



FINANCIAL LITERACY SKILLS AND LEADERSHIP STYLES OF BACUNGAN NATIONAL HIGH SCHOOL TEACHERS AND EMPLOYEES' COOPERATIVE'S BOD AND ITS IMPACT ON THE SUCCESS OF THE COOPERATIVE

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Abstract

Cooperatives are very important sector of the business community which provide opportunities to members to improve their financial condition. In the Philippines, it has become a crucial source of extra income for members allowing them to have extra sources of income to meet their other financial needs. Managing a cooperative requires financial literacy and good leadership so that cooperatives do not only grow in number but at the same time increase its opportunities in wealth formation. This research adapted a descriptive design under quantitative using survey as its method. The data from the survey were analyzed to generate an in depth understanding on the impact of financial literacy and leadership skills on the success of the cooperative.

The researchers collected data to analyze the level of knowledge and skills of the BOD in terms of financial literacy and leadership skills which is vital in the success of the cooperative. The results of the study will be beneficial to the BOD and the members of the cooperative. It can also be a basis for further research on the topic and can help policy makers

and decision makers which can bring development to the cooperative business in the region and the rest of the country.

Keywords:

Cooperative, Financial, Literacy, Leadership, Skills, Success

Chapter I

The Problem and Its Background

Chapter 1: INTRODUCTION

There are different types of cooperatives and they are easier to manage as long as the co-operators would religiously follow the cooperatives' laws and their implementing guidelines. In terms of management, one type of cooperative with great challenges is the teachers' cooperative – a school-based and closed type cooperative that is owned by teachers and operated inside the school premises. Aside from the fact that they have to follow the laws and regulations mandated by the Cooperative Development Authority (CDA), they also have to follow DepED Orders and seek Memorandum of Agreement and Authority to manage and operate the school canteen from the Department of Education thru the school administrator.

In the City of Manila, DECS Order No. 55, S. 1996, otherwise known as the Guidelines for the Turnover of the School Canteen to the Teachers' Cooperative, was implemented in Padre Mariano Gomez Elementary School Teachers and Employees Multi-Purpose Development Cooperative (PMGESTMPDC) since October 1, 1997. They were given an Authority to manage and operate the school canteen and had seek a Memorandum of Agreement with the Department of Education from 1997 to 2021. Said MOA is renewable every three (3) years. The secret of their successful operation is simple. Transparency, financial literacy, honesty, loyalty to the school and good relationship with the school administrator. With these values, they created peace and unity that lead to progress and prosperity. Mutual trust between the coop and the school management was developed. The

coop officers were inspired to uphold their mission and vision and shared innovative ideas and trends in business to provide maximum services and economic benefits not only to their members but also to the school, pupils and the community. When PMGESTMPDC was recognized as Best School-Based Cooperative in the year 2002, Secretary Rafael L. Cascuelluela, Presidential Adviser on Cooperatives from the Office of the President commented that “not all teachers’ cooperatives are successful, but since you got it, you can be one of the most dynamic and liberating vehicle for the promotion of teachers’ welfare”. Through the years, his inspiring words were proven right. Way back in 1997, their sales in the canteen was only Php118,306.00 for the whole year, but in 2018 it reached to Php5,591,141.00. Likewise, sales from the cafeteria for teachers and meals to pupils rose from Php176,254.00 to Php4,955,824.00 given the same period. The cooperative was able to support the School Feeding Program in the amount of Seven Hundred Thousand Pesos (PhP 700,000.00) last year.

They made a difference! They believed further that the life and blood of the cooperative is positive change. The coop leaders invested for education and trainings so that teachers will learn more about cooperatives. Also, they have attended seminars to improve good governance and best practices in all aspects. Few to mention were Records Management, Credit Management, Risk Management, Stock Management, Canteen and Consumers’ management as well as Financial Management. As a result, on October 25, 2005, PMGESTMPDC garnered the Highest Rating Outstanding Multi-Purpose-Institutional Type (Small Category) during the Regional Search for Outstanding Primary Cooperatives. When PMGESTMPDC was registered with the Cooperative Development Authority on February 26, 1997, with the help of their former CDS, Ms. Lowella Astronomia, they had a humble beginning of 128 teacher-members, with a paid-up capital of Php184,000.00 or an average of Php1,437.50 per member. They glimpsed their first Million paid-up share capital after four (4) years of operation. In 2018, the cooperative is already managing Fifty-Two Million Two

Hundred Fifty-Nine Thousand Nine Hundred Pesos (Php 52,259,900.00) total assets and planned to amend its capitalization to One Hundred Million Pesos.

