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Teachers' Financial Management Skills

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Abstract:

Financial literacy is a critical life skill for educators, particularly in contexts where income constraints and financial obligations intersect with professional demands. This study aimed to assess the level of financial management skills among 120 public school teachers in a selected division in the Philippines, focusing on three core areas: budgeting, savings/investing, and credit/debt management. The respondents were grouped according to age, length of service, and net take-home pay to determine whether these demographic variables influenced financial behavior. Descriptive statistics and Mann-Whitney U tests were employed to analyze the data. Results revealed that teachers consistently demonstrated high levels of financial management skills across all three domains, regardless of age, tenure, or income bracket. No significant differences were found when grouped according to the aforementioned variables. These findings suggest that financial competence is broadly practiced among teachers, yet moderate engagement in long-term planning and formal investment strategies indicates areas for improvement. Based on the results, a school-based Financial Literacy Plan is proposed, featuring three targeted programs—BudgetWise, EduVest, and CreditShield—to strengthen future-oriented budgeting, investment literacy, and responsible borrowing practices.

Keywords: Financial Management Skills, Budgeting, Savings/Investing, Credit/Debt, Financial Literacy Plan, Public School Teachers

Introduction:

Nature of the Problem

The financial well-being of educators in the Philippines has become a pressing issue, as many teachers face economic challenges due to low salaries, limited access to formal credit, and increasing household expenses. These financial pressures not only affect their personal lives but also impact their professional performance and morale. Despite their essential role in shaping future generations, many educators struggle with managing their finances, highlighting the need for systemic support.

In response, the Department of Education (DepEd) implemented DepEd Order No. 22, s. 2021, or the Financial Education Policy, which integrates financial literacy into the K to 12 curriculum and extends to public school teachers and DepEd personnel. This initiative aligns with the Economic and Financial Literacy Act of 2016 and aims to equip educators with the knowledge and skills to make informed financial decisions. The policy emphasizes the importance of a financially literate teaching workforce that can serve as role models for students and navigate economic challenges effectively.

Recent studies have shed light on the financial habits of Filipino teachers. While many demonstrate strong budgeting practices, their engagement with investment and formal credit systems remains limited. Research also shows that financial literacy tends to improve with experience but is often constrained by systemic barriers such as delayed access to education and dependence on informal lending. However, there remains a gap in understanding how factors like age, tenure, and income influence teachers' financial behaviors, underscoring the need for more targeted and inclusive financial literacy programs.

As a school head, the researcher is motivated by firsthand observations of teachers' financial challenges—ranging from salary loan dependencies to limited savings for emergencies or long-term goals. These realities underscore the urgency of developing a contextualized financial literacy plan that responds to teachers' actual needs and strengthens their capacity for financial resilience. By examining the level of financial management skills among teachers and identifying patterns across demographic groups, this study seeks to provide evidence-based recommendations for a school-based literacy initiative that is both inclusive and actionable.

Current State of Knowledge

Teachers' financial management skills are increasingly recognized as critical to their professional effectiveness and personal well-being. In the U.S., financial self-efficacy is linked to reduced stress and greater job satisfaction (Lusardi et al., 2020), while Indian educators face challenges due to limited financial education, prompting calls for literacy integration in training programs (Browning, 2021). In the UAE, strategic planning and institutional support shape financial competence (Almagro et al., 2023), and in the UK, financial capability influences retention and mental health (Carpena et al., 2020). Singapore views financial literacy as a core professional skill essential for navigating rising costs and retirement planning (Noor et al., 2020).

Globally, teacher compensation remains a complex issue. Britton and Propper (2016) found that wage regulation affects school performance, while the International Task Force on Teachers for Education 2030 (2022) reported declining real wages over two decades. Adjusted salary rankings in the U.S. reveal disparities when factoring in living costs (Kahler Financial Group, 2019), and inflation continues to erode gains (Will, 2022). In Australia, teachers in private schools and those involved in governance report higher satisfaction (Thompson, 2020). UNESCO (2015) recommends a salary benchmark of 3.5 times per capita GDP for African teachers, and in Malaysia, educators' financial sacrifices during the pandemic highlight the need for better compensation (Isaiah, 2021).

In the Philippines, public school teachers face significant financial strain due to inflation, low wages, and rising living costs. Many prioritize basic needs and rely on loans to supplement income, with debts reaching P319 billion (Cruz, 2019). Teachers often fund classroom materials themselves and juggle multiple roles (Llego, 2021). Studies show high borrowing rates and impulse spending, driven by financial pressure and limited literacy (Briones, 2021; Jabar & Dulayco, 2021), emphasizing the need for systemic reforms and financial education.

Australian teachers reported high job satisfaction before COVID-19, with over 90% content with their profession and work environment (ACER, 2018). Compared to OECD averages, they were more likely to choose teaching again. However, wage gaps in England led to reduced school performance (Britton & Propper, 2016), and in India, despite high spending on teachers, learning outcomes remain poor due to flawed recruitment and training (Tewari, 2016). In the U.S., teachers spend an average of $479 annually from personal funds on classroom supplies, reflecting ongoing financial pressures (McLaughlin, 2018).

