



Financial Literacy and Management Practices of Public Secondary School Teachers

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ABSTRACT

This study examined the financial literacy and financial management practices of public secondary school teachers in the municipalities of Kabacan, Datu Montawal (formerly Pagagawan), and Pagalungan. Employing a quantitative methods approach, the research assessed teachers' financial knowledge, behavior, attitude, and training, alongside their saving, credit, investment, spending, and budgeting practices. The study also explored how socio-demographic variables such as age, sex, income, and educational attainment influence these practices. Quantitative data were collected through structured questionnaires with 250 respondents.

The findings revealed that while teachers demonstrated strong financial knowledge and awareness, their practical financial behaviors, particularly in saving and investing, were only moderately practiced. Credit management and spending were also key concerns, with teachers often relying on loans to meet basic needs. Significant correlations were found between financial literacy components and financial management practices, with financial training emerging as a strong predictor.

However, there is no significant indirect effect of financial literacy on financial management practices. Hence, socio-demographics has no significant intervention on the effect of financial literacy on financial management practices of secondary public school teacher.

An intervention program focusing on targeted financial literacy training was recommended to enhance teachers' financial behaviors and management practices, thereby promoting personal and professional financial well-being.

Keywords: Financial literacy, financial management, saving and investing, financial training, financial behavior.

Introduction

In recent years, financial literacy has become crucial for personal and professional success. Educators, who face financial challenges such as managing salaries and benefits, need strong financial literacy to navigate these issues effectively. Research shows that financially literate educators not only improve their own financial well-being but also enhance their ability to teach both financial concepts and proper financial management concepts to students.

Studies by Asiseh and Williams (2015) and Blazar and Kraft (2017) highlight that confident educators are more effective in teaching financial literacy, impacting student outcomes positively. Hira and Loibl (2023) identify gaps in teachers' financial knowledge that could affect both personal finance management and teaching effectiveness. Sawatzki and Sullivan (2017) emphasize that educators' financial confidence influences their teaching success.

Furthermore, financial self-efficacy boosts financial behaviors, as noted by Fernandes et al. (2015), and Wagner and Walstad (2018) link teachers' financial literacy with students' financial behaviors. Groneman-Hite et al. (2016) stress the need for educators to meet evolving financial education standards, while global reports from OECD (2017) and NEFE (2021) advocate for robust teacher training programs. (Council for Economic Education (2022) highlights the gap in financial literacy education in schools, underscoring the need for qualified educators.

Although financial management is crucial, there is a significant lack of understanding about how secondary teachers in the Municipality of Kabacan, Datu Montawal (formerly Pagagawan), and Pagalungan manage their financial resources. This study was thoroughly examined the financial literacy and management practices of these teachers, identify the challenges they face, and provide actionable insights to improve their financial well-being.

In many rural communities, teachers often lack access to effective financial literacy training and resources. This can lead to challenges in managing limited classroom budgets and resources effectively. Teachers may struggle with personal financial issues, impacting their job performance and the learning environment.

This issue highlights the need for targeted financial literacy programs that are accessible to educators in rural areas, along with support from school administrations to facilitate better resource management and enhance overall educational outcomes. Addressing this gap could empower teachers to make more informed financial decisions both personally and professionally.

Statement of the Problem

This study sought to address the following research questions:

Study 1. Financial Literacy and Management Practices

1. What are the socio-demographic profiles of the secondary public school teachers in terms of gender, civil status, educational attainment, age, monthly gross income and other sources of income?
2. What is the level of financial literacy of secondary public school teachers in terms of financial knowledge, financial behavior, financial attitude and financial training?
3. What is the level of financial management practices in terms of saving practices, credit practices, investment practices, spending habits and budgeting practices?
4. Is there a significant correlation between financial literacy and financial management practices of secondary public school teachers?
5. Is there a significant influence of financial literacy on the financial management practices of secondary public school teacher?
6. Is there a significant intervention of socio-demographics on the influence of financial literacy on financial management practices of secondary public school teacher?

Study 2. Intervention Program

7. What is the intervention program to the financial literacy and financial management practices of the secondary public school teachers?

Significance of the study

This study aims to shed light on how teachers handle their finances and build their financial literacy. It will serve as one approach to increasing awareness about financial management among all public secondary school teachers. In particular, it seeks to contribute to:

Public School Teachers. The results of this study will help teachers identify potential problems in their money management. Additionally, it will offer guidance on how they can improve and make wiser financial decisions.

Society. The financial literacy of public school teachers can shape how society views them. This study will raise awareness of the financial challenges these educators face and help teachers recognize common struggles, potentially leading to improved financial practices that could indirectly contribute to societal progress.

Government. The results of this study will help determine the steps that can be taken to address the challenges public school teachers encounter regarding financial literacy and management.

Future Researchers. The findings will offer future researchers a foundational understanding of the issue, serving as an additional reference for conducting studies, monitoring developments, and analyzing potential changes over time.

Related Literature

Financial Literacy

Financial literacy, as highlighted by Delmo, Sarmiento, & Bugador (2023), is essential for educators, with their money management practices being influenced by various factors such as financial behavior, attitude, knowledge, and training. Despite possessing a high level of financial knowledge, teachers exhibit low financial behavior, suggesting a need for professional financial guidance in managing finances effectively.

Sanderson (2015) defines financial literacy as the ability of an individual to utilize their knowledge and skills to make sound financial decisions and manage financial resources efficiently. Sujaini (2021) further elaborates on financial literacy as the capacity to understand and apply various financial skills, including personal finance management, budgeting, and saving, which ultimately lead to financial security.

Furthermore, Dwiastanti (2015) found that financial literacy research is 'extremely significant. Everyone should have good financial literacy in order to manage their finances and achieve wealth. Sanderson (2015) argues that financial education strategies should be implemented in schools to increase kids' and teenagers' financial awareness and knowledge.

Several authors have described financial literacy as a set of financial skills, knowledge, and attitudes that all influence people's financial decisions (Lusardi, A, & Alessie, R, 2016).

In addition, Rai, Dua, and Yadav (2019) stress the interconnected nature of financial knowledge, behavior, and attitude in determining financial literacy, with a particular focus on women's financial empowerment. Insufficient financial knowledge, as highlighted by Khawar & Sarwar (2021), can impede individuals from effectively managing their finances and achieving financial success.

Gutti (2020) underscores the role of financial literacy as a cornerstone for individual economic development, emphasizing the importance of knowledge, attitude, and behavior in financial decision-making. Khan et al. (2017) further highlight the importance of financial knowledge in understanding key financial concepts such as saving, investing, and managing credit effectively.

In addition, Bhushan and Medury (2015) advocate for a holistic approach to financial literacy, this includes not only financial education but also the cultivation of positive financial behavior and attitudes. They stress that while financial knowledge is crucial, it is insufficient without accompanying behaviors that promote financial health and stability.

Bhushan and Medury (2015) emphasize that beyond providing financial education, the government should also promote positive financial behaviors and attitudes to enhance individuals' financial literacy. While financial education is essential, it alone is not enough to foster responsible financial behaviour.

Financial attitudes, noted also by Bhushan and Medury (2015), play a critical role in financial decision-making, especially in terms of planning for the future and securing financial resources. Ibrahim and Alqaydi (2015) further highlight the impact of education on improving individual financial mindsets, resulting in decreased dependence on credit cards and improved financial well-being.

Financial Management Practices

Financial management helps us live comfortably, ensures a secure future, and lets us enjoy life by enabling us to spend money on things that bring us joy. Regardless of one's financial status, everyone should learn about financial management and apply it to enhance their lives. (Munohsamy, T. (2015).

Financial literacy is necessary for distinguishing between positive and negative recommendations and making informed savings and financial decisions (Kenton, 2021).

Our saving habits are affected by various factors, including our wealth, income, pension plans, job status, where we are in life, our level of education, the number of people depending on us, insurance coverage, government policies, and the strength of the banking system (Babatunde, J. O., 2023).

People save money for different reasons, which inspire them to manage their finances wisely and set aside money for the future (Hench, 2022).

Debt, credit, and investing are all part of our everyday lives. When managed well, debt can be a tool that helps us move forward and reach our goals. But if it's not handled properly, it can hold us back and make it harder to progress, as discussed in the article "How to Manage Debt Wisely and Become Debt Free Faster" (2021).

Investment is about growing your initial money to generate income. According to Raaiji (2016), investing can be risky because it's based on an uncertain future. Raaiji again agreed that primary concepts and reasons for investment behavior are risk preference, risk propensity, and attitude. Investors utilize biases and procedures to decide whether or not to invest, as well as how much to invest.

Budgeting is all about creating a plan for your money, making sure you have enough for your daily needs and other essentials. Sticking to a budget helps you avoid debt, pay off any existing debts, and prioritize your spending. Our spending habits are influenced by many factors, like watching how our parents or important people in our lives spend, our culture, religion, personal experiences, and even what we see in the media ("What is Budgeting?" 2021).

Financial management involves a variety of decisions and actions, like saving, borrowing, investing, budgeting, and spending. How we approach these can differ based on how important or challenging the task is, as well as our personal skills, abilities, and the opportunities we have to manage them. In spite frequently expressing budgetary management principles, teachers were found to solely implement budgeting practices. Some indicators may indicate minor manifestation, but budgeting procedures have risen to the top. Budgeting is the process by which teachers estimate how much money will be spent on bills and utilities each month. On the other hand, teachers were shown to destitute investors (Ecija, 2020).

Socio-demographics

Demographic segmentation is when researchers divide a population into smaller groups based on factors like gender, age, income, marital status, job, and other characteristics. Gender segmentation is particularly important because people's preferences can be influenced by their gender. For example, teaching has traditionally been seen as a profession mostly for women (Tilan and Cabal, 2021).

Age segmentation is a widely used method of grouping people based on their age. Each age group has its own distinct traits and needs. Zafer and Aslihan (2015) reported that older instructors, notably those aged 41 and up, are more productive in the classroom, manage their skills better, and that the majority of teachers in this age group settle into their jobs and wait until retirement.

Being married is now prevalent in the teaching profession, especially among instructors who have been in the field for a long period (Tilan & Cabal, 2021).

Dedication and commitment are at the core of the teaching profession. Teachers often prioritize their work so much that they find themselves choosing between marriage and enjoying a fulfilling single life (Equia & Caunceran, 2019).

An article "House to probe DepEd on promotion of teachers" (2018), teacher progression or promotion has been gradual, with several prerequisites what's needed for promotion, like the availability of permanent positions for higher roles.

Earning a bachelor's degree is a significant milestone in the teaching profession, seen as a stepping stone toward achieving even greater academic goals (Llego, 2022).

An article "MA in Philippines Education" (2022), many instructors continue their education since it improves their theoretical and technical understanding of teaching, as well as their ability to teach a certain subject.