Usually, financial institutions including SSS, GSIS, Pag-ibig and insurance policies will mature after twenty (20) years of consistent contributions. Likewise, after twenty (20) years of successful operation and consistent monthly savings, some teachers became millionaires. It was advantageous that the associate members of the cooperative are spouses, children and relatives of the regular members, so the whole family got financial freedom. No one was left behind. Members in good Standing started harvesting the fruits of their investments on capital share and savings. Despite their successes, great challenges also confronted this cooperative. But instead of being discouraged, the coop tried to find ways to overcome the obstacles that they faced. Because of this, they continued to grow and prosper despite the recession. They beat the odds and continued soaring high. The cooperative believed they can be an instrument in the promotion of social justice and in the eradication of mass poverty.

It is believed that without effective leadership style, the probability that a cooperative can achieve superior or even satisfactory performance when confronting the challenges of the global economy will be greatly reduced. Leadership style provides control and restore strategies that allow development in an organization. Leaders will allow wealth creation among members as long as they develop the right kind of leadership skills that adopts to the different kinds of business environment creating stability and influence productivity among employees or members. The kinds of leadership employed will be dependent on the structure of the cooperative and the culture they are planning to implement.

On the other hand, financial management entails using financial knowledge and skills in making financial and economic decisions including financial savings, credits, insurance, investments, and others. There are numerous studies on finance underscore the need for enhancing financial literacy of citizens for the fact that complexity of the financial system,

increasing access to credit as well as surging cost of life demand individuals to employ personal financial management practices. Despite a complex knowledge in finance may not be required from every one, it is enough to have basic financial knowledge related to management of money, transactions, selection and usages of financial products are essential to lead a healthy financial life. However, surveys conducted in most countries, including few developing countries showed a low level of personal financial literacy (Refera & Kolech, 2015).

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter will discuss some of the important works and researches of various authors and researchers from the existing body of knowledge both locally and internationally that will support the intention behind the need to study this particular research further.

Related Foreign Studies

Financial literacy is the cognitive understanding of financial components and skills such as budgeting, investing, borrowing, taxation, and personal financial management. The absence of such skills is referred to as being financially illiterate. According to the Financial Industry Regulatory Authority (FINRA), about 66% of the American population is considered financially illiterate.

Being financially literate allows an individual to be better prepared for specific financial roadblocks, which, in turn, decreases the chances of personal economic distress. Achieving financial literacy is crucial in today's society due to everyday facets of life, such as student loans, mortgages, credit cards, investments, and health insurance.

Fundamental Components of Financial Literacy

Financial literacy consists of several financial components and skills that allow an individual to gain knowledge regarding the effective management of money and debt.

1. Budgeting

In budgeting, there are four main uses for money that determine a budget: spending, investing, saving, and giving away. Creating the right balance throughout the primary uses of money allows individuals to better allocate their income, resulting in financial security and prosperity. In general, a budget should be composed in a way that pays off all existing debt while leaving money aside for saving and making beneficial investments.

2. Investing

To become financially literate, an individual must learn about key components in regards to investing. Some of the components that should be learned to ensure favorable investments are interest rates, price levels, diversification, risk mitigation, and indexes. Learning about crucial investment components allows individuals to make smarter financial decisions that may result in an increased inflow of income.

3. Borrowing

In most cases, almost every individual is required to borrow money at one point in their life. To ensure borrowing is done effectively, an understanding of interest rates, compound interest, time value of money, payment periods, and loan structure is crucial. If the criteria above are understood sufficiently, an individual's financial literacy will increase, which will provide practical borrowing guidelines and reduce long-term financial stress.

4. Taxation

Gaining knowledge about the different forms of taxation and how they impact an individual's net income is crucial for obtaining financial literacy. Whether it be employment, investment, rental, inheritance, or unexpected, each source of income is taxed differently. Awareness of the different income tax rates permits economic stability and increases financial performance through income management.

5. Personal Financial Management

The most important criteria, personal financial management, includes an entire mix of all of the components listed above. Financial security is ensured by balancing the mix of financial components above to solidify and increase investments and savings while reducing borrowing and debt. Achieving an in-depth knowledge of the financial components discussed above guarantees an increase in an individual's financial literacy.

Importance of Financial Literacy

Obtaining financial literacy is one of the most important things an individual can do to ensure prolonged financial stability. Listed below are some real-world facts that should emphasize the overall importance of attaining financial literacy.

- It is estimated that about 78% of Americans live paycheck to paycheck.
- More than 189 million of the American population own credit cards.
- On average, credit card owners own about four cards each.
- Student loan debt is about \$1.5 trillion for more than 44 million borrowers.
- Credit card debt levels are at a record high of \$1.04 trillion.
- Overall, Americans are approximately \$12.58 trillion in debt.

The statistics depicted above should illuminate why financial literacy is paramount in today's financial climate.

