



FINANCIAL STATUS OF PUBLIC ELEMENTARY TEACHERS: BASIS FOR DEVELOPMENT OF FINANCIAL LITERACY PROGRAM

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Abstract. This study descriptive survey assessed the financial status of public elementary teachers in Malapatan 1 District towards a development of Financial Literacy Program. It involved one hundred fifty-six (156) public elementary teachers who were officially teaching in Malapatan District 1, Malapatan Sarangani Province, during the school year 2020-2021. The data were gathered using adapted survey questionnaire. The data were analyzed using mean and weighted mean. Based on the findings of the study, it was found out that the public elementary teachers have set priorities in setting financial goals and their budget plans. However, it is revealed that savings management practices are needed to be prioritized. It is recommended to integrate financial literacy to the curriculum to enrich the academic training of public elementary teachers as well as to empower them to secure a wealthier and prosperous future for themselves and for their family.

Keywords: *Educational Management, Financial Status; Elementary Teachers; Financial Literacy Program, Philippines*



1. INTRODUCTION

Teachers need to be equipped with abilities that will allow them to survive in their daily life in this pandemic. Teachers play a critical role in education. Teachers should understand that to overcome their financial issues, they must participate in an in-depth expertise as an educator.

The teachers encounter issues and problems related to their welfare and protection, specifically in their teaching profession on how they will upgrade their financial knowledge. Preparing teachers for the teaching profession is a higher priority since this profession is considered challenging and critical. For such reason, teachers must receive adequate academic and professional training to possess sufficient knowledge and teaching skills and

dedicate themselves to the teaching profession. According to the Department of Education, the teacher's training significantly impacts the academic achievement of their learners (Boudersa, 2016, Wiens, Andrei, Chou, Smith, and Anassour, 2018). According to World Bank (2014), an essential indicator of people's ability to make financial decisions is their level of financial literacy. Financial literacy is the skills, motivation, and confidence to apply knowledge and understanding to make effective decisions across a range of economic concepts to improve the financial well-being of individuals and society. Thus, without a sense of basic financial concepts, people are not well equipped to make decisions related to financial management. People who are financially literate can make informed economic choices regarding saving, investing, borrowing,

etc. (OECD, 2016, Klapper 2016, Lusardi, Mitchell and Oggero 2018).

As a rising economy, it is no surprise that the Philippines still has a long way to go regarding financial literacy. Just before the government required the enhanced community quarantine (ECQ) amidst the COVID-19 pandemic, financial stress is linked to physical well-being, such as unscheduled absences, lower job performance, and more significant distractions. Many teachers are struggling to cope with the economic repercussions of the pandemic. The need for financial education has become more critical than ever. Furthermore, there is a growing need for digital tools that would make accessing financial services faster, safer, and more convenient (Manila Standard, 2021, OECD, 2021, Dhore, 2020).

The public elementary teachers experience financial problems. It is difficult for people who have significant concerns to deal with this problem. Thus, the issue of dealing with finances exists in every individual, especially elementary teachers. The researcher was compelled to undertake this present investigation.

The results of this study were used to help develop public policy. To know more about public school teachers' benefits and welfare. Public elementary school teachers need to realize and appreciate the commonality of their financial experiences and miseries. Hopefully, this understanding will prevent them from debt, bad decision-making, and future disagreement over why they need to be financially educated. As a teacher assigned in Malapatan 1 District, the researcher believes in the significance of assessing the financial status of teachers to make the district achieve its goals, particularly in producing globally-competitive learners.

1.1. Research Questions:

This study aimed to examine the financial status of teachers in Malapatan 1 District to establish a financial literacy program. Specifically, it sought answers to the following sub-problems:

1. What is the financial status of teachers in terms of the following:
 - 1.1. Money Management Practices;
 - 1.2. Savings Management Practices; and
 - 1.3. Expenditure Management Practices?
2. Based on the findings, what intervention program could be developed?

1.2. Theoretical Framework

This study was anchored on Parcia and Estimo's (2017) study. Maslow's Hierarchy of Needs proposed that motivation results from a person's attempt at fulfilling his five basic needs. Maslow wanted to understand what motivates people. He believed that people possess a set of motivation systems unrelated to rewards or unconscious desires. These needs, according to him, can create internal pressures that can influence a person's behavior (Zaragosa and Arceno, 2017).