Financial Literacy and Financial Management Practices

M.U. (2019) studied how financial literacy affects personal financial planning in the Bengaluru district of Karnataka. The study concluded that to achieve financial satisfaction, people need to adopt effective financial planning and management practices that help them meet their financial goals. A person's financial habits are shaped by their understanding of money, and those who lack financial knowledge may turn to financial planning services to make better-informed decisions.

Nyamute and Maina (2015) looked into how financial literacy affects personal financial management skills. They found that people can still adopt good financial management habits, even if they don't have formal financial education, because other sources of financial knowledge are available to them.

Financial literacy plays a key role in managing personal finances (Bhargava, Mittal, & Kushwaha, 2017). Personal financial management abilities vary by job category due to disparities in financial literacy levels. The research found that people in service and professional jobs had higher financial literacy compared to those in the business class, which contributed to better personal financial management habits. According to the data, financial literacy has a minor impact on one's personal finance management in general and is constant across employment categories. Accordingly, financial knowledge and abilities are important predictors of actions made by individuals regarding financial management, savings, investments, and loans (Mwathi, 2017).

Coşkuner (2017) conducted research at a Turkish State University to explore the link between financial literacy and personal financial habits in four areas: saving, avoiding unnecessary borrowing, comparing financial services before making purchases, and keeping financial records. The study found that, except for unproductive borrowing—which had a small negative impact on financial literacy—good financial habits were closely tied to higher financial literacy. Coşkuner emphasized that financial literacy is key to achieving financial satisfaction through smarter financial decision-making.

Sharma, A. and Joshi, B. (2015) found in their study of education teachers in the Telangana region of Warrangal that teachers had a good level of financial literacy and were aware of various aspects of personal financial planning. Financial literacy helped them improve their knowledge, attitudes, and behaviors in key areas like budgeting, tax planning, managing liquidity, making big purchases, investing, saving, and planning for retirement.

Additionally, the study found no significant difference in how people from different fields of study viewed financial literacy and personal finance planning. This suggests that financial literacy is universal, though more knowledge may be needed when making complex financial decisions like investing and managing risk.

Sayinzoga, Bulte, and Lensink (2016) looked at how a week of financial education impacted the financial literacy and behavior of small farmers in Rwanda. The study showed that the participants' financial literacy improved as a result of the training. It also led to better financial habits, such as more savings, less borrowing, fewer defaults, and a higher likelihood of starting successful businesses. The study also highlighted that financial education influences behavior through various factors, including changes in attitude and mindset, meaning that while better financial literacy plays a key role, it's not the only thing that drives positive financial behavior.

Mien and Thao (2015) studied the factors that affect how young people in Vietnam manage their personal finances. They used a model that looked at four factors: financial knowledge, attitude, behavior, and locus of control. The study found that knowledge, attitude, and locus of control all play a role in shaping financial behavior. They concluded that a positive financial attitude has a strong impact on how people handle their money, although financial literacy also helps. However, they found that having a more external locus of control—feeling like financial outcomes are outside of one's control—leads to poor financial management habits.

Boon, Yee, and Ting (2015) on everyday Malaysians, financial literacy is the biggest barrier preventing people from adopting personal financial planning. The study found that individuals with high financial literacy were more likely to engage in personal financial planning than those with moderate or low financial knowledge. It also revealed that many respondents had a vague understanding of personal financial planning and were hesitant to leave financial decisions to experts. Additionally, the respondents' level of financial literacy, both basic and advanced, was influenced by their educational background.

Nyamute and Maina (2015), there is a significant disparity between persons who are considered financially educated and those who are not.

Practices and Socio-demographic

When financial literacy is influenced by income and education, Zucchi, K. (2022) points out that even highly educated individuals can be just as unaware of financial matters as those with less education and lower income, although the latter tend to have lower financial literacy overall.

Jonubi and Abad (2015) looked at how financial literacy, risk-taking behavior, regular saving habits, and factors like gender, age, education, income, work experience, and the number of children affect personal savings in Malaysia's Klang Valley. They found that both basic and advanced financial literacy positively influenced personal savings. People who save regularly are more likely to continue saving. Older individuals tend to have more savings because they've been saving for a longer time. Those with higher incomes, more education, and more children are generally more motivated to save. The study also showed that men tend to have better savings habits than women.

Furthermore, Rooij, Lusardi, and Alessie (2016) claimed that, persons of best monetary understanding may better manage their funds and have a higher level of financial literacy. D'Silva and Bhuptani (2015), claim that females lack financial awareness and are risk averse.

They are careful about how they use their credit and debit cards. Moreover, Sharma and Joshi (2015) found that women's financial decisions are influenced by their financial knowledge. The study looked at three aspects of financial literacy: attitude, behavior, and knowledge. It showed that rural women, in particular, had very little financial knowledge.

Furthermore, Bonga and Mlambo (2016) expressed worry regarding women with literacy in finances, particularly in underdeveloped nations. According to the study, enhancing women's financial literacy can lead to long-term behavioral changes.

Topa, Solis, and Zappalà (2018) provide three key theoretical and methodological contributions. They first looked at whether the strong link between financial literacy and financial behavior still holds when considering two psychological factors, like the conditions and types of people who are more likely to engage in financial activities. Next, they found that age plays a big role in financial decisions, especially during young adulthood, a time when people make important financial choices, such as buying items, purchasing a home, or starting a family. Finally, when they looked at the independent and dependent variables at different times, they found a consistent connection between financial behavior and financial literacy, which is common in cross-sectional research.

Young and old people tend to manage their finances differently. While life experiences and financial habits help people improve their money management skills, there's strong evidence showing that younger people are less likely to engage in basic financial activities like long-term investment planning and budgeting (Jorgensen, Rappleyea, Schweichler, Fang, & Moran, 2017).

Methodology

Research Design

This study utilized a quantitative methods approach, focusing only quantitative research design to gather comprehensive data. Creswell and Plano Clark (2017), this method of research allows for a deeper and more complete understanding of research problems by gathering numerical data.

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Locale of the Study

This study was conducted in the three municipalities namely: Kabacan, Datu Montawal (Pagagawan) and Pagalungan. The three are geographically neighboring municipalities which are located along the national highways. The selected schools which the researchers identified are very accessible and the peace and order condition is favorable. The selected schools in Kabacan were Kabacan National High School, Aringay High School and Lumayong High School. In Datu Montawal municipality, it included Tunggol National High School and in Pagalungan municipality, included Datu Udtog Matalam Sr Memorial High School.

Kabacan National High School. It is the largest secondary school in the heart of the municipality of kabacan with school identification of 304444. This learning institution conveniently located at Mapanao Street, Poblacion, Kabacan, Cotabato. The school is walking distance from the public market but it's wisely to use means of transportation such as tricycle or having own motorcycle. It has the total land area of 2 hectares with flat terrain. It is approximately 1 kilometer from the national highway.

Aringay National High School. It is strategically situated along the provincial road of barangay Aringay, Kabacan, Cotabato which is surrounded by the rice plantation. This learning institution is bearing school identification 316521. The school has total land area of 1.5 hectares and has 3 kilometers distance from watsons kabacan branch along the national highway, kabacan, cotabato. The modes of transportation to reach out the school are riding tricycle, motorcycles or any private vehicles.

Lumayong High School. It is conveniently located along the Sayre National Highway or Cotabato-Bukidnon road stretching northward the Municipality of Carmen and Kabacan Poblacion. The school is properly located at barangay Kayaga, Kabacan, Cotabato with the school ID of 304447. The distance from Kabacan South district is 3.5 kilometers and 2 hectares total land area. The school can be reached by the clientele through walking and other means of land transportation. The school is nearby Rio Grande de Mindanao that runs through Carmen and Pagalungan municipality.

Tunggol National High School. It is the only secondary school located along the National Highway at barangay Tunggol, Datu Montawal (Pagagawan), Maguinadanao. It cannot be denied that this school has large population of the learners from the different feeder school such as Maridagao Elementary School, Matalam Farm Settlement Elementary School, Batungkayo Elementary School, Pagagawan Elementary School, Macatabang Elementary School, Bulit Elementary School, Datu Tumindeg Island Elementary School and others. The school has 1.5 hectares total land area and walking distance from the national highway and the Datu Montawal Municipal Hall. It is very near from the Rio Grande de Mindanao River so that when the flood is on, the school activities are suspended.

Datu Udtog Matalam Sr. Memorial High School. At present, it is still the sole standing secondary school in the mother municipality of Datu Montawal (Pagagawan) which is the Municipality of Pagalungan. It has 2.5 hectares in land area. The distance of the school from the Pagalungan Municipal Hall along the National Highway is 3.6 kilometers, 48 minutes walking distance and 14 minutes when riding vehicle and motorcycle. The school is nearby the old public market located in Poblacion, Pagalungan, Maguinadanao. The proper area of the school is flood prone during rainy season but the good thing is the clientele of the school as learning institution can enjoy the cemented road even if walking is a mean of reaching out of the school.

Fig. 2. Map of Kabacan, Datu Montawal and Pagalungan Municipality Showing the Locale of the study. The source is www.safari.com via www.google.com on Google Earth.

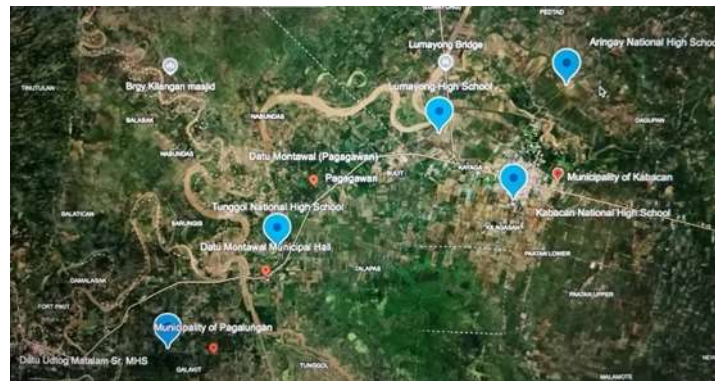


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Respondents of the Study

The study included secondary school teachers from selected number of schools, aiming for a diverse sample encompassing various academic backgrounds, age groups, and financial situations. For the quantitative phase, approximately 250 teachers were involved and complete enumeration was employed. With careful consideration given to diversity in gender, years of teaching experience, and financial background. This approach was provided a comprehensive result of the financial experiences and practices of secondary school teachers.

Table 1. Teacher respondents from selected secondary schools in Kabacan, Datu Montawal and Pagalungan municipalities

SCHOOLS	No. of Teachers
A. Kabacan	
1. Kabacan National High School	145
2. Aringay High School	27
3. Lumayong High School	23
B. Datu Montawal (Pagagawan)	
1. Tunggol National High School	27
C. Pagalungan	
1. Datu Udtog Matalam Sr. Memorial High School	28
TOTAL	250

Research Instrument

The study employed quantitative instruments for data collection. The study used a structured questionnaire to assess financial literacy, financial management practices.