Benefits of Financial Literacy

Being financially literate is a skill that brings forth an assortment of benefits that can improve the standard of living for individuals through an increase in financial stability. Listed below are the assortment of benefits of being financially literate:

- Ability to make better financial decisions
- Effective management of money and debt
- Greater equipped to reach financial goals
- Reduction of expenses through better regulation
- Less financial stress and anxiety
- Increase in ethical decision-making when selecting insurance, loans, investments, and using a credit card
- Effective creation of a structured budget

Making steps to becoming financially literate is an important component of life that can ensure financial solidity, reduce anxiety, and stimulate the achievement of financial goals. (CFI, 2023)

A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. The ILO views cooperatives as important in improving the living and working conditions of women and men globally as well as making essential infrastructure and services available even in areas neglected by the state and investor-driven enterprises. (Huongbo, 2020) Cooperatives have a proven record of creating and sustaining employment – they are estimated to provide at least 279 million jobs today;

they contribute to promoting decent work and advancing sustainable development goals. The ILO activities are guided by the international standard on cooperatives, the ILO Promotion of Cooperatives Recommendation, 2002 (No.193).

Local Related Studies

Cooperatives have been seen for a long time as important economic actors in the Philippines. They are well recognised in law; their promotion by a State agency was written into the constitution in 1987, and they have their own up to date Cooperative Code, amended in 2008. They have been the 'policy instrument of the government in promoting social justice and economic development' which means they that have had favoured status in economic and social policy. The Republic Act No. 9520, otherwise known as the "Philippine Code of 2008," has been selected for the legal framework research. Likewise, the place of national cooperative legislation in the hierarchy of legal forms rests on this national cooperative law.

The 1987 Philippine Constitution recognizes the legitimacy of cooperatives and the cooperative movement in the Philippines. The 1987 Philippine Constitution provides the enactment of cooperative legislation. The Constitution mentions cooperatives five times. Article 12 on National Economic & Patrimony, which states that all sectors of the economy and all country regions shall be given optimum opportunity to develop.

Cooperatives and similar collective organizations shall be encouraged to broaden the base of their ownership. The Constitution mandates Congress to allow small-scale utilization of natural resources by cooperative fish farming, prioritizing subsistence fishers and fish workers in rivers, lakes, bays, and lagoons. In Article 12, cooperatives are encouraged to own and operate economic enterprises to promote distributive justice. The Constitution mandates

Congress explicitly to create an agency to encourage cooperatives' viability and growth as instruments for social justice and economic development.

Cooperative Friendliness

In general, the present cooperative legislation in the Philippines can be termed as 'quite cooperative friendly'. However, as there are also weaknesses in the Philippine Cooperative Laws, there is a need to continue improving the present versions to ensure that cooperative legislation will be more or excellently friendly to accelerate cooperative societies' development and enhance their competitiveness.

Key recommendations for improvement

There is a compelling need to revisit the dual roles of CDA as a regulator and developer. The CDA has to focus its regulatory role to be more effective and to avoid conflicting roles. The developmental role should be the cooperative sector's function, particularly giving the task of capacity building to the federations. The government may provide funding support to federations for education, training, and technical assistance through its General Appropriations Act. The provisions in the Code on consolidation and merger of cooperatives should be strengthened. Cooperatives that have failed to grow and remain micro and small and cannot meet and comply with the performance standards set by the CDA after a certain number of years should be compelled to consolidate or merge. Otherwise, these cooperatives will be delisted. The government will provide very attractive incentives to support such mergers and consolidations of weak cooperatives.

The present law is generally 'cooperative friendly.' Many cooperatives' challenges are in governance, professionalization, business development, and internal capitalization, which are common problems faced by the micro and small cooperatives. While the Cooperative Law is generally supportive of cooperatives' growth and development, the bureaucratic red tape in government's execution of policies, and the lack of budget support from the National

Economic Development Authority (NEDA) and the Department of Budget and Management (DBM), to capacitate CDA to fulfill its mandated functions as provided in the law is still hampering the cooperatives' long-term sustainability, particularly the 77.3% micro and small cooperatives. (EU, 2019)

Filipino leadership and Filipino management may appear to be misleading because Filipino culture is based on deeply ingrained indigenous core values. Filipino culture focuses on kinship, family, and social acceptance. Thus, Filipinos' distinct leadership styles may include pakiramdam, takutan, kulit, and patsamba-tsamba, among others. Filipino leadership styles have a significant effect in the workplace setting, as well as in schools [5], and may significantly affect one's mental health. For example, leaders who use takutan as their leadership style may cause stress and anxiety among employees. These leaders have been taught earlier on that the best results are achieved by those who are toughest, driven, and demanding.

Franco (1982), in his study, identified the different Pinoy management styles that are distinctly Filipino.

