
Research Article

Financial Literacy and Coping Mechanisms of Public Secondary School Teachers in San Antonio, Zambales

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ABSTRACT

Financial literacy is essential in promoting financial well-being, sound financial decision-making, and resilience, particularly among public school teachers who often face financial challenges arising from limited resources, increasing living expenses, and family responsibilities. This study determined the level of financial literacy and financial coping mechanisms of public secondary school teachers in San Antonio, Zambales and examined the relationship between these variables. It also identified significant differences in financial literacy and financial coping mechanisms when respondents were grouped according to selected profile variables. The study employed a descriptive-correlational quantitative research design involving public secondary school teachers from Angeles National High School, San Antonio National High School, Pundakit High School, and Dalmacio-Pablo Carpio National High School during the Academic Year 2025–2026. Data were gathered through an adapted and modified survey questionnaire based on the OECD/INFE Financial Literacy Framework. The collected data were analyzed using appropriate descriptive and inferential statistical tools. The findings revealed that the respondents demonstrated a high overall level of financial literacy and frequently employed financial coping mechanisms in managing financial challenges. Significant differences were observed in selected dimensions of financial literacy and financial coping mechanisms when respondents were grouped according to profile variables. Furthermore, Pearson Product-Moment Correlation revealed a significant high positive relationship between financial literacy and financial coping mechanisms, indicating that teachers with higher levels of financial literacy tend to adopt more effective financial coping strategies.

The study concludes that financial literacy plays a significant role in shaping the financial coping mechanisms of public secondary school teachers. Strengthening teachers' financial knowledge, financial management skills, and financial decision-making abilities may contribute to improved financial resilience and overall well-being. The findings provide a basis for school administrators and public educational institutions to integrate financial literacy and financial wellness initiatives into institutional support programs and administrative planning. Such initiatives may inform institutional policies and programs

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that promote teachers' financial well-being and strengthen institutional support for long-term financial resilience.

Keywords: *Financial literacy, financial coping mechanisms, public secondary school teachers, descriptive-correlational research, San Antonio, Zambales*

Introduction

Financial literacy has become increasingly important in today's complex economic environment, where individuals are required to make informed decisions regarding budgeting, saving, investing, borrowing, and long-term financial planning. It is widely recognized as a key factor in promoting financial well-being, economic security, and resilience against financial challenges. According to the Organisation for Economic Co-operation and Development (OECD), financial literacy encompasses the knowledge, skills, attitudes, and behaviors necessary for making sound financial decisions and achieving financial well-being. As financial products and services continue to evolve, financial literacy has emerged as an essential life skill that enables individuals to effectively manage resources and navigate financial uncertainties (Organisation for Economic Co-operation and Development [OECD], 2022; Lusardi & Messy, 2023; Goyal & Kumar, 2021).

Among various professional groups, teachers play a crucial role not only in educating learners but also in serving as role models within their communities. As salaried professionals, teachers regularly make financial decisions involving income allocation, debt management, savings, investments, and retirement preparation. Despite their educational background, several studies have reported varying levels of financial literacy among educators, indicating that formal education alone does not necessarily guarantee sound financial management practices. Research suggests that financial literacy significantly influences financial behavior, financial decision-making, and overall financial well-being among teachers and other professionals (Galapon & Bool, 2022; Casingal & Ancho, 2022; Vidal-Sarahina, 2025).

In the Philippine setting, financial literacy has become a growing concern among public school teachers due to increasing living expenses, family responsibilities, debt obligations, and other financial pressures. While

teachers are entrusted with educating future generations, many continue to experience financial challenges that may affect their financial stability and overall well-being. Previous studies involving Filipino teachers revealed that although many possess adequate knowledge of basic financial concepts and budgeting practices, weaknesses remain in areas such as savings, investments, and long-term financial planning (Lopez et al., 2024; Permejo et al., 2024; Zerna, 2024). These circumstances highlight the need to better understand the financial literacy status of teachers and its potential influence on their financial behaviors.

Beyond their role as educators, public school teachers are public servants whose professional responsibilities contribute directly to the delivery of basic education services. Their financial well-being therefore has implications beyond the individual level, as financial stress and instability may affect professional well-being, work engagement, and the sustained performance of their institutional responsibilities. Within the Department of Education, continuing reforms concerning teachers' workload, administrative responsibilities, and professional support further demonstrate the importance of protecting teacher welfare in maintaining effective school operations and public service delivery. From a public administration perspective, supporting teachers' financial well-being may consequently contribute to workforce stability, institutional effectiveness, and the capacity of public schools to deliver educational services consistently.

