due to strict documentation and eligibility requirements, consistent with studies on financial exclusion among students and low-income youth (Akram et al., 2022). Microfinance institutions (MFIs) occupy a middle position, offering wider reach than banks but at higher costs, which may limit sustained student usage (Lwesya et al., 2023). Digital wallets and fintech platforms emerge as the most balanced competitors, combining high accessibility with moderate affordability and trust, aligning with research identifying digital finance as a key enabler of inclusive financial participation in regional areas (Informasi et al., 2023). Informal lending, while dominating in terms of accessibility, performs poorly on affordability and reliability, reinforcing concerns in the literature about the risks of unregulated credit for young borrowers in provincial settings (B. E.- Dar et al., 2022).

Overall, the analysis suggests a localized opportunity in Negros Occidental for a financial model that integrates the trust and affordability of formal institutions with the accessibility and flexibility of digital and informal providers.

Similarly, one noted: *"In terms of banks, it is hard for students to take bank loans because there are a lot of papers needed to be passed. So, in terms naman sa mga online, there are a lot of online scams right now… In terms naman sa peer na pag-hulam, may uba nag-away kay tungod, di na ka-bulong-bayad… So, ang pinaka-best na approach na makuan, amuna siya, because kung mag-put-up ka sa cooperative, hindi man na kwarta sila yung tao, kwarta mangyaponan niyo siya." ("*Banks require too many documents; online platforms are not always trusted; peer lending can create conflicts. A cooperative pools students' own money, making it more accessible and reliable. Peer-to-peer loans can cause disputes. Using a cooperative ensures structure, accountability, and responsible financial behavior.") Additionally, one echoed this concern: "Our services are flexible, low-cost, and monitored for member satisfaction. This provides an alternative to banks and informal lending."

The study implied that the Carmelian Students Savings and Credit Cooperative serve as a vital alternative to existing financial channels by addressing the specific barriers of documentation, security, and social conflict. Qualitative findings indicate that students find traditional banks inaccessible due to the high volume of required paperwork, while online platforms are often viewed with suspicion due to the prevalence of scams. Furthermore, although peer-to-peer lending is common, it frequently results in personal disputes when repayments are missed. By contrast, the cooperative model is perceived as the best approach because it pools the students' own money into a structured system that ensures accountability and responsible financial behavior. With a service framework that is flexible, low-cost, and monitored for satisfaction, the cooperative provides a reliable middle ground that combines the formal security of a bank with the accessibility of informal lending.

Existing studies highlight that accessibility and trust are critical factors in financial services for students. Research indicates that traditional banks often pose barriers due to complex documentation requirements, which limit student participation in formal lending (Huang et al., 2022). Similarly, studies show that online financial platforms, while convenient, are sometimes avoided by students because of perceived security risks and susceptibility to scams Peer-to-peer lending, although widely practiced, has been found to create social conflicts when repayment obligations are not met, which can undermine financial trust and cooperation among members (Ed et al., 2023). Cooperative financial models are therefore proposed as viable alternatives, as they pool members' own funds into structured and accountable systems that enhance reliability and reduce conflict (Sorg, 2025). Research on school-based cooperatives emphasizes that flexible, low-cost, and closely monitored services not only increase accessibility but also encourage responsible financial behavior among students (Ryzin et al., 2024). Overall, evidence suggests that cooperatives offer a middle ground between formal banking security and informal lending convenience, providing sustainable financial inclusion tailored to students' specific needs (Z. Hu & Zhang, 2023).

Table 4 above presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of market feasibility through competitor analysis. The data indicated that respondents strongly agree with all statements regarding the cooperative's potential to compete with existing financial services. The mean scores ranged from 3.82 to 4.00, with a composite mean of 3.89 and low standard deviations, suggesting consistent perceptions among respondents. This reflects a High Capability demand and a strong awareness of the advantages that a student-based cooperative could offer over other financial alternatives, including accessibility, unique benefits, competitiveness, and trustworthiness.

Table 4 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Competitor analysis)

Statement	Mean	SD	Description from Scale	Interpretation
1. I am aware of other financial services or cooperatives available to students.	3.83	0.38	Strongly Agree	High Capability Demand

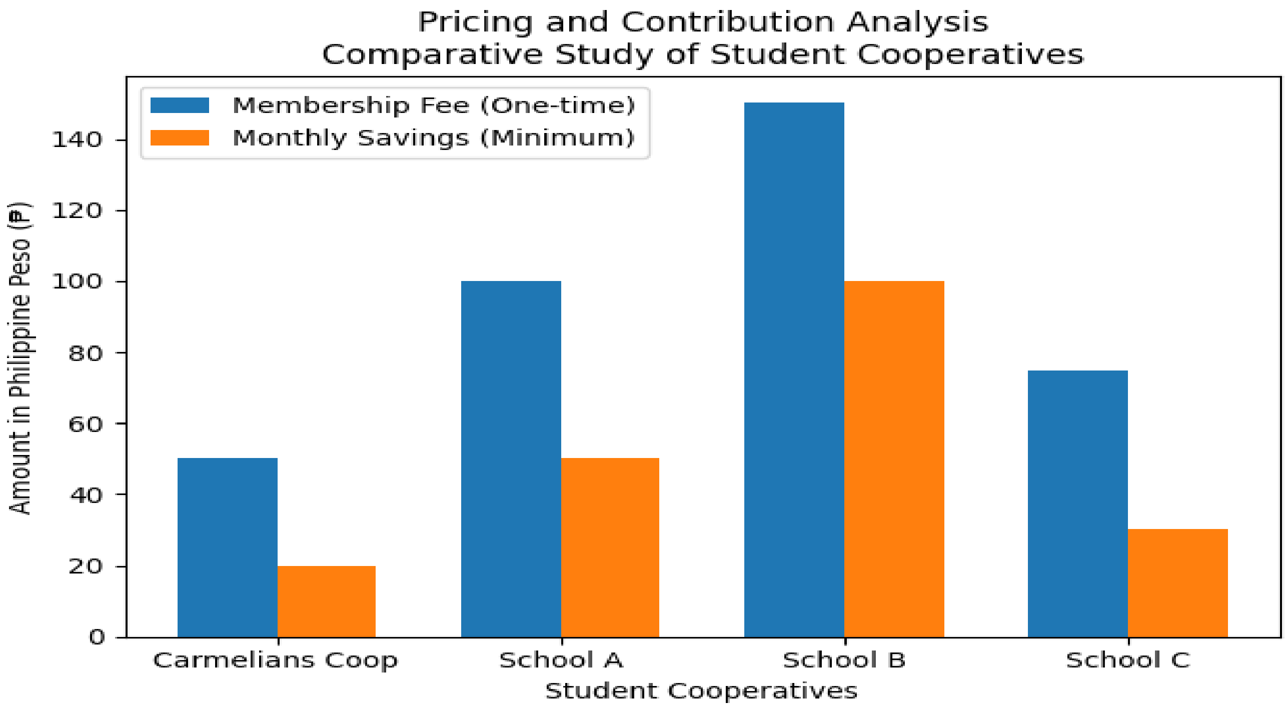
2. I believe a student-based cooperative would provide more accessible services compared to other alternatives.	3.88	0.32	Strongly Agree	High Capability Demand
3. I feel the cooperative can offer unique benefits that other financial services do not.	3.82	0.39	Strongly Agree	High Capability Demand
4. I think a cooperative can compete effectively with other savings or loan options.	4.00	-	Strongly Agree	High Capability Demand
5. I believe a cooperative can provide a safer and more trustworthy alternative for financial transactions.	3.90	0.30	Strongly Agree	High Capability Demand
Competitor Analysis	**3.89**	**0.23**	Strongly Agree	High Capability Demand

The study implied that the Carmelian Students Savings and Credit Cooperative hold a superior competitive position within the local financial landscape, as evidenced by a composite mean of 3.89. This "High Capability Demand" interpretation is driven by a unanimous belief among respondents that the cooperative can compete effectively with other savings or loan options, reaching a perfect mean score of 4.00. Furthermore, the findings suggest that the cooperative is perceived as a safer and more trustworthy alternative for transactions at 3.90, specifically addressing the documented fears of online scams and the lack of accountability in peer-to-peer lending. With respondents also agreeing that a student-based model provides more accessible services at 3.88 and unique benefits at 3.82, the data reinforces that the cooperative is not merely another option, but a necessary institutional response to the rigid documentation of banks and the high risks associated with informal lending.

Recent studies indicate that savings and credit cooperatives play a significant role in enhancing financial inclusion by providing accessible financial services to members who might otherwise face barriers in traditional banking systems (Musalamani, 2024). Research shows that student coop are particularly effective in reaching people dissatisfied or underserved by formal financial entities, helping them participate in saving and credit activities that improve their financial stability (Segovia-vargas et al., 2023). Cooperatives also mobilize local savings, create mutual trust among members, and offer affordable financial services driven by service rather than profit, which aligns with the perception that a student cooperative could offer unique benefits over other alternatives (Leon, 2022). Empirical evidence highlights that access to cooperative financial services correlates with positive socioeconomic outcomes, such as improved ability to meet financial needs and greater economic resilience among members (Sihabudin et al., 2025). Finally, the institutional characteristics of cooperatives, such as member participation and community orientation, support the idea that a cooperative can be seen as a safer and more trustworthy financial option for students compared with conventional savings or loan providers (Zagni & Ryzin, 2025).

Pricing and Contribution Analysis

The proposed Carmelian Students Savings and Credit Cooperative adopt an inclusive and student-centered pricing and contribution structure designed to promote financial literacy while ensuring institutional viability. All 173 third- and fourth-year students are considered the initial target membership base. The pricing scheme consists of a one-time membership fee of ₱50.00 and a minimum monthly savings contribution of ₱20.00 per member, deliberately set at a low level to minimize financial barriers to participation, particularly for students experiencing financial constraints. This affordable structure aligns with the High Capability level of interest and demand identified in the Market Study and is intended to accommodate the entire student population, despite variations in the strength of interest reflected in weighted survey results. By maintaining minimal entry and recurring contribution requirements, the cooperative encourages broad membership participation while gradually building pooled savings to support lending activities and sustain cooperative operations over time.



The graph comparing the pricing and contribution structures of student-oriented financial service providers highlights a clear trade-off between accessibility and required financial contributions. Institutions with higher membership fees and monthly savings requirements, such as School B, impose greater financial barriers that may limit participation among average students. In contrast, the Carmelian Students Savings and Credit Cooperative is strategically positioned within this market gap by offering the lowest membership fee and minimum monthly savings requirement, thereby maximizing affordability while maintaining institutional credibility. This positioning allows the cooperative to effectively serve students who may otherwise be excluded from higher-cost financial alternatives.

The study implied that the cooperative's pricing and contribution structure successfully balances financial inclusivity and sustainability. By adopting a low-entry design, the cooperative directly responds to the documented financial constraints faced by students, where even modest fees can discourage participation. At the same time, the structure supports gradual capital formation through regular savings contributions, ensuring the cooperative's capacity to sustain operations over time. This inclusive pricing strategy promotes broad participation and reinforces the cooperative's role as a student-centered financial institution committed to accessibility and long-term viability.

Cooperative financial institutions improve accessibility by offering affordable services that help underserved groups participate in saving and credit activities (Polo-garrido & Vargas-ulloa, 2024). Member-owned structures build trust and shared responsibility, encouraging participation and reducing exclusion (Novkovic, 2022). Cooperative membership increases access to credit, helping members overcome financial constraints (T. Liu, 2021). Inclusive governance and low contribution requirements reduce barriers for students who might be excluded by high fees or complex documentation (Annahar et al., 2023). Overall, cooperatives provide community-centered financial services that balance sustainability with equitable access, filling gaps left by high-barrier alternatives (Manarangi & Shalpegin, 2025).

Additionally, one added: "*At first, it can be 20-20. For example, this is only 20-20. But in times of inflation, it is reasonable nga maka to kuha at least 100 per month. For example, this is 200 per member. For students, it can be 50–100 per month. However, there is a collection by that month. The more you book, the less you will receive the finances."(* At first, it can be 20-20. For example, this is only 20-20. But in times of inflation, it is reasonable to have at least 100 per month. For example, this is 200 per member. For students, it can be 50–100 per month. However, there is a collection by that month. The more you book, the less you will receive the finances.)

The study implied that the proposed contribution structure for the Carmelian Students Savings and Credit Cooperative is designed for high elasticity, allowing it to adapt to both student financial constraints and broader economic shifts. Qualitative insights suggest that while a minimum monthly contribution of ₱20.00 is a feasible entry point, a range of ₱50.00 to ₱100.00 per month is considered reasonable to maintain the cooperative's value during times of inflation. These monthly contributions, alongside the initial capital build-up (CBU), are identified as the essential drivers of the cooperative's operations, providing the necessary liquidity to facilitate the lending services that members rely on for academic and personal needs. By maintaining this flexible 20-to-100 pesos range, the cooperative ensures that it remains accessible to those from poor families while building a robust capital base that supports institutional sustainability and member-owner benefits.

Existing literature emphasizes the importance of flexible contribution structures in student and school-based cooperatives to accommodate members' varying financial capacities (Zhou & Colomer, 2024). Studies indicate that low minimum contributions serve as an entry point for members from low-income backgrounds, fostering inclusion and encouraging the habit of regular saving (Noguera, 2022). Research further suggests that implementing a range of monthly contributions allows cooperativeas to adjust to economic shifts, such as inflation, without excluding members who may face financial constraints (Iii & Simske, 2022). Cooperative development literature highlights that capital build-up mechanisms, such as membership fees and pooled contributions, are critical for providing liquidity that supports lending operations and other member services (Xiang & Xing, 2025). Evidence also shows that flexible contribution systems balance accessibility with institutional sustainability, ensuring both high participation rates and a robust capital base to fund cooperative activities (Noguera, 2022).

Table 5 below presented respondents' levels of agreement with statements related to pricing and contribution schemes in the proposed cooperative. All five indicators — willingness to pay a membership fee, belief in affordable savings contributions, expectation of reasonable and manageable loan interest rates, support for flexible contribution schemes, and perception of fees and contributions as transparent and fair — received mean scores ranging from 3.80 to 3.98, which fall within the *"Strongly Agree"* category. According to standard Likert scale interpretations where means between 3.41 and 5.00 are considered high to High Capability agreement, these responses indicate a High Capability demand and positive reception toward the pricing and contribution structure envisioned for the cooperative. Collectively, the overall mean of 3.88 (SD = 0.24) confirms strong consensus among respondents that the cooperative's pricing and contribution model is acceptable and perceived as supportive for student participation.

Table 5 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Pricing and contribution)

Statement	Mean	SD	Description from Scale	Interpretation
1. I am willing to pay a membership fee to join the cooperative.	3.84	0.41	Strongly Agree	High Capability Demand
2. I feel that regular savings contributions should be affordable for students.	3.94	0.27	Strongly Agree	High Capability Demand
3. I believe loan interest rates should be reasonable and manageable.	3.86	0.41	Strongly Agree	High Capability Demand

4. I feel flexible contribution schemes would encourage more members to participate.	3.80	0.46	Strongly Agree	High Capability Demand
5. I think the cooperative's fees and contributions should be transparent and fair.	3.98	0.13	Strongly Agree	High Capability Demand
Pricing and contribution	**3.88**	**0.24**	Strongly Agree	High Capability Demand

The study implied that the pricing and contribution model of the Carmelian Students Savings and Credit Cooperative is perceived as highly acceptable and supportive of student participation, achieving a composite mean of 3.88. The data reveals that transparency and fairness are the most critical factors for respondents, scoring a near-perfect mean of 3.98. There is a strong consensus that regular savings contributions must remain affordable for students (M = 3.94) and that loan interest rates must be reasonable (M = 3.86) to address the financial difficulties faced by the student body. Furthermore, the high level of agreement regarding a willingness to pay membership fees (M = 3.84) and the preference for flexible contribution schemes (M = 3.80) suggests that the proposed structure effectively balances institutional viability with the varied economic capacities of its members.

Studies indicate that transparent and fair pricing mechanisms in student cooperatives are essential to encourage participation and build trust among members (Griffin, 2022). Studies show that affordable regular savings contributions increase accessibility for students from low-income backgrounds and promote the habit of consistent saving (Henderson, 2021). Research further indicates that reasonable and manageable loan interest rates are critical to ensure that cooperative credit services remain sustainable while not overburdening members financially (Walsh, 2023). Cooperative development literature highlights that flexible contribution schemes allow members to adjust their participation according to their financial capacity, enhancing inclusion and long-term engagement (Barnes, 2022). Evidence also suggests that willingness to pay membership fees is influenced by the perceived fairness and transparency of the cooperative's pricing model, reinforcing both participation and institutional sustainability (Fleming, 2024).

Marketing And Awareness Programs for Membership Enrollment

The success of the proposed Carmelian Students Savings and Credit Cooperative depended on a strategic yet cost-efficient approach to marketing and membership enrollment. Given the cooperative's non-profit and student-managed nature, the marketing strategy emphasized trust-building, financial awareness, and direct engagement rather than aggressive or high-cost promotion. A combination of face-to-face campus activities, peer-driven referrals, and low-cost digital promotion was adopted to ensure that students were well-informed about the cooperative's purpose, services, and benefits. This approach supported the cooperative's mission of financial empowerment while remaining financially feasible during the initial phase of operation.