- Management-by-Kayod and the Realist Manager. Kayod means working hard like an ant. These are the types of leaders who work day in and day out. Work is their pleasure in life. The characteristics of a manager like this include: when there is a problem, he immediately reacts to it, is an autocrat, and yields experience to ensure the organization's success.
- Management-by-Libro and the Idealist Manager. Libro means book. Leaders who follow this management style prefer American management styles with technical jargon. They are characterized by reflecting on the problem first before acting on them, a technocrat relying on the authority of facts and statistics. He tends to be process-oriented.

- Management-by-Lusot and the Opportunist Manager. Lusot means shortcut, bribery, and rule-breaking. These are the types of managers and leaders who often pay off problems and take shortcuts in tasks. They are characterized by having no definite philosophy or commitment in tasks, without conscience, and a maker of deals as if everything is a game.
- Management-by-Suyod and the Reconsider Manager. Suyod means to take away lice from the hair precisely and neatly. A reconsider manager looks at the problem at all angles until everything is precise and neat. The characteristics of leaders like this include having balance in terms of work. They are also accepting, and work hard to integrate the idealist and realist manager and have a contingency management style. They are disciples of knowing the strengths and limitations of the project and the members he is working with.

Torres (2019) has found values such as kapwa to be present in both the school setting and workplace. A study by Ng & Rivera (2018) noted the prevalence of this value in the workplace and how transformational leaders should contextualize member and leader exchange to push for a more successful organization.

Moreover, leadership in the school setting is still traditionally principal-centered. Principal-centered approaches to leadership rely on a single authority figure to spearhead instructional and administrative tasks, with teachers only acting as support to the principal. The principals' perspective on the local dynamics of educational leadership is based on a mixture of cultural, organizational, and political factors. In this dynamic type, coordination between various sector leaders and their members primarily focuses on kinship or pakikipagkapwa, social norms, and power dynamics. An example of this is forming good relations with the government to gain funding in public schools and pass policies that would improve education. However, prioritization of kinship, while beneficial, may also foster tolerance in situations where there is an exploitation of power. Kinship and establishing

patron-client relationships like in school and government relationships result in debts of gratitude or utang ng loob. Utang na loob is formed out of acts of favors offered by the requesting client to the patron.

Every individual must ensure that leaders are empathic, perceptive, and responsive to maintain a productive and healthy working environment. The school and workplace are homes of comfort, understanding, and family. Let's cultivate a place for an individual's training ground for improvement and betterment by being a good leader and a good follower.

The pandemic was a game-changer for financial consumers, with 6 in 10 Filipinos reporting changes in their financial behavior due to the COVID-19 pandemic. This is reflected in the BSP's Financial Inclusion Survey, or FIS. The 2021 FIS results show that: In 2021, 37.0 percent of adults started saving more for emergencies and 17.0 percent either started or used online banking and digital payments more frequently. E-money account ownership and usage are on the rise. More Filipinos are now investing as well.

While these numbers are encouraging, the data tells us that these gains also come with gaps and risks to the financial literacy and financial health of consumers. BSP data shows that while more Filipinos may be owning financial accounts and investing, less Filipinos are saving and availing of insurance compared to 2019. Less adults reported having private insurance, while more reported having outstanding loans. These data points are especially alarming, considering the ever-present threat of unforeseen financial shocks, including natural disasters.

Vulnerable sectors are also hardest hit not only by health crises and natural disasters but also by financial exclusion and financial illiteracy. With limited income and credit, affected households depleted their savings, defaulted on their debts, and sought government aid. Some households even resorted to taking their children out of school. Some took out

“buy now, pay later” loans from unregulated lending companies, often with prohibitive interest rates. The most financially vulnerable sectors also belong to the most financially underserved.

Filipino farmers and agricultural workers were the least banked among all types of workers during the pandemic, with 73.0 percent having no financial accounts. Besides the dearth of account ownership, notable gaps in financial knowledge are also reflected in Filipinos’ poor performance in financial literacy surveys. When surveyed on basic financial literacy questions, only 2 in 10 Filipinos scored a hundred percent, while 7 in 10 correctly answered at least half of the questions.

Only 42.0 percent of adults correctly identified inflation’s effect on purchasing power in 2021, lower than 55.0 percent in 2019. The question on simple and compound interest had the lowest correct answers at just 30.0 percent. These results are consistent with the Philippines’ showing in similar international financial literacy surveys. The World Bank found that only 25.0 percent of adult Filipinos are knowledgeable on basic financial concepts. In a global study by Standard & Poor’s [S&P Global Ratings], the Philippines scored in the bottom 30 of 144 countries surveyed on financial literacy.

It has been observed that not many schools have implemented certain provisions of DECS Memorandum NO. 408, s. 1995. Thus, the researcher wants to prove the importance of financial literacy and appropriate leadership style to sustain and develop a teachers and employees’ cooperative with the help of this study.

Statement of the Problem

This research study will determine the relationship between financial literacy and leadership style in the success of the Cooperative in Bacungan National High School. Based on the findings of the study, recommendations will be propose.