Quantitative Instruments

Financial Literacy Questionnaire. The Questionnaire on Financial Literacy, developed by Altaf (2015) was adopted in the study. It involved evaluating statements across four subscales; financial knowledge, financial behavior, financial attitude and financial training—with responses rated through Likert type scale from 1 (Never) to 5 (Always) to indicate how often each statement applies to participants. The goal is to measure their financial literacy through a thorough assessment of different indicators of financial literacy subscales.

Financial Management Practices. The questionnaire for the Financial Management Practices authored by Galang, M.U. (2021) was also used. It consisted of five subscales such as; saving practices, credit practices, investment practices, spending habits and budgeting practices each require careful reflection and honest responses rated also using a five point Likert type scale from 1 (Very Rarely Practiced) to 5 (Highly Practiced) to indicate how often each statement practiced to participants. The goal is to gauge their financial management practices through a thorough evaluation of different indicators of financial management practices subscales.

Sampling Procedure

The study used a complete enumeration method, meaning that selected public secondary school teacher in the Municipality of kabacan, Datu Montawal and Pagalungan were included in the study. Complete enumeration is appropriate when entire population is small enough to be manageable and when the objective is to ensure that no segment of the population is overlooked.

Data Gathering Procedure

As part of the research protocol, formal permission was obtained from the Graduate School the commencement of the study. This was done through a formal request to conduct to the school head addressed, sending approval to administer the research within a school premises. Also, participants were given a pre-survey briefing to inform them of the study's purpose, their role in the research, and the ethical guidelines, which include voluntary participation and the assurance of confidentiality.

Statistical Analysis

The quantitative data collected from the questionnaire was analyzed using both descriptive and inferential statistics to better understand the patterns and relationships within the data. The descriptive statistics were summarized teachers' financial literacy and management practices, by calculating the mean, median, and mode. Inferential statistics were involved correlation analysis and regression models to explore the relationships between financial literacy, management practices, and challenges, allowing for the identification of patterns and potential predictors of financial behavior. Additionally, comparative analysis were conducted using t-tests or ANOVA to examine variations in financial literacy and practices based on demographic variables such as age, gender, and years of teaching experience.

Ethical Consideration

This study considered the following aspects of ethical considerations;

Social Value. People were included in a research study based on the potential social benefits of the research, aligning with the ethical principle of respecting individuals. Research is seen as valuable when the topics being explored have potential benefits for society.

Informed consent. The Participants signed consent was served as researcher request for authorization. Their choice to participate or not given to them once they had received adequate information about the study's objectives and the justification for requesting their involvement. It was made clear that participation in the study would be entirely voluntary and that researcher would not pressure anyone into participating.

Vulnerability of the Research Participants. The study's participants were not regarded as vulnerable because they have the capacity to make their own decisions about participation. Additionally, researcher was received assurances that the participants' Identities would be kept private and that they would be protected from the possibility of being exposed.

Risk, Benefits, Safety. Researcher made sure to emphasize the study's impact and importance for the participants' safety as well as their psychological and social well-being. The study's findings were expected to have a positive impact on the participants. Time is especially important in this study, as participants had to take time away from their personal and professional commitments to be involved. As a result, the researcher rest assured when conducting the study that experiences were disclosed that might be considered unpleasant or undesirable and for others disappointing or demoralizing. In these instances, the researcher was thoughtful and sincere in addressing their emotional state and acted accordingly.

Privacy and Confidentiality. Regarding the participants' right to privacy, researcher required to keep all records secure and weren't allowed to release any information that could reveal the participants' specific identities. When presenting the results, the researcher avoided mentioning the participants' names, and when participants chose to withdraw their statements or participation from the study, researcher actually complied with their request. We were careful to ask probing questions and to speak in a neutral, non-biased manner. To secure their identities and in accordance with the 2012 Privacy Act, participants are given the assurance that their personal information cannot be linked back to them.

Justice. In selecting study participants, researcher acted impartially. Everybody who meets the requirements for participation was taken into consideration, and they could participate in the study. Regardless of whether they took part in the intervention, all participants will receive the same treatment. Researcher provided drinks and food to all participants as a token of our thanks for their time spent helping us collect the data. Future scholars can utilize the study's results, analysis, and conclusions to aid in their own research and to get ideas for expanding on this type of investigation.

Transparency. Ensuring that the study's techniques were applied correctly. Researcher provided readers with access to every relevant record that support data analysis so they could read them and better comprehend the study's outcomes and conclusions. In order to emphasize transparency, the findings were also covered in detail, especially evidence that may affect how the results are presented.

Community Involvement. The researcher was dedicated to treating everyone with respect, especially the teacher's participant. The Graduate School Dean has to give consent for any activity. The involvement of the participants in this study provides information that would be useful for understanding how participant's social media exposure changes their Behavior. Furthermore, future researchers can use all of the research study findings to further their understanding of this kind of study.

Results

Socio - Demographic Profile of Teachers

Table 2 presents the profile of public secondary school teachers. The respondents carefully answered the indicators;

Gender

The results exhibits that most of the teachers are female with 76.8% compared to male that is only 23.2%, which means, most of secondary public teachers in the area of the study was dominated by female teachers. Tilan and Cabal (2021), who discovered in the long time, the public perceived mentoring to be a popular career among women, confirm this conclusion.

Age

The outcome reveals an average age of 38.428 years old from the age group 25 -55 years old, meaning, most of the teachers were in the level of middle young age in the area of study. Jorgensen, Rappleyea, Schweichler, Fang, and Moran (2017) found which financial management practices varied between babies and matured. Even though life occurrences and financial habit increase people's ability to manage their finances, extensive data suggests that people of a younger age engage in less essential financial opportunities, just like lifetime investment planning and allocating.

Civil Status

The table exhibits that most of the teachers are married with 78%, meaning 195 of the respondents out 250 are having legal partners, indicated that public school teachers in the municipalities were responsibly married. According to Kemunto, Raburu, and Bosire (2018), teachers often marry to be happy since they appear to be happier when they have access to care and social support.

Educational Attainment

Result displays that most respondents hold bachelor's degree with master education units and a significant number of 97 equivalents to 38.8%, which signified most of the teachers were not finished their post graduate level. In the teaching profession, earning a bachelor's degree is a significant accomplishment and a first step toward achieving higher academic goals (Llego, 2022).

Monthly Gross Income

The results presents their average monthly income is PHP 33,012, meaning, teachers can have modest lifestyle with rough daily expenses in everyday of their lives. Dwiastanti (2015) found that financial literacy research is extremely significant. Everyone should have good financial literacy in order to manage their finances and achieve wealth. Furthermore, financial education necessitates with strong level of monetary understanding. A person who lacks budgetary understanding would be troubled in holding their fiscal matters (Khawar & Sarwar, 2021).

Other Source of Income

When it comes on the other source of income, majority of teachers are in farming with 58% or equivalent of 145 which means teachers engage mostly in income-generating activity such as farming rather than online-selling and sari-sari stores, which revealed that most of the teachers were engaged in farming to support their family rough daily expenses. Nyamute and Maina (2015) have studied the outcome of financial literacy on personal fiduciary governance abilities and found out the financial organization norms could be adopted although the other is not financially informed because of some alternative income sources.

These results suggest that while teachers earn a stable income as public secondary school teachers, oftentimes they are seeking additional financial options and it could possibly due to future arising financial needs or ambitions beyond their salary and to support their family daily basic needs.

Table 2. Socio-demographic Profile of the Secondary Public School Teachers.

Socio-Demographic Profiles	Number of Teachers	Percentage
A. Gender		
Male	58	23.2
Female	192	76.8
B. Mean Age = <u>38.428</u>		
C. Civil Status		
Single	47	18.8
Married	195	78.0
Widow/er	7	2.8
Separated	1	0.4
D. Highest Educational Attainment		
Bachelor's Degree	49	19.6
Bachelor's Degree with Master's Unit	97	38.8
Master's Degree	83	33.2
Master's Degree with Doctoral Units	17	6.8
Doctoral Degree	4	1.6
E. Monthly Gross Income = <u>33,012.00</u>		
F. Other Source of Income		
Farming	145	58.0
Sari-Sari Store	49	19.6
Online Selling	56	22.4
Total	250	100

FINANCIAL LITERACY

Financial Knowledge

Table 3 shows the level of financial literacy of public school secondary teachers. The respondents rated ten indicators with eight indicators rated as highly literate and only two indicators rated as literate such as considering interest rates upon taking up loans, and knowing the risk and returns of my financial choices. The cumulative average score of these ten indicators was computed to be 4.42, signifying a notable level of financial literacy. This implies that teachers have a thorough understanding of financial words and ideas such as the time worth of money, interest rates, credit records, and deposit insurance.

As stated by Delmo, Sarmiento & Bugador, (2023), Despite possessing a high level of financial understanding, teachers have the lowest average financial conduct..

The indicators associated with understanding financial terms and concept has mean of 4.38, signifying high level of financial knowledge. This high level of financial knowledge suggests that teachers are well-informed about managing their finances, making them capable of making sound financial choices. Conversely, the indicator focusing on knowing the risk and returns for financial decisions has the lowest rate of 4.09, indicating literate. Meaning, the teachers in public secondary learning institutions are frequently willing to take risk for what is the return of their financial decisions.

Table 3. Level of Financial Literacy of Secondary Public School Teachers Concerning with **Financial Knowledge**

Indicator	Mean	Description
1. I am familiar with financial terminology and concepts.	4.38	Highly Literate
2. I understand the importance of the time value of money.	4.21	Highly Literate
3. I apply basic principles related to interest in financial activities.	4.32	Highly Literate
4. I take interest rates into account when securing loans.	4.20	Literate
5. I manage and allocate my financial resources effectively.	4.23	Highly Literate
6. I develop strategies to reduce financial risks in my decisions.	4.23	Highly Literate
7. I am aware of the potential risks and returns in my financial choices.	4.09	Highly Literate
8. I analyze market conditions before making financial moves.	4.24	Highly Literate
9. I am informed about and monitor my credit standing.	4.23	Highly Literate
10. I assess deposit security before placing my money in financial institutions.	4.25	Highly Literate
Weighted Mean	4.42	Highly Literate

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Literate
4	3.41 – 4.20	Literate
3	2.61 – 3.40	Moderately Literate
2	1.81 – 2.60	Rarely Literate
1	1.00 – 1.80	Very Rarely Literate

Financial Behavior

Table 4 displays the rank of financial literacy of secondary school teachers concerning with financial behavior. This variable has ten indicators with weighted mean of 3.32 described as moderately literate. This result indicates moderate budgeting and saving habits, with limited use of credit cards. The respondents rated also 10 indicators which results to; two indicators has rated “highly literate”, considering price before making purchase and paying bills on time. There are five indicators rated as “literate” from indicators 1, 3, 4, 6, and 7, considering budgeting, assessment expenditures and saving. To complete 10 indicators, there are three rated as “very rarely literate” which means respondents has limited use of credit cards.