In Parcia and Estimo's (2017) study, the need to satisfy the physiological and safety requirements is essential for the employees. Every individual has biological, psychological, and social aspects and has various conditions. These needs, which can vary from person to person, follow a hierarchical order that progresses from basic physiological needs towards social and psychological needs at a higher level. Moreover, the deficit principle claims that once a condition is satisfied, it is no longer a motivator because individuals will only take action to meet unmet needs.

Providing for their personal and family needs which could depend highly on their salary and how they manage this could affect their needs in the hierarchy. It is considered an extended responsibility of the teachers to help ensure that these needs are addressed to provide the teacher's sense of security and well-being. Thus, teachers can manage their financial resources to offer them a secure and contented life beyond their duty to pay their salaries on time (Eliott, Arapgirlioglu, Turgeon and Atik 2017).

Parcia and Estimo (2017) also stated the theory of Joo's Conceptual Model of Personal Financial Wellness and Worker Job Productivity. This model holds that an individual's demographic characteristics such as marital status, income, education, age, and the number of dependents in the households and his financial knowledge and behavior influence his financial wellness. Financial literacy describes it as individual's knowledge of managing his resources for his life's satisfaction.

In addition, demographic characteristics and financial literacy prove might influence economic behavior. Individuals with low incomes, less education, and less financial knowledge are more likely to make different financial decisions than others, resulting in erratic behaviors and economic outcomes. Financial woes of employees affect their work performance. It may come from various sources, one of which is poor financial

management practices (Parcia and Estimo 2017, Fouche and Manyapelolo 2019).

1.3. Conceptual Framework

Figure 1 shows the conceptual framework of this study. The input pertains to the financial status of public elementary teachers in Malapatan 1 District to address their needs in their field of interest, particularly in handling finances that affect their teaching profession. Thus, having a good quality teacher training and professional development with motivating environments will positively impact teaching/learning improvement (Boudersa, 2016, Harris and Sass, 2016).

The process relates to gathering data adopted and modified in the lessons through short videos that cover topics about financial planning. The financial literacy topics are simply separate subjects that all relate to each other under personal finance. The result is a financial literacy program that looks at the impact of teachers' financial literacy on their ability to teach financial education in the classroom and addresses economic difficulties so that they are better equipped and competitive in the teaching-learning process (Deng, Chi, Teng, Tang and Chen, 2018).

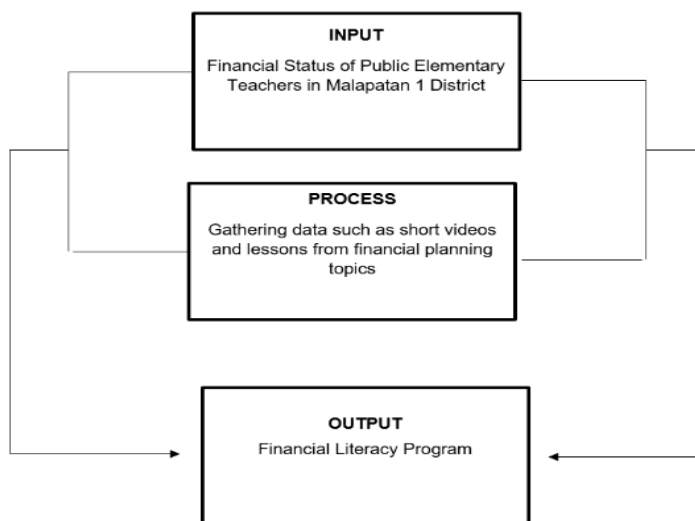


Figure 1. Conceptual Framework

2. METHODOLOGY

This research followed a descriptive design and utilized a survey as its method. According to Fraenkel and Wallen (2018), a descriptive survey is faithful in gathering information about prevailing conditions or situations for description and interpretation and collecting data to answer research questions regarding the status of the subjects under investigation. This research

design is a prevalent method used by policymakers 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 of the financial status of public elementary teachers, factors affecting them to have poor financial decisions, and to develop financial literacy programs.