Specifically, it seeks to answer the following:

1. What is the profile of the members of the Board of Directors in terms of:
 - a. Age
 - b. Gender
 - c. Educational Attainment
 - d. Marital Status
2. Financial Literacy according to :
 1. Level of knowledge in finance like:
 - a. Savings
 - b. Investment
 - c. Profit making
 2. Leadership Styles according to:
 - a. Democratic
 - b. Autocratic
 - c. Laissez Faire
3. Is there a significant difference on the level of financial literacy skills and leadership styles when analyze according to profile?
4. What is the level of success of the cooperative as perceived by the Board of Directors?
5. What recommendations can be proposed based on the findings of the study to the success of the cooperative?

Hypothesis

1. H0: There is no significant difference between the respondents' age, gender, marital status and educational attainment and their level of knowledge in finance

Scope and Limitation of the Study

The subjects of this study are the fifteen (15) members of the Board of Directors of Bacungan National High School Teachers and Employees Cooperative in Bacungan District, Division of Zamboanga del Norte, Region IX for Fiscal Year 2023 – 2024. This research will

cover the comprehensive discussion on the impact of financial literacy skills and leadership styles of the cooperative's BOD on the success of the cooperative.

Significance of the Study

The aim of this study is to determine the impact of the financial literacy skills and leadership styles of the Board of Directors on the success of the cooperative.

This study will be beneficial to the following:

1. School Administration

This will motivate the school administrator to support and give utmost importance on the value and essence of an existing teachers and employees cooperative.

2. Cooperative's Board of Directors

As those who are responsible in the decision and policy making for the well-being of the Cooperative in the long run of its existence.

3. Public School Teachers and Employees of Zamboanga del Norte

They will be given the opportunity to be financially literate and stable without engaging various loans outside from the peripheries of their institution where they belong.

4. Future researchers on the impact of the financial literacy skills and leadership styles of the Board of Directors on the success of the cooperative which will serve as their reference or guide.

Chapter III

Methodology

This section presents the methodological approaches used for this study. The issues discussed includes: justification for the use of the research design, research environment, research respondents, research instrument, data gathering procedure, the statistical treatment,

and finally, the data analysis method employed and the ethical issues considered during and after the research.

Research Method and Design

It consists of three parts:

Part One. Research Design, describes or confers the research design and variables of the study.

Part Two. Respondents of the Study, are Board of Directors of the Teachers and Employees' Cooperative who answer the interview and the questionnaires.

Part Three. Instrument of the Study, are measurement tools designed to obtain data.

This research used a descriptive design and utilized survey as its method. A survey has the ability to measure attitudes, beliefs, and knowledge (Fraenkel & Wallen 2006 as cited by Otter, 2010). According to World Bank (2015), conducting a survey is a very common method used by policy makers to understand the nature and extent of the issues they want to address through intervention.

The data from the survey were used to make an in-depth analysis (The Normal Lights, Volume 11, No. 2 (2017) of the impact of financial literacy skills and leadership styles of the cooperative's BOD on the success of the cooperative for Fiscal Year 2023 – 2024. To determine the respondents' selected profile, quantitative approach will be used. The impact of financial literacy skills and leadership styles of the cooperative's BOD will be tested for relationship with the success of the cooperative including its variance if any based on the factors considered.

Locale of the Study

This study was conducted in the Municipality of Leon B. Postigo, Zamboanga del Norte for the Fiscal Year 2023 – 2024. The municipality originally named Bacungan was formed by virtue of Batas Pambansa No. 204 on March 25, 1982. It was renamed by virtue of Republic

Act No. 6830 on December 30, 1989 in honor of Leon Bayot Postigo, a Philippine

Constabulary corporal whose 10-hectare

lot in the town was donated by his heirs to the local government. The Municipality of Leon B. Postigo, is a 4th class municipality in the province of Zamboanga del Norte, Philippines. According to the 2020 census, it has a population of 27, 639 people.

Respondents

A total of 15 respondents will participate in the study. They are all employees of the Bacungan National High School and members of the Board of the Bacungan National High School Employees and Teachers Cooperative. The respondents will be informed of the purpose of the research, and they were assured of the confidentiality of the results of their test.

Research Instruments

The research instrument is a modified questionnaire from the instrument used by a study of Consumers Financial Protection Bureau (CFPB) Financial Well-Being Scale, May 2017. The tool used in this study in data gathering is the questionnaire which is composed of Three Parts (3) Parts:

Part I is the Personal Profile to include age, gender, highest educational attainment and marital status.

Part II is the questionnaires intended for determining the BOD's level of knowledge in finance. This is divided into three (3) parts: 1. Knowledge on Savings 2. Knowledge on Investment and 3. Knowledge on Profit-making with five (5) statements each answerable by numbers 5 (Superior knowledge), 4 (Adequate knowledge), 3 (Basic knowledge), 2 (Minimal knowledge) and 1 (No Knowledge).