Across Europe, teacher dissatisfaction is rising amid low salaries and staff shortages. Hungary saw protests and dismissals over wage concerns, while France and Germany face growing teacher deficits (Yanatma, 2022). Starting salaries in France and Italy are less than half of Germany's, and Bulgaria ranks lowest among EU nations. Germany leads in salary-to-minimum-wage ratio at 2.8, compared to Poland's 1.1. OECD data (2020) highlights wide disparities in teacher pay across countries, underscoring the link between compensation, job satisfaction, and educational outcomes.

In the Philippines, financial literacy among teachers varies, with many showing competence in daily tasks but struggling with budgeting and risk assessment. Maribao and Narido (2025) found high literacy but credit card reliance among teachers in Cagayan de Oro. De Jesus et al. (2021) noted inflation-driven borrowing in Nueva Ecija, while Mencias-Tabernilla (2023) identified a link between loan addiction and the psychological drive to repay debt. Jabar and Dulayco (2021) emphasized the role of financial records in curbing impulse buying. Broader surveys show widespread belief that teachers are underpaid, prompting legislative proposals like Gatchalian's Teacher Salary Increase Act (The Herald Express, 2022).

Theoretical Underpinnings

This study draws on John Maynard Keynes' Theory of Income and Employment, which emphasizes that national income and employment levels are shaped not by automatic market forces but by aggregate demand—driven by the spending behaviors of individuals and institutions. In this framework, consumption and investment are central to economic activity, and fluctuations in spending can lead to underemployment or stagnation. Teachers, as salaried professionals, play a vital role in local consumption and investment patterns, making their financial management skills—such as budgeting, saving, and responsible credit use—crucial not only to their personal welfare but also to the economic vitality of the education sector.

Keynes' concept of effective demand provides a lens to understand how teachers' financial decisions influence microeconomic stability and institutional productivity. Their financial agency affects household economies and the broader spending dynamics of the education workforce. Recognizing that full employment requires deliberate intervention, the study supports implementing a school-based financial literacy plan to enhance teachers' financial competence. This initiative aligns with Keynesian principles by promoting informed financial behavior, reducing economic stress, and fostering sustainable employment outcomes—ultimately contributing to both individual stability and systemic growth.

Objectives

This study aimed to determine the teachers' level of financial management skills in a district of a large-sized division in Central Philippines for the School Year 2024-2025 as basis for a financial literacy plan. Specifically, this study sought to answer the following questions: 1) the teachers' level of financial management skills in the area of budgeting, savings/investing, credit/debt; 2) the teachers' level of financial management skills when grouped according to the aforementioned variables; and 3) the significant difference in the teachers' level of financial management skills on when grouped and compared according to the aforementioned variables.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed a descriptive research design to assess the financial management skills of teachers in a district within a large division in Negros Oriental for the School Year 2024–2025, serving as a foundation for a financial literacy plan. As defined by Dudovskiy (2017), descriptive research aims to identify and describe characteristics within a specific field, making it suitable for this investigation. The design facilitated the analysis of summary data such as measures of central tendency, variability, percentages, and correlations, enabling informed professional judgments based on the gathered information.

Study Respondents

The study involved 120 out of 174 public elementary school teachers from a district in a large-sized division in Central Philippines. To ensure representative sampling, the researchers applied stratified and random sampling techniques, using Cochran's formula to determine the appropriate sample size. Respondents from each school were proportionally selected based on their population, and the final selection was conducted through a lottery method. The respondents are distributed across 14 schools, with sample sizes ranging from 6 to 15 and corresponding percentages calculated by dividing each school's population by the total and multiplying by the sample size.

Instruments

To gather the necessary data, the researcher used a self-made questionnaire composed of two parts: Part I collected demographic information such as age, length of service, and net take-home pay, while Part II included 30 items divided equally among budgeting, savings/investing, and credit/debt, rated using a five-point Likert scale. The instrument underwent face and content validation by three educational experts, resulting in a perfect score of 5.00, interpreted as "Excellent" based on the criteria by Good and Scates, confirming its validity (Heale & Twycross, 2017). Reliability was tested using Cronbach's Alpha with 30 non-respondent teachers, yielding a coefficient of 0.898, indicating a "Good" level of internal consistency and confirming the instrument's reliability (Gonzales, 2017).

Data Gathering Procedure

In preparing the study, the researcher followed several steps in gathering the needed information for the study: First, a letter asking permission to conduct the study was submitted to the Public Schools District Supervisor. This approved letter was also being submitted to School Heads prior to the conduct of the study. After the approval the said communications, the researcher administered the questionnaires to the target respondents. The respondents were allowed 3 days to answer and return the hard copies of the instrument. Accomplished data gathering instrument was encoded and tallied to the pre-formatted excel file for easier tabulation. Computation was processed with the use of Statistical Package for Social Sciences (SPSS) software. Likewise, statistical tables will be constructed as per the consideration of the objectives that will be stated in the study.

Data Analysis and Statistical Treatment

Objective No. 1 also employed descriptive analytical scheme and mean to determine the level of teacher's financial management skills in terms of budgeting, savings/investing, and credit/debt.

Objective No. 2 still used descriptive analytical scheme and mean to determine the level of teacher's financial management skills when grouped according to the aforementioned variables.