This institutional perspective is particularly relevant to public secondary school teachers in San Antonio, Zambales, whose financial experiences occur within a specific local socioeconomic and administrative environment. Although financial pressures among teachers are documented nationally, differences in local economic conditions, access to financial services and opportunities, household circumstances, and school-level administrative environments

may shape how teachers manage their financial resources and respond to financial difficulties. Rather than assuming that the experiences of teachers in other regions uniformly represent those in Zambales, examining teachers within their local context provides evidence that may assist school administrators and education authorities in developing context-responsive financial wellness and professional support initiatives.

Financial challenges often compel teachers to adopt various coping mechanisms to manage economic difficulties and maintain financial stability. Financial coping mechanisms refer to the strategies individuals employ when confronted with financial stress or resource limitations. These may include budgetary adjustment measures, income-generating activities, debt-related coping practices, seeking social support, and utilizing psychological or emotional coping strategies. Such mechanisms enable individuals to respond to financial difficulties; however, their effectiveness may vary depending on the individual's financial knowledge, decision-making skills, and capacity to manage available resources effectively (Borres, 2023; Paje, 2023).

Although numerous studies have examined financial literacy and financial behavior, while others have focused on financial stress and coping mechanisms, these variables are often investigated independently. Limited empirical studies have explored the relationship between financial literacy and financial coping mechanisms among public secondary school teachers. Furthermore, no known study has specifically examined these variables among public secondary school teachers in San Antonio, Zambales. This gap in the literature underscores the need to investigate how financial literacy relates to the coping mechanisms employed by teachers in managing financial challenges within the local educational context.

Examining this relationship also provides an institutional basis for identifying support mechanisms that school administrators may consider in promoting teacher financial well-being and strengthening the delivery of educational services.

This study is anchored on the Financial Literacy Theory of Lusardi and Mitchell (2019), which emphasizes that financial knowledge

and understanding influence individuals' financial decisions and behaviors. It is further supported by the Financial Capability Framework, which posits that financial knowledge, skills, and behaviors contribute to an individual's capacity to manage financial resources effectively and achieve financial well-being (Sun et al., 2022; Xiao & Porto, 2021). These theoretical perspectives provide a framework for understanding how financial literacy may influence the financial coping mechanisms utilized by teachers when responding to financial challenges. In the context of public educational institutions, these perspectives also provide a basis for viewing teachers' financial capability as an aspect of employee well-being that may inform administrative support mechanisms, professional development initiatives, and institutional policies designed to sustain an effective public education workforce.

In view of these considerations, this study aimed to determine the level of financial literacy and financial coping mechanisms of public secondary school teachers in San Antonio, Zambales. Specifically, it sought to assess teachers' financial literacy in terms of basic financial knowledge, budgeting management, savings and investment practices, credit and debt management, and financial planning and goal setting. It also determined teachers' financial coping mechanisms in terms of budgetary adjustment measures, income-generating strategies, debt-related coping, social support, and psychological or emotional coping. Furthermore, the study examined significant differences in financial literacy and financial coping mechanisms when respondents were grouped according to selected profile variables and determined the relationship between financial literacy and financial coping mechanisms. The findings served as the basis for the development of a financial literacy enhancement plan for public secondary school teachers.

Methodology

Study Design

This study employed a quantitative descriptive-correlational research design to examine the financial literacy and financial coping mechanisms of public secondary school teachers in San Antonio, Zambales. The descriptive component was utilized to

determine the respondents' profile, level of financial literacy, and financial coping mechanisms. Specifically, financial literacy was assessed in terms of basic financial knowledge, budgeting management, savings and investment practices, credit and debt management, and financial planning and goal setting, while financial coping mechanisms were examined in terms of budgetary adjustment measures, income-generating strategies, debt-related coping, social support, and psychological or emotional coping. The correlational component was used to determine the relationship between teachers' financial literacy and financial coping mechanisms, as well as the significant differences in these variables when respondents were grouped according to selected demographic characteristics.

Sample/Population of the Study

The respondents of the study consisted of 127 public secondary school teachers from Angeles National High School, San Antonio National High School, Pundakit High School, and Dalmacio-Pablo Carpio National High School during the Academic Year 2025–2026. A complete enumeration sampling technique, also known as total population sampling, was employed in the study. Since the total number of public secondary school teachers from the four selected schools was 127, all teachers who met the inclusion criteria and were available during the conduct of the study were included as respondents. This approach ensured that the entire target population was represented, thereby providing comprehensive information regarding the financial literacy and financial coping mechanisms of public secondary school teachers in San Antonio, Zambales.

Data Gathering Tools

Data were collected using an adapted and modified survey questionnaire based on the OECD/INFE Financial Literacy Framework and related literature on financial coping mechanisms. The instrument consisted of three parts. Part I gathered the demographic profile of the respondents. Part II measured financial literacy in terms of basic financial knowledge, budgeting management, savings and investment practices, credit and debt management, and

financial planning and goal setting. Part III assessed financial coping mechanisms in terms of budgetary adjustment measures, income-generating strategies, debt-related coping, social support, and psychological or emotional coping.

