Exploring the Personal Financial Management Practices of Teachers in the Countryside

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Abstract

Indebtedness to creditors by the public school teachers in the Philippines is a continuing concern as this has indirectly affected their performance. To address the issue in the countryside a study was conducted to determine the financial management practices of teachers in the Province of Samar, Philippines. Through convenience stratified sampling, 363 teaching staff from 29 school districts of the Department of Education – Samar Division was requested to participate in the survey with follow-up interviews. Data showed that the teachers' financial management practices were poor; they practiced less than half the time good financial behavior. The observation is similar to almost all teachers surveyed as no significant differences were observed from the participants across the profile. There are however relationships generated such as teachers' net income and practices on savings, investments, and management of unexpected expenses. The teachers know the importance of good financial management practices but find it difficult to practice.

Keywords: *savings, expenditures, debt management, investment, pre-retirement practices*

I. INTRODUCTION

Personal financial wellness (PFW) is seen affecting the work performance of workers (Joo and Grable, 2011; Joo, 1998; Joo and Garman, et al, 1996). A relationship also exists between PFW and the sense of security and feeling of having enough money to meet one's need which is termed as financial wellbeing (Gerrans et al., 2013). To be in that state of financial wellbeing, one must have a positive financial behavior such as holding a buffer stock of savings, planning for retirement and using high-cost methods of borrowing (de Bassa Scheresberg, 2013). Addressing the financial woes of teachers is critical as it affects their productivity and consequently there students.

The issue of indebtedness or even over-indebtedness among public school teachers in the Philippines has long hunted the entire public education system (Ferrer, 2017). In 1991, the Congressional Commission on Education (EDCOM) survey revealed that almost one-fourth of the teachers (24%) lose half of their gross income to deductions for loan payments and a larger number of teachers (28%) get deductions amounting from 25% to 50% of their gross income (Ferrer, 2017). The issue is multi-faceted and reports all-over the world suggests financial management behavior as a major contributor. The Department of Education (DepEd) through the statement of its Secretary, Leonor M. Briones, revealed that the growing debt of public school teachers has reached a staggering P300 billion as of 2016. Data showed that teachers have incurred P178 billion worth of loans from private lending institutions and P123 billion worth of credits due to GSIS. It also noted that around 23,000 teachers retired this last year without receiving a pension due to unpaid debts (Mateo, 2017). Furthermore, Briones noted that the propensity of public school teachers to borrow is 50 percent higher compared to other employees of the government such as the police and nurses (Malipot, 2017b). There were teachers who have Net Take-Home Pay (NTHP) of less than PhP 1,000.00 to as low as PhP 600.00 (Cepeda, 2017). To help ensure the teachers' have salaries to take home, the government issued through DepEd Order No. 38, s. 2017 and later (DepEd Order No. 5, s. 2018) requiring NTHP must not be lower than PhP 5000.00 per month.

From the financial report of DepEd-Samar Division Provident Fund, loans granted to teaching and non-teaching staff have grown from PhP 1,480,000 in 2016 to PhP 4,270,000 in 2017 and PhP 6,110,000 for 2018 (DepEd-Samar, 2019). The increase was perceived as the effect of more lenient requirements to avail loans and the stoppage of the Memorandum of Agreement between the agency and the Private Lending Institutions (PLI) for an Automatic Payroll Deduction System (APDS). The discontinuance affected the personnel accesses to PLIs. Suggesting the loaning behavior of teachers was not affected by the interventions. The Government Insurance System (GSIS) has offered intervention to pay personnel loans from PLIs to reduce the burden of paying exorbitant interests (GSIS, 2018).

The 1991 EDCOM survey and the Teacher Advancement for Optimum Well-being or the Project TAO Survey conducted by the Philippine Senate both recommended increasing the salary of teachers to uplift their financial capacity (SEAMEO INNOTECH, 2000). Over the last decade, the teacher's salary has increased (DBM, 2018) several times but it did not help the teachers improved their financial capability, too many, the increases still not enough for day-to-day expenses (Cabato, 2018). Could this problem be purely related to the underpayment (low salaries) of teachers or is it due to other factors such as personal financial management practices? The financial woes of teachers need to be addressed as it may be contributing to the dismal academic performance of students under their care.