Part III is the questionnaires describing the style of leadership every member of BOD possesses with twenty-one (21) descriptions for self-assessment answerable by 5 (Always

manifested all of the time), 4 (Manifested most of the time), 3 (Seldom manifested), 2 (Very seldom/very occasionally manifested and 1 (Not manifested at all).

Part IV is the questionnaires describing cooperative's success based as perceived by the respondents answerable by 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree) and 1 (Strongly Disagree).

Research Procedures

Upon the approval of the research design, the researcher will ask permission and approval from the School Principal to allow the conduct of the study and use of BOD Members as respondents to gather data as stated in the problem statement.

After the approval to conduct the study, the researcher will make use of formal gathering like meetings to initiate information dissemination on the conduct of the research including its confidentiality of the responses be strictly observed. Retrieval of the data gathering instruments and its tabulation and processing will follow. The researcher will record any deviation from the proposal. Document the problem and lastly, express thanks to the respondents for their cooperation.

Chapter IV

RESULTS AND DISCUSSION

Presentation, Analysis, & Interpretation of Data

Table 1

Demographic Profile of the Respondents

Profile		f	%
Gender	Male	4	26.7
	Female	11	73.3

		TOTAL	15	100
Age Group	25 – 30		2	13.3
	31 – 40		4	26.7
	41– 50		3	20
	51– 60		6	40
		TOTAL	15	100
Educational Attainment	College Degree		3	20
	Masters Degree		12	80
		TOTAL	15	100
Marital Status	Single		2	13.3
	Married		12	80
	Widowed		1	6.7
		TOTAL	15	100

Table 1 shows that 73.3% of the members of the BOD are females as compared to 26.7% males with majority of them comes from ages 51-60 years old which represents the 40% followed by 26.7% for ages 31-40 years old, 20% from 41-50 years old and 13.3% from the 25-30 years age group. The table also shows that 80% of the BOD members are Master’s Degree holders with only 20% who are Bachelor’s Degree holders among 80% of which are married, 13.3% are singles and 6.7% are widowed. This means that a female dominated members of the BOD in the Cooperative mostly 51 – 60 years old with Master’s Degree holders and majority were married signifies a strong foundation in terms of experience, wisdom, track record and reputation in the institution.

Table 2

Q1a. How knowledgeable are you about savings?	Mean	Std. Dev.	Interpretation
1. Savings is the amount of money left over after spending and other obligations are deducted from earnings.	4.2	1.15	AK
2. Savings products include savings accounts and certificates of deposits.	4.2	0.77	AK
3. Savings accounts are very safe but tend to offer very low rates of return as a result.	4.4	0.63	SK
4. Saving can be contrasted with investing, in that latter involves seeking to grow wealth by putting money at risk.	4.13	0.74	AK
5. Negative savings is indicative of household debt or negative net worth.	4.2	0.77	AK
Total Mean	4.23	0.81	SK

Table 2 presents the mean response on the level of knowledge of the respondents on Savings with a total mean Of 4.23 and standard deviation of 0.81 which means that their responses were almost similar or equal and belongs to the interpretation under “Superior Knowledge” notably on the statement that ‘Savings accounts are very safe but tend to offer very low rates of return as a result.’ Filipino farmers and agricultural workers were the least banked among all types of workers during the pandemic, with 73.0 percent having no financial accounts (Rivera, 2018)

Table 3

Q1b. How knowledgeable are you about investment?	Mean	Std. Dev	Interpretation
1. An investment involves putting capital to use today in order to increase its value over time.	4.53	0.74	SK
2. An investment requires putting capital to work, in the form of time, money, effort, etc., in hopes of a greater payoff in the future than what was originally put in.	4.27	0.70	SK
3. An investment can refer to any medium or mechanism used for generating future income, including bonds, stocks, real estate property, or alternative investments.	4.13	0.99	AK
4. Investments usually do not come with guarantees of appreciation; it is possible to end up with less money than with what you started.	3.60	0.83	AK
5. Investments can be diversified to reduce risk, though this may reduce the amount of earning potential.	3.67	0.82	AK
Total Mean	4.04	0.816	AK

Table 3 presents the mean response on the level of knowledge of the respondents on Investment with a total mean of 4.04 and standard deviation of 0.816 which means that their responses were almost similar or equal and belongs to the interpretation under “Adequate Knowledge” with highest on the statement that ‘an investment involves putting capital to use today in order to increase its value over time.’ BSP data shows that while more Filipinos may be owning financial accounts and investing, less Filipinos are saving and availing of insurance compared to 2019.