The study was done in all public elementary schools in Malapatan 1 District, Sarangani. It consisted of eight (8) elementary schools with one hundred fifty-six (156) elementary teachers, namely: Alyeng Elementary School located at Sapu Masla, Malapatan Sarangani Province. Aspang Elementary School is also situated in the same District in the far-flung area. Datu Pangolima Integrated School is located in Sapu Padidu, Malapatan Sarangani Province. Lasang Elementary School, also found in the far-flung area of Sapu Masla, Malapatan Sarangani Province. Malapatan Central Elementary School is a central school in the municipality wherein it is the center of the district. Malkahi Elementary School is also in the Poblacion of Malapatan, located in the far-flung area. Mama Nawa Elementary School is a school in the district where most of the population is Islam. Sitio Lanao Elementary School is the farthest school in the district also located in the same district.

The study respondents were the one-hundred-fifty-six (156) public elementary teachers in Malapatan 1 District. This research covered all public elementary teachers in Malapatan 1 District.

The needed data for this study were collected using a survey questionnaire adapted from Exploring Personal Financial Management Practices of Teachers in the Countryside by Mary Jane A. Acedillo (2018). The instrument refers to the financial status of public elementary teachers in Malapatan 1 District. Data collected were interpreted using a four-point Likert scale with the following description: 4 Always, 3 Often, 2 Sometimes, and 1 Never.

Data gathering started with the preparation of letters that sought permission for the conduct of the study. First, letters of the request were sent to the school's division superintendent of Sarangani Province, public school district supervisor, and school heads of the elementary schools asking for permission to conduct the study (refer to Appendix A, B, etc.). Once authorization was granted, an appropriate permitted data collecting schedule was established. The school heads of the participating schools were notified via

messenger after the instruments were developed and finalized with the approval letters previously received from the schools. They set a convenient schedule for administering the questionnaire online.

On the scheduled date and time, the researcher distributed the survey questionnaires to the respondents online via Google Forms due to the Coronavirus Disease (COVID-19) outbreak, so they observed social distancing as a safety measure in compliance with the mandate of the government. Before this, the researcher explained the study's objective, assuring them that the data collected would be treated with the utmost confidentiality. As soon as the respondents answered all the questionnaire items, the researcher automatically collected the instrument via Google Forms, tabulated the results, and submitted the same to a statistician for data analysis.

In this study, the researcher utilized descriptive statistics. Frequencies were computed to examine the respondents' financial status. Mean, and Weighted Mean was used to describe the respondents' answers. As deemed meaningful, data were also compared in terms of the district and school level.

In designing a financial literacy program, the researcher planned about having a financial literacy program and determined the desired outcome and what to achieve specifically about the program. She also developed a training on financial program and plan to make partnerships with the Government Financial Institutions like banks (Land Bank of the Philippines and Government Service Insurance System) that would mount their respective efforts to improve the financial literacy of public elementary teachers. The program also aims to provide lessons on the responsible management of personal finances and managing resources through short videos that convey age-appropriate lessons on savings and investing and short videos that cover topics about financial planning. Each video is uploaded to teacher portals for easy access, and schools with no internet connection can access the videos on USB sticks. Finally, a memorandum of agreement on implementing the program would be signed by Department of Education officials and other financial institutions present during the event.

The treatment of the data involved descriptive statistics like the weighted mean. The weighted mean was used to determine the average result of the respondents' responses on their financial status. Based on the results, the proponent drew to analysis.

3. RESULTS AND DISCUSSION

3.1. Money Management Practices

The level of financial standing in terms of money management methods is agreed upon, as determined by the teachers. Notably, the teachers in the said district have very well established their financial goals, budget plans, and kept track of their financial transactions as well as the management of unexpected expenses with the weighted mean of $\bar{x} = 3.31$, $\bar{x} = 3.00$ and $\bar{x} = 2.52$. In addition, the data also show that teachers fail to agree on having insurance and setting aside money equivalent to 6 times their monthly income with a weighted mean of $\bar{x} = 2.35$ and $\bar{x} = 2.21$, respectively.