II. METHODOLOGY

Research Design

The study aimed to describe the personal financial management practices of public elementary schools in Samar. Different personal profile was correlated to determine which variables are connected or are closely interacting with each other.

Respondents

Using Yamani's Formula at 5% sampling error, a total of 365 participants were selected from 3,875 basic education teachers from the 29 different districts in Samar. Each of the districts in Samar was represented proportionally. Participants who were present during a district meeting or on the campus (Central School) were part of the research.

Table 1. Participants Personal Profile

Age	f	%
20-30 years old	80	22.04
31-40	132	36.36
41-50	99	27.27
51-60	46	12.67
61-65	6	1.65
	365	100.00
Sex	**f**	**%**
Male	55	15.15
Female	308	84.85
	365	100.00
Marital Status	**f**	**%**
Single	88	24.24
Married	261	71.90
Separated	3	0.83
Widowed	11	3.03
	365	100.00

Instrumentation and Data Gathering

The data gathered through a survey questionnaire adapted with some modifications from Nyamute and Maina (2011). The instrument used has two parts, the participants' profile, and their financial management practices. The later includes; Savings Practices, Expenditure Practices, Debt Management, Investment Practices, Money Management, Pre-Retirement Practices, and Management of Unexpected Expenses. The selected participants were requested to fill-up the questionnaire. The participants self-rated their PFMP using the following Likert scale;

1 – Never
2 – Practicing less than half of the time
3 – Practicing Half of the Time
4 – Practicing more than half of the time
5 – Always

The average scores were interpreted as follows;

1.00 – 1.59 never practiced
1.60 – 2.59 practiced less than half of the time,
2.60 – 3.59 practiced half of the time,
3.60 – 4.59 practiced more than half of the time,
4.60 – 5.00 always practiced

Data Processing and Analysis

Data collected were processed into tables and graphs. To determine the differences between groups of participants (based on current position and length of service) as to their financial management practices, ANOVA with post hoc analysis was used. To determine the association between teachers' demographic profile and their personal financial management practices, Pearson's r was used. An online calculator by Ace Subido was used to calculate the value of money between two timelines.

III. RESULTS AND DISCUSSIONS

Financial woes of employees affect their work performances (Joo, 1998). Financial woes may come from various sources, one of which is poor financial management practices. The forgoing data and analysis explore the case of the province of Samar, one of the countryside of the Philippines.

Teachers Household Profile

As shown in Table 1, around eight in every ten of those who were tapped to participate in the study are mostly female and are married, aged between 31 to 50 years old or an average of 38.9 years old. Table 2 shows participants' household size and the number of family members contributing to the family income. The average size of the participants is approximately 5.5 higher than the Philippine average of 4.4 persons in 2015 (PSA, 2017).

In the US, mothers with minor children are among the most stressed in the family according to the 2015 Financial Stress Report. It is in the culture of Filipino families that mothers in households are the financial managers (Tsai, 2016). This culture puts more stress on mothers who tend to care for their children and manage finances at the same time. Financial woes may be lightened if enough funds are available; however, it appears that most families rely on the income of the couple. Data shows that at least two in the family contribute to the income. Those with grown-up kids in the family (participants who are of retiring age) and are already working helps finance family expenses, at most two of their kids is helping.