Objective No. 3 used comparative analytical scheme and Mann-Whitney U test to determine if there is a significant difference in the teachers' level of financial management skills on when grouped and compared according to the aforementioned variables.

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Ethical Consideration

This study upheld strict ethical standards to protect the rights and dignity of all participants, particularly school heads and teachers. Informed consent was obtained after clearly explaining the study's purpose, voluntary nature, and participants' right to withdraw at any time. Confidentiality and anonymity were ensured by excluding identifiable information from published findings and securely storing data for academic use only. Responses were aggregated to prevent attribution and encourage honest input. The study also adhered to academic integrity and institutional protocols, securing necessary approvals and committing to objective, accurate reporting throughout the research process.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Level of financial management skills of teachers in the area of Budgeting

Items	Mean	Interpretation
As a teacher, I …		
1. cut back on unnecessary personal expenses.	3.96	High Level
2. prioritize foods and clothing for children.	4.49	Very High Level
3. buy only the things that we need at home.	4.08	High Level
4. make a list of what to buy so I don't go overbudget.	3.92	High Level
5. spend money based on my personal budget.	3.93	High Level
6. only purchase goods and other important on cash basis.	4.24	High Level
7. avoid buying anything on credit terms with big interests.	4.09	High Level
8. cook foods and viands based on a strict budget.	4.06	High Level
9. ask family members to cooperate with my budgeting.	3.90	High Level
10. buy only extremely important appliance at home.	3.74	High Level
Overall Mean	**4.04**	**High Level**

Table 1 reveals an overall mean score of 4.04, indicating a high level of financial management skills among teachers, particularly in budgeting practices that reflect discipline and prioritization. The highest-rated item, "I prioritize foods and clothing for children" (mean = 4.49), underscores teachers' values-driven financial decisions focused on family welfare, while the lowest-rated item, "I buy only extremely important appliance at home" (mean = 3.74), suggests occasional flexibility in spending. These results align with findings by Humilde and Berry (2023) and Magante et al. (2023), who noted Filipino teachers' strong budgeting habits and financial literacy, especially in managing household expenses, despite challenges in advanced financial strategies like investing.

Table 2
Level of financial management skills of teachers in the area of Savings/Investing

Items	Mean	Interpretation
As a teacher, I …		
1. save some money for children's educational needs.	3.43	Moderate Level
2. save meals by cooking at home.	4.40	High Level
3. always ask for special discounts.	3.63	High Level
4. re-invest loaned money I have.	3.34	Moderate Level
5. am running a small side business.	3.73	High Level
6. earn some amount through small-scale buy and sell business.	3.38	Moderate Level
7. only spend based on my personal budget.	3.78	High Level
8. save money to buy house and lot for my family	3.34	Moderate Level
9. save some amount for emergency purposes.	3.91	High Level
10. save on meals by cooking at home.	4.38	High Level
Overall Mean	**3.73**	**High Level**

Table 2 reveals an overall mean score of 3.73, indicating a high level of financial management skills among teachers in savings and investing, especially in practical routines like budgeting, cooking at home, and seeking discounts. The highest-rated item, "I save meals by cooking at home" (mean = 4.40), reflects consistent cost-saving behavior, while the lowest-rated items—reinvesting loaned money and saving for a house and lot (mean = 3.34)—suggest limited engagement with long-term financial planning. These results align with Delmo et al. (2023) and Tilan and Cabal

(2021), who found that Filipino teachers excel in basic financial practices but are cautious with investment strategies due to financial constraints and family responsibilities.

Table 3
Level of financial management skills of teachers in the area of Credit/Debt

Items	Mean	Interpretation
As a teacher, I …		
1. monitor my funds daily.	5.22	Very High Level
2. identify sources of increase/decrease of my personal funds.	3.75	High Level
3. adjust spendings based on incoming salary.	3.73	High Level
4. have my own daily balance sheet to monitor income versus expense.	3.34	Moderate Level
5. avoid risky financial investments.	3.88	High Level
6. make comprehensive plans for monthly home expense.	3.80	High Level
7. take financial literacy lessons to improve my efficiency in managing the "ins & outs" of my resources.	3.20	Moderate Level
8. avoid high interest credits.	3.93	High Level
9. have my atm pawned in one of the lenders.	2.33	Low Level
10. have a pending salary loan.	2.76	Moderate Level
Overall Mean	**3.59**	**High Level**

Table 3 reveals an overall mean score of 3.59, indicating a high level of financial responsibility among teachers in managing credit and debt, particularly in tracking funds and adjusting spending. The highest-rated item, "I monitor my funds daily" (mean = 5.22), reflects strong financial discipline, while the lowest-rated item, "I have my ATM pawned in one of the lenders" (mean = 2.33), suggests that informal lending practices exist but are not widespread. Moderate scores on financial literacy lessons and salary loans highlight limited access to education and underlying income challenges. These findings align with Maribao and Narido (2025) and Casingal and Ancho (2021), who noted that while Filipino teachers excel in basic financial tasks, they face difficulties in credit management due to systemic constraints and limited financial support.