In the study of Delmo, Sarmiento & Bugador, (2023), public school teachers may seek expert financial guidance on their own benefiting ideas and suggestions of ways in holding their finances as its best, utilize credit cards responsibly, and steer their spending and asset utilization for investments and additional income production.

The highest rated indicator has mean of 4.36, considering price as teachers in public secondary school making purchases which means practicality and frugality is being observed. In contrast, the indicator number 10 stated I have fully utilized the credit limit on my card has the lowest rate of 1.62 as “very rarely literate”, which results few of the public secondary school teachers is using credit card when purchasing goods and services.

Table 4. Level of Financial Literacy of Secondary Public School Teachers Linking to **Financial Behavior**

1. Indicator	2. Mean	3. Description
4. 1. I prepare a personal budget every month.	5. 4.02	6. Literate
7. 2. I evaluate prices carefully before making a purchase.	8. 4.36	9. Highly Literate
10. 3. I monitor and review my spending at the end of each month.	11. 3.80	12. Literate
13. 4. I organize my budget to meet specific financial goals.	14. 4.05	15. Literate
16. 5. I consistently pay my utility bills on time.	17. 4.26	18. Highly Literate
19. 6. I reserve a portion of my income for savings.	20. 3.68	21. Literate
22. 7. I adjust my finances when I exceed my planned budget.	23. 3.84	24. Literate
25. 8. I rely on my credit card when my cash runs low.	26. 1.76	27. Very Rarely Literate
28. 9. I use my credit card to withdraw cash for my expenses.	29. 1.78	30. Very Rarely Literate
31. 10. I have fully utilized the credit limit on my card.	32. 1.62	33. Very Rarely Literate
34. Weighted Mean	35. 3.32	36. Moderately Literate

<i>Level</i>	<i>Numerical Rating</i>	<i>Description</i>
5	4.21 – 5.00	Highly Literate
4	3.41 – 4.20	Literate
3	2.61 – 3.40	Moderately Literate
2	1.81 – 2.60	Rarely Literate
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Table 4. Level of Financial Literacy of Secondary Public School Teachers Linking to **Financial Behavior**

37. Indicator	38. Mean	39. Description
40. 1. I prepare a personal budget every month.	41. 4.02	42. Literate
43. 2. I evaluate prices carefully before making a purchase.	44. 4.36	45. Highly Literate
46. 3. I monitor and review my spending at the end of each month.	47. 3.80	48. Literate
49. 4. I organize my budget to meet specific financial goals.	50. 4.05	51. Literate
52. 5. I consistently pay my utility bills on time.	53. 4.26	54. Highly Literate
55. 6. I reserve a portion of my income for savings.	56. 3.68	57. Literate
58. 7. I adjust my finances when I exceed my planned budget.	59. 3.84	60. Literate
61. 8. I rely on my credit card when my cash runs low.	62. 1.76	63. Very Rarely Literate
64. 9. I use my credit card to withdraw cash for my expenses.	65. 1.78	66. Very Rarely Literate
67. 10. I have fully utilized the credit limit on my card.	68. 1.62	69. Very Rarely Literate
70. Weighted Mean	71. 3.32	72. Moderately Literate

<i>Level</i>	<i>Numerical Rating</i>	<i>Description</i>
5	4.21 – 5.00	Highly Literate
4	3.41 – 4.20	Literate
3	2.61 – 3.40	Moderately Literate
2	1.81 – 2.60	Rarely Literate
1	1.00 – 1.80	Very Rarely Literate

Financial Training

Table 6 highlights the tier of financial literacy of secondary public school teachers regarding financial training. A weighted mean total of 3.81 grouped as "literate" for secondary public school teachers' financial education shows that they actively find out opportunities to improve their financial literacy and acknowledge the significance of financial education. Many respondents agree that financial education and seminars are indispensable, find them more helpful, and use what they have learned.

Sayinzoga, Bulte, and Lensik (2016), Greater financial understanding may not be the only element promoting good conduct, it was stated that training on finance effects traits via different pathways, together with the abnormal behaviors and the way a person thinks.

This evokes that, although teachers acknowledge monetary education; their level of cooperation may be impacted by elements like training reachability, relevance, or practical implementation. Their long-term financial stability and financial management capabilities could be further enhanced by amplifying financial literacy schemes that are specifically appropriated to their financial concerns, such as managing debt, investing, and budgeting.

Table 6. Level of Financial Literacy of Secondary Public School Teachers in Relation to **Financial Training**

Indicator	Mean	Description
1. I acknowledge the importance of attending financial trainings and seminars.	4.19	Literate
2. I take part in financial trainings and seminars.	3.13	Literate
3. I value the lessons learned from financial trainings and seminars.	4.12	Literate
4. I actively engage in activities during trainings and seminars.	3.60	Literate
5. I find financial trainings and seminars beneficial.	3.92	Literate
6. I put into practice the knowledge gained from trainings.	3.82	Literate
7. I am willing to participate in more financial trainings and seminars.	4.03	Literate
8. I support the idea of holding financial education and seminars annually.	3.64	Literate
Weighted Mean	3.81	Literate

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Literate
4	3.41 – 4.20	Literate
3	2.61 – 3.40	Moderately Literate
2	1.81 – 2.60	Rarely Literate
1	1.00 – 1.80	Very Rarely Literate

FINANCIAL MANAGEMENT PRACTICES

Saving Practices

Table 7 demonstrates the plateau of financial management practices of secondary public school teachers pertaining to saving practices. The respondents carefully rated fifteen (15) indicators from one (1) as “very rarely practiced” to five (5) as “highly practiced”. Out of the indicators rated, the indicator number seven (7) has the lowest mean of 2.77 as “moderately practiced”, compared to the indicator number five (5) got the mean of 3.50 in the level of “practiced”. Over all, the weighted mean computed as 3.18, categorized as “moderately practiced” which indicates reflect the financial literacy and financial management strategies described as sometimes manifested. It also shows that although educators understand the value of saving money, their real saving practices vary. Some saves money for retirement, education, and emergencies. Some people save monthly or every two months, while others only do it when they have extra money, which may indicate that they lack a systematic approach to saving. Furthermore, some people still store money at home

With regards to Babatunde and Jaiyreola, Ojo (2023), saving strategies can have an impact on financial management. As a result, (2022), a reason for money deposits may motivate individual by carefully plan of the resources and reserve a budget a later time.

These findings imply that even if educators recognize the need of saving, their capacity to do so regularly may be hindered by financial difficulties or other expenditure concerns. Enhancing financial literacy initiatives that emphasize long-term financial planning and systematic saving techniques may aid in the development of more sustainable and disciplined saving practices.

Table 7. Level of Financial Management Practices of Secondary Public School Teachers with regards to **Saving Practices**

Indicator	Mean	Description
1. I deposit my savings in a bank.	3.32	Moderately practiced
2. I keep my savings at home.	3.47	Practiced
3. I place my savings in other financial institutions.	2.89	Moderately practiced
4. I save money for my children's education.	3.43	Practiced
5. I set aside savings for emergencies or hospital expenses.	3.50	Practiced
6. I save to prepare for retirement.	3.32	Moderately practiced
7. I save to afford costly purchases.	2.77	Moderately practiced
8. I save money to fund travel plans.	2.81	Moderately practiced
9. I save in case of unforeseen events.	3.33	Moderately practiced
10. I save to pursue higher educational qualifications.	3.39	Moderately practiced
11. I save every 15th day of the month (twice a month).	3.12	Moderately practiced
12. I save on a monthly basis.	3.21	Moderately practiced
13. I save every six months (semi-annually).	2.88	Moderately practiced
14. I save once a year (annually).	2.96	Moderately practiced
15. I save only when there is leftover income.	3.33	Moderately practiced
Weighted Mean	3.18	Moderately practiced

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Practiced
4	3.41 – 4.20	Practiced
3	2.61 – 3.40	Moderately Practiced
2	1.81 – 2.60	Rarely Practiced
1	1.00 – 1.80	Very Rarely Practiced

Credit Practices

Table 8 reveals the level of financial management practices of secondary public school teachers in terms of credit practices. The respondents have rated fifteen (17) indicators with the cumulative average score of 3.01, as moderately practiced. On the other and, the indicator number three (3) has the lowest mean of 1.98, as rarely practiced compare to the 3.92 highest mean for indicator number eight (8). In conclusion, the level of financial management practices of instructors in terms of credit practices is occasionally displayed, with a mean total of 3.01 described as moderately practiced.

This article entitled "How to Manage Debt Wisely and Become Debt Free Faster" (2021). Debt, credit, and asset are commonplace in modern world. While loan is effectively controlled, it would be a start- up which permits us in improving the life of us and achieve our objectives. Nevertheless, mismanagement of loans efficiently, it can become a hindrance, impeding instead of promoting targeted objectives.

The study shows a prudent but balanced attitude to borrowing. Teachers demonstrate appropriate credit management by prioritizing timely debt repayment and taking interest rates into account before taking out loans. Their reliance on loans implies that their income might not always be enough to pay necessities, even if their borrowing patterns seem to be need-based rather than impulsive.

Table 8. Level of Financial Management Practices of Secondary Public School Teachers regarding **Credit Practices**

Indicator	Mean	Description
1. I obtain loans through the school's loan facility.	2.47	Rarely practiced
2. I secure loans from financial institutions affiliated with the school.	3.12	Moderately practiced
3. I take out loans from credit card companies.	1.98	Rarely practiced
4. I borrow funds from government agencies.	3.31	Moderately practiced
5. I seek financial help from family members or relatives.	3.13	Moderately practiced
6. I get loans from private individual lenders.	2.74	Moderately practiced
7. I take interest rates into consideration when borrowing money.	3.86	Practiced
8. I make sure to repay my debts on time.	3.92	Practiced
9. I borrow funds to cover major expenses like children's education or home renovation.	3.46	Practiced
10. I borrow money when I lack enough cash for purchases.	3.20	Moderately practiced
11. I borrow when my income falls short of covering daily necessities.	3.15	Moderately practiced
12. I take loans to pay bills or to refinance existing debts.	2.78	Moderately practiced
13. I borrow money to handle emergency situations, such as medical needs.	3.26	Moderately practiced
14. I borrow because I tend to spend beyond my financial means.	2.42	Moderately practiced
15. I borrow money to enjoy the benefits and rewards of using a credit card.	2.18	Rarely practiced
16. I borrow funds to finance business ventures.	3.04	Moderately practiced
17. I borrow money to help meet the needs of my immediate family members.	3.06	Moderately practiced
Weighted Mean	3.01	Moderately practiced

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Practiced
4	3.41 – 4.20	Practiced
3	2.61 – 3.40	Moderately Practiced
2	1.81 – 2.60	Rarely Practiced
1	1.00 – 1.80	Very Rarely Practiced

Investing Practices

Table 9 shows that most of the indicators are occasionally observed. As indicated in the table, the use of loan funds for investment appears most frequently among all the indicators, with a mean score of 3.42, whereas investing in liquid assets is less common and unit investment trust funds are rarely displayed, while investing in future use, retirement, children education, family security and saving are oftentimes manifested out of fifteen (15) indicators. Overall, the financial management practices of teachers regarding investment activities are demonstrated occasionally, with a mean score of 3.17, as moderately practiced.