Table 2. Family Size and Family Income Contributors

Family Size	f	%
1-2	16	4.41
3-4	118	32.51
5-6	139	38.29
7-8	57	15.70
>9	33	9.09
	365	100.00
Financial Contributors*	f	%
1	118	32.51
2	164	45.18
3	52	14.33
4	20	5.51
5	4	1.10
6	2	0.55
7	2	0.55
8	1	0.28
	365	100.00

*people (family member or not) contributing income

Teachers Educational and Work Profile

Shown in Table 3 are the educational profile of the study participants which suggests that they are educated enough to understand the implications of the type of financial behavior. The table also showed that many of the participants belong to the entry-level position having basic gross salary ranging from PhP 20,179, to PhP 24,224. Master Teacher salary ranges from PhP 38,085 to PhP 42,099/month. According to the Philippine Statistics Authority, Regional Statistical Regional Office VIII, the monthly poverty threshold for a family of five in Samar in 2015 was estimated at P8,391.30. This represents the amount needed on the average every month to meet the family's basic food and non-food needs. Therefore, the salary of teachers is sufficient for their daily needs and if handled properly, adequate to gain financial freedom over time.

Table 3. Educational Attainment and Current Position

Highest Educational Attainment	f	%
Bachelors' Degree	99	27.27
Masters' Level	205	56.47
Masters' Degree	56	15.43
Doctorate Level	3	0.83
Doctorate Degree	0	0.00
	365	100.00
Current Rank	f	%
Teacher 1	133	36.64
Teacher 2	45	12.40
Teacher 3	117	32.23
Master Teacher 1	54	14.88
Master teacher 2	14	3.86
	365	100.00

Table 4 shows that more than half of the respondents have no work experience prior to working as a basic education teacher in the government (62.81%). Around three in ten has been working as a teacher for one to six years and beyond.

Table 4. Years Employed

Number of Years Before becoming a Basic Education Teacher	f	%
0	228	62.81
1-5	112	30.85
6-10	20	5.51
11-15	3	0.83
>16	0	0.00
	365	100.00
Number of Years as Basic Education Teacher	f	%
1-5	112	30.85
6-10	76	20.66
11-15	56	15.43
>16	120	33.06
	365	100.00

Teachers and Household Income

DepEd Order (DO) No. 05, s. 2018 states that in no case that the net take-home pay of a basic education teacher be lower than Five Thousand Pesos (P5,000) after all deductions have been made. The strict implementation of DO is one of the reasons why the employee's net take-home pay starts at PhP 5,000. Table 5 shows that more than half (55.65%) of the teachers have a monthly net take-home pay of P5,000 – P10,000, almost all of them (89%) belonged to Teacher I – III position with a gross monthly salary that ranges from of P20,179 – P24,224 and the remaining (21%) are those

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with Master Teacher I and II position with a gross monthly salary of P38,085 and P42,099 respectively. The high variance between the supposed-to-be teachers' salary and net take-home pay may be attributed to salary loans (Ayata, 2017), many times to buy or spend on something even if the budget does not warrant (Zarate, 2015).

It is worth noting that a good indicator of personal financial health is the debt to income ratio (DTI) must not be more than 50% says Bangko Sentral ng Pilipinas (I money, 2013). However, several works of literature on personal finance suggests that 35% or less DTI is the manageable level. Higher DTI means there is not enough left for day-to-day expenses. From the data on monthly net income from all household members, an alarming 23.42% stayed on the income bracket P5,000 – P10,000 which may signify not having additional income from other sources and are more vulnerable to financial distress. Although a considerable number of the respondents reported having an additional income from the salary of their spouse or other members of the household, still a percentage of 47% married respondents reported not having a spouse's salary. Ferrer (2017) noted that the percentage of teachers who have spouses that are unemployed or underemployed is still very high even at present, a phenomenon already observed in the Teacher Advancement for Optimum Well-being or the Project TAO Survey conducted in 2000 by the Philippine Senate.

Table 5. Net Take-home Pay and Household Income

Monthly Net Take Home Pay (PhP '000)	f	%
5 – 10	202	55.65
10 – 20	120	33.06
20 – 30	33	9.09
30 – 40	8	2.20
40 – 50	0	0.00
>50	0	0.00
	365	100.00
Monthly Net Household Income*(PhP '000)	**f**	**%**
5 – 10	85	23.42
10 – 20	125	34.44
20 – 30	80	22.04
30 – 40	39	10.74
40 – 50	17	4.68
50 – 60	6	1.65
60 – 70	2	0.55
70 – 80	3	0.83
80 – 90	3	0.83
90 – 100	3	0.83
	365	100.00

*income brought into the household by members/non-members of the household

Table 5 shows that household income is supplemented by other members of the family and from other income-generating engagement such as business engagements, mostly from the spouse's salary.