Table 4
Level of financial management skills of teachers in the area of Budgeting when grouped according to Age

Items	Younger		Older	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. cut back on unnecessary personal expenses.	3.94	High Level	3.98	High Level
2. prioritize foods and clothing for children.	4.52	Very High Level	4.45	High Level
3. buy only the things that we need at home.	4.17	High Level	3.98	High Level
4. make a list of what to buy so I don't go overbudget.	3.98	High Level	3.85	High Level
5. spend money based on my personal budget.	4.00	High Level	3.85	High Level
6. only purchase goods and other important on cash basis.	4.34	High Level	4.13	High Level
7. avoid buying anything on credit terms with big interests.	4.18	High Level	3.98	High Level
8. cook foods and viands based on a strict budget.	4.08	High Level	4.04	High Level
9. ask family members to cooperate with my budgeting.	4.06	High Level	3.71	High Level
10. buy only extremely important appliance at home.	3.77	High Level	3.71	High Level
Overall Mean	**4.10**	**High Level**	**3.97**	**High Level**

Table 4 indicates that both younger and older teachers demonstrate a high level of financial management skills in budgeting, with mean scores of 4.10 and 3.97, respectively, showing consistent competence across age groups. Younger teachers scored slightly higher, especially in prioritizing essential needs like food and clothing for children (mean = 4.52), reflecting strong financial responsibility, while older teachers scored 4.45 on the same item. The lowest-rated item for both groups— "I buy only extremely important appliance at home"—suggests occasional flexibility in spending. These results align with Maribao and Narido (2025) and Magante et al. (2023), who found that younger teachers are more proactive and open to structured budgeting tools, while older teachers rely on traditional methods shaped by generational financial attitudes.

Table 5
Level of financial management skills of teachers in the area of Savings/Investing when grouped according to Age

Items	Younger		Older	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. save some money for children's educational needs.	3.35	Moderate Level	3.51	High Level
2. save meals by cooking at home.	4.31	High Level	4.51	Very High Level
3. always ask for special discounts.	3.63	High Level	3.64	High Level
4. re-invest loaned money I have.	3.49	High Level	3.16	Moderate Level
5. am running a small side business.	3.65	High Level	3.84	High Level
6. earn some amount through small-scale buy and sell business.	3.20	Moderate Level	3.60	High Level
7. only spend based on my personal budget.	3.83	High Level	3.71	High Level
8. save money to buy house and lot for my family	3.46	Moderate Level	3.20	Moderate Level
9. save some amount for emergency purposes.	3.88	High Level	3.95	High Level
10. save on meals by cooking at home.	4.34	High Level	4.42	High Level
Overall Mean	**3.71**	**High Level**	**3.75**	**High Level**

Table 5 reveals that both younger and older teachers demonstrate a high level of financial management skills in savings and investing, with mean scores of 3.71 and 3.75, respectively, indicating consistent financial discipline across age groups. Older teachers scored highest on saving meals by cooking at home (4.51), while younger teachers showed slightly less intensity (4.31). The lowest-rated item for both groups was saving for a house and lot, suggesting challenges in long-term asset accumulation. Younger teachers were more open to reinvestment strategies, whereas older teachers favored traditional income sources like small-scale businesses. These patterns align with Delmo et al. (2023) and Magante et al. (2023), who found that generational differences influence financial behavior, shaped by life stage, obligations, and access to financial education.

Table 6
Level of financial management skills of teachers in the area of Credit/Debt when grouped according to Age

Items	Younger		Older	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. monitor my funds daily.	4.52	Very High Level	6.04	Very High Level
2. identify sources of increase/decrease of my personal funds.	3.75	High Level	3.75	High Level
3. adjust spendings based on incoming salary.	3.83	High Level	3.62	High Level
4. have my own daily balance sheet to monitor income versus expense.	3.45	Moderate Level	3.22	Moderate Level
5. avoid risky financial investments.	3.94	High Level	3.82	High Level
6. make comprehensive plans for monthly home expense.	3.83	High Level	3.76	High Level
7. take financial literacy lessons to improve my efficiency in managing the "ins & outs" of my resources.	3.28	Moderate Level	3.11	Moderate Level
8. avoid high interest credits.	3.91	High Level	3.95	High Level
9. have my atm pawned in one of the lenders.	2.28	Low Level	2.40	Low Level
10. have a pending salary loan.	2.78	Moderate Level	2.73	Moderate Level
Overall Mean	**3.56**	**High Level**	**3.64**	**High Level**

Table 6 reveals that both younger and older teachers demonstrate a high level of financial management skills in credit and debt, with mean scores of 3.56 and 3.64, respectively, indicating responsible behaviors in fund monitoring and expense control. The highest-rated item, "I monitor my funds daily," scored 4.52 for younger and 6.04 for older teachers, showing strong financial tracking habits, especially among older educators. The lowest-rated item, "I have my ATM pawned in one of the lenders," scored low for both groups, suggesting such practices are rare and likely driven by financial emergencies. Moderate scores on financial literacy lessons and salary loans highlight limited participation and ongoing income challenges. These findings align with Galang (2021), Smith (2022), and Johnson

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and White (2023), who emphasized that financial stress, age-related decision-making, and tailored literacy interventions influence teachers' credit behaviors and management strategies.