Table 4

Q1c. How knowledgeable are you about profit making?	Mean	Std. Dev.	Interpretation
1. Profit is calculated as total revenue less total expenses.	4.2	0.86	AK
2. Profitable cooperatives are attractive to investors as profits are either returned to members as dividends or capital build up.	4.53	0.64	SK
3. Cooperatives that are profitable, but not growing, might not offer members the opportunity to earn large returns, while a cooperative that grows too fast carries the risk of loss for members.	3.87	1.13	AK
4. Cooperatives might increase revenue to boost their net profit, since more revenue translates into higher profits, provided operating costs remain stable.	4.00	0.76	AK
5. Cooperatives can assess and minimize direct and indirect costs to reduce expenses, which means that more of the cooperative's revenue translates into profit.	3.87	0.64	AK
Total Mean	4.094	0.806	AK

Table 4 presents the mean response on the level of knowledge of the respondents on Profit-making with a total mean of 4.094 and standard deviation of 0.806 which means that their responses were almost similar or equal and belongs to the interpretation under “Adequate Knowledge” with highest on the statement that ‘Profitable cooperatives are attractive to

investors as profits are either returned to members as dividends or capital build up.’ It has been observed that not many schools have implemented certain provisions of DECS

Memorandum NO. 408, s. 1995.

Table 5

Q2. How well does this statement best describe you?	Mean	Std. Dev.	Interpretation
1. Being a team player	3.87	0.74	WM
2. Allows little or no input from group members	3.47	0.83	WM
3. Needs little guidance from others	3.73	0.79	V
4. Possessing a willingness to adapt	4.27	0.70	VWM
5. Make almost all of the decisions	3.33	0.89	M
6. Believe its ability to make decisions	4.00	0.53	WM
7. Having a fair mind	4.4	0.63	VWM
8. Dictate work methods and processes	3.6	0.74	WM
9. Ability to solve its own problems	4.27	0.59	VWM
10. Being engaged in the process	4.2	0.56	WM
11. Leaves the group when feels like aren't trusted with decisions or important tasks	2.93	1.16	M
12. Capable of accessing many resources and tools	3.8	0.86	WM
13. Inspire trust and respect among its colleagues	4.47	0.63	VWM
14. Tends to create highly structured and very rigid environments	4.07	0.79	WM

15. Accepts constructive criticisms	4.47	0.64	VWM
16. Sincere and make decisions based on their morals and values	4.6	0.63	VWM
17. Discourages creativity and out-of-the-box thinking	2.93	1.03	M
18. Take charge when necessary	4.13	0.64	WM
19. Seek diverse opinions and do not try to silence dissenting voices or those that offer a less popular point of view	4.07	0.46	WM
20. Establishes rules and tends to be clearly outlined and communicated	4.13	0.74	WM
21. Take responsibility for overall actions and decisions	4.33	0.82	VWM
Total Mean	3.96	0.73	WM

Table 5 presents the mean response on the respondents' style of leadership with a total mean of 3.96 and standard deviation of 0.73 which means that their responses were almost similar or equal and belongs to the interpretation under "Well Manifested" with highest on the statement that 'Accepts constructive criticisms' which is a characteristic of a Laissez-faire type of leader. Franco (1982), in his study, identified the different Pinoy management styles that are distinctly Filipino.

Table 6

Q4. To what extent do you agree with the following statements?	Mean	Std. Dev	Interpretation
1. There is an increase in the number of members	4.67	0.49	SA

2. The cooperative meets the needs of its members and attracting new ones	4.67	0.49	SA
3. Positive financial performance is evident	4.53	0.64	SA
4. Revenues, profitability and capital reserves is increasing	4.47	0.74	SA
5. High level of member participation in meetings and committees is apparent	4.2	0.68	A
6. Engagement in decision-making processes was encouraged	4.53	0.64	SA
7. Creation of jobs and increased economic activity is observable	4.07	0.88	A
8. Promotion of social and environmental stability is nurtured	4.13	0.74	A
9. Regular surveys or feedback from members was developed	4.00	0.93	A
10. Member satisfaction is the cooperative's ultimate mission	4.33	0.82	SA
Total Mean	4.36	0.705	SA

Table 6 presents the mean response on the perception of cooperative's success with a total mean Of 4.36 and standard deviation of 0.705 which means that their responses were almost similar or equal and belongs to the interpretation under "Strongly Agree" with highest on the statement that 'There is an increase in the number of members and the cooperative meets the needs of its members and attracting new ones.' While the Cooperative Law is generally supportive of cooperatives' growth and development, the bureaucratic red tape in government's execution of policies, and the lack of budget support from the National

Economic Development Authority (NEDA) and the Department of Budget and Management (DBM), to capacitate CDA to fulfill its mandated functions as provided in the law is still hampering the cooperatives' long-term sustainability, particularly the 77.3% micro and small cooperatives. (EU, 2019)

Hypothesis test on the Significant Difference on the level of test according to Profile using SPSS