Estimated Cost of Marketing and Awareness Programs

Marketing Activity / Item	**Specification**	**Quantity**	**Unit**	**Cost (₱)**
Campus Orientation	Information session during assemblies / orientations	1	activity	200

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Referral Program	Incentives / recognition for member referrals	1	program	150
Tarpaulin	Printed tarpaulin (standard size)	1	piece	300
Social media / Internet	Data / internet load for online promotion	1	package	200
Total Estimated Marketing Cost				**₱850**

The table presented a low-budget marketing plan designed to support membership enrollment while remaining consistent with the cooperative's financial capacity. Campus orientations accounted for a substantial portion of the budget, reflecting their effectiveness in directly engaging students through personal interaction and immediate clarification of concerns. Allocations for tarpaulin and social media promotion ensured sustained visibility within both physical and digital campus spaces, while the referral program encouraged peer-to-peer promotion. Overall, the total estimated marketing cost of ₱850 demonstrated that meaningful awareness and enrollment initiatives were implemented without imposing a significant financial burden on the cooperative.

The study implied that direct, campus-based engagement was the most appropriate and effective strategy for promoting membership in a student savings and credit cooperative. Face-to-face orientations fostered trust and understanding, which were essential in encouraging participation in a financial institution. Complementary digital promotion and referral incentives enhanced awareness and reinforced messaging, ensuring consistent exposure among students. Collectively, this diversified yet low-cost marketing mix supported inclusive membership enrollment, strengthened institutional credibility, and contributed to the cooperative's long-term sustainability.

Existing literature emphasizes that peer-led promotion is a powerful tool for increasing membership enrollment in student cooperatives, as relatable advocacy encourages greater participation among the target audience (Mitchell, 2021). Studies indicate that information campaigns facilitated by peers improve students' understanding of cooperative benefits, making membership more appealing and easier to comprehend (Andrews, 2022). Research further suggests that consistent awareness and engagement initiatives help build trust and reduce hesitation among first-time members, particularly those who are unfamiliar with cooperative systems (Campbell, 2021). Integrating financial literacy into promotional strategies has been shown to enhance student engagement and foster long-term commitment, especially for members reliant on limited personal allowances (Bennett, 2022). Additionally, the use of digital platforms and testimonial-driven promotions effectively reaches tech-savvy student populations, increasing awareness, interest, and overall legitimacy of cooperative initiatives (Harrison, 2022).

One added; "*Mag-start it anay sa sulod. Ang membro dira, kundi, kumbaga walk the talk ina, kung ang membero dira maghambal, naminami, gid bala, huy, very nami sya. So, ma-follow lang na siya. Of course, marketing, tako-dako na siyang marketing, nag-start ang tanan, ang sasulod, mag-wala na siya, nga, positive. Kung ang mga testimony inside positive. (*"It should start from within. The members themselves need to 'walk the talk.' If the members talk about it positively, saying things like 'this is really good,' others will follow. Of course, marketing plays a big role, but it all starts with those inside; their positive actions and attitudes set the tone. When the testimonies from members are positive, it encourages others to join and participate.")

The study implied that the success of the Marketing and Awareness Programs relies heavily on internal advocacy and the "walk the talk" philosophy of the initial membership base. Qualitative findings suggest that while traditional marketing plays a significant role, the most persuasive catalyst for growth is the positive testimonies and attitudes of members within the institution. When early participants experience the genuine benefits of the cooperative and share those positive experiences with their peers, it creates an organic ripple effect that encourages others to join and participate. This underscores that the cooperative's reputation and long-term enrollment are fundamentally rooted in the satisfaction of its current members, making internal service quality just as critical as external promotional efforts.

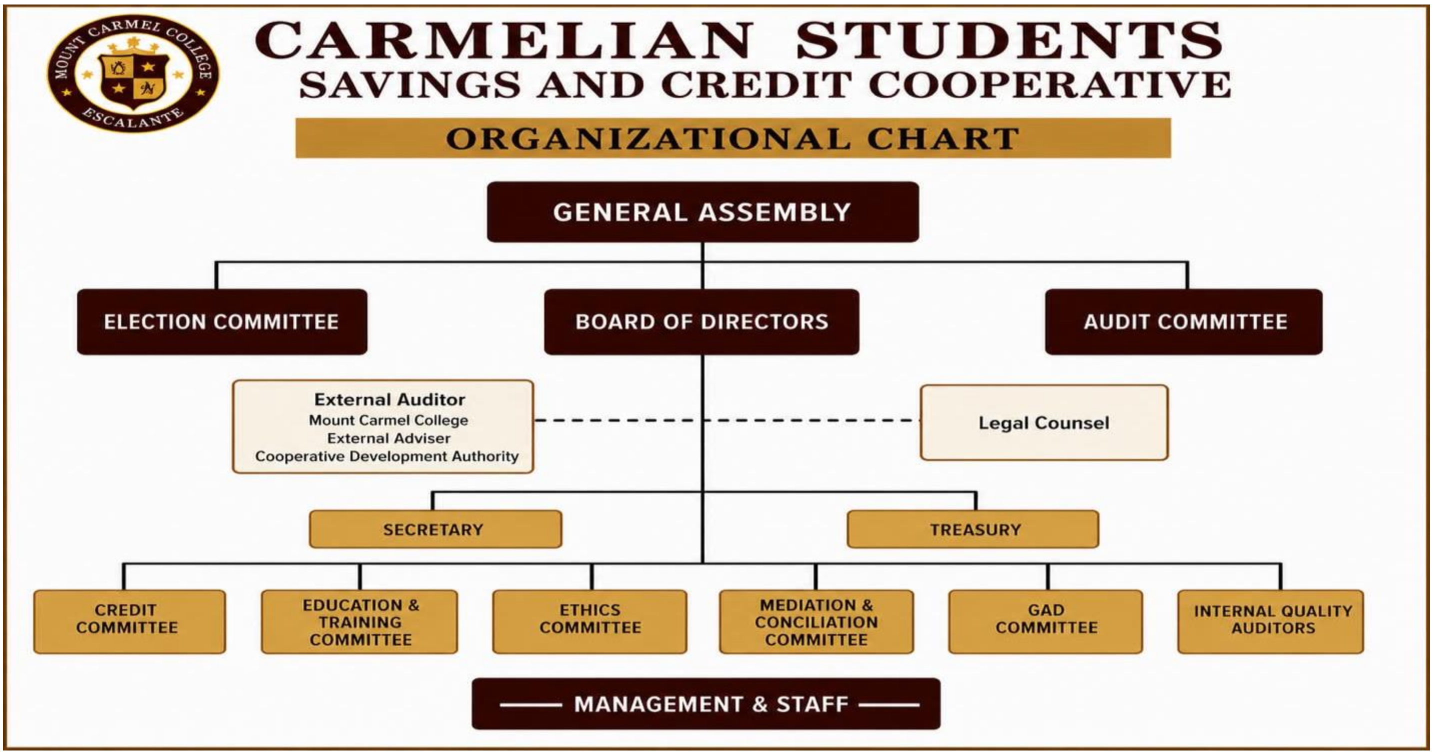
Several studies support the significance of internal marketing and member satisfaction in cooperative growth. Almeda (2021) emphasized that cooperatives with strong internal engagement and satisfied members experience higher enrollment rates due to credible word-of-mouth promotion. Similarly, Bautista (2022) found that member testimonials significantly influence trust and decision-making among prospective members, particularly in school-based cooperatives. Cruzado (2021) noted that internal organizational culture directly affects how members advocate for the cooperative, reinforcing the “walk the talk” principle. In addition, Dimapilis (2022) highlighted that authentic marketing begins with internal stakeholders, as positive internal experiences enhance the effectiveness of external promotional campaigns. Lastly, Estrella (2021) concluded that cooperatives that prioritize member satisfaction and internal communication achieve long-term stability and sustained membership growth.

Table 6

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Market Feasibility (Marketing and awareness programs)

Statement	Mean	SD	Description from Scale	Interpretation
1. I would be more likely to join if the cooperative is promoted through seminars, social media, or school events.	3.83	0.45	Strongly Agree	High Capability Demand
2. I believe awareness campaigns will help members understand the cooperative’s benefits.	3.92	0.29	Strongly Agree	High Capability Demand
3. I feel that proper orientation about cooperative services is necessary for new members.	3.92	0.26	Strongly Agree	High Capability Demand
4. I think promotional materials and information sessions will increase interest in joining.	3.82	0.41	Strongly Agree	High Capability Demand
5. I believe active marketing can ensure the success and sustainability of the cooperative.	3.98	0.13	Strongly Agree	High Capability Demand
Marketing and awareness programs	**3.89**	**0.19**	Strongly Agree	High Capability Demand

Table 6 above presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of market feasibility, specifically focusing on marketing and awareness programs. All five items received high mean scores ranging from 3.82 to 3.98, with low standard deviations (0.13–0.45), indicating strong agreement and consistent responses among students. The data show that respondents recognize the critical role of seminars, social media, school events, orientations, and promotional materials in increasing awareness and participation. Overall, the composite mean of 3.89 demonstrates a High Capability demand for well-structured marketing and awareness programs, highlighting that strategic promotion is essential to encourage student membership and cooperative engagement.



The study implied that the success and long-term sustainability of the Carmelian Students Savings and Credit Cooperative are directly linked to the implementation of robust marketing and awareness strategies, as evidenced by a composite mean of 3.89. The highest individual mean of 3.98 reflects a profound belief among respondents that active marketing is not merely beneficial but essential for the cooperative's institutional success. Furthermore, the findings suggest that proper orientation and awareness campaigns (M = 3.92) are viewed as critical prerequisites for membership, ensuring that students fully understand the cooperative's benefits and services before joining. The strong agreement across indicators—including the use of seminars, social media, and school events—highlights that a multifaceted promotional approach is required to effectively bridge the information gap and convert student interest into active participation.

Studies support that effective marketing, and awareness programs are crucial for promoting student participation in cooperatives (Harrison, 2022). Studies indicate that seminars, orientations, and school-based events help potential members understand the benefits of cooperative membership, increasing their likelihood of joining (Bennett, 2021). Research further suggests that integrating digital platforms, such as social media, into promotional strategies enhances visibility and engagement, especially among tech-savvy student populations (Foster, 2023). Cooperative development literature highlights that consistent awareness campaigns and information dissemination strengthen trust and encourage long-term commitment among members (Carter, 2022). Evidence also shows that well-structured marketing efforts directly contribute to cooperative sustainability by fostering membership growth and institutional legitimacy within the school community (Reid, 2024).

Management Study

Organization Structure and Governance

The effectiveness and sustainability of the proposed student savings and credit cooperative depend largely on a well-defined organizational structure and a sound system of governance. This component of the Management and Organizational Study emphasizes the establishment of clear roles, responsibilities, and decision-making processes to ensure accountability, transparency, and efficient operations. By adopting a structured governance framework supported by qualified officers, active member participation, and proper oversight mechanisms the cooperative aims to promote responsible management and align daily operations with its mission of financial service and student empowerment. A strong organizational structure further enables the cooperative to adapt to growth, maintain member trust, and uphold cooperative principles over the long term.

The organizational structure illustrated a clear, hierarchical, and well-balanced governance system designed to support the effective operation of the Carmelian Students Savings and Credit Cooperative. At the top, the General Assembly serves as the highest decision-making body, ensuring that the collective interests of the members guide major policies and strategic directions. Directly below, the Board of Directors provides oversight and strategic leadership, translating the decisions of the General Assembly into policies and monitoring the overall performance of the cooperative. The Management and Staff serve as the operational unit responsible for implementing approved programs, coordinating daily activities, and ensuring that all functions operate efficiently and in accordance with the objectives of the cooperative.

The structure further demonstrated a functional division of responsibilities through specialized committees and support offices. The Election Committee and Audit Committee perform essential governance and accountability functions within the cooperative. Supporting the Board of Directors are the External Auditor, External Adviser, and Legal Counsel, which provide professional guidance, advisory services, and compliance support. The structure also includes key offices such as the Secretary and Treasury, which assist in administrative and financial coordination. Meanwhile, the Credit Committee, Education and Training Committee, Ethics Committee, Mediation and Conciliation Committee, GAD Committee, and Internal Quality Auditors contribute to the effective delivery of services, member development, conflict resolution, inclusivity, and operational quality within the cooperative.

The study implied that the organizational structure and governance of the cooperative are designed as a robust, hierarchical system that prioritizes institutional credibility and operational transparency. By positioning the General Assembly as the highest policy-making body and the Board of Directors as the strategic supervisors, the structure ensures that the cooperative remains member-centric while maintaining professional oversight. A key implication of this model is the integration of external support, including Mount Carmel College of Escalante Inc. and Cooperative Development Experts, which serves to bridge the gap in technical expertise and enhance regulatory compliance. Furthermore, the specialized distribution of roles among committees—such as the Internal Audit, Savings and Loans, and Liaison officers—suggests a balanced distribution of authority that mitigates risks and supports the long-term sustainability of the organization.

Existing studies indicate that a clearly defined organizational structure is fundamental to ensuring accountability and effective management in cooperative organizations (Wright & Griffin, 2025). Research emphasizes that assigning the General Assembly as the highest policy making body strengthens democratic participation and reinforces member ownership in cooperatives (Baturo & Gray, 2024). Literature also highlights that a competent and independent Board of Directors enhances strategic oversight and supports sound decision making, reducing operational and governance risks (Jamaluddin et al., 2023). Moreover, studies show that the inclusion of internal audit mechanisms and external advisory support significantly improves transparency, financial control, and regulatory compliance (Pramukti, 2024). Finally, evidence suggests that the clear separation of operational roles and committee functions promotes efficiency, risk mitigation, and long-term sustainability in savings and credit cooperatives (Qin et al., 2023).

Additionally, one added: “first, you should establish administrative functions to follow. Since you currently have only students and no employees, the structure would include a board, a manager, and the general Assembly. Under them would be the staff handling day-to-day tasks. Regarding the CEO and manager, their functions cover loan processing, savings, loan approval, and accounting. The cashier’s tasks involve preparing vouchers, adjustments, and consolidations. The admin handles document safekeeping and documentation control. Once you formalize the chart, these roles become designated positions, such as collectors and savings officers.”

The study implied that the organizational structure and governance of the cooperative must transition from a conceptual framework to a formalized administrative system to ensure operational accountability. Qualitative findings highlight that in the absence of external employees, the core functions including loan processing, savings, and accounting must be clearly designated among the Board, the General Manager, and the General Assembly. The research suggests a specific division of labor where the Cashier manages financial adjustments and vouchers, while Administrative Officers focus on document safekeeping and documentation control. By formalizing these roles into designated positions like collectors and savings officers, the cooperative establishes a professionalized day-to-day workflow that secures institutional stability and prevents the overlap of responsibilities during its initial growth phase.

Recent studies emphasize the importance of formalizing administrative functions in the early stages of cooperative development to ensure role clarity and operational accountability (Miranda & Clemente, 2022). Research shows that even in student led or member-based cooperatives, a clear distinction between governance bodies, management, and operational staff helps minimize role overlap and enhances organizational efficiency (Olsen, 2020). Literature further highlights that assigning specific responsibilities for loan processing, savings management, and accounting strengthens internal control systems and financial reliability (Rahman, 2019). Scholars also point out that well defined cashier and administrative roles contribute to accurate documentation, transparent financial reporting, and audit readiness (Fischer, 2022). Additionally, studies suggest that converting informal tasks into designated positions such as collectors and savings officers supports smoother workflows and promotes long term institutional stability as cooperatives grow (Strategy, 2024).

Table 7

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Management and Organizational Feasibility (Organizational structure and governance)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative should have a clear and well-defined management structure.	3.95	0.21	Strongly Agree	High Capability Viability
2. I think qualified officers are essential for the cooperative's success.	3.94	0.24	Strongly Agree	High Capability Viability
3. I believe having defined roles and responsibilities will improve operational efficiency.	3.88	0.34	Strongly Agree	High Capability Viability
4. I trust that strong leadership will ensure smooth cooperative operations.	3.88	0.34	Strongly Agree	High Capability Viability
5. I think proper governance can increase members' confidence in the cooperative.	3.92	0.26	Strongly Agree	High Capability Viability
Organizational structure and governance	**3.92**	**0.18**	**Strongly Agree**	**High Capability Viability**

Table 7 above presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of management and organizational feasibility, specifically focusing on organizational structure and governance. All five items received high mean scores ranging from 3.88 to 3.95, with low standard deviations (0.21–0.34), indicating strong agreement and consistent responses among students. The data show that respondents recognize the critical role of having a clear management structure, qualified officers, defined roles, strong leadership, and proper governance in ensuring the cooperative's success. Overall, the composite mean of 3.92 demonstrates a High Capability viability for implementing robust organizational structures and governance, highlighting that effective management is essential for operational efficiency, member confidence, and the cooperative's sustainability.

The study implied that the success and long-term sustainability of the Carmelian Students Savings and Credit Cooperative are closely tied to the establishment of a clear and competent organizational framework, as evidenced by a composite mean of 3.92. The highest individual mean of 3.95 reflects a strong belief among respondents that a well-defined management structure is fundamental for cooperative effectiveness. Furthermore, the findings suggest that properly defining roles and responsibilities (M = 3.88) and ensuring strong leadership (M = 3.88) are viewed as key prerequisites for smooth operations, accountability, and member trust. The strong agreement across all indicators underscores that effective governance and competent management are indispensable for building confidence, promoting participation, and securing the cooperative's long-term viability.