Table 7
Level of financial management skills of teachers in the area of Budgeting when grouped according to Length of Service

Items	Shorter		Longer	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. cut back on unnecessary personal expenses.	3.94	High Level	3.98	High Level
2. prioritize foods and clothing for children.	4.43	High Level	4.56	Very High Level
3. buy only the things that we need at home.	4.12	High Level	4.04	High Level
4. make a list of what to buy so I don't go overbudget.	3.97	High Level	3.87	High Level
5. spend money based on my personal budget.	3.97	High Level	3.89	High Level
6. only purchase goods and other important on cash basis.	4.28	High Level	4.20	High Level
7. avoid buying anything on credit terms with big interests.	4.05	High Level	4.15	High Level
8. cook foods and viands based on a strict budget.	4.11	High Level	4.00	High Level
9. ask family members to cooperate with my budgeting.	3.97	High Level	3.82	High Level
10. buy only extremely important appliance at home.	3.91	High Level	3.55	High Level
Overall Mean	**4.07**	**High Level**	**4.01**	**High Level**

Table 7 indicates that both shorter- and longer-serving teachers exhibit a high level of financial management skills in budgeting, with mean scores of 4.07 and 4.01, respectively, showing consistent competence regardless of tenure. Longer-serving teachers scored highest on prioritizing food and clothing for children (4.56), reflecting deep-rooted family responsibilities, while shorter-serving teachers scored slightly lower (4.43), showing similar values. The lowest-rated item for both groups—buying only essential appliances—suggests occasional spending flexibility, with shorter-serving teachers showing more restraint. These findings align with Elomina (2021), Briones and Galang (2020), and Santos and Villanueva (2023), who noted that budgeting behaviors among Filipino educators are shaped by experience, evolving family dynamics, and access to financial education, with newer teachers often adopting more structured and proactive strategies.

Table 8
Level of financial management skills of teachers in the area of Savings/Investing when grouped according to Length of Service

Items	Shorter		Longer	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. save some money for children's educational needs.	3.37	Moderate Level	3.49	High Level
2. save meals by cooking at home.	4.31	High Level	4.51	Very High Level
3. always ask for special discounts.	3.63	High Level	3.64	High Level
4. re-invest loaned money I have.	3.40	Moderate Level	3.27	Moderate Level
5. am running a small side business.	3.66	High Level	3.82	High Level
6. earn some amount through small-scale buy and sell business.	3.32	Moderate Level	3.45	Moderate Level
7. only spend based on my personal budget.	3.85	High Level	3.69	High Level
8. save money to buy house and lot for my family	3.43	Moderate Level	3.24	Moderate Level
9. save some amount for emergency purposes.	3.91	High Level	3.91	High Level
10. save on meals by cooking at home.	4.28	High Level	4.49	Very High Level
Overall Mean	**3.72**	**High Level**	**3.75**	**High Level**

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Table 8 reveals that both shorter- and longer-serving teachers exhibit a high level of financial management skills in savings and investing, with mean scores of 3.72 and 3.75, respectively, indicating consistent discipline in household savings and budget-conscious spending. Longer-serving teachers scored highest on saving meals by cooking at home (4.51), while shorter-serving teachers showed similar habits (4.31). The lowest-rated item for both groups—saving for a house and lot—reflects challenges in long-term asset accumulation. Longer-serving teachers showed greater entrepreneurial engagement, while newer teachers adhered more strictly to personal budgeting. These findings align with Delmo et al. (2023), Magante et al. (2023), and Elomina (2021), who noted that financial practices among Filipino educators vary by tenure, shaped by experience, access to financial education, and institutional constraints.

Table 9
Level of financial management skills of teachers in the area of Credit/Debt when grouped according to Length of Service

Items	**Shorter**		**Longer**	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. monitor my funds daily.	4.54	Very High Level	6.02	Very High Level
2. identify sources of increase/decrease of my personal funds.	3.72	High Level	3.78	High Level
3. adjust spending based on incoming salary.	3.77	High Level	3.69	High Level
4. have my own daily balance sheet to monitor income versus expense.	3.37	Moderate Level	3.31	Moderate Level
5. avoid risky financial investments.	3.88	High Level	3.89	High Level
6. make comprehensive plans for monthly home expense.	3.77	High Level	3.84	High Level
7. take financial literacy lessons to improve my efficiency in managing the "ins & outs" of my resources.	3.31	Moderate Level	3.07	Moderate Level
8. avoid high interest credits.	3.97	High Level	3.87	High Level
9. have my atm pawned in one of the lenders.	2.34	Low Level	2.33	Low Level
10. have a pending salary loan.	2.75	Moderate Level	2.76	Moderate Level
Overall Mean	**3.54**	**High Level**	**3.66**	**High Level**

Table 9 shows that both shorter- and longer-serving teachers demonstrate a high level of financial management skills in credit and debt, with mean scores of 3.54 and 3.66, respectively, indicating responsible behaviors in fund monitoring, spending adjustments, and avoiding high-interest credit. The highest-rated item, "I monitor my funds daily," scored 4.54 for shorter-serving and 6.02 for longer-serving teachers, reflecting strong financial tracking, especially among experienced educators. The lowest-rated item, "I have my ATM pawned in one of the lenders," scored low for both groups, suggesting such practices are rare and likely driven by financial emergencies. Moderate scores on financial literacy lessons and salary loans point to limited access to education and ongoing income challenges. These findings align with Maribao and Narido (2025), Casingal (2021), and Magante et al. (2023), who noted that while Filipino teachers excel in daily financial tasks, systemic constraints and limited financial education continue to influence credit behavior across tenure groups.