Null Hypothesis	Test	Sig.	Decision
The distribution of the Level of Knowledge in Savings is the same across Gender	Independent samples- Mann-Whitney U Test	0.425	Retain the null hypothesis
The distribution of the Level of Knowledge in Investment is the same across Gender	Independent samples- Mann-Whitney U Test	0.586	Retain the null hypothesis
The distribution of the Level of Knowledge in Profit Making is the same across Gender	Independent samples- Mann-Whitney U Test	0.778	Retain the null hypothesis
The distribution of the Level of Knowledge in	Independent samples- Kruskal-Wallis Test	0.378	Retain the null hypothesis

Savings is the same across Educational Attainment			
The distribution of the Level of Knowledge in Investment is the same across Educational Attainment	Independent samples- Kruskal-Wallis Test	0.439	Retain the null hypothesis
The distribution of the Level of Knowledge in Profit Making is the same across Educational Attainment	Independent samples- Kruskal-Wallis Test	0.398	Retain the null hypothesis
The distribution of the Level of Knowledge in Savings is the same across Age	Independent samples- Kruskal-Wallis Test	0.465	Retain the null hypothesis
The distribution of the Level of Knowledge in Investment is the same across Age	Independent samples- Kruskal-Wallis Test	0.569	Retain the null hypothesis

The distribution of the Level of Knowledge in Profit Making is the same across Age	Independent samples- Kruskal-Wallis Test	0.673	Retain the null hypothesis
The distribution of the Level of Knowledge in Savings is the same across Marital Status	Independent samples- Kruskal-Wallis Test	0.328	Retain the null hypothesis
The distribution of the Level of Knowledge in Investment is the same across Marital Status	Independent samples- Kruskal-Wallis Test	0.366	Retain the null hypothesis
The distribution of the Level of Knowledge in Profit Making is the same across Marital Status	Independent samples- Kruskal-Wallis Test	0.439	Retain the null hypothesis
The distribution of the Leadership styles is the same across Gender	Independent samples- Mann-Whitney U Test	0.561	Retain the null hypothesis
The distribution of	Independent		Retain the null

the Leadership styles is the same across Educational attainment	samples- Kruskal-Wallis Test	0.502	hypothesis
The distribution of the Leadership styles is the same across Age	Independent samples- Kruskal-Wallis Test	0.451	Retain the null hypothesis
The distribution of the Leadership styles is the same across Marital Status	Independent samples- Kruskal-Wallis Test	0.527	Retain the null hypothesis

Asymptotic significance is displayed. Level of significance is .05.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

It is believed that without effective leadership style, the probability that a cooperative can achieve superior or even satisfactory performance when confronting the challenges of the global economy will be greatly reduced. There are numerous studies on finance underscore the need for enhancing financial literacy of citizens for the fact that complexity of the financial system, increasing access to credit as well as surging cost of life demand individuals to employ personal financial management practices. Based on the summary of findings and interpretation of results, the researchers come up with the following conclusions:

1. The distribution of the level of knowledge in savings, investment and profit-making are the same across gender, age, educational attainment and marital status which means that there is

no significant difference on the level of financial literacy and leadership styles because they have the same perceptions regardless of their background.

2. Majority of the members of the board are Laissez-faire type of leaders which means that they let people do as they choose and allow others to have the autonomy or to make their own decisions and manage their own scope of work.

3. Profitable cooperatives are attractive to them also as profits are either returned to members as dividends or capital build-up. Therefore, the objectives were clear on the target of profit maximization for the benefits of its members and a reflection of command-responsibility principle of the policy-making body themselves.

4. The members of the board were fully aware that an investment involves putting capital to use today in order to increase its value over time while savings accounts are very safe but tend to offer very low rates of return as a result. So, application of knowledge is very vital to concretize their level of knowledge and personal awareness.

5. The secret of a successful cooperative operations are transparency, financial literacy, laissez-faire style of leadership, honesty, loyalty to the school and good relationship with the school administrator. With these values, it will create peace and unity that lead to progress and prosperity. Mutual trust between the coop and the school management should be develop.

Recommendations

In terms of management, one type of cooperative with great challenges is the teachers' cooperative – a school-based and closed type cooperative that is owned by teachers and operated inside the school premises which needs the following recommendations:

1. The school administrator should support and give utmost importance on the value and essence of an existing teachers and employees cooperative.

2. The Board of Directors who are responsible in the decision and policy making for the well-being of the Cooperative in the long run of its existence must undergo a series of financial literacy and leadership skills training to sustain the momentum of the each members in terms of dynamism, synergy and financial competitiveness.

3. Public School Teachers and Employees of Zamboanga del Norte should be given an opportunity to be financially literate and stable without engaging various loans outside from the peripheries of their institution where they belong through the progress and development of the cooperative in terms of capital build up, profit-sharing and favorable interest rates in the future.

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