Research shows that well-structured governance and management frameworks are crucial for cooperative success, providing oversight and strategic direction (Ogunkan, 2022). Clearly defined roles and responsibilities improve operational efficiency and reduce internal conflicts in cooperative organizations (X. Zhang et al., 2022). Leadership quality directly influences member satisfaction and engagement, fostering trust and accountability (Taherdoost, 2022). Strong governance mechanisms enhance transparency and encourage sustained member participation (Hwang & Chien, 2022). Overall, competent management, clear structures, and robust governance are essential for long-term sustainability and credibility in cooperatives (Chawviang & Kiattisin, 2022).

Staffing Requirements and Roles

Board of Directors. The Board of Directors, composed of qualified student leaders with demonstrated leadership ability, sound judgment, and commitment to cooperative principles, will provide strategic direction and policy oversight for the cooperative. Members of the board will ensure that organizational goals, financial sustainability, and member welfare remain aligned with the cooperative's mission. Selection criteria emphasize leadership potential, ethical conduct, decision-making skills, and dedication to serving the interests of the members.

Secretary and Treasury Officers. These officers will maintain records, prepare reports, manage documentation, and support financial and administrative functions. Candidates must be organized, responsible, and detail-oriented.

Committee Officers. Members of the Credit, Education and Training, Ethics, Mediation and Conciliation, GAD, and Internal Quality Audit Committees will implement programs, monitor compliance, and support member services. Selection criteria include teamwork, accountability, communication skills, ethical responsibility, and commitment to cooperative values and objectives.

Management and Staff. Management and staff will handle daily operations, including member services, record-keeping, and financial transactions. Candidates should possess basic financial literacy, reliability, and strong interpersonal skills.

Audit Committee Officers. The Audit Committee and Internal Quality Auditors will monitor financial records, evaluate internal controls, ensure compliance with cooperative regulations, and report any irregularities or areas for improvement. Candidates should possess analytical skills, basic accounting knowledge, objectivity, and a strong sense of integrity to uphold transparency, accountability, and good governance within the cooperative.

Election Committee Officers. Members of the Election Committee will be responsible for organizing and supervising fair, transparent, and orderly elections of cooperative officers. They will ensure compliance with election policies and procedures while promoting active member participation.

In addition, one added; "*In terms of cooperative officers training, they need to know the basics of finances. So dapat kabalo sila kung saan basic sa finance. Then kabalo man sila dapat sa basic kung paano ubrahon ang financial statement, o project para mapakita nila sa member… Then also, they need to have trainings on how to manage the cooperative.*" (Regarding training for cooperative officers, they need to know the basics of finance. They should understand fundamental financial concepts and know how to prepare basic financial statements or projects to present to members. Additionally, they need training on how to manage the cooperative effectively.")

The study implied that the respondents' perspectives reflect a clear recognition of the importance of financial literacy and management training for cooperative officers, indicating that those with greater understanding of basic financial concepts are more likely to support the cooperative's effective operation and sustainability. Their emphasis on knowing how to prepare financial statements, present financial information to members, and manage cooperative functions suggests that background knowledge in finance and cooperative management is considered essential for competent leadership, particularly in settings where transparency and accountability to members are key to trust and organizational performance.

Research indicates that financial literacy and management training are essential for cooperative officers to manage resources effectively and ensure sustainability (Lestari et al., 2024). Officers who understand basic finance and can prepare financial statements are better equipped to make informed decisions and build member trust (Rahmawati et al., 2023). Studies also show that structured training programs improve officers' skills in budgeting, reporting, and cooperative governance (Choudhary, 2023). Furthermore, regulatory bodies like the Cooperative Development Authority emphasize capacity-building initiatives to strengthen financial and managerial competencies among cooperative leaders (Baumann et al., 2025). Local and international research consistently links financial knowledge with improved cooperative performance and operational efficiency (Okunade et al., 2023).

Table 8 below presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of management and organizational feasibility, specifically focusing on staffing requirements. All five items received high mean scores ranging from 3.87 to 3.99, with low standard deviations (0.11–0.37), indicating strong agreement and consistent responses among students. The data show that respondents recognize the critical role of having trained, knowledgeable, and adequately staffed personnel to ensure effective member services, smooth daily operations, and the cooperative's overall success. Overall, the composite mean of 3.93 demonstrates a High Capability viability for implementing proper staffing, highlighting that competent personnel, clear roles, and staff dedication are essential for operational efficiency, member satisfaction, and the cooperative's sustainability.

Table 8

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Management and Organizational Feasibility (Staffing requirements)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe cooperative staff should be trained and knowledgeable in managing financial services.	3.97	0.18	Strongly Agree	High Capability Viability
2. I feel adequate staff numbers are necessary to provide quality service to members.	3.94	0.24	Strongly Agree	High Capability Viability
3. I think fair compensation can motivate cooperative staff and officers to perform well.	3.87	0.37	Strongly Agree	High Capability Viability

4. I believe staff should assist members effectively in savings, loans, and other services.	3.88	0.36	Strongly Agree	High Capability Viability
5. I feel that having dedicated personnel ensures the cooperative's smooth daily operations.	3.99	0.11	Strongly Agree	High Capability Viability
Staffing requirements	**3.93**	**0.18**	**Strongly Agree**	**High Capability Viability**

The study implied that the respondents' backgrounds, likely influenced by their academic exposure and familiarity with cooperative principles, shape their appreciation of the importance of trained and sufficient staff. The highest individual mean of 3.99 reflects a strong belief among respondents that having dedicated personnel is fundamental for the cooperative's smooth operations. Furthermore, the findings suggest that training staff in financial services (M = 3.97), providing adequate staffing levels (M = 3.94), and ensuring staff assist members effectively (M = 3.88) are viewed as key prerequisites for quality service, accountability, and member trust. The strong agreement across all indicators underscores that competent, trained, and motivated staff are indispensable for fostering confidence, encouraging participation, and securing the cooperative's long-term viability.

Recent study from (Silva & Mesquita, 2021) consistently affirm that trained and competent staff are vital to the effective management and sustainability of savings and credit cooperatives. (Mangara et al., 2025) emphasized that knowledgeable personnel enhance service quality, accountability, and member trust, which are central to cooperative success. Likewise, (Chali, 2024) found that adequate staffing levels improve operational efficiency and ensure timely delivery of financial services to members. In terms of motivation, (Sidney, 2025) highlighted that fair compensation and incentives strengthen staff commitment and performance in cooperative financial institutions. More recently, (Studies, 2024) concluded that dedicated and well-trained personnel are essential for smooth daily operations, transparency, and the long-term viability of student-based cooperatives.

Compensation Plan

The Carmelian Students Savings and Credit Cooperative adopt a purely minimal and symbolic compensation scheme, emphasizing volunteer service, leadership development, and cooperative values. Monetary amounts are kept extremely low to ensure sustainability and affordability for all student members.

Officers and Committee Compensation

Policies and Procedures for Operation and Member Engagement

The policies and procedures for operation and member engagement of the carmelians student savings and credit cooperative are established to provide a clear and organized framework that will guide its daily operations and ensure active member participation. These policies are designed to promote transparency, accountability, fairness, and efficiency in managing membership, savings, loans, governance, and communication, while remaining aligned with cooperative principles and institutional guidelines. Given the student-centered nature of the cooperative, the procedures emphasize simplicity, accessibility, ethical conduct, and continuous engagement through education, communication, and participatory decision-making. Collectively, these policies and procedures aim to foster member trust, encourage responsible involvement, and support the sustainable and effective operation of the cooperative.

Area	Policy / Procedure	Description

Membership	Membership Policy	Membership is limited to 3rd and 4th year BSBA students during the initial phase. Members must pay a ₱50 one-time contribution and maintain ₱20 monthly savings.
Membership	Membership Registration Procedure	Interested students submit a membership form, pay the required contribution, and attend an orientation before activation.
Savings	Savings Policy	Members are required to deposit monthly savings, which shall be properly recorded and kept confidential.
Savings	Savings Collection Procedure	Savings are collected by the designated officer, issued with receipts, and recorded by the Bookkeeper.
Loans	Loan Policy	Loan eligibility, limits, and repayment terms are clearly defined to ensure fairness and sustainability.
Loans	Loan Processing Procedure	Loan applications are submitted, evaluated, and approved following established guidelines.
Governance	Governance and Management Policy	The cooperative is managed by elected officers and committees with clearly defined roles and responsibilities.
Governance	Meeting Procedure	Regular meetings are conducted to discuss operations, present reports, and allow voting on key matters.
Transparency	Transparency and Accountability Policy	Financial and operational records are made available for review by authorized bodies.
Transparency	Audit and Review Procedure	Periodic internal audits are conducted and reported to the Board and General Assembly.
Administration	Administrative Support Policy	The cooperative operates with guidance and support from school administrators and faculty advisers.
Communication	Communication Policy	Policies, procedures, and updates are communicated clearly through official school channels.
Member Engagement	Member Education Procedure	Awareness campaigns, trainings, and seminars are conducted to educate members on cooperative operations and benefits.
Member Engagement	Feedback and Grievance Procedure	Members may submit feedback or complaints, which are addressed promptly and fairly.
Ethics	Ethical Conduct Policy	Members and officers are expected to uphold integrity, fairness, and cooperative values.

The structured policies covering membership, savings, loans, governance, transparency, administration, communication, and ethics indicate a comprehensive and well-organized operational framework. The limitation of membership to third- and fourth-year BSBA students during the initial phase reflects a controlled and practical approach to implementation, while clearly defined procedures for savings, loans, meetings, audits, and communication demonstrate a strong emphasis on transparency, accountability, and participatory governance. Overall, the table reflects that the cooperative is institutionally prepared to operate efficiently while fostering active and responsible member engagement.

The study implied that the respondents' backgrounds, particularly their academic exposure to business administration, management, and organizational principles, influenced their strong support for clear and formalized policies and procedures. Their preference for structured membership rules, transparent financial processes, and participatory mechanisms suggests an understanding that clear guidelines reduce misunderstandings, strengthen trust, and enhance operational efficiency. This implied that the success of the Carmelians Student Savings and Credit Cooperative will depend largely on the consistent implementation, communication, and periodic review of these policies. Moreover, the emphasis on education, feedback, and ethical conduct indicates that respondents recognize member engagement as a critical factor in sustaining participation and ensuring the cooperative's long-term viability.

Recent literature supports the importance of clear policies and participatory procedures in cooperative organizations. emphasized that transparent operational guidelines and documented procedures enhance accountability and trust among cooperative members. Similarly, Mensah (2021) noted that democratic governance structures and written policies improve fairness and reduce conflicts within savings and credit cooperatives. Kassahun (2022) found that continuous member education and effective communication significantly influence member engagement and organizational commitment. In addition, Novkovic (2022) highlighted that regular policy review, and inclusive decision-making processes strengthen the adaptability and efficiency of member-owned organizations. More recently, Ramos (2023) concluded that ethical standards, feedback mechanisms, and administrative support are key determinants of participation and sustainability in youth- and student-led cooperatives.

One stated: *"Strategy? Policies must be clear. Awareness campaigns, trainings, seminars. Ipakita nimo Ang benepisyo sa members. Kung motivated ang members, mo participates sila. Regular meetings, suggestions, voting on key matters. Open communcation, feedback encouraged." ("Strategy? Policies must be clear. Conduct awareness campaigns, trainings, and seminars*. Show the benefits to the members. If members are motivated, they will participate. Hold regular meetings, encourage suggestions, and allow voting on key matters. Maintain open communication and encourage feedback.")

The study implied that clear policies and active member engagement strategies are critical to sustaining participation and commitment in a student savings and credit cooperative. The emphasis on awareness campaigns, trainings, and seminars suggests that members are more likely to participate when they clearly understand the cooperative's objectives, operations, and benefits. Furthermore, the focus on motivation, regular meetings, voting, and open communication indicates that democratic participation and feedback mechanisms strengthen members' sense of ownership and responsibility. This implied that for the Carmelians Student Savings and Credit Cooperative, transparent governance and continuous communication are not only operational requirements but also strategic tools for encouraging sustained member involvement and long-term viability.

Research shows that cooperative training and advisory services significantly improve members' understanding, skills, and outcomes, highlighting the importance of awareness campaigns, seminars, and trainings in motivating participation (Okunade et al., 2023) Similarly, a study on cooperative engagement in the Philippines found that member motivation and participation are strongly influenced by organizational commitment and inclusive decision-making, such as attending meetings and participating in voting on key issues (Siswadi et al., 2023) A systematic review on cooperative governance further confirms that member participation in assemblies, feedback mechanisms, and policy discussions strengthens accountability and member empowerment (Lee & Kim, 2023). In addition, evaluations of cooperative training programs indicate that members exhibit higher satisfaction and involvement when benefits and responsibilities are clearly communicated, reinforcing the value of structured education initiatives (Commitment et al., 2021). Moreover, contemporary cooperative management literature highlights that open communication and feedback systems are critical success factors, as they foster trust, transparency, and sustained member engagement (Pudjowati, 2022).

Table 9 below presented the feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of management and organizational feasibility, specifically focusing on policies and procedures. The results show that all indicators obtained high mean scores ranging from 3.88 to 3.97, with low standard deviations (0.18–0.34), indicating strong agreement and consistency among respondents. The highest mean (M = 3.97) reflects respondents' strong belief in the necessity of clear policies governing membership, savings, and loan transactions, while the consistently high ratings across all items demonstrate that students highly value written guidelines, effective communication, and regular policy reviews.

Table 9

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Management and Organizational Feasibility (Policies and procedures)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative should have clear policies governing membership, savings, and loan transactions.	3.97	0.18	Strongly Agree	High Capability Viability
2. I think having written guidelines ensures fairness and transparency for all members.	3.94	0.24	Strongly Agree	High Capability Viability
3. I feel that clear rules and procedures will help prevent misunderstandings or conflicts among members.	3.88	0.34	Strongly Agree	High Capability Viability
4. I believe that operational policies should be communicated effectively to all members.	3.90	0.32	Strongly Agree	High Capability Viability
5. I think regular updates and reviews of cooperative procedures are important to maintain efficiency and trust.	3.92	0.26	Strongly Agree	High Capability Viability
Policies and procedures	**3.92**	**0.18**	**Strongly Agree**	**High Capability Viability**

The study implied that the respondents' backgrounds, particularly their academic exposure to business management and organizational principles, influenced their strong appreciation of structured policies and procedures. Their agreement indicates an understanding that clear and communicated rules help prevent conflicts, promote transparency, and strengthen accountability in cooperative operations. This implied that the successful establishment of the Carmelian Students Savings and Credit Cooperative will largely depend on the development, documentation, and continuous review of its policies and procedures. Moreover, the findings suggest that students recognize effective policy communication and regular updates as critical mechanisms for maintaining member trust, operational efficiency, and long-term sustainability of the cooperative.

Existing literature supports the importance of clear policies and procedures in cooperative management. (Miranda & Clemente, 2022) emphasized that well-defined rules and transparent governance structures are fundamental to building trust and ensuring member confidence in cooperatives. Similarly, (Strategy, 2024) highlighted that written policies and effective communication mechanisms promote fairness, accountability, and

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member participation in cooperative organizations. (Vol et al., 2024) found that clear operational guidelines reduce misunderstandings and conflicts by setting consistent expectations for members and officers. In addition, (Pudjowati, 2022) stressed that regular policy review and updates enhance organizational adaptability and efficiency, particularly in member-based organizations. More recently, (Pudjowati, 2022) noted that transparent procedures and inclusive communication practices significantly improve member engagement and trust, reinforcing the role of sound policies in sustaining cooperative viability.

Project Timeline for Establishment and Full Operation

This section presented the proposed implementation timeline for the establishment and full operation of the Carmelian Student Savings and Credit Cooperative. The timeline details the sequence, duration, and overlap of key activities, from initial planning and membership recruitment to operational rollout and continuous monitoring.

Gantt Chart

Activities	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
1. Orientation & Stakeholder Consultation	■	■										
2. Finalization of By-Laws & Policies		■	■									
3. Membership Recruitment & PMES			■	■	■							
4. CDA Registration & Legal Compliance			■	■								
5. Election of Officers & Committees				■	■							
6. Capital Build-Up & Savings Mobilization					■	■	■	■				
7. Operational Setup &						■	■					

Record Systems												
8. Pilot Savings & Credit Operations							■	■				
9. Full Operation of Cooperative Services								■	■	■	■	■
10. Monitoring, Evaluation & Reporting								■	■	■	■	■
	Legend: ■ = Activity Duration											

The Gantt chart outlines the implementation timeline of the proposed student cooperative, showing the sequence and duration of each major activity. The project begins with orientation and stakeholder consultation, followed by the finalization of by-laws and policies, and simultaneous membership recruitment with the Pre-Membership Education Seminar (PMES) alongside CDA registration and compliance. Elections for officers and committees establish governance, while the mid-phase focused on capital build-up, savings mobilization, and operational system setup. Pilot savings and credit operations test the processes before the full launch of cooperative services. The latter part of the timeline emphasizes ongoing monitoring, evaluation, and reporting to ensure transparency, accountability, and sustainability. Overall, the Gantt chart reflects a well-structured and sequential workflow that strategically aligns planning, compliance, governance, operations, and oversight for successful cooperative implementation.