Raaiji (2016), also supported the notion that risk preference, risk propensity, and attitude are the essential concepts and explanations of investment behavior. Investors utilize biases and procedures to decide whether or not to invest, as well as how much to invest.

This result reveals show that although teachers understand the value of investing, their level of involvement is still low. The findings emphasize the importance of increased financial education on low-risk, high-yield investment alternatives, which could enable instructors to optimize their incomes without relying excessively on loans. Strengthening investment literacy programs and making investment options more accessible could help teachers achieve long-term financial security while reducing financial stress.

Table 9. Level of Financial Management Practices of Secondary Public School Teachers Corresponding to **Investing Practices**

Indicator	Mean	Description
1. I finance my investments through loans.	3.42	Practiced
2. I use my personal income to fund investments.	3.33	Moderately practiced
3. I invest in real estate properties.	2.51	Moderately practiced
4. I place my investments in liquid assets.	2.16	Rarely practiced
5. I invest in unit investment trust funds (UITFs).	2.20	Rarely practiced
6. I invest capital into business ventures.	3.12	Moderately practiced
7. I invest in insurance plans or educational plans.	2.84	Moderately practiced
8. I invest to grow and maximize my financial earnings.	3.29	Moderately practiced
9. I invest to create an additional source of income.	3.41	Practiced
10. I invest to keep up with inflation.	3.25	Moderately practiced
11. I invest to secure funds for future needs.	3.62	Practiced
12. I invest to prepare financially for retirement.	3.45	Practiced
13. I invest to fund my children's education.	3.64	Practiced
14. I invest to ensure the financial security of my family.	3.59	Practiced
15. I invest as a means of building my savings.	3.71	Practiced
Weighted Mean	3.17	Moderately practiced

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Practiced
4	3.41 – 4.20	Practiced
3	2.61 – 3.40	Moderately Practiced
2	1.81 – 2.60	Rarely Practiced
1	1.00 – 1.80	Very Rarely Practiced

Spending Habits

Table 10 confirms that most of the indicators are manifested oftentimes categorized as practiced. It demonstrates that spending on food is always manifested among the other indications, with the highest mean total of 4.54, whilst spending on amusement is frequently manifested, with the lowest mean of 2.89. Overall, the financial management practices of public school teachers concerning spending habits are often exhibited, with a mean score of 3.79 indicating that they are regularly practiced.

Delmo, Sarmiento, & Bugador (2023), mentors have a strong degree of making a budget procedures; nonetheless, this allocation was not benchmarked, resulting in spending that exceeded what was expected, hurting budget and deposits. Therefore, the researchers suggest that teachers create a detailed budgeting plan and consistently follow it.

It also confirms that Teachers often handle their money carefully, but they prioritize critical requirements over recreational spending. Food, education, and health care are among the largest spending areas, indicating a strong commitment to core and long-term goals. Housing and utility expenditures are typically paid, ensuring financial stability in everyday life. However, spending on travel, leisure, and miscellaneous expenses is quite low, indicating that teachers are aware of their budgetary constraints and prioritize essentials above luxury. While their spending habits appear to be balanced, the tendency to devote a major percentage of their income to necessities may leave little opportunity for savings or investments.

Table 10. Level of Financial Management Practices of Secondary Public School Teachers Associated to **Spending Habits**

Indicator	Mean	Description
1. I spend for foods after receiving salary.	4.54	Highly Practiced
2. I spend for my clothing thrice a year.	4.00	Practiced
3. I spend every year for professional growth.	4.34	Highly Practiced
4. I spend for housing painting every year.	3.86	Practiced
5. I spend for my health necessities every day.	4.24	Highly Practiced
6. I spend for my utility bills monthly.	3.87	Practiced
7. I spend for my travels and outings once a year.	2.97	Practiced
8. I spend for entertainment every 3 months.	2.89	Practiced
9. I spend for miscellaneous expenses monthly.	3.40	Practiced
Weighted Mean	3.79	Practiced

Level	Numerical Rating	Description
5	4.21 – 5.00	Highly Practiced
4	3.41 – 4.20	Practiced
3	2.61 – 3.40	Moderately Practiced
2	1.81 – 2.60	Rarely Practiced
1	1.00 – 1.80	Very Rarely Practiced

Budgeting Practices

Table 11 illustrates practically most of the indications are frequently expressed. It has been found that distinguishing between needs and wants is often observed compared to other indicators, with a lowest mean of 3.81. Additionally, allocating a budget for seasonal expenses is also frequently demonstrated, with the highest mean of 3.88. In conclusion, the financial management practices of instructors regarding budgeting procedures are commonly exhibited, with a mean score of 4.13, indicating they are regularly practiced.

Based from an article “What is Budgeting? What is a Budget?” (2021), claims that creating a budget allows you to plan your spending and to make sure that you have set aside funds for your everyday expenses as well as other essentials. By sticking to a budget, you can avoid taking on new debt, pay off your current debt in full, and establish spending preferences.

Teachers set realistic financial objectives on a regular basis, track their income and expenses, and budget for both recurrent and seasonal costs. They also valued distinguishing between demands and wants, exhibiting a stringent strategy to financial management. However, they frequently plan for the future, to make sure of financial stability and preparedness for unexpected needs. Nevertheless, while their budgeting technique are well-established, some hindrances may still arise in strict adherence to budget plans, particularly when faced minimal budget allocation.

Table 11. Level of Financial Management Practices of Secondary Public School Teachers Referring to **Budgeting Practices**

Indicator	Mean	Description
1. I make sure my goals are possible to achieve.	4.17	Practiced
2. I know how much money I earn and how much I spend.	4.17	Practiced
3. I focus on what’s necessary and avoid unnecessary spending.	3.81	Practiced
4. I plan how to manage my money each month.	3.82	Practiced
5. I save money for things that happen once in a while, like holidays.	3.88	Practiced
6. I stick to my budget and follow through with my plan.	4.06	Practiced
7. I think about my future and save for big expenses.	4.01	Practiced
Weighted Mean	4.13	Practiced

<i>Level</i>	<i>Numerical Rating</i>	<i>Description</i>
5	4.21 – 5.00	Highly Practiced
4	3.41 – 4.20	Practiced
3	2.61 – 3.40	Moderately Practiced
2	1.81 – 2.60	Rarely Practiced
1	1.00 – 1.80	Very Rarely Practiced

Correlation between Financial Literacy and Financial Management Practices

Table 12 proves the correlation between the financial literacy and financial management. The table further indicated noteworthy associations between different aspects of financial literacy and financial management practices.

In the first row, financial knowledge exhibited significant relationships with various elements of financial management practices with correlation coefficients (r) of 0.317, -0.070, 0.146, 0.276 and 0.307, which means, the more public secondary teachers aware in financial knowledge, they are highly knowledgeable in saving, credit, spending, investing and budgeting practices. Similarly, the second row indicated that financial behavior also displayed significant relationships with these features of financial management practices, with correlation coefficients of 0.526, 0.207, 0.375, 0.220, and 0.425, shows the when public school teacher is expressing their financial behavior, they are more aware on these practices such as saving, credit, investing, spending and budgeting.

Progressively, a third row revealed a significant relationship between financial attitudes and the aspects of financial management techniques with corresponding correlation coefficients of 0.580, 0.099, 0.392, 0.237 and 0.497, reveals that, the more public secondary teacher has financial attitude, they are tend to have more knowledge in terms of financial management practices variables such as saving practices, credit practices, investing practice and budgeting practices. In relation to the p -values that are significantly correlated at 0.5, the null hypothesis is rejected.

Finally, the fourth row revealed significant association between financial training and the dimensions of financial management practices with respective correlation coefficients of 0.592, 0.143, 0.369, 0.299 and 0.447, which implies that, when public secondary school teachers strongly equipped with financial training, they are more trained and have strong awareness when it comes to different facets of financial management practices

Table 12. Correlation between financial literacy and financial management practices of secondary public school teachers

Variables		Savings Practices	Credit Practices	Investing Practices	Spending Practices	Budgeting Practices
Financial Knowledge	Correlation Coefficient	.317**	-.070	.146*	.276**	.307**
	Sig. (2-tailed)	.000	.271	.021	.000	.000
Financial Behavior	Correlation Coefficient	.526**	.207**	.375**	.220**	.425**
	Sig. (2-tailed)	.000	.001	.000	.000	.000
Financial Attitude	Correlation Coefficient	.580**	.099	.392**	.237**	.497**
	Sig. (2-tailed)	.000	.120	.000	.000	.000
Financial Training	Correlation Coefficient	.592**	.143*	.369**	.299**	.447**
	Sig. (2-tailed)	.000	.024	.000	.000	.000

** Highly Significant

* Significant at 5%

Influence of Financial Literacy on the Financial Management Practices in terms of Saving Practices

Table 13 demonstrates the impact of financial literacy on financial management practices concerning with saving practices. The table presents the outcome of the hypothesis test, which ultimately discards the hypothesis. The conclusion is supported by the coefficient of determination of 0.555, significant value of 76.527 and a p -value of 0.000, showing that financial literacy significantly influence the financial management practices. The p -value is less than the 0.05 level of significance, indicating that the results are statistically significant of this influence. Nonetheless, the table displays that the financial training have strong influence on teachers' saving practices. This recommends that when teachers effectively manage their finances, it affects the financial management practices in saving practices. The value of $R^2 = 0.555$ indicates that 55.5% of the factors influencing teacher's saving practices

skills can be attributed to the financial literacy skills of the teachers. The remaining 44.5% is accounted to the other internal and external factors not directly related to teachers' financial literacy skills.

In relation to Kenton's (2021) research, financial literacy is essential for discriminating between pessimistic and optimistic ideas, as well as making informed saving and financial decisions.

However, the actual findings revealed inconsistencies in teachers' financial literacy regarding their financial management practices.

Table 13. Influence between financial literacy and financial management practices of secondary public school teachers in terms of **Savings Practices**

Financial Literacy Skills	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-.450	.263		-1.709	.089
Financial Knowledge	.024	.067	.018	.360	.719
Financial Behavior	.321	.062	.293	5.184**	.000
Financial Attitude	.312	.088	.244	3.559**	.000
Financial Training	.337	.050	.352	6.807**	.000

$$R^2 = 0.555$$

$$F = 76.527^{**}$$

$$Prob = 0.000$$

Influence of Financial Literacy on the Financial Management Practices in terms of Credit Practices

Table 14 proves the effect of financial literacy on financial management practices in terms of credit practices. The table indicated that financial literacy skills of the teachers significantly influenced their financial management practice. This was evidenced by the F- value of 5.887 and a p-value of 0.000, which less than the significance level of 0.05. This suggests that the financial literacy skills of the teachers can be considered as predictors of the financial management practices, specifically in relation to the credit practices.