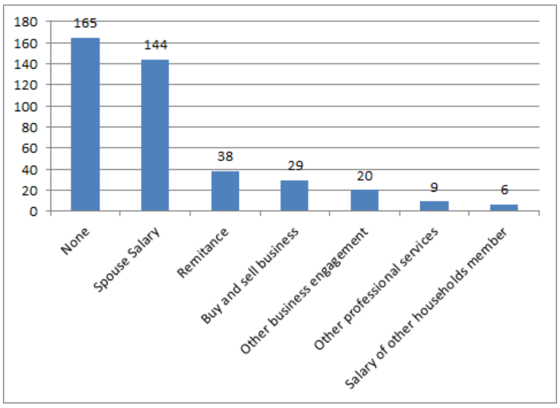

Figure 1. Sources of other Household Income

Figure 1 shows other sources of household income. Close to half of the teachers rely solely on their salaries for household and other expenses including those used in the classrooms (Senate of the Philippines, 2016, Quejada & Orale, 2018). More than half of the teachers surveyed say that their household income is supplemented by other sources such as spouses' salaries, remittances, other jobs like tutorial services even performing carpentry works and many involved in business activities. Some of them have more than one other sources of household income. These businesses include buy and sell, lending, agriculture-related business, computer shop, water refilling stations and as motorcab operator.

Teachers' Household Expenses

Out of the 363 public elementary teacher respondents, 10% did not answer the portion of the survey about their household monthly expenses. Follow-up interview reveals that they do not keep track of their or is unsure of where their income goes.

Figure 2 showed the average household expenses. More than a third of their monthly budget goes to food. This is followed by expenses on utilities such as electricity, water, internet, and cell phone load totaling to almost 24.55%. There was an argument that new teachers spend most of their income on education as they are likely pursuing a masters' degree for professional growth and promotion. About 15.01% of teachers' income is used in pursuing their graduate degrees in local universities. Although the shelter is among the basic needs of man, it can be drawn from the chart that in general, the average respondent's budget for house rent/amortization is only 3.28% of the entire average household monthly budget. But, notably, many of the teachers do not own a house, new teachers are likely renting nearby the schools where they are employed. Few of them are enrolled in insurances; this is because, for most of the teachers, their membership in the Government Service Insurance System (GSIS) is enough.

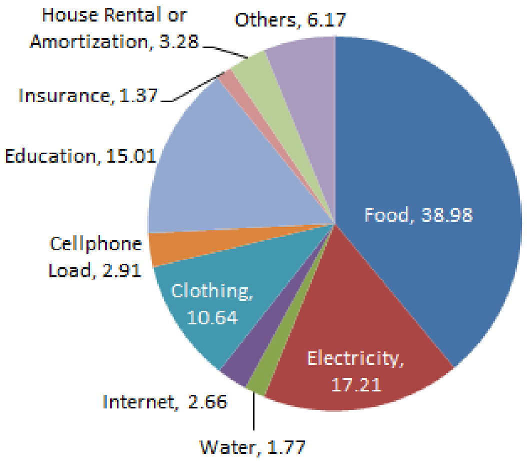

Figure 2. Share of Monthly Expenses

Financial Management Practices

No income is enough for those who do not know how to spend properly. Financially educated or well-informed people can make good decisions for their families and further improve the household financial security and well-being (Hilgert et al., 2003). The forgoing will try to describe the teachers' financial management practices in the countryside Philippines.

Saving Practices. One of the most widely recognized financial management principles is to save regularly, generally by setting aside some amount for savings before paying for expenses (Hilgert, et al., 2003). Bime and Mbanasor, (2011) as cited by Pulka (2015) defined saving as that part of disposable income which is not spent on consumption. According to Virani (2012), saving is scarifying the current consumption to increase the living standard and fulfilling the daily requirements in the future. Saving is an amount of something such as time or money that you do not need to use or spend. It could be used for investment to earn interest (profit) or be used to purchase assets such as buildings. Saving is related to deferring consumption, which is done by the households (individuals), the firms and, the governments.