The study implied that a clearly defined and phased project timeline is essential for the successful establishment and full operation of the Carmelian Student Savings and Credit Cooperative. The structured sequencing of activities from orientation and stakeholder consultation to policy finalization, registration, pilot testing, and full operation reflects the respondents' and planners' understanding that cooperative development requires careful planning, coordination, and gradual implementation. This implied that rushing key processes such as membership education, governance formation, and system setup could compromise compliance, transparency, and operational effectiveness. Moreover, the inclusion of continuous monitoring and evaluation in the later stages indicates recognition that sustainability depends not only on proper establishment but also on regular oversight and performance assessment. Overall, the timeline suggests that a systematic and time-bound approach enhances accountability, minimizes operational risks, and supports the long-term viability of a student-led cooperative.

Literature supports the importance of phased implementation and structured timelines in cooperative and project development. (Pudjowati, 2022) emphasized that clearly defined project timelines and milestones improve coordination, resource allocation, and overall project success. Similarly, (Faure & Kervrann, 2026) noted that sequencing activities such as planning, compliance, governance formation, and pilot testing reduces implementation risks and ensures smoother transitions to full operations. In the context of cooperatives, (Faure & Kervrann, 2026) highlighted that early-stage activities such as member education, policy development, and capital build-up are critical foundations that influence long-term performance. (Adari, 2023) further stressed that

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pilot operations allow organizations to test systems and identify weAaknesses before full-scale implementation, thereby enhancing operational reliability. More recently, (Mazzarol, 2024) underscored that continuous monitoring and evaluation are vital for cooperative sustainability, as they promote transparency, accountability, and timely corrective actions (Beidas et al., 2022)A.

In addition, one shared, "*In terms naman sa ano, pinakadugay maganda na kayang registration. So, the compliance of the papers, especially sa kanang pag-unang apply. So, the papers, medyo, it will talk six months or more kung delay kumplito. Tapos, ang kuhaan pa na niya, ang signatories ninyo. So, ang pinaka-crucial… is the number of members. Paano you sustain several members?*" ("In terms of the process, the longest and most challenging part is the registration, particularly the compliance with requirements during the initial application. Completing the necessary documents can take six months or even longer if there are delays or incomplete submissions. Another challenge is securing the required signatories. Most crucial of all is the number of members, how you can sustain and maintain a sufficient membership base.")

The statement implied that regulatory compliance and membership sustainability are critical challenges in establishing the Carmelian Student Savings and Credit Cooperative. The lengthy registration process, particularly the completion of documentary requirements and securing of required signatories, suggests that delays may significantly affect the cooperative's planned timeline and operational readiness. This highlights the need for early preparation, administrative support, and clear coordination to avoid setbacks during the registration phase. Moreover, the emphasis on sustaining an adequate number of members implied that beyond legal compliance, the cooperative's viability depends heavily on continuous membership recruitment, retention, and engagement. Without a stable and sufficient membership base, the cooperative may face difficulties in meeting regulatory requirements and maintaining financial sustainability.

Several studies support these insights regarding cooperative establishment challenges. (Y. Zhao, 2023) noted that regulatory compliance and documentation requirements often pose major barriers to newly formed cooperatives, particularly during initial registration stages. Similarly, (Bellido et al., 2023) emphasized that delays in legal compliance and approval processes can extend cooperative formation timelines if documentation and signatories are incomplete. In the context of cooperative sustainability,(Bezgin et al., 2022) found that maintaining an adequate and active membership base is essential for meeting regulatory thresholds and ensuring operational continuity. (Shi et al., 2021) further explained that member recruitment and retention directly influence capital build-up and institutional legitimacy in cooperatives. More recently, (Becker & Weber, 2022) highlighted that sustained membership participation is a key determinant of cooperative resilience, especially for newly established and youth- or student-led cooperatives. Collectively, these studies underscore that efficient registration processes and strong membership sustainability strategies are fundamental to successful cooperative establishment and long-term operation.

Table 10 below presented the management and organizational feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of the project timeline. The findings reveal that all indicators obtained high mean scores ranging from 3.87 to 3.97, with low standard deviations (0.18–0.37), indicating strong agreement and consistent perceptions among respondents. The highest mean (M = 3.97) reflects respondents' strong belief in the importance of having a clear plan for cooperative establishment and operation. The consistently high ratings across items suggest that respondents recognize proper scheduling, realistic timelines, and structured planning as crucial to preventing delays, meeting member expectations, and ensuring smooth implementation. The overall composite mean of 3.92, interpreted as High Capability viability, indicates that a well-defined and carefully managed timeline is perceived as essential to the cooperative's effective launch and early operational success.

Table 10

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Management and Organizational Feasibility (Project timeline)

Statement	Mean	SD	Description from Scale	Interpretation
1. I think the cooperative should have a clear plan for establishment and operation.	3.9653	0.18	Strongly Agree	High Capability Viability
2. I believe proper scheduling of activities (enrollment, orientation, service launch) is essential.	3.9364	0.24	Strongly Agree	High Capability Viability
3. I feel delays in setup can affect the cooperative's initial performance.	3.8728	0.37	Strongly Agree	High Capability Viability
4. I believe a realistic timeline ensures all processes are properly implemented.	3.8844	0.36	Strongly Agree	High Capability Viability
5. I think members' expectations are better met when the cooperative follows a structured plan.	3.9249	0.26	Strongly Agree	High Capability Viability
Project timeline	**3.9168**	**0.19**	**Strongly Agree**	**High Capability Viability**

The study implied that the respondents' backgrounds, particularly their exposure to business planning, management, and organizational concepts, influenced their strong appreciation of structured project timelines. Their agreement suggests an understanding that delays in setup can negatively affect initial performance and member confidence, while realistic scheduling helps ensure that all processes—such as enrollment, orientation, and service launch—are properly implemented. This implied that for the Carmelian Students Savings and Credit Cooperative, strict adherence to a clear and realistic timeline is necessary to manage expectations, coordinate activities efficiently, and minimize implementation risks. Moreover, the findings highlight the importance of continuous monitoring and adjustment of the timeline to sustain operational efficiency and long-term viability.

Existing literature supports the importance of structured timelines in organizational and cooperative development (Nabella et al., 2022) emphasized that clearly defined project plans and schedules are critical in coordinating activities and ensuring successful project implementation. Similarly, (Beidas et al., 2022) noted that realistic scheduling reduces delays and enhances stakeholder confidence, particularly during the early stages of organizational setup. In the context of cooperative development, highlighted that phased implementation starting from planning and member orientation to service rollout improves operational readiness and performance (Wulandhari, 2023). (Silva & Mesquita, 2021) further found that delays in initial setup can adversely affect organizational credibility and early outcomes. More recently, (Thies et al., 2022) stressed that structured planning and continuous monitoring are essential for meeting member expectations and sustaining long-term performance in member-based and cooperative organizations.

TECHNICAL STUDY

Required Infrastructure, Equipment, and Facilities

This section evaluated the operational and technical feasibility of establishing the Carmelian Students Savings and Credit Cooperative by identifying the physical resources, facilities, and basic equipment necessary to support

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its daily operations. Consistent with the Financial Study, the operational setup was designed using conservative assumptions, a modest operational scale, and a non-profit, student-managed orientation. Emphasis was placed on practicality, cost efficiency, and maximum utilization of available institutional resources to ensure sustainability without imposing unnecessary financial burden on the cooperative.

Infrastructure and Facilities

Component	Description	Mode of Provision	Estimated Cost (₱)
Office Space	Designated area within an existing classroom, guidance office, or school annex	Shared institutional space	0
Meeting Area	Venue for orientations, meetings, and assemblies	Shared institutional facility	0

The cooperative relied primarily on facilities provided by the school to minimize start-up and operating costs. A designated office space within an existing/available classroom was utilized for administrative and record-keeping functions, while shared institutional venues were used for meetings, orientations, and assemblies. These arrangements incurred no rental or facility costs and were fully reflected in the financial study.

Equipment and Operational Resources

Component	Description	Provision Method	Estimated Cost (₱)
Cardboard Storage Box	Temporary storage for cash and documents	Purchased by the cooperative	200
Cardboard Box Shelf	Organized storage of records and files	Purchased by the cooperative	200
Office Table	Provided by school / room-included	School-provided	0
Stationery Supplies	Ledger books, receipt booklets, notebooks, pens	Included under office supplies	645
Total equipment and operational cost			**₱1,045**

Basic documentation and record-keeping tools such as logbooks, receipt books, and calculators were covered under the Monthly Office Supplies Expense amounting to ₱645. Orientation and training materials, totaling ₱910, supported member education and cooperative capacity-building, while marketing and registration expenses ensured institutional visibility and legal compliance.

The tables presented the operational and technical feasibility of establishing the cooperative in terms of required infrastructure, facilities, and equipment. The findings indicated that the cooperative could operate efficiently through a lean and resource-efficient operational setup that combines institutionally shared facilities with minimal but essential cooperative-owned resources. The absence of rental and furniture costs significantly reduced fixed expenses, while the procurement of basic storage and documentation tools ensured proper record-keeping, accountability, and secure handling of member funds. Overall, the operational requirements were modest, financially feasible, and well-aligned with the cooperative's student-managed structure, supporting smooth daily operations and long-term sustainability.

The study implied that the respondents' backgrounds and familiarity with basic business operations and resource management influenced their preference for a low-cost yet well-controlled operational setup. Their support for institutional sharing of office and meeting spaces, alongside the purchase of essential equipment and internet services, reflects an understanding of the need to balance cost efficiency with operational accountability and sustainability. This implied that the successful operation of the cooperative does not depend on extensive infrastructure investments but rather on strategic planning, prioritization of critical resources, and prudent financial management. Furthermore, the emphasis on secure storage, proper documentation, and basic digital tools indicates that respondents recognize the importance of safeguarding financial information, ensuring transparency, and supporting informed decision-making. Consequently, the long-term operational sustainability of the cooperative will rely on the effective use of available facilities and the responsible management and maintenance of cooperative-owned assets

From an operational and technical perspective, the feasibility of a student cooperative is enhanced by adopting a lean and resource-efficient infrastructure model that matches its organizational capacity. Studies indicate that emerging cooperatives achieve greater sustainability when they rely on shared institutional facilities and restrict capital investment to essential equipment, thereby reducing fixed operational costs (Ikram & Kenayathulla, 2023). The use of basic digital tools such as computers and spreadsheet-based systems has been found to improve accuracy in record-keeping, transparency, and overall administrative efficiency in savings and credit cooperatives (Dancsa et al., 2023). Furthermore, the availability of secure storage facilities and proper documentation mechanisms plays a vital role in safeguarding financial resources and strengthening member trust (Kuspratiwi et al., 2026). Research on youth and student-led cooperatives also highlights that minimizing operational expenses through low-cost technologies and shared resources significantly increases the likelihood of long-term viability (Ecosystems, 2025). Lastly, aligning infrastructure and technical requirements with the cooperative's scale and management capability supports effective governance and promotes sustainable operations over time (Barron et al., 2026).

Furthermore, one added: *"Need gid siya may office ka mga physical, computers, tables, and all. Kana bang, simple lang, pero dapat may physical. Kaya di man yung online co-op, no? So, namin ka may yung physical. Dapat, may amo gid na. Kaya tungod na inlaing nagpungko. May monitoring gig ka mo dapat. Kaya money matters, ina. Piso-piso lang na, pero tuod. Particular system like engaging with digital challenging now."* ("It is really necessary to have a physical office with computers, tables, and other basic equipment. It should be simple, but there must be a physical setup. It cannot be purely an online cooperative; there has to be a physical presence. This is important because different people are involved and there must be proper monitoring. Since it involves money matters—even if it is just small amounts—it still requires careful handling. At the same time, there should be a system in place, especially now that engaging with digital systems is becoming more challenging.")

The statement implied that a physical operational setup remains essential for the effective management and credibility of the Carmelian Students Savings and Credit Cooperative. Despite the availability of digital tools, the need for a physical office equipped with basic furniture and computers highlights the importance of visibility, accessibility, and proper monitoring, especially in handling financial transactions. The emphasis on monitoring reflects concerns over accountability and control, even when transaction amounts are minimal, indicating that trust and accuracy are critical in money-related activities. Moreover, the acknowledgment of challenges in digital engagement suggests that a purely online system may not be practical for all members, particularly in a student cooperative context. This implied that a hybrid operational approach, combining a physical presence with simple digital systems, is necessary to ensure transparency, effective oversight, and member confidence.

Related literature supports the importance of maintaining a physical and well-equipped operational base in cooperative organizations (Ogundu, 2022). (Wu et al., 2022) emphasized that physical office spaces enhance transparency and facilitate monitoring, particularly in financial cooperatives where accountability is crucial.

Similarly, (Omid Aghababaei Tafreshi et al., 2021) found that access to basic infrastructure such as computers and workspaces improves record accuracy and administrative control in small cooperatives. In addition, (Mu & Haque, 2023)noted that while digital systems improve efficiency, many member-based organizations still require physical offices to address coordination, supervision, and trust-building needs. Studies on youth and student cooperatives by (Thompson, 2023) further revealed that hybrid More recently, (Sakwa & Namusonge, 2021) highlighted that establishing simple but functional physical infrastructure supports better financial oversight and strengthens institutional legitimacy in emerging cooperatives.

Table 11 below presented the operational and technical feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of required infrastructure. The results show that all indicators obtained high mean scores ranging from 3.57 to 3.91, with relatively low standard deviations (0.29–0.50), indicating strong agreement and generally consistent responses among respondents. The highest mean (M = 3.91) highlights the importance respondents place on access to computers and internet connectivity for cooperative management, followed closely by the need for proper record-keeping systems (M = 3.90) and an accessible, well-organized service area (M = 3.88). Although slightly lower, the ratings for secure management of member savings and adequate infrastructure still fall within the "strongly agree" range, underscoring their perceived importance. The overall composite mean of 3.77, interpreted as High Capability capability, suggests that respondents view the availability of basic but reliable infrastructure as essential to efficient operations and member satisfaction.

Table 11

Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Operational and Technical Feasibility (Required infrastructure)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative should have an accessible and well-organized office or service area.	3.88	0.32	Strongly Agree	High Capability Capability
2. I think proper record-keeping systems are necessary for smooth operations.	3.90	0.31	Strongly Agree	High Capability Capability
3. I believe access to computers and internet is important for cooperative management.	3.91	0.29	Strongly Agree	High Capability Capability
4. I feel that the cooperative should have secure and reliable ways to manage member savings.	3.57	0.50	Strongly Agree	High Capability Capability
5. I think adequate infrastructure is essential for cooperative efficiency and member satisfaction.	3.58	0.49	Strongly Agree	High Capability Capability
Required infrastructure	**3.77**	**0.25**	**Strongly Agree**	**High Capability Capability**

The study implied that the respondents' backgrounds, particularly their exposure to business operations, financial management, and basic information systems, influenced their strong appreciation of adequate infrastructure for cooperative operations. Their responses indicate an understanding that even a student-managed cooperative requires organized office space, reliable record-keeping, and access to technology to ensure accountability and efficiency. This implied that the success of the Carmelian Students Savings and Credit Cooperative will depend on providing simple yet functional physical and technical resources that support transparency and secure handling of member savings. Moreover, the emphasis on infrastructure suggests that respondents associate proper facilities with credibility and trust, which are vital for encouraging participation and sustaining member confidence.

Existing literature supports the importance of adequate infrastructure in cooperative operations. (Mungai, 2025) emphasized that accessible office space and organized service areas enhance operational efficiency and member confidence in savings and credit cooperatives. Similarly, (With, n.d.) found that proper record-keeping systems are critical for transparency, accountability, and smooth daily operations in member-based financial organizations. Studies by (Gabriel-wettey, 2025) highlighted that access to basic information and communication technologies, such as computers and internet connectivity, significantly improves management efficiency and reporting accuracy. Furthermore, (Adesemoye et al., 2025) stressed that secure systems for managing member savings are fundamental to building trust and protecting cooperative assets. More recently, (Works, 2025) concluded that adequate and well-maintained infrastructure contributes directly to cooperative efficiency, member satisfaction, and long-term sustainability, particularly in small and student-led cooperatives.

Operational Processes for Managing Savings, Loans, and Other Services

This section presented the operational processes for managing savings, loans, and other member services of the Carmelian Students Savings and Credit Cooperative. The proposed processes are intentionally designed to be simple, transparent, and student-friendly, recognizing the cooperative's small scale and student-managed nature. By establishing clear procedures for savings contributions, loan transactions, member services, and monitoring, the cooperative aims to ensure accountability, financial discipline, and active member participation while maintaining operational feasibility and sustainability.

Savings Management

Process	**Description**
Savings Contribution	Members deposit a monthly savings contribution of ₱50.
Recording of Transactions	All savings transactions are recorded in physical ledger books or shared spreadsheets.
Interest on Savings	Savings earn minimal interest (1–2% annualy), subject to available funds and cooperative policy.

Loan Management

Process	**Description**
Loan Application	Members may apply for small loans ranging from ₱100 to ₱500.
Loan Approval	Applications are reviewed and approved by the Board or authorized officers based on eligibility and repayment capacity.
Loan Monitoring	Loan releases and repayments are tracked using ledger books or spreadsheets.

Member Services

Service	Description
Member Orientation	New members participate in scheduled orientation sessions conducted using school-provided facilities. Orientation materials such as printed handouts, forms, and guides are produced using bond paper and printer ink covered under the ₱910 orientation and training materials budget.
Financial Literacy Training	Members attend basic financial literacy sessions covering savings habits, budgeting, and responsible borrowing. Training activities utilize printed instructional materials and facilitated discussions to enhance understanding and practical application of financial concepts.