The value of $R^2 = 0.088$ indicates that 8.8% of the factors influencing the financial management practices can be attributed to the financial literacy skills of the teachers in public secondary. However, it is important to note that 90.2% of the factors are influenced by the external factors not considered in the study.

In the study of Delmo, Sarmiento and Bugador, (2023) the two factors back up Mwathi's (2017) conclusion suggests that there is a positive and statistically significant relationship between employees' overall financial literacy and their personal financial management practices.

However, the results imply that F-value is statistically significant while the R^2 is relatively weak explanation ability and the impact between financial literacy and financial management practices are likely real and not by chance.

Table 14. Influence between financial literacy and financial management practices of secondary public school teachers in terms of **Credit Practices**

Financial Literacy Skills	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	2.714	.409		6.629	.000
Financial Knowledge	-.233	.104	-.163	-2.237*	.026
Financial Behavior	.367	.096	.309	3.813**	.000
Financial Attitude	-.028	.137	-.020	-.208	.835
Financial Training	.045	.077	.044	.589	.557

$$R^2 = 0.088$$

$$F = 5.887^{**}$$

$$Prob = 0.000$$

Influence of Financial Literacy on the Financial Management Practices in terms of Investing Practices

Table 15 illustrates the impact of financial literacy on the financial management practices associated with investing practices. The results of the table shows that the hypothesis is rejected, as it was found that financial literacy skills significantly influenced the financial management practices in terms of investing practices, with F-value of 18.766 and p-value of 0.000, which less than the significance level of 0.05. This implies that financial literacy skills play a crucial role as predictors of teachers' financial management practices, specifically in investing practices.

Furthermore, the table reveals that among the financial literacy skills of public secondary teachers, financial behavior has the strong contribution to teachers' investing practices in these areas, as revealed by a t-value of 3.683 and the value of $R^2 = 0.235$ indicates that 23.5% of the variation of financial management practices in terms of investing practices can be attributed to the financial literacy skills of public secondary school teachers.

In the study of Delmo, Sarmiento & Bugador, (2023), public school teachers may independently find professional financial tips to have ideas and recommendations on how to professionally manage their finances.

Overall, the F-value and p-value shows highly significant, while the R^2 is neutral explanatory power and impact between financial literacy and financial management practices are likely to be statistically reliable. However, it is important to note that there other factors, not considered in this study, that contribute to the remaining 76.5% of the variation.

Table 15. Influence between financial literacy and financial management practices of secondary public school teachers in terms of **Investing Practices**

Financial Literacy	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.728	.396		1.838	.067
Financial Knowledge	-.075	.101	-.050	-.749	.454
Financial Behavior	.343	.093	.273	3.686**	.000
Financial Attitude	.282	.132	.192	2.133*	.034
Financial Training	.147	.075	.134	1.972*	.050

$$R^2 = 0.235$$

$$F = 18.766^{**}$$

$$Prob = 0.000$$

Influence of Financial Literacy on the Financial Management Practices in terms of Spending Habits

Table 16 shows the influence of financial literacy on the financial management practices relating to spending habits. The table shows a significant impact of financial literacy skills on the spending habits of public secondary school teachers, as indicated by an F-value of 7.876 and a p-value of 0.000, which is below the 0.05 significance level. This suggests that the financial literacy skills of public secondary teachers play a crucial role in shaping teachers spending habits, particularly in areas of financial attitude, as indicated by the t-value of 2.919.

The coefficient of determination (R^2) of 0.114 indicates that 11.4% of the variation in teachers financial management practices with spending habits can be explained by the financial literacy skills of the teachers. This suggests that these financial literacy skills of secondary public teachers have a significant impact on shaping and influencing public teachers' spending habits. However, it also shows that there are other factors not considered in this study that contribute to the remaining 88.6% of the variation in teachers financial management practices.

Additionally, Ibrahim and Alqaydi (2015) discovered that education can improve personal financial attitudes and reduce credit card dependence. Financial attitudes and conduct can have an impact on one's financial well-being.

Table 16. Influence between financial literacy and financial management practices of secondary public school teachers in terms of **Spending Habits**

Financial Literacy Skills	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.206	.093	.160	2.227	.027
Financial Knowledge	.116	.086	.108	1.349	.179
Financial Behavior	-.046	.121	-.037	-.379	.705
Financial Attitude	.200	.069	.213	2.919**	.004
Financial Training	.206	.093	.160	2.227*	.027

$$R^2 = 0.114$$

$$F = 7.876^{**}$$

$$Prob = 0.000$$

Influence of Financial Literacy on the Financial Management Practices in terms of Budgeting Practices

Table 17 exhibits the effect of financial literacy on the financial management practices pertaining to budgeting practices the F-value of 32.252 and a p-value of 0.000, which less than the 0.05 level of significance, presents that public teachers financial literacy skills significantly affect teachers budgeting practices. This suggests that the financial literacy skill of public teachers can serve as predictors of budgeting practices exhibited by the teachers.

The coefficient of determination (R^2) of 0.345 is relatively moderate to strong explanatory power showing that only 34.5 % of the variation of teachers budgeting practices can be attributed to the financial literacy skills of public school teachers. The remaining 65.5 % of the variation is influenced by the external factors not considered in this study.

Moreover, the financial behavior of public school teachers has great contribution to teachers' budgeting practices in these areas, as presented by a t-value of 3.719.

Eventually, financial self-efficacy boosts financial behaviors, as noted by Fernandes et al. (2015), and Wagner and Walstad (2018) link teachers' financial literacy with students' financial behaviors.

Table 17. Influence between financial literacy and financial management practices of secondary public school teachers in terms of **Budgeting Practices**

Financial Literacy Skills	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	.766	.335		2.288	.023
Financial Knowledge	.118	.085	.086	1.386	.167
Financial Behavior	.293	.079	.255	3.719**	.000
Financial Attitude	.321	.112	.239	2.873**	.004
Financial Training	.146	.063	.145	2.311*	.022

$$R^2 = 0.345$$

$$F = 32.252^{**}$$

$$Prob = 0.000$$

Intervention of Socio-demographic Study on the Influence of Financial Literacy on Financial Management Practices

Table 18 presents the influence of socio-demographics on the effect of financial literacy on the financial management practices of public secondary school teachers. The data reveals that financial literacy has negative non-significant indirect impacts but substantial direct effects, all with extremely significant probabilities, ($p < .001$). This shows that, whilst these variables may not mediate the association between financial literacy and financial management practices, they do have a direct impact on financial behavior.

Furthermore, higher educational attainment and having extra sources of income also have favorable indirect benefits, meaning that these characteristics help to improve financial management skills through financial literacy.

However, their direct impacts are still strong, compounding their impact. Interestingly, monthly income was not considered in the study, which may suggest that it does not have a significant impact on the relationship between financial literacy and financial management practices. Overall, the findings highlight the crucial role that socio-demographic features play in shaping teachers' financial practices, emphasizing the need to customize financial literacy courses to account for these individual differences.

Jorgensen, et. al. (2017) it was found that individuals of different age groups, both young and old, exhibit distinct financial management practices. Even if financial practice increase people's ability to manage their finances, extensive data suggests that people of a younger age engage in less essential financial projects, such as lifetime investment planning and allocation.

Table 18. Intervention of socio-demographics on the effect of financial literacy on financial management practices of secondary public school teacher

Profile	Z – Value		
	Indirect	Direct	Prob
Gender	-0.890	13.500**	< .001
Age	-0.717	13.359**	< .001
Civil Status	-0.717	13.359**	< .001
Highest Educational Attainment	0.441	13.503**	< .001
Monthly Income	-	-	-
Other Source of Income	0.318	13.466**	< .001

**** Highly Significant**

Study 2.

INTERVENTION PROGRAM

(Training Design)

Seminar Title : **FINANCIAL LITERACY AND MANAGEMENT PRACTICES
OF PUBLIC SECONDARY SCHOOL TEACHERS**

Venue : LUMAYONG HIGH SCHOOL
DATU UDTOG MATALAM SR., MEMORIAL HIGH SCHOOL
TUNGGOLO NATIONAL HIGH SCHOOL

Date : December 17, 18, & 19, 2025

Duration : One Day Activity

Time : 8:00 am to 12:00 am and 1:00pm to 5:00pm

Funding Support : Php 50.00 registration fee per participant for the Resource Speakers' honorarium.

Participants : Secondary Teachers of Kabacan, Datu Montawal
and Pagalungan municipalities

Proponents : AL BASSER B. BUAT

A. Rationale

Intervention activities of the Financial Literacy and Management Practices Seminar is designed to provide participants with a strong foundation in managing personal and organizational finances effectively. In an era where financial decisions have a profound impact on long-term security and success, understanding key concepts such as budgeting, saving, investing, and responsible spending has become more critical than ever. This seminar offers practical insights and strategies to help individuals and organizations navigate financial challenges, set realistic financial goals, and make sound economic choices. By promoting financial awareness and management skills, the seminar aims to empower participants to take control of their financial futures with confidence and competence.

B. General Objective

After the seminar-workshop, the teacher participants are expected to be enlightened with their financial literacy and management practices.

C. Training/Webinar Strategies

1. The seminar will be conducted with the use of lecture of ppt.
2. The speaker/s will provide e-copies of presentations.
3. Attendees will be given a privilege to verify/ask questions about the topics.
4. Attendees will have to set their laptops before the seminar starts.
5. Take note of instructions and ethics while the seminar is going on.

LUMAYONG HIGH SCHOOL

December 17,18, & 19, 2025

PROGRAM OF ACTIVITIES

AM Session		
7:30-8:00	Registration of Participants	Secretariat
8:00 – 8:30	Opening Program Invocation National Anthem Welcome Address Expectations and Briefing Introduction of Speaker	
8:31 – 10:00	Topic1-Financial Literacy	Speaker
10:01- 10:30	Break time/Merienda	
10:31 – 11:00	Open Forum	Facilitators
11:01 – 12:00	Lunch Break	
12:01 – 1:00	Break time/ games	Facilitators
PM Session		
1:01 – 2:30	Topic 2 – Financial Management Practices.	Speaker
2:31 – 3:00	Break time /Merienda	
3:01 – 4:00	Open Forum	Facilitators
4:01 – 4:30	Acknowledgment	Facilitator
4:31 – 5:00	Closing	Facilitator

Narrative Report of Intervention Program

The Financial Literacy and Management Practices Seminar was successfully conducted on December 17–19, 2025, across three venues: Lumayong High School, Datu Udtog Matalam Sr. Memorial High School, and Tunggol National High School. Organized for secondary school teachers from Kabacan, Datu Montawal, and Pagalungan municipalities, the seminar aimed to enhance participants' financial literacy and strengthen their financial management practices.