Table 6. Saving Practices

Practices		Mean	Interpretation
1.	I save out of each income I receive	2.32	Less than half of the time
2.	I have personal savings account in the bank with increasing balance	1.70	Less than half of the time
3.	I do not set aside money for future needs and wants	2.43	Less than half of the time
4.	Increase my savings whenever I receive a salary increase	2.04	Less than half of the time
5.	I am the kind of person who always looks to save money	2.78	Half of the time
Saving Practices*		2.28	Less than half of the Time

*score for question 3 was reversed before taking the average.

Table 6 shows that the teacher participants are saving less than half of the time suggesting poor saving practice. Participant teachers' likely do not have savings accounts if they have, balance is not healthy. It is also worth noting that the participants tend not to increase whatever they are saving every time there is an increase in their salaries. Teachers reveal that even if there were increases in the last two years, these were not enough for them as prices have also gone up and taxes have also increased. To them, a slight increase was not felt. Comparing 2012 and 2016 salaries, Teacher 1 and Master Teacher 2 have increased by PhP 528 and PhP 2,550 respectively (Malacanang, 2016; Malacanang, 2012). With inflation taken into account, Teacher I and a Master Teacher 2 should be receiving an additional of PhP 2,201.09 and PhP 4,017.83 (Subido, nd). Technically, the increase was not enough to improve savings and justifies the claim of the teachers that increase nothing.

In the Philippines, the number of Filipino households who saved has increased by 4% but those who could save at least 10% of their income have declined by 1% (BSP, 2017). According to Pulka (2015), the habit of saving money requires more force of character than most people have developed, for the reason that saving means self-denial and sacrifice of amusement and pleasures in scores of different ways. Some of the opportunities that came requiring funds or felling helplessness and shame during an emergency are two common situations a person without savings me encounter (Hill, 2018).

Expenditure. Contrary to the saving practices, teachers' respondents tend to spend

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more than what they have more often than not. Follow-up interview reveals that the teacher is aware of what they spend; they even plan how their money will be spent and entertaining the thought of having loans for the planned expense. DepEd Secretary Leonor Briones noted that many public school teachers have unpaid loans, despite that they continue having more loans from various creditors, some have 7 different loans from various creditors (Malipot, 2017b), Planning expenses is setting up a budget plan which is viewed as a critical financial management practice (Rajna &Ezat, 2011) but planning to spend even if it means emptying the pockets up to making loans even for non-emergency expense suggests poor financial management practice.

Table 7. Expenditure Practices

Practices	Mean	Interpretation
1. I compare for every expenditure/ purchase	3.75	More than half of the Time
2. I plan my expenses	3.70	More than half of the Time
3. Often spend more than I can afford	2.57	Half of the time
4. I closely watch the amount I spend	3.64	More than half of the Time
Expenditure Practices*	3.38	More than half of the Time

*score for question 3 was reversed before taking the average.

Debt Management. The National Financial Baseline Inclusion Survey of the Bangko Sentral ng Pilipinas (BSP, 2015) revealed that eight in 10 Filipinos have experienced borrowing money. Seventy-one percent of those who borrow money get it from informal sources such as family, relatives, friends, and informal money lenders. Only 4% of Filipinos borrow from banks. The main purpose of borrowing money is to buy food (60%), pay for school-related expenses (38%), and finance emergencies (33%). As shown in Figure 2, teachers' expenses about 71.88% are for basic needs such as food, utilities such as electricity and water, clothing and shelter. The budget for education is 15.01% and communication including the internet is about 5.57%. These expenses can also be considered today as part of basic expenses. The teachers are left with less than 10% for other expenses, perhaps for luxury such as eating out, traveling abroad for some, and gadgets for others. Follow-up interview reveals that some of the teachers have to take loans for their children education most of the time; some of them even have to borrow for basic needs such as for shelter (house rental or amortization).