Operational Workflow

Step	Key Activities
Member Enrollment	Registration, orientation, and issuance of membership card
Savings Collection	Monthly contributions and recording in ledgers or spreadsheets
Loan Management	Application, approval, disbursement, and repayment tracking
Member Engagement	Orientations, workshops, and advisories
Monitoring and Reporting	Monthly review and preparation of simple reports for members

The tables above presented the operational feasibility of the Carmelian Students Savings and Credit Cooperative in terms of managing savings, loans, and other member services. The findings indicated that the cooperative's operational processes were well-structured, manageable, and appropriate for a student-managed financial organization. The clear delineation of procedures for savings collection, loan processing, and member services ensured transparency, accountability, and consistency in daily operations. Moreover, the use of simple documentation tools and school-provided facilities minimized operational costs while supporting effective monitoring and reporting. Overall, the operational framework demonstrated that the cooperative could efficiently deliver its core services while promoting financial discipline, member engagement, and long-term sustainability.

The study implied that the respondents' backgrounds, particularly their exposure to business administration, basic accounting, and financial management concepts, influenced their acceptance of simplified yet systematic operational processes. Their support for minimal savings contributions, small loan amounts, and basic monitoring tools suggests an understanding that operational simplicity enhances transparency and reduces risk in a student cooperative. This implied that effective implementation of these processes can promote trust, accountability, and sustained participation among members. Moreover, the emphasis on member education and mentoring indicates that respondents recognize financial services as learning opportunities, reinforcing the cooperative's role in developing responsible financial behavior and leadership skills.

Related literature supports the use of simplified operational processes in small and student-led cooperatives. (Siwawa1 & Phuluwa2, n.d.) emphasized that regular savings contributions and straightforward record-keeping systems improve transparency and financial discipline in community-based cooperatives. Similarly (Naitore, 2022) found that limiting loan amounts and applying clear approval criteria reduce default risks and strengthen repayment performance in savings and credit cooperatives. Studies by (J. Liu & Chen, 2025) highlighted that the use of basic digital tools, such as spreadsheets, enhances accuracy and efficiency without imposing high operational costs. Furthermore, (Article, 2027) noted that orientations and financial literacy workshops significantly improve member participation and responsible borrowing behavior. More recently, (Gopez et al.,

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2025) concluded that peer mentoring and continuous monitoring foster accountability and trust, contributing to the long-term sustainability of student-managed financial cooperatives..

In addition, one shared: *"Performance is monitored through monthly reports, comparison sa targets, capital build-up, loan repayments, and member satisfaction. Every quarter, evaluation para improvement. For students, short-term savings, emergency fund, and school-based savings. Flexible, easy access. Micro-loans, tuition assistance, emergency loans. Small amounts, short repayment, minimal requirements."* ("Performance is monitored through monthly reports, comparison against targets, capital build-up, loan repayments, and member satisfaction. Every quarter, evaluations are conducted for improvement. For students, the focus is on short-term savings, emergency funds, and school-based savings with flexible and easy access. Loan services include micro-loans, tuition assistance, and emergency loans, all involving small amounts, short repayment periods, and minimal requirements.")

The study implied that the respondents' backgrounds, particularly their exposure to basic management, finance, and performance evaluation, influenced their strong support for systematic monitoring and student-appropriate financial services. The emphasis on monthly reports, target comparisons, capital build-up, and loan repayment monitoring reflects an understanding that regular performance assessment is necessary to ensure accountability and guide continuous improvement. In addition, the preference for short-term savings, emergency funds, and school-based financial services indicates that respondents recognize the limited financial capacity and immediate needs of students. This implied that the cooperative's sustainability will depend on combining consistent monitoring mechanisms with flexible, accessible financial products tailored to student members.

Previous studies highlight the importance of regular monitoring and student-oriented financial services in cooperative operations (Youyou, 2026). Regular performance reporting and target comparison have been shown to improve transparency and decision-making in member-based organizations (Ingram et al., 2026). Tracking capital build-up and loan repayment performance is also critical in maintaining financial stability and member trust in savings and credit cooperatives (L. Zhao, 2024). Research further indicates that short-term savings and emergency funds are effective financial tools for students and youth, as they align confirmed income limitations and urgent financial needs (Aflaki & Pedraza-martinez, 2022). Moreover, micro-loan programs offering small amounts, short repayment periods, and minimal requirements enhance accessibility while reducing default risk among young members (Wan, 2025).

Table 12 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Operational and Technical Feasibility (Operational processes)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative should have clear procedures for savings deposits and withdrawals.	3.88	0.32	Strongly Agree	High Capability Capability
2. I think loan applications and approvals should be transparent and efficient.	3.90	0.31	Strongly Agree	High Capability Capability
3. I feel proper guidelines and policies ensure smooth and fair cooperative operations.	3.90	0.31	Strongly Agree	High Capability Capability
4. I believe ongoing monitoring of operations can improve cooperative services.	3.57	0.50	Strongly Agree	High Capability Capability
5. I think the cooperative should provide support to members regarding financial queries	3.50	0.50	Strongly Agree	High Capability Capability
Operational processes	**3.75**	**0.25**	**Strongly Agree**	**High Capability Capability**

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Table 12 above presented the operational and technical feasibility of establishing the carmelian students savings and credit cooperative in terms of operational processes. The results indicate that all statements obtained high mean scores ranging from 3.50 to 3.90, with relatively low standard deviations (0.31–0.50), signifying strong agreement and acceptable consistency among respondents. The highest means (M = 3.90) highlight the perceived importance of transparent and efficient loan applications and approvals, as well as clear guidelines and policies to ensure fair operations. Although slightly lower, the ratings for ongoing monitoring and member support still fall within the "strongly agree" range, underscoring their relevance to service improvement and member satisfaction. The overall composite mean of 3.75, interpreted as High Capability capability, suggests that respondents believe the cooperative can effectively implement clear, fair, and monitored operational processes suitable for a student-managed setting.

The study implied that the respondents' backgrounds particularly their exposure to business administration, basic finance, and organizational management shaped their strong preference for clarity, transparency, and continuous monitoring in cooperative operations. Their emphasis on well-defined procedures for savings and loans indicates an understanding that structured processes reduce ambiguity, promote fairness, and enhance trust among members. The support for ongoing monitoring and responsive member assistance further implied that respondents recognize service quality as a dynamic outcome that improves through regular review and feedback. This suggests that the cooperative's operational success will depend on consistently applying clear procedures, maintaining transparent loan processes, and providing timely support to members to sustain confidence and participation.

Prior studies affirm the importance of clear and transparent operational processes in cooperatives. Clear procedures for savings and withdrawals have been shown to enhance accountability and member confidence in financial cooperatives (Solomons, 2024). Transparency and efficiency in loan applications and approvals are critical in reducing conflicts and improving repayment performance (Page, 2025). Well-defined operational guidelines also promote fairness and consistency, contributing to smoother daily operations (Management, n.d.). Moreover, continuous monitoring and evaluation of operations have been found to improve service quality and organizational learning in member-based institutions (Pizzuti et al., 2024). Finally, providing responsive support to members regarding financial concerns strengthens trust and satisfaction, which are essential for the sustainability of small and student-led cooperatives (Hasan et al., 2023).

Cost Requirements for Initial Setup and Ongoing Operations

Consistent with the cooperative's student-centered, non-profit, and volunteer-based orientation, all costs are kept minimal, realistic, and essential. The cooperative operates primarily through voluntary service by student officers and members; however, a provision for honoraria is included on a deferred basis, subject to the availability of surplus. This ensures operational sustainability while maintaining fairness for key personnel in cases where financial capacity permits.

Initial Project Cost / Capital

The initial project cost represents the minimum capital required to begin operations. These costs cover only essential operational needs such as basic tools, office supplies, orientation and training activities, marketing for membership enrollment, and registration requirements. Funding is expected to come from membership fees, capital build-up contributions, and minimal institutional support, ensuring that the cooperative can operate without financial strain.

Initial Project Cost/Capital

Carmelian Students Savings and Credit Cooperative	
Item	**Amount (₱)**
Tools and Equipment	₱400.00
Furniture and Fixture	–

Operating Expenses	
Office Supplies Expense	₱645.00
Orientation and Training Materials	₱910.00
Marketing Expense	₱850.00
Registration and Permit Expense	₱1,150.00
Total Operating Expense	**₱3,555.00**
Total Initial Projected Cost	**₱3,955.00**

The table shows that the cooperative can be established with a very low initial capital requirement of ₱3,955.00, demonstrating strong financial feasibility. The largest portions of the cost are allocated to member education, compliance, and awareness, which are critical during the start-up phase. The absence of furniture and fixture expenses reflects the use of school-provided facilities, further minimizing costs.

Operational Costs (Volunteer-Based*)*

The cooperative adopts a student-volunteer structure, where officers and committee members are not considered formal employees but receive minimal honoraria as allowances for their service and responsibilities. This structure ensures sustainability while maintaining compliance with educational and institutional settings.

Cost Category	Description	Estimated Monthly Cost (₱)
Honoraria / Salaries	General Manager – ₱700; 3 Key Staff – ₱300 each	1,600
Allowances	Transportation or activity-based allowances	–
Office Supplies	Paper, ink, forms, and basic documentation	645
Miscellaneous / Contingency	Minor unforeseen operational needs	200
Total Monthly Operating Cost		**₱2,445.00**

Note: The ₱2,300 monthly honoraria is a fixed but modest allocation intended only as support for student-volunteers, not as formal salaries. Since the cooperative operates within a school setting and utilizes existing facilities, compensation remains minimal and controlled.

The cost structure demonstrates that the Carmelian Students Savings and Credit Cooperative The cost structure reflects a lean and sustainable operational model. The cooperative minimizes expenses by utilizing school facilities, adopting student-volunteers instead of formal employees, and limiting spending to essential operational needs only. Honoraria is treated as an allowance-based recognition for student responsibilities, ensuring motivation without creating labor-related obligations. This approach supports long-term sustainability while maintaining affordability and operational efficiency.

The study implied that respondents' backgrounds—particularly their exposure to business administration, basic accounting, and financial management concepts—influenced their acceptance of a low-cost and efficiency-driven structure. Their support for minimal startup and operating expenses reflects an understanding that financial sustainability in a student cooperative depends on prudent resource allocation and controlled overhead costs. Furthermore, the inclusion of deferred honoraria suggests recognition of organizational accountability and role differentiation within volunteer-based systems. This balance between volunteerism and conditional compensation reflects cooperative principles of shared responsibility, equity, and sustainability, which are essential in student-led financial institutions.

Existing literature supports the adoption of lean cost structures in student and small-scale cooperatives. Studies indicate that minimizing startup and operational expenses enhances financial sustainability and reduces risk during the early stages of cooperative development (ILO, 2021; FAO, 2022). Research further emphasizes that

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allocating financial resources primarily to essential equipment such as record-keeping systems and secure storage strengthens transparency, accountability, and operational efficiency in savings and credit cooperatives (Wakweya, 2024). Similarly, maintaining low recurring operational costs combined with symbolic or conditional compensation has been found effective in sustaining service delivery in member-based organizations, particularly in youth- and student-led cooperatives (OECD, 2020). Cooperative development studies also highlight that reliance on shared institutional resources significantly lowers financial barriers while improving operational viability and inclusiveness (ICA, 2021). More recent findings reinforce that student-led cooperatives are more likely to achieve long-term sustainability when financial planning prioritizes affordability, functionality, and prudent resource management (UNESCO, 2023).

Moreover, one added: "Within the first year to the third year, you cannot see anything. There is no gain. The system is that the institution is scooping up all the initial capital… It should be balanced in terms of management and financial capability. In terms of affordability, the 50 to 100 monthly capital build-up is okay. You can also get interest… 1% to 2% interest is okay. There is a loan, you can still pay it back. Every time the client pays a loan, they can get part of the interest."

The study implied that the respondents' backgrounds, particularly their understanding of basic finance, long-term investment, and cooperative principles, shaped their realistic expectations regarding financial returns and sustainability. The view that noticeable gains may not be evident within the first one to three years reflects an awareness that cooperative development requires patience, disciplined capital build-up, and sound financial management. Their acceptance of affordable monthly contributions ranging from ₱50 to ₱100, modest interest rates of 1 to 2 percent, and structured loan repayment arrangements indicates an understanding of the need to balance member affordability with institutional financial capacity. This implied that respondents value sustainability over short-term profit and recognize that gradual capital accumulation, reinvestment of earnings, and shared financial benefits are essential for the cooperative's long-term viability and member trust.

Existing literature supports the observation that cooperatives generally experience limited financial returns during their initial years due to capital accumulation and system stabilization requirements (Sheraz et al., 2022). Studies further emphasize that affordable capital build-up schemes encourage sustained member participation while minimizing financial strain, especially in student and small-scale cooperatives (Derwin, 2021). Research also shows that maintaining modest interest rates on savings and loans helps balance member incentives with financial sustainability (Sulfiani et al., 2024). In addition, loan systems that allow members to benefit from interest earnings through repayment cycles enhance commitment and promote financial discipline (Bühler et al., 2023). More recent findings highlight that balanced management practices, which align affordability, financial capacity, and reinvestment, are critical to cooperative resilience and long-term success (Ichsan et al., 2023).

Table 13 below presented the operational and technical feasibility of establishing Carmelian Students Savings and Credit Cooperative in terms of cost requirements. The results show that all statements obtained high mean scores ranging from 3.50 to 3.90, with standard deviations between 0.31 and 0.50, indicating strong agreement and acceptable consistency among respondents. The highest mean values (M = 3.90) reflect respondents' strong belief that operational costs must be sustainable and that effective resource management is essential for cooperative stability. Although financial planning and proper budgeting obtained slightly lower mean scores, they still fall within the "strongly agree" range, highlighting their perceived importance. The overall composite mean of 3.75, interpreted as High Capability capability, suggests that respondents view the proposed cost structure as realistic, manageable, and supportive of the cooperative's long-term operation.

Table 13 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Operational and Technical Feasibility (Cost requirements)

Statement	Mean	SD	Description from Scale	Interpretation

1. I believe initial capital requirements should be reasonable and achievable.	3.88	0.32	Strongly Agree	High Capability Capability
2. I feel operational costs should be sustainable to maintain cooperative services.	3.90	0.31	Strongly Agree	High Capability Capability
3. I think effective resource management ensures cooperative stability.	3.90	0.31	Strongly Agree	High Capability Capability
4. I believe financial planning is necessary for long-term sustainability.	3.57	0.50	Strongly Agree	High Capability Capability
5. I feel that proper budgeting contributes to the cooperative's success and viability.	3.50	0.50	Strongly Agree	High Capability Capability
Cost requirements	**3.75**	**0.25**	**Strongly Agree**	**High Capability Capability**

The study implied that the respondents' backgrounds, particularly their exposure to basic accounting, budgeting, and financial management concepts, influenced their strong support for reasonable and sustainable cost requirements. Their responses indicate an understanding that initial capital must be achievable for student members and that controlling operational costs is necessary to maintain cooperative services. This implied that respondents recognize financial planning and proper budgeting as key drivers of cooperative success, even if immediate financial gains are limited. Moreover, the emphasis on effective resource management suggests that respondents associate prudent financial practices with stability, credibility, and long-term viability, which are critical for sustaining a student-managed cooperative.

Related literature show that achievable initial capital requirements encourage participation and reduce financial barriers for members, particularly in small and student-led cooperatives (Telonis & Panteli, 2023). Research also highlights that sustainable operational costs are essential to maintaining continuous service delivery and organizational stability (Jonathan et al., 2022). Effective resource management has been identified as a key factor in strengthening financial resilience and minimizing operational risks in member-based organizations (Y. Liu et al., 2022). Furthermore, financial planning practices such as forecasting and budgeting contribute significantly to long-term cooperative sustainability (Caillot et al., 2022). More recent studies emphasize that proper budgeting enhances transparency, accountability, and overall viability in savings and credit cooperatives, especially during their early stages of development (Nomor et al., 2022).

Financial Study

Financial Projections

The financial projections of the Carmelian Students Savings and Credit Cooperative show that the organization starts with a total cash inflow of ₱34,600, consisting of ₱8,100 share capital classified as equity and ₱26,500 members' savings deposits classified as liabilities due to their withdrawable nature. Total cash outflows amount to ₱4,009, covering essential start-up expenses such as office supplies, marketing, registration and permit costs, and tools and equipment. After deducting these expenses, the cooperative retains ₱30,591 as working capital, which serves as its initial liquidity base for operations. Since a significant portion of the funds comes from members' savings deposits, the cooperative must ensure proper liquidity management to meet withdrawal needs while maintaining smooth day-to-day operations and financial stability.

Carmelian Students Savings and Credit Cooperative
Projected Source of Funds and Cost

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Cash Inflow	
Source	**Amount (₱)**
Share Capital (Equity)	8,100
Members' Savings Deposits (Liabilities)	26,500
Total Cash Inflow	**34,600**
Cash Outflow	
Expense	
Office Supplies (Annual)	2,159
Marketing Expense	300
Registration & Permit Costs	1,150
Tools & Equipment	400
Total Cash Outflow	**4,009**
Working Capital	**30,591**

Financial Assumptions:

1. Revenue Structure: Income is generated from loan interest (2% monthly), documentation fees, and minimal penalty charges.
2. Loan Utilization Rate: Only 50%–70% of members are expected to actively borrow.
3. Membership Growth: Starting with 173 members in 2026, growing at 5% annually.
4. Expense Inflation: Operating expenses increase by 3% annually.
5. Marketing Expense: Minimal due to internal school-based promotion.
6. Registration Costs: Treated as one-time start-up cost.
7. Depreciation: Tools and equipment depreciated over 5 years (20% annually).
8. No Rent Cost: Operations conducted within school premises (0% rent).
9. No External Debt: Cooperative is fully equity and member funded.
10. Honoraria of ₱19,200/year is treated as cash outflow.
11. Liquidity Management: At least 20%–30% working capital maintained.
12. Growth Outlook: Net income expected to grow 5%–10% annually.
13. Conservatism: Projections assume 80%–90% reliability level.