Prior to its administration, the adapted and modified questionnaire underwent expert validation by four validators, consisting of three thesis panel members and the researcher's thesis adviser, to assess the relevance, clarity, appropriateness, and alignment of the items with the objectives and variables of the study. Their comments and recommendations were considered in refining the instrument before pilot testing and final administration.

To establish the reliability of the instrument, a pilot test was conducted and the results were analyzed using Cronbach's Alpha through SPSS version 25.0. The Financial Literacy section obtained excellent reliability, with a sub-total Cronbach's Alpha of .913. Its indicators also showed good to excellent reliability: Basic Financial Knowledge (.898), Budget Management (.900), Savings and Investment Practices (.914), Credit and Debt Management (.916), and Financial Planning and Goal Setting (.936). Likewise, the Financial Coping Mechanisms section obtained excellent reliability, with a sub-total Cronbach's Alpha of .901. Its indicators also showed good to excellent reliability: Budgetary Adjustment Measures (.929), Income-Generating Strategies (.850), Debt-Related Coping (.901), Social Support (.936), and Psychological/Emotional Coping (.890). The overall reliability coefficient of the instrument was .907, interpreted as excellent, indicating that the questionnaire had high internal consistency and was suitable for use in the study.

Data Gathering Procedures

The researcher first secured the necessary permissions from the concerned authorities and school administrators before conducting the study. Upon approval, the validated survey questionnaire was distributed to the identified respondents from the selected public secondary schools in San Antonio, Zambales. The purpose of the study was explained to the respondents, and their voluntary participation was sought prior to answering the questionnaire.

The accomplished questionnaires were subsequently retrieved, checked for completeness and accuracy, organized, and prepared for statistical analysis.

Treatment of Data

The collected data were analyzed using both descriptive and inferential statistical tools. Frequency counts and percentages were used to describe the demographic profile of the respondents. Mean, standard deviation, and overall weighted mean were utilized to determine the level of financial literacy and financial coping mechanisms of the teacher-respondents. One-Way Analysis of Variance (ANOVA) was employed to determine significant differences in financial literacy and financial coping mechanisms when respondents were grouped according to selected profile variables. Pearson Product-Moment Correlation (Pearson r) was used to determine the significant relationship between teachers' financial literacy and financial coping mechanisms. All inferential statistical analyses were tested at the 0.05 level of significance.

The assumptions associated with the application of One-Way Analysis of Variance and Pearson Product-Moment Correlation, particularly normality, homogeneity of variance, and linearity, were not formally tested prior to the statistical analyses. Accordingly, the results obtained from these parametric inferential procedures should be interpreted with appropriate caution and within this methodological limitation. Nevertheless, the statistical procedures

were applied consistently with the descriptive-correlational design and the objectives of the study.

Ethical Considerations

Ethical principles were strictly observed throughout the conduct of the study. Participation in the study was voluntary, and informed consent was secured from all respondents prior to data collection. The respondents were informed of the purpose of the study and were assured that their responses would be treated with utmost confidentiality and used solely for academic and research purposes. Anonymity was maintained by excluding personally identifiable information from the data gathering instrument and data analysis. The researcher likewise ensured that no participant was exposed to any physical, psychological, or professional risk during the conduct of the study. All collected data were handled responsibly and stored securely to protect the privacy and rights of the respondents. The findings of the study shall be disseminated to relevant stakeholders to support programs and initiatives aimed at improving teachers' financial well-being.

Results and Discussion

Summary: Teachers' Level of Financial Literacy

Table 1 shows the teacher's level of financial literacy in terms of the five (5) dimensions in the instrument.

Table 1.
Summary on the Teachers' Level of Financial Literacy

Dimensions		Overall Weighted Mean	SD	Descriptive Equivalent	Rank
1	Basic Financial Knowledge	3.61	.505	Very High Financial Literacy	1
2	Budget Management	3.47	.618	High Financial Literacy	3
3	Savings and Investment Practices	3.25	.655	High Financial Literacy	5
4	Credit and Debt Management	3.56	.559	Very High Financial Literacy	2
5	Financial Planning and Goal Settings	3.33	.640	High Financial Literacy	4
OWM		3.44	.595	High Financial Literacy	

Legend: 3.50-4.00 (Very High Financial Literacy); 2.50-3.49 (High Financial Literacy); 1.50-2.49 (Moderate Financial Literacy) 1.00-1.49 (Low Financial Literacy)

Teacher-respondents demonstrated very high financial literacy in terms of basic financial knowledge, which obtained the highest overall weighted mean of 3.61 (SD = .505), ranked 1st, indicating that teachers possess strong foundational understanding of essential financial concepts. Following this, credit and debt management also yielded a very high financial literacy level, with a mean of 3.56 (SD = .559), ranked 2nd, suggesting that teachers are highly competent in managing credit responsibilities and financial obligations. On the other hand, savings and investment practices obtained the lowest mean of 3.25 (SD = .655), ranked 5th, interpreted as high financial literacy, indicating that although teachers are knowledgeable in financial matters, their engagement in savings and investment activities is comparatively less developed. The composite or overall weighted mean of 3.44 (SD = .595), interpreted as "High Financial Literacy," suggests that, in general, teachers exhibit a strong level of financial literacy across all dimensions.