The study results implied that teachers' priority to have insurance and to set aside money equivalent to 6 times of their monthly income is to apply their extensive knowledge and skills through attending seminars and training to develop their financial understanding to prevent unexpected things. Nothing is more important than our life and ability to make a living, and it makes good sense to ensure the most significant asset. As we move through life, the importance of insurance in a long-term plan increase. Thus, insurance provides a financial safety net that helps us take care of ourselves and those we love when we need it the most. Moreover, Unexpected cannot prevent those expenses we did not see coming, and it should have protection like insurance. Insurance is meant to safeguard us (Grange Insurance, 2020; McMaken, 2020; Manulife, 2020; Kenton, 2021).

Table 1. Money Management Practices

Items	Mean	DE
Financial Goals	3.31	Strongly Agree
Budget plans and keep track of financial transactions	3.00	Agree
Insurance that covers "big unexpected expenditures	2.35	Disagree
Set aside equivalent to 6 times my monthly income	2.21	Disagree
Manage	2.52	Disagree

unexpected expenses		
Overall	2.68	Agree

3.2. Savings Management Practices

This evaluation shows all elementary teachers in Malapatan 1 District with regards to their financial status in Savings Management Practices. Data revealed that teachers' Saving Management Practices have lowest results with the weighted mean of $\bar{x} = 2.45$. As evaluated, they have a positive response in saving the income they receive and being the kind of person who always looks to keep given by weighted means $\bar{x} = 2.61$ and $\bar{x} = 2.89$, respectively. Moreover, it put so much regard to improving and learning more about having personal savings account with an increasing balance, failing to set aside money for future needs and wants, and increasing their savings whenever they receive a salary represented by weighted means $\bar{x} = 2.18$, $\bar{x} = 2.13$, and $\bar{x} = 2.44$, respectively.

The investigation revealed that public elementary teachers in Malapatan District 1 likely do not have a savings account. If they have, balance is not healthy. They want to enhance skills in saving for future needs essential to living and working comfortably. It agrees with the idea of Welch (2021) and Jespersen (2019). According to these researchers, saving money is not easy, but it is essential to achieving financial well-being and securing our future. Financial needs are expenditures that are essential to living and working, thinking about the mortgage payment, rent, or car insurance. On the other hand, wants are expenses that help us live more comfortably. They are the things we buy for fun or leisure. We could live without them, but we enjoy life more when we have them. It is important to differentiate needs from wants and their differences. We were learning to say no when something does not align with our financial goals today and in the future.

Table 2. Savings Management Practices

Items	Mean	DE
1. Save out of each income I receive	2.61	Agree
2. Have a personal savings account in the bank with an increasing balance	2.18	Disagree

3. Do not set aside money for future needs and wants	2.13	Disagree
4. Increase my saving whenever I receive a salary increase	2.44	Disagree
5. A kind of person who always looks to save money	2.89	Agree
Overall	2.45	Disagree

3.3. Expenditure Management Practices

This study identified that the financial status of all elementary teachers in Malapatan 1 District in terms of Expenditure Management Practices was $\bar{x} = 2.80$ with the description of Agree. As evaluated by the public elementary teachers, it is notable that they got the highest weighted mean score of $\bar{x} = 3.01$ in terms of spending wisely. On the other hand, all elementary teachers put so much concern to improve on spending more they can afford with a weighted mean of $\bar{x} = 2.372$.

According to the findings, public elementary teachers in Malapatan 1 District desire to develop on spending which they can afford, which is seen as the correct approach to manage expenses. A roadmap will help us take charge of our financial destiny and eventually achieve our goals. We all like to overindulge in things we cannot afford. To reduce it, write down our necessities versus wants on paper, figure out where our money is going, do not spend just because we have money in the bank account. Write down how terrible life is without money, get perspective when we have too much at the end of our money, and establish a budget (Insider, 2021).

Table 3. Expenditure Management Practices

Items	Mean	DE
1. Compare for every expenditure/purchase	2.87	Agree
2. Plan my expenses	2.84	Agree

3. Spend more than I can afford	2.37	Disagree
4. Closely watch the amount I spend	2.92	Agree
5. Spend wisely	3.01	Agree
Overall	2.80	Agree

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