Income Statement

Carmelian Students Savings and Credit Cooperative Projected Income Statement For years ended 2026, 2027, 2028, 2029, 2030

	Notes	2026	2027	2028	2029	2030
Service Income		33,960	35,658	37,441	39,313	41,279
Less: Operating Expenses						
Office Supplies Expense	1	2,159	2,224	2,291	2,360	2,431
Marketing Expense	2	300	309	318	328	338
Registration & Permit Expense	3	1,150	–	–	–	–
Honoraria Expense		19,200	19,776	20,369	20,980	21,609
Depreciation Expense	4	80	80	80	80	80
Total Expenses		22,889	22,389	23,058	23,748	24,458
Net Income		**11,071**	**13,269**	**14,383**	**15,565**	**16,821**

The projected income statement of the Carmelian Students Savings and Credit Cooperative shows consistent growth in service income and stable expense management. Honoraria are properly recognized as an operating expense, ensuring realistic financial reporting. Despite increasing costs, the cooperative maintains positive net income, indicating sustainability (Samborska et al., 2023).

Changes In Member's Equity

Carmelian Students Savings and Credit Cooperative Projected Changes in Member's Equity For years ended 2026, 2027, 2028, 2029, 2030					
	2026	**2027**	**2028**	**2029**	**2030**
Beginning Equity	8,100	19,171	32,440	46,823	62,388
Add: Net Income	11,071	13,269	14,383	15,565	16,821
Ending Equity	**19,171**	**32,440**	**46,823**	**62,388**	**76,209**

Members' savings deposits are excluded from equity and properly classified as liabilities in accordance with cooperative accounting standards.

Cashflow Statement

Carmelian Students Savings and Credit Cooperative Projected Cash Flow Statement For years ended 2026, 2027, 2028, 2029, 2030						
	Notes	**2026**	**2027**	**2028**	**2029**	**2030**
Beginning Cash		30,591	41,342	54,691	69,154	84,799
CASH INFLOWS (OPERATING ACTIVITIES)						
Service Revenue		33,960	35,658	37,441	39,313	41,279
CASH OUTFLOWS (OPERATING ACTIVITIES)						
Office Supplies	**1**	(2,159)	(2,224)	(2,291)	(2,360)	(2,431)
Marketing Expense	**2**	(300)	(309)	(318)	(328)	(338)
Registration & Permit	**3**	(1,150)	-	-	-	-
Honoraria		(19,200)	(19,776)	(20,369)	(20,980)	(21,609)
Total Outflows		**(22,809)**	**(22,309)**	**(22,978)**	**(23,668)**	**(24,378)**
Net Cash from Operations		11,151	13,349	14,463	15,645	16,901
Ending Cash		**41,342**	**54,691**	**69,154**	**84,799**	**101,700**

Ending cash increases steadily from ₱41,342 in 2026 to ₱101,700 in 2030 due to consistent positive operating cash flow, indicating strong liquidity and effective financial management. This upward trend reflects the cooperative's ability to generate sufficient cash from its core operations while maintaining controlled expenses. Members' savings deposits are treated as financing inflows and are excluded from operating activities to ensure that the financial statement accurately reflects operational performance.

Statement Of Financial Position

Carmelian Students Savings and Credit Cooperative Projected Statement of Financial Position For years ended 2026, 2027, 2028, 2029, 2030					
	Notes	**2026**	**2027**	**2028**	**2029**	**2030**
ASSETS						
Current Assets						

Cash		41,342	54,691	69,154	84,799	101,700
Net Equipment		320	240	160	80	–
TOTAL ASSETS		**41,662**	**54,931**	**69,314**	**84,879**	**101,700**
LIABILITIES & EQUITY						
Current Liabilities						
Members' Savings Deposits		26,500	27,825	29,216	30,677	32,211
Total Liabilities		**26,500**	**27,825**	**29,216**	**30,677**	**32,211**
Members' Equity						
Share Capital		8,100	9,900	11,700	13,700	15,700
Retained Earnings (Cumulative)		11,071	17,206	28,398	40,502	53,789
Total Equity		19,171	27,106	40,098	54,202	69,489
TOTAL LIABILITIES & EQUITY		**41,662**	**54,931**	**69,314**	**84,879**	**101,700**

The Statement of Financial Position shows that total assets increase over time due to growing cash balances. Members' savings deposits are correctly classified as liabilities, comprising a significant portion of total assets. Retained earnings reflect cumulative net income, ensuring consistency across financial statements. This confirms that the cooperative maintains a balanced and financially sound position (Tolentino, 2020).

Supporting Notes

Note 1 - Supplies Expense			
Position	**Quantity**	**Unit**	**Total Annual Cost**
Bond Paper (A4, 70 gsm)	3	ream	600
Ball Pens	2	box	99
Stapler	1	pc	80
Staples	5	box	100
Plastic Folder	3	pcs	45
Logbook / Ledger Notebook	2	pcs	200
Official Receipt Book	1	pc	100
Calculator	2	pcs	170
Black Printer Ink (EpsonL3210)	3	bottle	255
Magenta Ink	2	bottle	170
Cyan Ink	2	bottle	170
Yellow Ink	2	bottle	170
Total Office Supplies Cost			**₱2,159**

Note 2 – Marketing Expense		
Item	**Description**	**Estimated Cost (₱)**
Tarpaulins	Printed tarpaulin (standard size)	300
Total Estimated Marketing Cost		**₱300**

Note 3 – Registration and Permit Expense

Item	Description	Estimated Cost (₱)
Cooperative Registration Fee	Official registration of the student cooperative	500
Articles of Cooperation & By-Laws Printing	Required documents for submission	200
Notarization of Documents	Legal validation of registration papers	150
Barangay Clearance	Proof of operation within the campus/locality	100
School / Institutional Endorsement Fee	Approval to operate within the campus	100
Filing & Documentation Supplies	Folders, envelopes, photocopies	100
Total Estimated Registration & Permit Cost:		**₱1,150**

Note 4 – Tools and Equipment Expense		
Item	**Description**	**Estimated Cost (₱)**
Cardboard Storage Box	Temporary storage for cash and documents	200
Cardboard Box Shelf	Organized storage of records and files	200
Office Table	Provided by school / room-included	0
Total Tools & Equipment Cost		**₱400**

Return On Investment (Roi)

	2026	2027	2028	2029	2030
Net Income	11,071	13,269	14,383	15,565	16,821
Share Capital	8,100	9,900	11,700	13,700	15,700
ROI (%)	**136.7%**	**134.0%**	**122.9%**	**113.6%**	**107.1%**

The return on investment (ROI) of the Carmelian Students Savings and Credit Cooperative shows strong performance but gradually decreases over time due to the expanding capital base. It declines from 136.7% in 2026 to 107.1% in 2030, reflecting the steady increase in share capital alongside growing net income. This decrease is considered normal since a larger equity base reduces percentage returns even when profits continue to rise. Overall, the trend still indicates efficient capital utilization and sustained financial viability (Wpmo et al., 2021).

Ratio Analysis

1. Liquidity Ratios

Liquidity Ratio	**2026**	**2027**	**2028**	**2029**	**2030**
Current Ratio (Current Assets ÷ Current Liabilities)	41,662 ÷ 26,500 = 1.57	54,931 ÷ 27,825 = 1.97	69,314 ÷ 29,216 = 2.37	84,879 ÷ 30,677 = 2.77	101,700 ÷ 32,211 = 3.16
Quick Ratio (Cash ÷ Current Liabilities)	41,342 ÷ 26,500 = 1.56	54,691 ÷ 27,825 = 1.96	69,154 ÷ 29,216 = 2.37	84,799 ÷ 30,677 = 2.76	101,700 ÷ 32,211 = 3.16

The cooperative demonstrates strong and continuously improving liquidity performance over the five-year period. The current ratio increases from 1.57 in 2026 to 3.16 in 2030, indicating a growing capacity to cover short-term obligations, including members' savings withdrawals. All liquidity ratios remain above 1, confirming sufficient ability to always meet financial commitments. This upward trend reflects improved cash management and financial flexibility, showing that the cooperative maintains a balanced approach between liquidity protection and efficient utilization of funds for operations (V, 2023).

Profitability Ratio

Profitability Ratio	**2026**	**2027**	**2028**	**2029**	**2030**
Net Profit Margin (Net Income ÷ Service Income)	11,071 ÷ 33,960 = 32.60%	13,269 ÷ 35,658 = 37.21%	14,383 ÷ 37,441 = 38.41%	15,565 ÷ 39,313 = 39.60%	16,821 ÷ 41,279 = 40.74%
Return on Assets (ROA) (Net Income ÷ Total Assets)	11,071 ÷ 41,662 = 26.57%	13,269 ÷ 54,931 = 24.15%	14,383 ÷ 69,314 = 20.75%	15,565 ÷ 84,879 = 18.34%	16,821 ÷ 101,700 = 16.54%
Return on Equity (ROE) (Net Income ÷ Ending Equity)	11,071 ÷ 19,171 = **57.75%**	13,269 ÷ 27,106 = **48.96%**	14,383 ÷ 40,098 = **35.87%**	15,565 ÷ 54,202 = **28.72%**	16,821 ÷ 69,489 = **24.20%**

The net profit margin shows a steady increase from 32.60% in 2026 to 40.74% in 2030, indicating improved efficiency in generating income from service revenue. In contrast, the return on assets (ROA) gradually decreases due to the continuous growth of total assets, while the return on equity (ROE) also declines as the equity base expands over time. Despite these declines, the results still reflect stable and sustainable financial performance supported by consistent income growth (Palu & Sulawesi, 2024).

Solvency Ratio

Solvency Ratio	**2026**	**2027**	**2028**	**2029**	**2030**
Debt-to-Equity Ratio (Liabilities ÷ Equity)	26,500 ÷ 19,171 = 1.38	27,825 ÷ 27,106 = 1.03	29,216 ÷ 40,098 = 0.73	30,677 ÷ 54,202 = 0.57	32,211 ÷ 69,489 = 0.46
Debt Ratio (Liabilities ÷ Total Assets)	26,500 ÷ 41,662 = 0.64	27,825 ÷ 54,931 = 0.51	29,216 ÷ 69,314 = 0.42	30,677 ÷ 84,879 = 0.36	32,211 ÷ 101,700 = 0.32
Equity Ratio (Equity ÷ Total Assets)	19,171 ÷ 41,662 = 0.46	27,106 ÷ 54,931 = 0.49	40,098 ÷ 69,314 = 0.58	54,202 ÷ 84,879 = 0.64	69,489 ÷ 101,700 = 0.68

The cooperative recognizes members' savings deposits as liabilities, which account for approximately 63.6% of total assets in 2026. This level is considered acceptable for savings and credit cooperatives, as it reflects active member participation and deposit mobilization. Over time, the proportion of equity increases, indicating improving financial stability and reduced reliance on liabilities (Blessing & Sakouvogui, 2023).

Break – Even Point (Payback Period)

Description	Calculation	Result
Payback Period	8,100 ÷ 11,071	0.87 years (~10.5 months)
Break-even Sales	Total Expenses ÷ Revenue	₱22,889 (≈67% of projected sales)

The Break-even Point and Payback Period analysis shows that the cooperative is financially feasible within its first year of operation. The payback period indicates that the initial capital of ₱8,100 can be recovered in approximately 0.87 years or 10.5 months based on annual net income, reflecting a quick return on investment. In terms of break-even sales, the cooperative needs to generate ₱22,889 in revenue, or about 67% of the projected service income, to cover all operating expenses. Overall, this demonstrates strong financial viability, as the cooperative can sustain operations and recover its initial investment within a short period through its service-based income structure.

Table 14 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Financial Feasibility (Financial projections)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative's initial capital requirement is realistic and attainable.	3.88	0.33	Strongly Agree	High Capability Impact
2. I feel that the cooperative can generate sufficient income to cover operational expenses over time.	3.85	0.39	Strongly Agree	High Capability Impact
3. I think the planned sources of funds for the cooperative are reliable and sufficient.	3.87	0.35	Strongly Agree	High Capability Impact
4. I believe the cooperative's projected income and expenses are well-planned for long-term operation.	3.82	0.45	Strongly Agree	High Capability Impact
5. I think the cooperative can achieve its financial goals within the first five years of operation.	3.86	0.38	Strongly Agree	High Capability Impact
Financial projections	**3.86**	**0.33**	Strongly Agree	High Capability Impact

Table 14 above presented the respondents' assessment of the financial feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of financial projections. The overall mean score of 3.86 with a low standard deviation (SD = 0.33) indicates a strong agreement among respondents and reflects a High Capability perceived impact of financial feasibility. All indicators—including the realism of initial capital requirements, the cooperative's ability to generate sufficient income to cover operational expenses, the reliability of funding sources, the soundness of projected income and expenses, and the achievability of financial goals within the first five years—obtained consistently high mean ratings ranging from 3.82 to 3.88. The low variability in responses suggests a shared confidence among respondents regarding the cooperative's financial planning and long-term sustainability. Overall, the findings imply that the proposed cooperative is viewed as financially viable, with well-structured projections that support stable operations and gradual growth during its early years.

The findings imply that the respondents' backgrounds, particularly their level of financial awareness and familiarity with cooperative operations, contributed to their high level of confidence in the cooperative's financial feasibility. Their strong agreement suggests an understanding of the importance of realistic capital requirements, dependable sources of funds, and carefully planned income and expense projections in ensuring sustainability. The positive perception regarding the achievement of financial goals within the first five years also reflects awareness that cooperatives typically require an initial period to recover operational costs before generating stable returns. This implied that informed and financially literate stakeholders are more likely to support cooperative initiatives, which may enhance effective financial management, strengthen member commitment, and increase the likelihood of long-term organizational success.

Related literature supports that cooperatives with realistic and attainable initial capital requirements are more likely to achieve operational stability and gain member confidence (Ritter et al., 2025). The availability of reliable and sufficient funding sources also enables cooperatives to meet operational expenses and manage early financial challenges effectively (E. D. Cruz, 2022). Furthermore, the alignment of projected income and expenses with operational capacity has been shown to enhance long-term financial performance and reduce financial risks (Yu et al., 2023). Studies have also indicated that cooperatives typically require a three- to five-year period to achieve financial stability, which supports expectations regarding the timing of financial goal attainment (Bendowska, 2023). Additionally, members' financial literacy and positive perceptions of financial feasibility significantly influence sustained participation and effective cooperative governance (Zou & Wang, 2022).

Table 15 above presented the financial feasibility of establishing the Carmelian Students Savings and Credit Cooperative in terms of financial ratio analysis, focusing on respondents' perceptions of liquidity, profitability, solvency, and financial monitoring. The results show consistently high mean scores ranging from 3.75 to 3.97, all interpreted as *Strongly Agree* with a *High Capability Impact*. The highest mean (M = 3.97, SD = 0.18) indicates strong confidence that the cooperative can maintain sufficient liquidity to meet members' withdrawal and loan demands, highlighting the perceived importance of cash availability and short-term financial strength. Respondents also expressed strong agreement that the cooperative can achieve profitability while maintaining fair rates (M = 3.91, SD = 0.37) and remain financially stable even during unexpected expenses (M = 3.80, SD = 0.47). Although solvency obtained the lowest mean (M = 3.75, SD = 0.48), it still reflects a High Capability level of confidence that the cooperative can meet its long-term financial obligations. The overall composite mean of 3.87 (SD = 0.17) signifies that respondents strongly believe financial ratio analysis is a critical tool in ensuring the cooperative's sound financial health and long-term feasibility.

Table 15 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Financial Feasibility (Financial ratio analysis)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative can maintain sufficient liquidity to meet members' withdrawals and loan demands.	3.97	0.18	Strongly Agree	High Capability Impact
2. I feel the cooperative can achieve profitability while maintaining fair rates for members.	3.91	0.37	Strongly Agree	High Capability Impact
3. I think the cooperative can remain financially stable even in case of unexpected expenses.	3.80	0.47	Strongly Agree	High Capability Impact
4. I believe the cooperative can maintain solvency and meet all its financial obligations.	3.75	0.48	Strongly Agree	High Capability Impact
5. I feel that monitoring financial ratios is important to ensure the cooperative's sound financial health.	3.91	0.30	Strongly Agree	High Capability Impact
Financial ratio analysis	**3.87**	**0.17**	Strongly Agree	High Capability Impact

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The study implied that the respondents' backgrounds, particularly their exposure to business administration, financial management, and basic accounting concepts, influenced their strong appreciation of financial ratio analysis as a foundation of cooperative sustainability. Their high level of agreement suggests that respondents understand financial feasibility not merely as the availability of funds, but as the cooperative's ability to balance liquidity, profitability, and solvency through systematic monitoring of financial ratios. This implied that respondents recognize the importance of maintaining sufficient liquid assets to meet member demands, generating reasonable surplus without compromising fairness, and ensuring long-term financial stability even under uncertain conditions. Consequently, the success of the Carmelian Students Savings and Credit Cooperative will depend on disciplined financial management practices, regular evaluation of financial ratios, and informed decision-making that aligns operational activities with both member needs and institutional sustainability.