Table 8. Debt Management Practices

Practices	Mean	Interpretation
1. I pay my bills on time	4.12	More than half of the Time
2. I repay the money I owe on time and in full amount	3.91	More than half of the Time
3. I take-up personal loan to pay another loan	2.41	Less than half of the Time
4. I have to use a credit card whenever I do not have enough money in the bank or cash to meet my monthly commitments	1.41	Never
Debt management Practices*	3.54	More than half of the Time

*score for question 3 was reversed before taking the average and question 4 was not included in the average score.

Shown in previous Tables, teachers' participants save less than half of the time but spend more than half of the time. This perhaps is some of the reasons why they need to make loans. Practices in paying loans and other debt can also describe the financial management skills of teachers. Teachers say they pay bills on time more than half of the time. Teachers' bills are usually for electricity and water, though the internet and mobile phones are already considered a necessity, most of the teachers are prepaid users thus they do not have other bills to pay. About half of the participants need to rely on loans to pay previous loans, implying poor debt management.

It is noted that teachers never use credit cards to pay monthly commitments. This, however, is in a different context compared to countries where the use of credit and debit cards are part of the day-to-day life. In the countryside like Samar, the use of credit cards is not widely practiced. A similar effect to credit card use is taking-up loans from informal lenders. Teachers run to lenders, some of the loan sharks for immediate relief to financial needs. Many teachers have revealed that they have to surrender their ATM cards (where their salaries are deposited) to lenders. This practice is tantamount to credit card use. Those who have credit cards use it in purchasing airline tickets and other online items where payment requires credit or debit cards. One teacher interviewed revealed he stopped the use of his card or surrendered it to his bank to avoid the unnecessary purchase. To him, having a credit card is very convenient; it allows the owner to purchase/pay without interest charges as long as it is paid according to the terms of the purchase

(Steele, 2017). This convenience puts the card owner higher risk of overspending.

Also notable in Table 8 is the high score in terms of paying the debt. This data is because most teachers have their loans from accredited lending institutions where payment is made automatically by the school. Table 5 shows that the monthly net take-home pay of the teachers is between P5,000 – P10,000 as compared to their monthly gross salary of around P20,000 – P24,000. This suggests that the majority of the respondents have a debt to income (DTI) ratio of more than 35% which signifies that they accumulated debt more than the comfort level, thus implying poor debt management practice.

Investment Practices. Investment is an important part of an individual's financial plan. Individuals invest to increase their future wealth (Jayantilal, 2017). The money should not just be saved but should be invested, more often than not, the interest earned by saving money on the bank is less than the inflation, thereby reducing the actual worth of the deposited money (McMahon, 2013; Heer, B., & Süssmuth, 2009). This means that money should be invested and not just saved.

Table 9. Investment Practices

Practices	Mean	Interpretation
1. I invest in items which will have a higher value in the future	2.21	Less than half of the Time
2. I have invested in stocks, bonds or mutual funds.	1.34	Never
3. I engage in other business that will allow me to earn additional income	1.90	Less than half of the Time
Investment Practices*	1.81	Less than half of the time

Table 9 shows the investment practices of teacher participants. The data signifies that the public elementary teachers of DepEd-Samar lack understanding of the value of investing and the concept of entrepreneurial development as it relates to personal financial stability. According to Pulka (2015), entrepreneurship development is related to income, savings, and investment. The investment practices are very low suggesting that teachers generally do not practice it or few of them practices it. Investing in stocks in Samar is not popular, many do not know about it and how it works. Less than 2% of the participants have invested in stocks. About 13.42% of the teachers asked have businesses to augment their income; some of them, however, do not have plans to grow them into a formal business. Other activities considered by teachers as investments are buying pieces of jewelry, they said, the value of gold appreciates. Others have considered sending their children to school (some say to better schools) are a form of investment to them.