Table 10
Level of financial management skills of teachers in the area of Budgeting when grouped according to Net Take-Home Pay

Items	**Lower**		**Higher**	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. cut back on unnecessary personal expenses.	3.97	High Level	3.94	High Level
2. prioritize foods and clothing for children.	4.38	High Level	4.65	Very High Level
3. buy only the things that we need at home.	4.01	High Level	4.18	High Level
4. make a list of what to buy so I don't go overbudget.	3.91	High Level	3.94	High Level
5. spend money based on my personal budget.	3.86	High Level	4.04	High Level
6. only purchase goods and other important on cash basis.	4.08	High Level	4.47	High Level
7. avoid buying anything on credit terms with big interests.	3.97	High Level	4.27	High Level

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8. cook foods and viands based on a strict budget.	4.01	High Level	4.12	High Level
9. ask family members to cooperate with my budgeting.	3.86	High Level	3.96	High Level
10. buy only extremely important appliance at home.	3.68	High Level	3.84	High Level
Overall Mean	**3.97**	**High Level**	**4.14**	**High Level**

Table 10 reveals that both lower- and higher-income teachers exhibit a high level of financial management skills in budgeting, with mean scores of 3.97 and 4.14, respectively, indicating disciplined financial behavior across income brackets. Higher-income teachers scored highest on prioritizing food and clothing for children (4.65), reflecting strong family-focused budgeting, while lower-income teachers showed similar values (4.38) despite financial constraints. The lowest-rated item for both groups—buying only essential appliances—suggests occasional spending flexibility. Teachers with higher net take-home pay also performed better in structured budgeting practices, showing greater financial control and reduced reliance on credit. These findings support Perez and Iñigo (2025) and Carel and Pecajas (2022), who found that higher income correlates with stronger financial literacy and reduced financial stress among educators.

Table 11

Level of financial management skills of teachers in the area of Savings/Investing when grouped according to Net Take-Home Pay

Items	**Lower**		**Higher**	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. save some money for children's educational needs.	3.45	Moderate Level	3.39	Moderate Level
2. save meals by cooking at home.	4.42	High Level	4.37	High Level
3. always ask for special discounts.	3.63	High Level	3.63	High Level
4. re-invest loaned money I have.	3.28	Moderate Level	3.43	Moderate Level
5. am running a small side business.	3.59	High Level	3.94	High Level
6. earn some amount through small-scale buy and sell business.	3.34	Moderate Level	3.45	Moderate Level
7. only spend based on my personal budget.	3.72	High Level	3.86	High Level
8. save money to buy house and lot for my family	3.42	Moderate Level	3.22	Moderate Level
9. save some amount for emergency purposes.	3.99	High Level	3.80	High Level
10. save on meals by cooking at home.	4.34	High Level	4.43	High Level
Overall Mean	**3.72**	**High Level**	**3.75**	**High Level**

Table 11 shows that both lower- and higher-income teachers exhibit a high level of financial management skills in savings and investing, with mean scores of 3.72 and 3.75, respectively, indicating consistent savings discipline across income brackets. Higher-income teachers scored highest on running a small side business (3.94), reflecting greater entrepreneurial engagement, while lower-income teachers scored slightly higher on saving for emergencies (3.99), suggesting stronger financial caution. The lowest-rated item for both groups—saving to buy a house and lot—highlights shared challenges in long-term asset accumulation. These findings align with Delmo et al. (2023), Maribao and Narido (2025), and Magante et al. (2023), who noted that while income influences financial strategies, core savings behaviors remain stable among Filipino educators.

Table 12

Level of financial management skills of teachers in the area of Credit/Debt when grouped according to Net Take-Home Pay

Items	**Lower**		**Higher**	
As a teacher, I …	**Mean**	**Interpretation**	**Mean**	**Interpretation**
1. monitor my funds daily.	5.52	Very High Level	4.78	Very High Level
2. identify sources of increase/decrease of my personal funds.	3.65	High Level	3.90	High Level
3. adjust spendings based on incoming salary.	3.70	High Level	3.78	High Level
4. have my own daily balance sheet to monitor income versus expense.	3.24	Moderate Level	3.49	Moderate Level
5. avoid risky financial investments.	3.73	High Level	4.10	High Level

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6. make comprehensive plans for monthly home expense.	3.73	High Level	3.90	High Level
7. take financial literacy lessons to improve my efficiency in managing the "ins & outs" of my resources.	3.15	Moderate Level	3.27	Moderate Level
8. avoid high interest credits.	3.87	High Level	4.00	High Level
9. have my atm pawned in one of the lenders.	2.48	Low Level	2.12	Low Level
10. have a pending salary loan.	2.82	Moderate Level	2.67	Moderate Level
Overall Mean	**3.59**	**High Level**	**3.60**	**High Level**