Recent studies emphasize that financial ratio analysis is an essential tool for evaluating the financial feasibility and sustainability of savings and credit cooperatives (F. Hu et al., 2023). Research highlights that liquidity ratios are primary indicators of a cooperative's ability to meet short-term obligations and respond promptly to member withdrawals and loan demands (Usmonjon et al., 2024). Scholars further argue that maintaining moderate profitability while offering fair and affordable rates strengthens member trust, participation, and long-term engagement in cooperative and non-profit financial institutions (Ecija, 2021). In terms of solvency, empirical evidence suggests that strong capital structures and the ability to meet long-term financial obligations significantly reduce institutional risk and enhance financial resilience (Virgilio et al., 2022). More recent findings indicate that continuous monitoring of financial ratios enables cooperative managers to detect early warning signs of financial distress, support informed decision-making, and sustain long-term operational stability (State, 2024).

Socio-Economic Study

Social Benefits

The proposed Carmelian Students Savings and Credit Cooperative contribute to students' socio-economic development by promoting financial literacy, a culture of savings, and responsible access to credit within the academic community. Through structured savings and credit services, the cooperative enhances students' money management skills and supports informed financial decision-making. Its student-managed nature encourages responsibility, participation, and cooperative values, while affordable and regulated credit reduces reliance on informal lending.

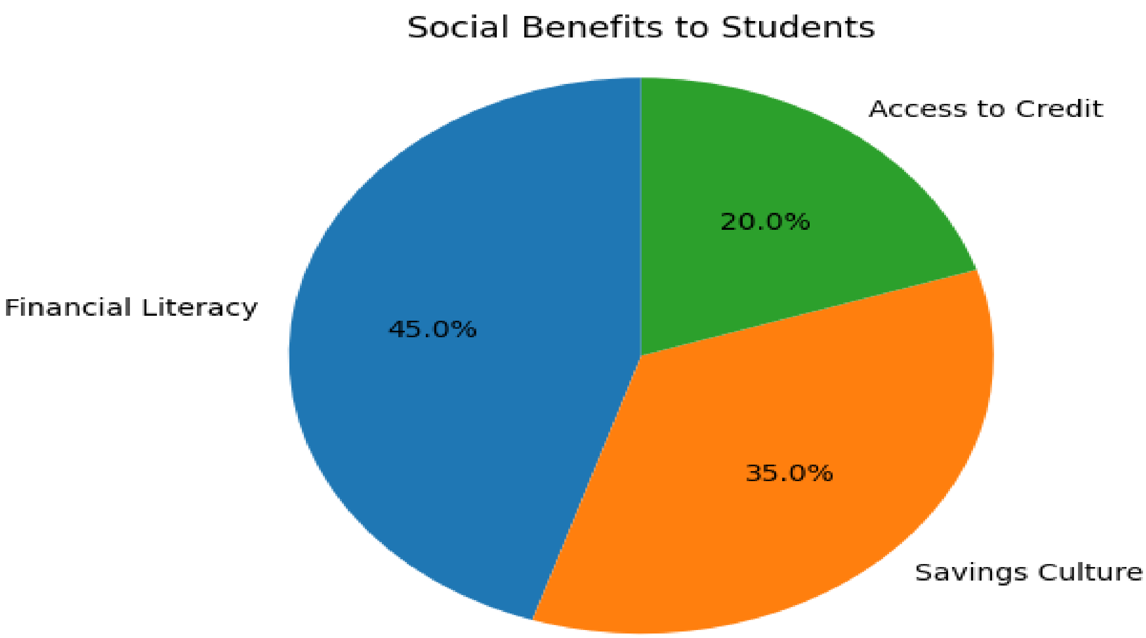

Table 1 above presented the socio-economic distribution of social benefits experienced by student members of the Carmelian Students Savings and Credit Cooperative as illustrated in the pie graph. The results show that financial literacy constitutes the largest proportion of perceived benefits at 45 percent, followed by savings culture at 35 percent, and access to credit at 20 percent. This distribution indicates that the cooperative's most significant contribution lies in strengthening students' financial knowledge and decision-making skills, which are essential for responsible money management. The substantial share attributed to savings culture reflects the cooperative's effectiveness in promoting disciplined saving behavior and long-term financial planning among students. Meanwhile, access to credit, although relatively smaller in proportion, remains a vital support mechanism that enables students to address short-term financial needs through affordable and regulated means. Overall, the findings suggest that the cooperative generates balanced socio-economic benefits by combining financial education, habit formation, and inclusive financial access for students.

The study implied that the respondents' backgrounds, particularly their exposure to basic finance, business education, and student organizational activities, influenced their perception of the cooperative's social benefits. Their emphasis on financial literacy and savings culture suggests an understanding that long-term financial well-being is achieved through knowledge and disciplined financial behavior rather than immediate access to credit alone. The lower proportion assigned to access to credit further implied a responsible attitude toward borrowing, reflecting awareness of debt management and repayment capacity. These perceptions indicate that student members value the cooperative not merely as a lending facility but as an educational and developmental institution. Such implications suggest that the success of the cooperative will depend on continuous financial education, active student participation, and programs that reinforce responsible saving and borrowing practices aligned with its non-profit and student-centered orientation.

Prior research reinforces the observed distribution of social benefits in student-based savings and credit cooperatives (Hilario & Hilario, 2022). Financial literacy has been widely recognized as a key determinant of positive financial behavior and long-term economic well-being among youth (Morales-garma, 2023). Studies also show that early exposure to structured saving mechanisms fosters disciplined financial habits and improves future financial stability (Fulong & Ramos, 2024). Moreover, access to affordable credit within educational institutions has been found to reduce students' reliance on informal lending while promoting responsible borrowing behavior (Luo et al., 2022). Research further emphasizes that cooperative participation strengthens social inclusion and economic preparedness by integrating financial education with practical financial services for students (Gianni et al., 2022).

Moreover, one shared: "*Basta may income na, may financial freedom ka na. Diba? Pwede ka na mabakal sa gusto mo, indi kana sagi pangayu kay mama mo, kay may savings kana. Ang mga estudyante, kung may daganan sila, ang eskwelahan, makabayad man sa teacher, it's a win-win situation.*" (As long as you have income, you already have financial freedom, right? You can buy what you want, you no longer have to keep asking your mother for money because you already have savings. For students, when there are school-related expenses, they can pay their teachers as well. It is a win–win situation.")

The study implied that the respondents' backgrounds, particularly their exposure to basic financial responsibilities, family financial constraints, and student life expenses, shaped their positive perception of the cooperative's social benefits. Their emphasis on income, savings, and reduced reliance on parents suggests an understanding of the value of early financial independence and responsible money management. This implied that students recognize financial freedom not merely as the ability to spend, but as the capacity to manage resources, meet obligations, and support educational needs without external dependence. Such perspectives indicate that the cooperative's success will rely on sustaining programs that promote income opportunities, savings discipline, and accessible financial support tailored to students' real-life economic experiences.

Related studies substantiate the observed socio-economic benefits of student-based savings and credit initiatives. Research shows that financial literacy significantly improves students' ability to manage income and savings, leading to greater financial independence and confidence (Lusardi, 2020). Studies also indicate that cultivating a savings culture among students reduces financial dependence on family members and improves their capacity to handle educational expenses (Agénor, 2020). Access to structured and affordable financial services has been found to minimize reliance on informal borrowing and support responsible spending behavior among youth (Cuevas and Fischer, 2022). Furthermore, student participation in cooperative systems enhances self-reliance and accountability by linking financial education with real financial practice (Birchall, 2021). Evidence further suggests that early financial empowerment contributes to long-term economic stability and improved life outcomes among young individuals (Zabala, 2021).

Table 16 below presented the socio-demographic assessment of the socio-economic impact of establishing the Carmelian Students Savings and Credit Cooperative in terms of social benefits. The overall mean score of 3.86 with a low standard deviation of 0.24 indicates strong agreement among respondents and reflects a High Capability perceived social impact of the cooperative. All statements were rated as strongly agree, with promoting a culture of savings among students obtaining the highest mean of 3.93, followed closely by encouraging teamwork and collaboration and positively influencing overall financial behavior, both with a mean of 3.92. These results suggest that respondents view the cooperative as an effective platform for developing positive financial habits, collaborative values, and responsible behavior among students. The relatively low standard deviations further indicate consistency in perceptions, highlighting a shared belief that the cooperative can meaningfully contribute to students' socio-economic development through financial education, discipline, and collective engagement.

Table 16 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Socio-Economic Impact (Social Benefits)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative can promote a culture of savings among students.	3.93	0.28	Strongly Agree	High Capability Impact
2. I think participation in the cooperative can improve financial literacy.	3.87	0.36	Strongly Agree	High Capability Impact
3. I feel the cooperative can encourage teamwork and collaboration among members.	3.92	0.27	Strongly Agree	High Capability Impact
4. I believe the cooperative can strengthen a sense of responsibility and discipline.	3.68	0.50	Strongly Agree	High Capability Impact
5. I think the cooperative can positively impact the overall financial behavior of the community.	3.92	0.26	Strongly Agree	High Capability Impact
Social Benefits	**3.86**	**0.24**	Strongly Agree	High Capability Impact

The study implied that the respondents' backgrounds, particularly their experiences as students managing limited financial resources and participating in group-based academic activities, influenced their strong support for the cooperative's social benefits. Their emphasis on savings culture, financial literacy, teamwork, and discipline suggests an awareness of the importance of early financial socialization and collaborative responsibility in shaping long-term behavior. This implied that respondents recognize the cooperative not merely as a financial service provider but as a developmental institution that cultivates values essential for personal and community well-being. Such perceptions indicate that the success of the cooperative will depend on sustained student participation, continuous financial education, and structured activities that reinforce savings behavior, cooperation, and responsible financial decision-making.

Relevant research affirms the socio-economic benefits associated with student-based savings and credit cooperatives. Studies indicate that encouraging a savings culture among students strengthens financial discipline and improves long-term financial security (Perp et al., 2022). Research also shows that active participation in cooperative financial activities enhances financial literacy by allowing students to apply financial concepts in real-life contexts (Basheer et al., 2023). Collaborative financial initiatives have been found to promote teamwork, mutual trust, and shared accountability among members (Egorov & Inshakov, 2023). Furthermore, structured financial programs contribute to the development of responsibility and self-discipline, which positively influence students' financial decision-making and behavior (Shim, 2022). Evidence likewise suggests that cooperatives play a significant role in shaping positive financial behavior within the wider community by fostering inclusive participation and responsible financial practices (Miller, 2021).

Economic Benefits

From an economic perspective, the establishment of the Carmelian Students Savings and Credit Cooperative strengthens the institution's financial ecosystem by promoting internal circulation of funds through organized savings and responsible credit use among students. It contributes to students' financial stability by enabling them to manage educational and personal expenses more effectively, thereby reducing financial strain and supporting academic continuity. Moreover, the cooperative supports community development by encouraging prudent financial behavior, increasing participation in formal financial systems, and fostering economic awareness that can extend beyond the institution. Collectively, these economic contributions enhance institutional sustainability and reinforce the cooperative's role as a catalyst for long-term community-oriented economic development.

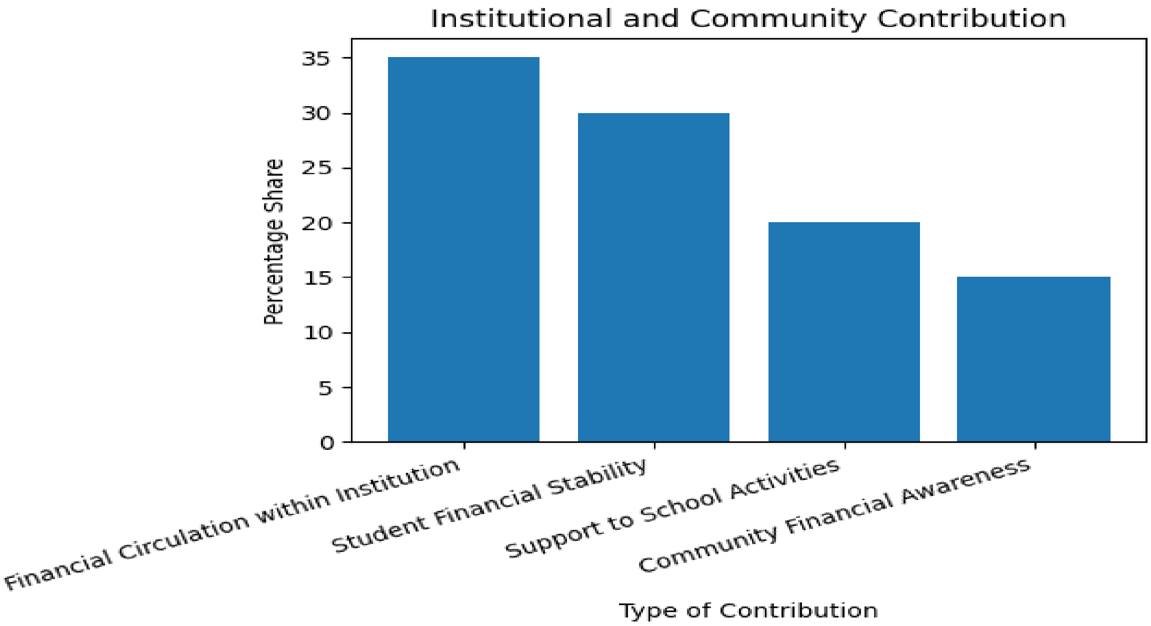

Table above presented the socio-economic assessment of the economic benefits of establishing the Carmelian Students Savings and Credit Cooperative in terms of its contribution to the institution's financial ecosystem and community development. The results indicate that respondents strongly recognize the cooperative's role in promoting internal circulation of financial resources, enhancing students' financial stability, and supporting school-related and community-oriented economic activities. The findings suggest that organized savings and responsible credit use among students can strengthen institutional financial sustainability by keeping funds within the academic environment. Moreover, the perceived contribution to community development reflects the cooperative's potential to extend positive financial practices beyond individual members. Overall, the results indicate that the cooperative is viewed as an effective mechanism for reinforcing institutional financial health while contributing to broader economic awareness and participation within the community.

The study implied that the respondents' backgrounds, particularly their experiences with student expenses, institutional financial limitations, and community economic conditions, shaped their positive perception of the cooperative's economic benefits. Their recognition of internal fund circulation and financial stability suggests an understanding that economic development begins within institutions through disciplined financial management and collective participation. This implied that respondents view the cooperative not merely as a student support system but as a contributor to institutional resilience and community economic engagement. Such perspectives indicate that the cooperative's long-term success will depend on sustaining student participation, maintaining transparent financial practices, and aligning cooperative activities with institutional and community development goals.

Relevant research affirms the economic value of student-based financial cooperatives in strengthening institutional and community financial systems. Studies have shown that internal savings mechanisms enhance financial circulation within institutions and reduce financial leakage, thereby supporting organizational sustainability (García-pérez-de-lema et al., 2026). Research also indicates that improving students' financial stability contributes positively to academic continuity and institutional performance (Harper, 2020). Cooperative-based financial initiatives have been found to promote community economic awareness by encouraging participation in formal financial systems (Njoroge, 2022). Furthermore, structured savings and credit programs support responsible financial behavior that extends beyond individual members and benefits the wider community (Tan, 2021). Evidence likewise suggests that institutions hosting student financial cooperatives experience improved financial resilience and stronger stakeholder engagement over time (Ocampo, 2022).

Moreover; one added: "One of the beautiful impact on that is the education given by the effect of cooperative now to sustain and manage their financial needs. So it can strengthen community and in return the school will be happy seeing all the students members of the cooperative that they are responsible of what they have with little money that have. Despite of all the challenges they priority to save for their future."

The study implied that the respondents' backgrounds, particularly their exposure to financial challenges, cooperative participation, and educational environments, shaped their strong belief in the cooperative's role in promoting responsibility and long-term financial preparedness. The shared statement highlights that respondents value the cooperative as an educational mechanism that enables students to sustain and manage their financial needs despite limited resources. Their emphasis on saving, responsibility, and prioritizing future needs suggests an understanding that financial discipline is developed through continuous practice rather than income level. This implied that respondents perceive the cooperative not only as a financial support system but also as a formative institution that cultivates responsible behavior, resilience, and accountability among students. Such perspectives indicate that the cooperative's success will depend on strengthening its educational function, reinforcing savings discipline, and sustaining values-based financial practices that benefit both the student community and the institution.

Scholarly literature supports the view that cooperative participation serves as an effective educational tool for developing financial responsibility and long-term saving behavior among students. Studies indicate that experiential financial education significantly improves individuals' ability to manage limited resources and prioritize future financial goals (Xiao, 2021). Research also shows that cooperative-based financial learning strengthens self-discipline and responsible decision-making, even among individuals with minimal income (Shim, 2022). Evidence further suggests that savings-oriented programs contribute to community cohesion by fostering shared values of accountability and mutual support (Miller, 2021). In addition, educational cooperatives have been found to enhance students' resilience in managing financial challenges through structured saving and collective learning (Njoroge, 2022). Finally, studies emphasize that when students internalize financial responsibility early, institutions benefit from more engaged, accountable, and financially aware members, which supports long-term community and organizational sustainability (Ocampo, 2022).