The morning sessions began with the registration of participants, followed by an opening program that included an invocation, the singing of the National Anthem, a welcome address, the setting of expectations, and the introduction of resource speakers. The first major topic focused on Financial Literacy, where participants learned fundamental concepts such as budgeting, saving, investing, and responsible spending. Interactive discussions and a mid-morning break provided opportunities for participants to engage with the speakers and clarify financial concepts.

After a lunch break, the afternoon sessions resumed with recreational games to energize the attendees before diving into the second major topic, Financial Management Practices. This session focused on practical strategies for managing personal and organizational finances, with emphasis on planning, risk

management, and financial goal setting. Open forums followed each major topic, encouraging participants to ask questions and share experiences, thereby deepening their understanding.

Throughout the seminar, resource speakers utilized PowerPoint presentations and distributed e-copies of materials to support the learning process. Participants were encouraged to prepare their devices ahead of the sessions and observe proper seminar ethics. The program concluded each day with acknowledgments and closing activities led by facilitators.

Overall, the seminar was a significant step toward empowering teachers with the knowledge and skills needed to manage their finances effectively, ensuring not only their personal financial well-being but also enhancing their role as financially responsible educators in their respective communities.

Proposed Intervention for Financial Literacy and Management Practices of Public Secondary School Teachers

Public secondary school teachers play a critical role in shaping future generations but often face financial stress due to limited income, lack of financial planning skills, and rising living costs. Many teachers are burdened with loans and have minimal savings or investment knowledge. This proposed intervention aims to empower teachers with practical financial skills and management strategies to improve their financial well-being and long-term security.

This proposed intervention promotes a holistic, strategic, and sustainable approach to public school secondary teachers, aiming to develop competent, visible, and effective teachers toward better educational outcomes and stronger community engagement.

INTERVENTION PLAN FOR FINANCIAL LITERACY AND MANAGEMENT PRACTICES OF PUBLIC SECONDARY SCHOOL TEACHERS

Component	Actions	Timeline	Expected Outcomes
1. Financial Literacy	- Send letters of communication to school heads of teachers participants	(6 months)	Increased understanding for financial concepts
	Send invitation letters to resource speaker		Enhanced ability to create and manage a budget
	Conduct seminar to three municipalities (Pagalungan, Datu Montawal and Kabacan)		Increased confidence in making Final Decisions
2. Financial Management Practices	- Send communication letters to school heads to teachers participants	(6 months)	Improved financial stability and cash flow management
	Send invitation letters to resource speaker		Increased efficiency in resource allocation
	Conduct seminar to three municipalities (Pagalungan, Datu Montawal and Kabacan)		Enhanced financial planning and decision-making

Proponent:

AL BASSER B. BUAT

MAED Student

Validation Through Interview

The validation of intervention plan was to assess the effectiveness, relevance, and applicability of the Financial Literacy and Management Practices Intervention Plan through qualitative feedback from selected participants. The validation was conducted via semi-structured interviews with beneficiaries and stakeholders who participated in or observed the implementation of the intervention.

Summary of Key Insights

The validation interviews revealed that the Financial Literacy and Management Practices Intervention Plan was highly relevant and beneficial to participants. Many reported that the program addressed their actual financial challenges, particularly in budgeting, saving, managing debt, salary insufficiency, emergency fund, understanding financial products and financial planning. Participants demonstrated improved financial behavior, with several noting that they had started tracking expenses, setting financial goals, and reducing reliance on informal loans. The delivery of the program was largely effective, with interactive sessions and practical examples enhancing understanding and engagement. However, some challenges were identified, such as the use of technical terms and the need for more relatable, real-life examples. Participants suggested incorporating more hands-on activities, using visual aids, and simplifying language to improve comprehension. Additionally, they recommended follow-up sessions and partnerships with local

financial institutions to sustain and deepen the program's impact. Overall, the interviews confirmed that the intervention was valuable and impactful, with clear areas for enhancement to increase its long-term effectiveness.

Ranked Participant Responses (Based on Frequency and Emphasis in Interview Feedback)

Rank	Theme/Component	Common Feedback from Respondents
1	Budgeting	<i>Teachers face challenges in managing their monthly salary to cover basic expenses. Budgeting is a recurring issue due to limited income.</i>
2	Saving	<i>Many teachers struggle with saving money, with salaries often being insufficient to set aside funds for future needs.</i>
3	Managing Debts	<i>Teachers often take on debts due to financial pressures and face challenges in repaying loans or managing credit.</i>
4	Salary Insufficiency	<i>The core issue driving financial challenges is the low salary of public secondary teachers, making it difficult to manage day-to-day expenses and save money.</i>
5	Emergency Fund	<i>Teachers highlight the difficulty of setting aside money for emergencies such as medical bills or unexpected expenses.</i>
6	Understanding Financial Products	<i>A teacher mentioned struggling with understanding financial products and managing credits outside.</i>
7	Financial Planning	<i>Some responses discuss dividing income into categories or planning for specific expenses (e.g., food, bills, education).</i>

Narrative Discussion of Interview Feedback

Based on the question, "What specific financial challenges do you face as a public secondary teacher?"

Budgeting

Many informants believe that teachers often struggle to stretch their monthly salaries to meet essential expenses. Managing a budget remains a constant challenge because of their restricted income.

One of the teacher expressed,

"Budgeting, as public teacher in secondary it is necessary in our daily lives with my family how to budget my one month salary. This has been a great challenge until today that public teacher must face." (Informant # 1)

Furthermore, given this ongoing financial challenge, it is crucial to not only recognize the struggles that public secondary school teachers face but also to actively seek and implement practical solutions. This includes providing better financial literacy education, advocating for fair wages, and ensuring access to support systems that can help teachers manage their income more effectively while still meeting their family's needs.

As teacher said,

"Budgeting is the financial challenge I have today because of low salary in spite of many loan in lending institutions". (Informant # 4)

This situation highlights the urgent need for better support systems and sustainable financial solutions for educators like myself. Budgeting remains a significant financial challenge for me today, largely due to a low salary that is often stretched thin by multiple loans from various lending institutions. Despite working hard as a public secondary teacher, the burden of repaying debts while covering daily living expenses makes financial stability difficult to achieve.

Another educator said,

"Budgeting is my main problem and I always divide my income to categorized expenses from essentials such as foods, bills, education, and others". (Informant # 7)

This circumstance stresses the difficult financial reality many public school teachers face and underscores the need for practical budgeting strategies and improved financial support.. Budgeting has become their main financial challenge, as they are constantly forced to divide my limited income among essential expenses such as food, utility bills, and children's education. With so many competing needs and a fixed monthly salary, it often feels like there is never enough to cover everything.

As emphasized by the teacher,

"Budgeting, it is hard to make budget in major expenses such building house, appliances and gadgets when my salary is enough for my basic needs". (Informant # 9)

This concerns the reality that, beyond essential living costs, there is little room left for bigger aspirations.. Budgeting becomes especially difficult when it comes to major expenses like building a house, purchasing appliances, or acquiring gadgets, because my salary is often just enough to cover basic daily needs. As a public school teacher, this financial limitation makes it challenging to plan for long-term goals or invest in improvements that could enhance my family's quality of life.

As accentuated by an educator,

"My great challenges in everyday life financially are how to budget my salary and put saving in bank even a little amount." (Informant # 10)

This insight reflects the broader reality that many public school teachers face the constant effort to make ends meet while hoping to build even a modest financial cushion. One of my greatest daily financial challenges is learning how to wisely budget my salary while still trying to set aside even a small amount for savings. With the high cost of living and limited income, it becomes difficult to balance essential expenses and future financial security.

Saving

A large number of teachers find it difficult to save money, as their salaries are often too low to allocate anything for future needs.

One of the educator said,

"I can say, saving is a great challenge I am facing where in fact the salary of public school secondary teacher is not enough." (Informant # 2)

This insight reflects that saving has become a major challenge for teacher, mainly because the salary of a public secondary school teacher is barely sufficient to cover everyday expenses. With such limited income, it's hard to set aside money for future needs.

As stated below,

"The great challenges that I face today considering my one monthly salary are budgeting and saving. It is hard to budget basic needs especially saving is also nothing". (Informant # 3)

The idea expands the major challenges educator face today with a one-month salary are budgeting for basic needs and finding any room for savings. It's a constant struggle to cover essentials, and unfortunately, saving anything seems nearly impossible.

Managing Debts

Due to financial strain, teachers frequently incur debts and experience difficulties in repaying loans or handling credit responsibly.

Some response was,

"Managing debts is the financial challenge that have in my teaching career. I am paying debts as co-maker unstoppable since 1997 deducted from my salary until now. Sometimes my GSIS payments not remitted. I am about to retire and yet payment is not reconciled until now " (Informant # 6)

To address this ongoing financial burden, there should be a thorough review and reconciliation of all debt-related deductions, especially those involving co-maker obligations. Coordination with the agency is also necessary to ensure that all contributions are accurately and promptly remitted. Additionally, providing financial counseling and debt management assistance for teachers nearing retirement can help in planning a more secure financial future and avoiding unresolved obligations.

As emphasized by one educator,

"Managing debts outside is my great financial challenge in life. I believe that this would end". (Informant # 8)

This highlights managing external debts has been one of my greatest financial challenges, but still teachers are hopeful that their burden has ending To address this, it's crucial to develop a clear debt repayment plan and seek professional financial advice to restructure payments. Additionally, exploring opportunities for additional income or financial support programs could help accelerate the process of becoming debt-free.

One teacher reflected,

"Maybe it is how to manage my debts outside. Unexpected expenses always come so it result is misbudgeting". (Informant # 11)

In light of this reflection, this cycle of unforeseen costs makes it difficult to maintain financial stability. To overcome this, teacher could create an emergency savings fund to cover unexpected expenses and work on a more flexible budget that can absorb these fluctuations. Additionally, seeking advice on debt consolidation or restructuring could help reduce the financial strain.

Salary Insufficiency

The primary factor behind teachers' financial difficulties is the low salary of public secondary educators, which makes it hard to cover daily expenses and build savings.

One response was,

"Budgeting and saving are my problems monthly. Hoping greater raise of salary comes". (Informant # 12)

However, while awaiting a potential raise, it's important to focus on implementing smarter financial strategies, such as cutting unnecessary expenses, prioritizing savings even in small amounts, and exploring additional income opportunities. Additionally, seeking guidance on effective budgeting or financial planning could provide long-term solutions without solely relying on a salary increase.

Emergency Funds

Teachers emphasize the challenge of saving for emergencies, like medical expenses or unforeseen costs.

As teacher stated,

"Savings and having emergency fund are my financial challenges. Most of the time I don't have in my pocket to use for emergency expenses such as medicines, confining hospital and helping extended family". (Informant # 13)

More often than not, teacher find themselves without the necessary funds to cover unexpected expenses such as medical bills, hospital confinements, or helping extended family members. To address this, it would be helpful to set aside a small portion of my income each month, even if it's just a little, to gradually build an emergency fund. Additionally, exploring other income opportunities or a more flexible budgeting plan could provide more room to manage these unforeseen costs without jeopardizing financial stability.