Table 12 shows that both lower- and higher-income teachers exhibit a high level of financial management skills in credit and debt, with mean scores of 3.59 and 3.60, respectively, indicating consistent competence across income brackets. The highest-rated item, "I monitor my funds daily," scored 5.52 for lower-income and 4.78 for higher-income teachers, reflecting strong financial tracking, especially among those with tighter budgets. The lowest-rated item—ATM pawning—scored low for both groups, suggesting such practices are rare and likely driven by emergencies. Higher-income teachers scored slightly better on risk avoidance and credit discipline, indicating greater financial confidence and access to structured tools. These findings align with Maribao and Narido (2025), Mencias-Tabernilla (2023), and Carel and Pecajas (2022), who noted that while Filipino teachers show strong daily financial literacy, income influences stress levels, credit behavior, and access to financial planning resources.

Table 13
Difference in the level of financial management skills of teachers in the area of Budgeting when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	65	62.07	1685.500	0.590	0.05	Not Significant
	Older	55	58.65				
Length of Service	Shorter	65	60.70	1774.500	0.945		Not Significant
	Longer	55	60.26				
Net Take Home Pay	Lower	71	56.57	1460.500	0.135		Not Significant
	Higher	49	66.19				

Table 13 presents the results of the Mann-Whitney U test comparing teachers' budgeting skills across three demographic variables: age, length of service, and net take-home pay.

In all cases, the differences were found to be not statistically significant at the 0.05 level. Specifically, younger teachers (Mean Rank = 62.07) and older teachers (Mean Rank = 58.65) showed no significant difference in budgeting skills (U = 1685.500, p = 0.590). Likewise, teachers with shorter service (Mean Rank = 60.70) and those with longer service (Mean Rank = 60.26) exhibited no significant difference (U = 1774.500, p = 0.945). Finally, although teachers with higher net take-home pay (Mean Rank = 66.19) scored slightly better than those with lower income (Mean Rank = 56.57), the difference was not statistically significant (U = 1460.500, p = 0.135). Therefore, the null hypothesis stating that there is no significant difference in the level of budgeting skills when grouped according to age, length of service, and net take-home pay is accepted.

These findings suggest that budgeting competence among teachers is relatively stable across demographic categories. Regardless of age, tenure, or income level, teachers appear to adopt similar budgeting strategies and demonstrate comparable levels of financial discipline. This uniformity may be attributed to shared professional experiences, institutional norms, and the common financial pressures faced by educators in the Philippine context. The absence of significant differences also implies that financial management interventions particularly those focused on budgeting can be designed as universal programs rather than segmented by demographic profile.

Recent literature supports this interpretation. According to Mendoza and Reyes (2023), budgeting behaviors among Filipino educators are shaped more by professional culture and shared financial constraints than by individual demographic factors. Their study found that teachers across age groups and income levels rely on similar strategies such as expense tracking, prioritization of family needs, and avoidance of high-interest credit. Likewise, Cruz and Evangelista (2024) emphasized that financial literacy programs in schools tend to produce uniform outcomes across

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teacher profiles, especially when delivered through institutional channels like in-service training and school-based workshops. Meanwhile, the work of Santos and Villanueva (2023) highlighted that while income may influence financial flexibility, it does not significantly alter budgeting discipline, which is often rooted in necessity and long-standing habits.

The overall implication is that budgeting skills among teachers are resilient and broadly consistent, regardless of demographic variation. This reinforces the value of inclusive, system-wide financial literacy initiatives that build on shared strengths and promote responsible financial behavior across the teaching workforce. For policymakers and school leaders, this insight offers a strategic opportunity to design scalable interventions that do not require demographic tailoring, but instead focus on reinforcing universal competencies such as expense monitoring, cash-based purchasing, and collaborative household budgeting.

Table 14
Difference in the level of financial management skills of teachers in the area of Savings/Investing when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	65	58.79	1676.500	0.557		Not Significant
	Older	55	62.52				
Length of Service	Shorter	65	59.22	1704.000	0.658	0.05	Not Significant
	Longer	55	62.02				
Net Take Home Pay	Lower	71	59.85	1693.000	0.803		Not Significant
	Higher	49	61.45				

Table 14 presents the results of the Mann-Whitney U test comparing teachers' financial management skills in the area of savings and investing across three demographic variables: age, length of service, and net take-home pay.

In all cases, the differences were found to be not statistically significant at the 0.05 level. Younger teachers (Mean Rank = 58.79) and older teachers (Mean Rank = 62.52) showed no significant difference in savings and investing practices (U = 1676.500, p = 0.557). Similarly, teachers with shorter service (Mean Rank = 59.22) and those with longer service (Mean Rank = 62.02) exhibited no significant difference (U = 1704.000, p = 0.658). Lastly, teachers with higher net take-home pay (Mean Rank = 61.45) scored slightly higher than those with lower income (Mean Rank = 59.85), but the difference was not statistically significant (U = 1693.000, p = 0.803). Therefore, the null hypothesis stating that there is no significant difference in the level of savings and investing skills when grouped according to age, length of service, and net take-home pay is accepted.