Money Management Practices. The ability to plan for the future and manage money efficiency is important indicators of financial capability (Ferrer, 2017). As shown in Table 10, teachers have financial goals, they wish they have a certain amount of money for the future and are aware of their finances. Attainment of these financial goals is, however, a great challenge for most of the teachers. There is the desire but they cannot put it into reality.

Table 10. Money Management Practices

Practices	Mean	Interpretation
1. I have financial goals	2.58	Less than half of the Time
2. I have budget plans and keep track on my financial transactions	2.76	Half of the time
Money management Practices	2.67	Half of the time

Pre-Retirement Practices. Pre-retirement planning is crucial in maintaining financial health after retirement. Poor retirement planning does not only affect the retiree but their extended families and even the direct and indirect community (Topa et al., 2017). Filipinos value the importance of saving for the future but only a tenth of Filipinos consciously saves for retirement. This is similar to what is shown in Table 11, teachers' plans to save but could not.

Table 11. Money Management Practices

Practices	Mean	Interpretation
I ensure by regularly checking that my retirement contribution to GSIS is updated and correct.	3.01	Half of the Time
I save for retirement aside from my GSIS contributions.	1.42	Less than half of the time
I have other retirement insurance.	1.87	Less than half of the time
Pre-Retirement Practices	2.1	Less than half of the time

Some teachers shared that they rely only on GSIS, the government insurance system.

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This pre-retirement plan is a forced saving set-up. Almost all do not have other retirement plans other than GSIS; others are also enrolled in Social Security System or the SSS (GSIS counterpart serving the private sector). These are true to teachers' who were previously employed in private companies. There were very few who have other pre-retirement plans from private banks or insurance corporations. Those who have other sources of income are likely to have other insurance coverage other than GSIS and SSS. Despite having insurances, it is not a common practice to monitor the status of their plans. According to Education Undersecretary for Finance Victoria Catibog, more than 23,000 DepEd retirees are not able to get anything from their retirement because they had unpaid loans and also due to poor financial literacy, (Malipot, 2017a).

Financial experts say that 60% - 80% of current income is needed to have a comfortable life after retirement (Updegrave, 2017; Nolo, nd). Therefore, a question of whether the retirement pension that will be provided by GSIS will suffice for the needs of the retirees. Only about 9% of a teachers' salary goes to GSIS contribution and the employer's counterpart is 12% or a total of 21%; 17% of which is for retirement and 4% for life insurance (GSIS, nd). Henceforth, acquiring additional retirement insurance is deemed a positive pre-retirement practice. As a result, the respondent's pre-retirement practices are perceived to be poor.

Management of Unexpected Expenses. The absence of enough savings for emergency response is one of the most challenging situations any worker faces. According to economists, the ideal amount of emergency savings for unexpected expenses is equivalent to 6 times your monthly income (Rapisura, 2016). However, Table 12 shows that teachers' are not prepared for unexpected expenses such as emergencies.

Table 12. Money Management Practices

Practices	Mean	Interpretation
I have insurance cover "big" unexpected expenditures	1.89	Less than half of the time
I have set aside equivalent to 6 times of my monthly income.	1.60	Less than half of the time
Management of Unexpected Expenses	1.75	Less than half of the time

SEDPI's research with Opportunity International in 2008 found that 95% of the poor use loans as a coping mechanism in times of emergency. And since the need for money is very urgent, often teachers' are victimized by loan sharks. A teacher shared that she has to grab anything available during an emergency, even if it means very high-interest rates. In other research conducted in 2013 with Cordaid after Typhoon Yolanda, results showed that all poor families affected used loans as a coping mechanism after an emergency. Eighty-five percent of the respondents ranked loans as a first-priority coping mechanism (Rapisura, 2016).

Profile and Personal Financial Management Practices Relationships. Table 13 revealed that the respondent's monthly net income from all household members have a positive slight correlation with the respondent's savings, investment and the management of unexpected expenses. Teachers with higher salaries often have extra money available which they can save, invest; this saved money is also used during emergencies. However, it is worth noting that the respondent's demographic profile: age, sex, marital status, number of household member, highest educational attainment, current position, number of years worked before DepEd, number of years as DepEd teacher, and monthly net take-home pay has negligible correlation to personal financial management practices of savings, expenditure, debt, investment, money management, pre-retirement, and management of unexpected expenses. Consistent with the study of Ranja et al. (2011) demographic characteristics of age, marital status, and a number of years in service show no relationship with their financial practice.