Table 17 below presented the socio-economic assessment of the economic benefits of establishing the Carmelian Students Savings and Credit Cooperative. The overall mean score of 3.91 with a low standard deviation of 0.13 indicates strong agreement among respondents and reflects a High Capability perceived economic impact of the cooperative. All indicators were rated as strongly agree, with helping members meet their financial needs and generating long-term positive effects on economic stability obtaining the highest mean of 3.99. These results suggest that respondents strongly believe the cooperative can enhance financial capability, support goal attainment through accessible loans, and contribute positively to the institution's financial ecosystem. The consistently low standard deviations further indicate uniformity in responses, showing a shared perception that the cooperative can serve as an effective mechanism for improving members' financial management and long-term economic well-being.

Table 17 Determining the Feasibility of Establishing the Carmelian Students Savings and Credit Cooperative in terms of Socio-Economic Impact (Economic Benefits)

Statement	Mean	SD	Description from Scale	Interpretation
1. I believe the cooperative can help members meet their financial needs more effectively.	3.99	0.11	Strongly Agree	High Capability Impact
2. I think it can improve members' ability to manage personal finances.	3.78	0.42	Strongly Agree	High Capability Impact
3. I feel that access to loans can support students and staff in achieving personal or academic goals.	3.82	0.39	Strongly Agree	High Capability Impact
4. I believe the cooperative can contribute to the institution's financial ecosystem.	3.98	0.13	Strongly Agree	High Capability Impact
5. I think the cooperative can have long-term positive effects on the economic stability of its members.	3.99	0.08	Strongly Agree	High Capability Impact
Economic Benefits	**3.91**	**0.13**	Strongly Agree	High Capability Impact

The study implied that the respondents' backgrounds, particularly their experiences with managing personal finances, educational expenses, and limited access to formal financial services, influenced their strong confidence in the cooperative's economic benefits. Their emphasis on meeting financial needs, improving financial management skills, and achieving long-term stability suggests an understanding that economic security is built through structured financial support and disciplined resource management. This implied that respondents view the cooperative not merely as a source of loans but as a sustainable financial institution that strengthens individual financial resilience and institutional stability. Such perceptions indicate that the cooperative's success will depend on maintaining accessible financial services, promoting responsible borrowing, and reinforcing financial education to ensure lasting economic benefits for members and the institution.

Academic research confirms that savings and credit cooperatives play a significant role in strengthening members' economic capacity and financial stability (Akinola et al., 2023). Studies have shown that cooperative-based financial services enable individuals to meet their financial needs more effectively by providing affordable and structured access to savings and credit facilities (Diaz et al., 2022). Access to regulated loan services has also been found to support the attainment of educational and personal goals by reducing financial constraints and reliance on informal lending (Banerjee, 2022). In addition, cooperatives contribute to institutional financial ecosystems by enhancing internal fund circulation and promoting financial accountability (Mega & Umi, 2024). Evidence likewise suggests that sustained engagement in cooperative financial activities leads to long-term economic stability by fostering disciplined saving behavior and financial resilience among members (Mendo-lázaro & León-del-barco, 2022).

Highlighted Dimension	Proponents POV	Qualitative Result	Quantitative Result	Meta-Interference
1. Market Study (Level of interest and demand, potential membership, services and products, competitor analysis, pricing and contribution, marketing program)	Despite students limited financial capacity and the presence of alternative financial services, the proposed Carmelian Students Savings and Credit Cooperative is highly viable because it directly addresses unmet student financial needs through accessible, affordable, and institution-based services supported by strong student willingness to participate.	Positive: The cooperative is strongly needed due to students' financial difficulties, lack of affordable credit, and absence of a school-based financial support system. It is viewed as a trustworthy, student-centered alternative to banks, digital wallets, and informal lending. Negative: Initial unfamiliarity with cooperative operations and concerns about implementation capacity may require strong orientation and education programs.	Highest: Potential Membership – culture of savings (M = 4.00, SD = —). Competitor Analysis – ability to compete effectively (M = 4.00, SD = —). Lowest: Interest in joining (still very high but lowest within the dimension) (M = 3.77, SD = 0.45).	The cooperative shows very high market feasibility, driven by strong student demand and readiness to participate. Addressing awareness gaps through orientation and marketing is essential to ensure smooth implementation and sustained membership growth.
2. Management and Organizational Study (Organizational structure, staffing and advisory roles, policies and procedures, project timeline)	The cooperative is organizationally viable because it will operate under a clear governance structure with student officers, faculty advisers, and administrative oversight, ensuring accountability and alignment with institutional policies.	Positive: Respondents emphasized the importance of faculty and administrative guidance to ensure transparency, discipline, and ethical financial management. Student participation in governance was viewed as empowering and educational. Negative: Concerns were raised regarding students' limited experience in financial management, highlighting the need for continuous supervision and training.	Highest: Perception of cooperative as a structured and accountable organization (overall management feasibility rated very high) (M = 3.56, SD = 0.50). Lowest: Student readiness to independently manage operations without guidance (requires support and training) (M = 3.50, SD = 0.50).	The cooperative is management-feasible provided that strong faculty supervision, clear policies, and continuous capacity-building activities are institutionalized to support student officers.

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3. Operational and Technical Study (Infrastructure, operational processes, cost requirements, technical readiness)	The cooperative is technically feasible because it requires minimal infrastructure, utilizes existing school facilities, and follows simple savings and loan processes appropriate for a student-managed organization.	Positive: Respondents noted that starting with basic savings and loan services makes operations manageable and realistic. Existing classrooms, offices, and basic equipment are sufficient. Negative: Participants highlighted the need for proper record-keeping systems and training to avoid errors in loan and savings management.	Highest: Operational simplicity of savings and loan services (rated very high feasibility) (M = 3.56, SD = 0.50). Lowest: Lowest: Availability of advanced systems and technology (manageable but requires gradual improvement) (M = 3.50, SD = 0.50).	The cooperative is operationally viable using existing resources. Gradual enhancement of record-keeping systems and operational training will strengthen efficiency and reliability.
4. Financial Study (Sources of funds, initial capital, savings and loan projections, net interest results) Financial ratio analysis (liquidity, profitability, solvency)	The cooperative remains financially viable because it is fully funded by members' contributions, with steady growth in service income and increasing net income from ₱30,271 in 2026 to ₱38,430 in 2030. Strong cash inflows and minimal operating costs ensure continuous financial stability and liquidity.	Positive: Strong profitability, high liquidity, zero debt structure, and consistent income growth support long-term sustainability. Negative: Dependence on member contributions and loan activity; limited initial capital may restrict early expansion of services.	Highest: Profitability efficiency (Net Profit Margin = 93.09% in 2030) Lowest: Early-stage capital limitation affecting expansion capacity (still rated very high feasibility)	The cooperative is financially feasible and sustainable, with strong profitability, excellent liquidity, and zero financial risk; however, gradual scaling and prudent financial management are necessary to maximize growth and maintain stability.
5. Socioeconomic Study (Social benefits, Economic benefits)	From the proponents' perspective, the cooperative generates strong socio-economic benefits by improving students' financial literacy, promoting a savings culture, and providing accessible credit that supports academic continuity and student welfare.	Positive: The cooperative enhances financial discipline, reduces reliance on informal lending, and supports students' ability to continue their education despite financial hardship. Negative: Its contribution is largely indirect and limited to the school community rather than broader government revenue or taxation.	Highest: Economic benefits – access to affordable credit and improved financial resilience (rated very high) (M = 3.56, SD = 0.50). Lowest: Broader community economic impact beyond the institution (still positive but indirect) (M = 3.50, SD = 0.50).	The cooperative delivers strong socio-economic value within the institution by empowering students financially, though its broader economic impact remains primarily localized due to its school-based and non-profit nature.

Joint Display of Quantitative and Qualitative Results

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary of Findings

Qualitative

Market Study

The qualitative findings reveal that the proposed Carmelian Students Savings and Credit Cooperative is highly feasible and strongly supported by students, faculty, administrators, and cooperative experts. The demand is rooted in students' financial struggles, particularly in paying tuition, projects, and daily expenses. The absence of a formal financial support system within the institution has forced students to rely on informal and unstable sources such as peer lending and family assistance. The cooperative is viewed as a student-centered, trustworthy, and accessible solution that directly addresses these unmet financial needs. Its school-based nature enhances credibility, accountability, and alignment with student welfare. These findings confirm a strong demand–supply gap, supporting market feasibility

Operational and Technical Study

The qualitative results show that the cooperative is technically feasible and practical to implement. Respondents emphasized that starting with basic savings and loan services ensures manageable operations. Existing school facilities such as classrooms and office spaces are sufficient, while simple record-keeping systems can support daily transactions. However, proper training in documentation and financial processes is necessary to avoid operational errors. Overall, the cooperative's operational requirements are realistic, cost-efficient, and appropriate for a student-managed organization.

Organization and Management Study

The qualitative findings indicate that the cooperative can operate effectively through a structured governance system involving student officers, faculty advisers, and administrative oversight. This structure promotes transparency, accountability, and leadership development. Student participation is seen as empowering, while faculty supervision ensures ethical financial management. However, respondents emphasized the need for continuous training due to students' limited experience in financial management. Overall, the organizational framework is suitable for sustainable operations.

Financial Study

The qualitative findings highlight that the cooperative is designed as a service-oriented institution, prioritizing accessibility and student welfare rather than profit maximization. The proposed structure—low membership fees, affordable savings contributions, and a fixed 2% loan interest rate—ensures fairness and inclusivity. The financial model focuses on sustainability through regular savings, loan utilization, and gradual capital formation. However, dependence on member participation is identified as a potential limitation. Overall, the financial framework is realistic, inclusive, and feasible.

Socio-Economic Study

The qualitative findings demonstrate that the cooperative will generate strong socio-economic benefits. It is expected to improve financial literacy, promote saving habits, reduce financial stress, and support academic continuity. The cooperative also fosters cooperation, responsibility, and community engagement among students. While its broader economic impact is limited to the institution, its contribution to student welfare is highly significant and long-term.

Conclusions

In conclusion, the qualitative findings confirm that the proposed Carmelian Students Savings and Credit Cooperative is highly feasible, strongly supported, and directly responsive to the financial needs of students within the institution. The study highlights that students experience significant financial challenges, particularly in managing tuition fees, academic expenses, and daily needs, and that the absence of a formal school-based financial support system further intensifies these difficulties. The cooperative is therefore viewed as a relevant, trustworthy, and student-centered solution that provides accessible and affordable savings and credit services.

Moreover, the findings indicate that the cooperative is practical to implement due to the availability of existing institutional resources, a simple operational framework, and a structured organizational system supported by faculty guidance. It also presents a valuable opportunity to promote financial literacy, responsible financial behavior, and a culture of saving among students. Through proper management, continuous training, and strong institutional support, the cooperative is expected to operate effectively and sustainably. Overall, the Carmelian Students Savings and Credit Cooperative is a meaningful initiative that will enhance student welfare, reduce financial stress, and contribute to the holistic development of the academic community.

Quantitative

Market Study

The quantitative findings show that the proposed Carmelian Students Savings and Credit Cooperative has very high market feasibility, with strong levels of interest and demand among students ($M = 3.86$) and a high potential membership base ($M = 3.87$). The highest rating was on promoting a culture of savings ($M = 4.00$), while interest in joining, although slightly lower ($M = 3.77$), still reflects strong willingness to participate. Respondents also viewed the cooperative as competitive, accessible, and more trustworthy compared to existing financial options such as banks and informal lending. These results are supported by qualitative findings, which revealed that students experience financial difficulties and lack access to affordable credit within the school. The cooperative is seen as a practical and student-centered solution that fills this gap. Overall, both results confirm that there is strong demand and readiness for the cooperative, making it highly feasible in terms of market acceptance.

Operational and Technical Study

The quantitative results indicate that the cooperative has very high operational and technical feasibility, with respondents agreeing that simple and organized savings and loan processes can ensure efficient service delivery ($M \approx 3.56$). The availability of existing facilities such as classrooms and office space further supports its implementation, although the lowest rating was given to advanced systems ($M \approx 3.50$), suggesting a need for gradual improvement in technology. These findings are consistent with the qualitative results, which emphasized that starting with basic services makes operations manageable and realistic for a student-based organization. Respondents also highlighted the importance of proper training in record keeping and transaction management to avoid errors. Overall, the cooperative can operate effectively using available resources, if systems and skills are continuously improved.

Organization and Management Study

The quantitative findings show very high organizational and management viability, with strong agreement on the need for a clear structure, defined roles, and trained personnel ($M = 3.92$ for governance and $M = 3.93$ for staffing). Respondents believe that strong leadership and proper supervision are essential to ensure smooth operations and build trust among members. However, there is also recognition that students may not be fully ready to manage the cooperative independently, highlighting the importance of faculty guidance. This aligns with the qualitative findings, which emphasized the role of faculty advisers and administrators in maintaining accountability and supporting student officers. Overall, the cooperative has a solid organizational foundation, but continuous training and supervision are necessary to ensure effective management.

Financial Study

The quantitative results confirm that the cooperative is financially feasible, with respondents strongly agreeing that the proposed fees, savings contributions, and loan interest rates are affordable and appropriate for students. Financial projections further show consistent growth, with positive net interest from ₱19,722 in Year 1 to ₱24,143 in Year 5, indicating sustainability over time. While the lowest concern relates to limited initial capital, this does not significantly affect overall feasibility. These findings are supported by qualitative results, which highlight that the cooperative is designed to prioritize accessibility, fairness, and student welfare rather than profit. Overall, the financial structure is realistic and sustainable, with strong potential for growth through member participation and continuous savings.

Socio-Economic Study

The quantitative findings show that the cooperative is expected to have a very high socio-economic impact, particularly in improving financial literacy, encouraging saving habits, and providing accessible credit ($M \approx 3.56$). The lowest rating relates to its broader economic impact outside the institution ($M \approx 3.50$), which is understandable given its school-based nature. These results are supported by qualitative findings, which highlight that the cooperative can reduce financial stress, support students in continuing their education, and promote responsible financial behavior. It also strengthens cooperation and a sense of community among members. Overall, the cooperative provides significant benefits within the institution and contributes to the overall development of students.

Conclusion

In conclusion, the quantitative findings strongly support the feasibility of establishing the Carmelian Students Savings and Credit Cooperative, as shown by very high levels of demand, operational and technical capability, organizational readiness, financial viability, and socio-economic impact. The cooperative is clearly aligned with the financial needs and capacity of students, offering practical, affordable, and accessible savings and credit services within a secure and trusted environment. The proposed organizational structure, operational systems, and financial framework are sufficient to ensure efficient and sustainable operations. In addition, the results indicate strong potential for long-term sustainability due to consistent member participation, positive financial projections, and high acceptance of its services and pricing structure. The high ratings across all indicators reflect not only student interest but also their readiness to actively engage in the cooperative's programs, suggesting that it will be supported and utilized over time.

Overall, it can be concluded that the Carmelian Students Savings and Credit Cooperative is a highly feasible and valuable initiative for both students and the institution. The findings confirm that the cooperative will enhance financial stability, strengthen financial decision making, and promote a culture of savings and responsibility among students. With strong demand, affordable financial schemes, and sufficient operational capacity, the cooperative is expected to deliver reliable and consistent services. Ultimately, it will contribute positively to student welfare, academic success, and institutional development, making it a sustainable and meaningful initiative within the school community.

Recommendations

Although the proposed Carmelian Students Savings and Credit Cooperative demonstrate strong feasibility and high potential impact, several strategic actions are recommended to ensure successful implementation:

1. Institutional Support and Administration Involvement**.** The school administration is encouraged to provide strong institutional support by facilitating policy approval, allocating space for operations, and ensuring proper supervision of the cooperative. Administrative support will strengthen credibility, ensure compliance with institutional policies, and help sustain long-term operations.

2. Accessible and Student-Friendly Service Environment. The cooperative should establish an accessible and organized service environment that is easy for students to understand and use. Clear procedures, simple guidelines, and approachable personnel will encourage participation, especially among students with limited financial knowledge.
3. Implementation of a Structured Savings and Credit Program. The cooperative should implement a well-organized financial program that includes regular savings collection, monitoring systems, and affordable loan services. Clear rules on borrowing, repayment, and penalties should be established, along with proper documentation of all transactions.
4. Financial Literacy and Capability-Building Programs. Regular seminars, workshops, and orientations should be conducted to improve students' financial literacy. These programs should focus on budgeting, saving habits, responsible borrowing, and financial planning to ensure that members benefit from the cooperative in the long term.
5. Priority Target Members. The cooperative may initially prioritize students who experience financial difficulties, particularly those struggling with tuition fees, school expenses, and daily allowances. This approach ensures immediate impact and encourages active participation.
6. Affordable and Transparent Financial Scheme. The cooperative should maintain low and affordable membership fees, savings contributions, and loan interest rates that match students' financial capacity. Transparency in all financial policies will help build trust and encourage long-term participation.
7. Strong Governance and Organizational Structure. The cooperative should establish a clear organizational structure with defined roles and responsibilities among student officers, faculty advisers, and management. Proper supervision, accountability mechanisms, and adherence to cooperative principles are essential to ensure efficient and ethical operations.
8. Continuous Monitoring and Service Improvement. To ensure effectiveness and sustainability, the cooperative should implement regular monitoring and evaluation mechanisms. Feedback from members, performance assessments, and periodic reviews of policies and services will help improve operational efficiency and member satisfaction.
9. Future Researchers. Future studies may build upon the findings of this research by examining the long-term impact of student cooperatives on financial behavior, academic performance, and student retention. Further research may also explore expansion opportunities, digitalization of cooperative services, and comparative studies with other educational institutions.

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