Understanding Financial Products

One teacher expressed difficulty in understanding financial products and handling credit matters externally.

As expressed by teacher,

"The great challenges I am facing today are budgeting, saving, managing debts, and understanding financial products. My salary as a teacher is not enough for my family so that it is unavoidable to have credits outside". (Informant # 5)

Facing challenges like budgeting, saving, debt management, and limited knowledge of financial products has made it difficult to manage teacher finances, especially with a teacher's salary that isn't enough to support my family's needs. This often leads to borrowing money just to get by. To help overcome these struggles, it would be beneficial to have access to financial education programs, debt management support, and improved salary structures. These steps can reduce dependence on loans and help build financial security for teachers.

Financial Planning

Some responses mention allocating income into specific categories or budgeting for particular expenses such as food, bills, and education.

As informant stated,

"Budgeting, savings and emergency fund. These three are important in our daily lives as we survive". (Informant # 14)

This accentuate the importance of budgeting, savings, and maintaining an emergency fund are not just financial strategies, but essential pillars that help us navigate daily life and ensure long-term stability. By understanding the importance of these practices, teacher can better manage their resources, prepare for unexpected situations, and reduce financial stress. Budgeting allows teacher to track and prioritize spending, saving helps them secure our future goals, and having an emergency fund ensures teachers' ready for life's unforeseen expenses. Together, these practices are key to building a secure and resilient financial future.

As teacher expressed,

"What challenges me most financially are budgeting, savings and having emergency fund". (Respondent # 15)

This emphasizes the financial challenges that teacher face the most are budgeting, saving, and maintaining an emergency fund. These three areas often feel like a constant struggle, as teacher try to balance everyday expenses with future security. However, acknowledging these challenges is the first step toward finding solutions. With a more structured approach to budgeting, setting realistic savings goals, and prioritizing an emergency fund, they can take meaningful steps toward improving my financial stability.

Feedback and Suggestions

Pertaining to the question "Is there anything else you would like to add regarding the financial management challenges you face or suggestions for improvement?" Out of 15 participants, there were 7 responses have been collected.

One teacher suggested,

"Increase the 5k minimum take home pay limit for loans to reduce more tempting loan opportunity". (Informant # 2)

In light of this suggestion, adjust the policy to increase the minimum take-home pay threshold for loan eligibility such as raising it to ₱7,500 or higher. This ensures that borrowers maintain a more secure portion of their income after deductions, reducing financial stress and discouraging unnecessary or impulsive borrowing. Additionally, financial institutions should be encouraged to strengthen pre-loan counseling and conduct affordability assessments to ensure borrowers fully understand the impact of loan obligations on their monthly budgets.

Another educated quoted,

“Invest your money from passive income to support your personal finances”. (Informant # 7)

This insight highlights the use the money you earn from passive income, like rent or dividends, to invest in reliable financial options such as savings accounts, bonds, or mutual funds. This helps grow your money over time, supports your daily expenses, and builds financial security without depending solely on your main income. Planning and smart investing can make your finances more stable and future-ready.

As one teacher emphasized,

“Financial literacy enables teachers to serve better and become model to students so they will inspire up to their dreams come true”. (Informant # 9)

This idea expands by improving teachers’ financial literacy helps them manage their own finances wisely and sets a positive example for students. By offering regular training on budgeting, saving, and investing, teachers can gain the skills to guide and inspire students to build good financial habits and work toward their dreams.

One teacher stated,

“It is important to identify the needs and wants before making loans to the bank and outside debts”. (Informant # 10)

This suggestion emphasizes identifying needs versus wants is essential before taking out loans to avoid unnecessary debt. By promoting financial education through workshops or simple budgeting tools, individuals can learn to prioritize essential expenses and borrow only when truly necessary. This helps prevent impulsive borrowing and supports smarter, more sustainable financial decisions.

One teacher shared,

“Live and spend within your limits as a teacher. Spend things that compensate your salary”. (Informant # 11)

The idea stresses that teachers must manage their finances by spending only within what their salary can support to avoid financial strain. Creating a practical budget that prioritizes essential needs helps prevent overspending and keeps finances under control. Access to financial planning tools or basic money management workshops can further guide teachers in making smart financial choices and achieving long-term stability.

One educator uttered,

“Cut the compulsory contributions of teachers in school activities and programs”. (Informant # 13)

This insight underscores reducing mandatory contributions for school activities can help lessen the financial burden on teachers and support their overall well-being. Schools should consider revising policies to make these contributions voluntary, and instead explore alternative funding methods such as local partnerships or fundraising events. This ensures that teachers are not financially pressured while still allowing school programs to thrive.

As last informant quoted,

“The lowering of standard of living should be embraced”. (Informant # 15)

This context underlines adopting a simpler lifestyle can help reduce financial pressure and promote more sustainable living, especially during challenging economic times. By learning to prioritize needs over wants and practicing mindful spending, individuals can better manage their resources. Promoting financial education and awareness about the benefits of lowering one’s standard of living such as increased savings, reduced debt, and improved financial stability can encourage more people to embrace this practical and empowering approach.

Conclusion

In conclusion, the study revealed that public secondary school teachers demonstrate a reasonable level of financial literacy, but their financial management practices, particularly in savings and investment, are only moderately developed.

Financial knowledge, although present, is not always effectively translated into action. The significant correlation between financial literacy and financial management practices suggests the potential impact of targeted financial education programs.

However, financial challenges are more than just knowledge gaps, they are compounded by economic constraints and systemic issues such as inadequate compensation.

Teachers are resourceful and motivated to improve their financial health, but without institutional support, their efforts are often unsustainable. The findings highlight the need for structured, continuous, and accessible financial literacy programs as part of professional development.

Moreover, the study emphasizes the urgency for government and educational policymakers to address teacher compensation and financial education reforms.

Recommendations

1. Teachers may seek professional financial guidance to better understand budgeting, debt management, credit use, and low-risk investment options such as mutual funds and retirement plans.
2. Educators may maximize financial literacy resources such as financial books, educational podcasts, budgeting apps, and free online courses to improve their financial behavior and attitudes.
3. The Department of Education (DepEd) and government agencies may develop and implement sustainable financial wellness programs for teachers, including regular seminars, workshops, and one-on-one financial coaching.
4. Policy-level interventions are recommended such as salary restructuring, loan restructuring programs, and institutional debt management support tailored for educators.
5. Financial literacy education may be integrated into teacher training and professional development curricula, ensuring that future and in-service teachers are equipped with practical financial management skills.
6. **Future researchers may be encouraged to replicate and expand this study** across different educational levels (e.g., elementary, senior high school, and higher education) and geographical regions, particularly in rural, conflict-affected, or underserved communities. Additionally, longitudinal studies may be conducted on the new research gap to examine the **long-term impact of targeted financial interventions** (such as budgeting workshops, savings programs, and debt counseling) on teachers' financial behavior and well-being. This would address the current research gap on how sustained financial education and support mechanisms affect teachers' financial stability over time, beyond the cross-sectional data captured in this study. Such research is vital to crafting evidence-based policies and interventions tailored to diverse teacher profiles and contextual needs in the Philippine education system.
7. **Modified Framework of the Study** in figure 3 presents the refined modified conceptual structure that guided the research process. This framework illustrates the relationship between the key variables of the study, integrating both theoretical foundations and empirical findings. The modifications reflect adjustments made based on initial literature reviews, pilot data, or contextual considerations specific to the study setting. It serves as a visual representation of how the independent variables (e.g., teaching strategies, leadership behaviors, or professional development interventions) influence the dependent variables (e.g., student outcomes, teacher performance, or school culture), with mediating or moderating factors included as necessary. This revised model provides a clearer direction for data collection, analysis, and interpretation, ensuring alignment with the study's objectives and research questions. illustrates the conceptualized relationships among the key components of the research. The framework was revised to capture more accurately the interactions and influence pathways between the variables based on updated literature, field context, and preliminary findings.

At the core of the framework is the independent variable, which includes (e.g., teaching strategies, leadership behavior, professional development). These elements are posited to have a direct influence on the dependent variable, such as [e.g., students' academic performance, teachers' instructional competence, school culture, or learners' writing skills].

The model also introduces mediating variables factors that explain how or why the independent variable influences the outcome. For instance, if the study focuses on teaching strategies, student engagement, teacher facilitation, or task complexity may act as mediators in enhancing learning outcomes. Similarly, in leadership studies, work values or school environment may mediate the link between leadership behaviors and supervisory performance.

In addition, moderating variables are shown in the framework these influence the strength or direction of the relationship between variables. Examples might include demographic factors (such as age, years of experience, or educational background), school setting (urban vs. rural), or access to resources and support systems.

The arrows in the framework denote causal or correlational links, showing how the presence or intensity of one variable affects another. Bidirectional arrows may represent reciprocal relationships, especially in contexts where feedback loops occur (e.g., improved performance may motivate further professional development).

This modified framework was developed not only to visualize the hypothesized relationships but also to guide the formulation of research instruments, data analysis techniques, and interpretation of results. It ensures coherence between the study's conceptual foundation and empirical approach, providing a structured lens through which to examine the dynamics at play within the educational setting under investigation.

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Author's Biography

The author, Al Basser Bacuna Buat was born on July 14, 1984 at Maridagao, Datu Montawal, Maguindano. Presently, a dedicated educator at DepEd - Lumayong High School, lumayong, Kayaga, Kabacan, Cotabato.

During college, he became a disc jockey at 101.5 Hot FM. His honorarium from this station became arsenal to graduate at the University of Southern Mindanao with the degree of Bachelor of Science in Agricultural Business specifically in the Institute of Development Economics and Management now College of Business and Development Management in the year 2006.

The day after college, he was employed as Assessment Clerk I at Municipal Assessors Office in the Municipality of Datu Montawal, Datu Montawal, Maguindanao. In the year 2013, he got promoted as Administrative Assistant II. While working at the Local Government Unit, he took the education units at Cotabato Foundation College of Science and Technology Datu Montawal External Campus. While in the internship at Tunggol National High School, he took the review class every Saturday and Sunday at St. Loius Review Center Kidapawan simultaneously, and luckily he passed the Licensure Examination for Teacher held last August 18, 2015 at Davao City and immediately transfer his appointment to the Department of Education North Cotabato, and the same year he became as Teacher I at Lumayong High School.

Discontented with the achievement he has, he pursued his study at Sultan Kudarat State University Main Campus as Master of Agricultural Science and Technology in 2019 and he only finished academic subjects. Distance became hindrance to stop his study at the said University.

Later in 2022, he enrolled at Cotabato Foundation College of Science and Technology Graduate School as Master of Arts in Education.

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