Table 13 reveals that though some of the variables with a slight correlation are actually significant at 5% level. These results suggest the following; (1) as the age of teacher increases, savings decreases, (2) the more household members contributing to the income, savings and investments are higher; and (3) the more net income there is, the higher their savings (significant at 1%), higher investment, financial management practice and more money for emergency. Notably, the current position (correspondingly their ranks) and the number of years as teachers did not exhibit significant relationships.

Teachers Rank, length of service and Personal Financial Management Practices (PFMP). The differences in PFMP of teachers grouped into ranks of Teachers and Master Teachers as well as the length of service was evaluated using ANOVA. The analysis shows that there were no significant differences observed.

Table 13. The relationship between Respondent's Demographic Profile and their Personal Financial Management Practices

Personal Financial Management Practices	Age	Sex	Marital Status	Number of a household member	Number of household member contributing to household income	Highest educational attainment	Current position	Number of years worked prior to DepEd	No. of years as DepEd teacher	Monthly net take-home pay	Monthly net income from all household members
Savings	*-0.122	-0.125	-0.008	0.039	*0.157	0.100	0.005	0.014	-0.116	0.207	**0.303
Expenditure	0.006	0.054	0.102	-0.027	0.004	0.137	0.058	0.090	0.006	0.001	0.159
Debt mgmt	-0.059	0.046	0.002	-0.078	-0.008	0.110	0.037	0.004	-0.014	0.042	0.176
Investment	-0.037	-0.015	-0.007	-0.038	*0.131	0.096	0.122	0.095	-0.065	0.109	*0.296
Money mgmt	-0.091	-0.031	-0.019	0.025	0.117	0.001	0.007	0.082	-0.119	0.025	*0.175
Pre-retirement	0.022	-0.002	0.022	-0.017	0.100	0.088	0.039	0.097	-0.043	0.046	0.197
Unexpected exp	-0.037	-0.031	-0.040	0.095	0.200	0.004	-0.019	0.080	-0.078	0.086	*0.225

*significant at *5% **1%*

This is attributed to the low financial literacy of teachers. A follow-up interview with more than 20 participants revealed they have not undergone personal financial literacy training or have limited knowledge of money management. The closest financial management training they have undergone is for the management of MOOE of their supervised schools by heads. Literature suggests that financial literacy influences financial behavior and consequently financial well-being or financial wealth (Michaud, 2017; Parcia & Estimo, 2017; Allgood & Walstad, 2015; Agnew et al, 2013; Bucher-Koenen , 2011; Helgirt et al., 2003).

Table 14. Test of Difference

Personal Financial Management Practices	Computed t	
	Rank	Length of Service
Saving	-0.80^{ns}	1.98^{ns}
-Expenditure	-0.56^{ns}	0.46^{ns}
Debt Management	-0.08^{ns}	1.19^{ns}
Investment	-1.55^{ns}	0.90^{ns}
Money Management	0.29^{ns}	2.08^{ns}
Pre-retirement	-1.72^{ns}	0.46^{ns}
Unexpected Expense	-0.82^{ns}	1.79^{ns}

^{ns} *not significant*

IV. CONCLUSION

The public elementary teachers who participated in the study exhibited poor personal financial management practices. This characteristic is true to all; salary grade or rank, length of service does not influence PFMP. It is however evident that the more net income available the better is the teachers' saving, investment, expenditure, money management, and response to unexpected expenses. For households with more members contributing to the pot have better savings and investment practices. This means that having higher net income improves some good financial behavior. The rank and the years in service do not influence good financial behavior. There is, therefore, a need to enhance teachers' financial literacy to help them improve personal financial management practices and eventually good financial health status.

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