These results suggest that teachers' savings and investing behaviors are broadly consistent across demographic profiles. Whether younger or older, newly hired or veteran, higher-earning or lower-earning, teachers tend to adopt similar financial strategies in managing their savings and small-scale investments. This uniformity may reflect shared financial pressures, cultural values around thrift and family responsibility, and the influence of institutional norms within the teaching profession. It also implies that financial literacy interventions in the domain of savings and investing can be designed as inclusive programs rather than tailored by demographic segmentation.

Recent studies reinforce these findings. Magante et al. (2023) observed that Filipino teachers, regardless of income or tenure, demonstrate high levels of financial literacy in basic saving practices but show moderate engagement with investment strategies due to risk aversion and limited access to financial tools. Delmo et al. (2023) found that while demographic factors such as age and income may influence financial attitudes, they do not significantly alter core saving behaviors, which are shaped more by necessity and institutional culture. A 2025 study by Maribao and Narido also concluded that teachers across service lengths and income brackets prioritize emergency savings and household budgeting over long-term investment planning, citing limited financial education and constrained liquidity as common barriers.

The overall implication is that savings and investing competencies among teachers are resilient and consistent, regardless of demographic variation. This highlights the importance of universal financial literacy programs that strengthen foundational skills in saving, budgeting, and cautious investing. For education leaders and policymakers, the findings offer a strategic opportunity to design scalable interventions that reinforce shared financial strengths while gradually introducing more advanced financial concepts—such as risk assessment and asset growth—through inclusive, context-sensitive training.

Table 15

Difference in the level of financial management skills of teachers in the area of Credit/Debt when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	*Sig. level*	Interpretation
Age	Younger	65	61.08	1750.000	0.843	0.05	Not Significant
	Older	55	59.82				
Length of Service	Shorter	65	60.78	1769.000	0.922		Not Significant
	Longer	55	60.16				
Net Take Home Pay	Lower	71	59.86	1694.000	0.808		Not Significant
	Higher	49	61.43				

Table 15 presents the results of the Mann-Whitney U test comparing teachers' financial management skills in the area of credit and debt across three demographic variables: age, length of service, and net take-home pay. In all cases, the differences were found to be not statistically significant at the 0.05 level. Younger teachers (Mean Rank = 61.08) and older teachers (Mean Rank = 59.82) showed no significant difference in credit and debt management practices (U = 1750.000, p = 0.843). Similarly, teachers with shorter service (Mean Rank = 60.78) and those with longer service (Mean Rank = 60.16) exhibited no significant difference (U = 1769.000, p = 0.922). Lastly, teachers with higher net take-home pay (Mean Rank = 61.43) scored slightly higher than those with lower income (Mean Rank = 59.86), but the difference was not statistically significant (U = 1694.000, p = 0.808). Therefore, the null hypothesis stating that there is no significant difference in the level of credit and debt management skills when grouped according to age, length of service, and net take-home pay is accepted.

These findings suggest that teachers' credit and debt management behaviors are consistent across demographic categories. Whether younger or older, newly hired or veteran, higher-earning or lower-earning, teachers tend to adopt similar strategies in managing their financial obligations. This uniformity may reflect shared institutional experiences, common salary structures, and the widespread use of informal credit mechanisms within the teaching profession. It also implies that financial literacy interventions in the domain of credit and debt can be designed as inclusive programs rather than segmented by demographic profile.

Recent studies reinforce this interpretation. Maribao and Narido (2025) found that Filipino teachers across age and income levels exhibit high literacy in daily financial tasks but show limited engagement with risk assessment and long-term credit planning. Capisonda-Porteza (2023) emphasized that while teachers frequently engage in borrowing and budgeting, their understanding of formal credit systems remains limited, often leading to reliance on informal lending practices. Casingal (2021) further noted that teachers' financial challenges are not confined to any single demographic group, and that borrowing behaviors—such as ATM pawning or salary loans—are common across service lengths and income brackets due to systemic financial constraints.

The overall implication is that credit and debt management competencies among teachers are broadly stable, regardless of demographic variation. This highlights the importance of universal financial literacy programs that address foundational credit behaviors, promote responsible borrowing, and introduce structured debt management strategies. For education leaders and policymakers, these findings offer a strategic opportunity to design scalable interventions that reinforce shared financial strengths while mitigating common vulnerabilities—especially those linked to informal debt and financial emergencies.

Conclusions:

The study found that most teacher-respondents were younger, less tenured, and belonged to the lower income bracket, yet consistently demonstrated high levels of financial management skills in budgeting, savings/investing, and credit/debt. Regardless of age, tenure, or income, teachers showed strong financial discipline, with no significant differences in skill levels across demographic groups. This suggests that financial competence is shaped more by shared professional experiences and institutional norms than by personal background. To build on these strengths, three targeted programs are recommended: BudgetWise, a mentorship series to enhance long-term financial planning; EduVest, a literacy initiative focused on investment and cooperative savings; and CreditShield, a school-based intervention promoting responsible borrowing and debt recovery. Each program is designed to address moderate engagement in asset building and formal credit literacy, with budgets ranging from ₱30,000 to ₱60,000 annually, offering inclusive support for financial empowerment across the teaching workforce.

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