The results reveal that teachers possess a solid foundation in financial literacy, particularly in basic financial knowledge and credit and debt management. This indicates that teachers are well-equipped with the cognitive and behavioral competencies necessary for understanding financial concepts and managing financial obligations effectively. Their high performance in these areas suggests a strong capacity for making informed financial decisions and maintaining financial stability.

However, the relatively lower performance in savings and investment practices highlights a critical gap between financial knowledge and long-term financial behavior. While teachers demonstrate understanding of financial principles, their actual engagement in wealth-building activities such as investing and systematic saving appears limited. This may be influenced by factors such as risk aversion, limited financial resources, or lack of access to investment opportunities. Additionally, moderate results in financial planning and budgeting dimensions suggest that while teachers practice financial management, these practices may

not be consistently structured or strategically implemented.

The findings suggest that teachers' financial literacy is stronger in knowledge and debt management but comparatively weaker in wealth accumulation and long-term financial planning. This indicates a need for targeted financial education programs that emphasize investment participation, strategic financial planning, and sustainable wealth management.

The findings are consistent with the study of Casingal and Ancho (2022) which reported that Filipino teachers exhibit high levels of financial knowledge and are particularly competent in managing debts and understanding financial concepts. However, the study also found that teachers show relatively lower engagement in investment and savings practices, supporting the present results.

Similarly, Permejo et al. (2024) found that while educators demonstrate strong financial awareness and responsibility in handling credit, their participation in long-term financial activities such as investing remains limited. The study emphasized that financial literacy among teachers tends to be more knowledge-based rather than behavior-oriented.

In addition, Verano and Petelo (2024) highlighted that financial literacy is often uneven across domains, with individuals performing better in basic financial knowledge than in more complex areas such as investment and financial planning. This aligns with the current findings, where foundational knowledge ranked highest while savings and investment practices ranked lowest.

Conversely, the findings differ from Kharel (2023), who found that individuals with higher financial literacy are more likely to actively participate in investment markets and long-term financial planning. The discrepancy suggests that contextual factors such as income constraints, financial access, and socio-economic conditions may influence the extent to which teachers translate financial knowledge into practice. The literature supports the conclusion that while teachers demonstrate strong foundational financial literacy, there is a need to enhance their engagement in savings, investment,

and long-term financial planning to achieve a more comprehensive and balanced financial competence.

Summary: Teachers' Financial Coping Mechanism

Table 2 shows the teacher's financial coping mechanism in terms of the five (5) dimensions in the instrument.

Table 2.

Summary on the Teachers' Financial Coping Mechanism

Dimensions		Overall Weighted Mean	SD	Descriptive Equivalent	Rank
1	Budgetary Adjustment Measures	3.62	.544	Always	1
2	Income-Generating Strategies	3.17	.927	Often	4
3	Debt-Related Coping	3.25	.842	Often	3
4	Social Support	3.12	.894	Often	5
5	Psychological/Emotional Coping	3.58	.543	Always	2
OWM		3.35	.750	Often	

Legend: 3.50-4.00 (Always); 2.50-3.49 (Often); 1.50-2.49 (Seldom) 1.00-1.49 (Never)

Teacher-respondents always employ budgetary adjustment measures, which obtained the highest overall weighted mean of 3.62 (SD = .544), ranked 1st, indicating that teachers consistently rely on controlling and reallocating expenses as their primary financial coping strategy. Following this, psychological/emotional coping also yielded a high mean of 3.58 (SD = .543), ranked 2nd, suggesting that teachers maintain strong emotional resilience and positive mindset when dealing with financial challenges. On the other hand, social support obtained the lowest mean of 3.12 (SD = .894), ranked 5th, interpreted as "Often," indicating that while teachers seek assistance from others, it is the least utilized coping mechanism compared to other strategies. The composite or overall weighted mean of 3.35 (SD = .750), interpreted as "Often," suggests that, in general, teachers moderately utilize various financial coping mechanisms.

The results reveal that teachers primarily rely on internal and controllable strategies, such as budgetary adjustments and psychological resilience, in managing financial difficulties. The prominence of budgetary adjustment measures indicates a practical and immediate approach to financial coping, where teachers prioritize essential expenses and regulate spending to maintain financial stability. This reflects a high level of financial discipline and

adaptability, particularly in situations where income may be limited or fixed.

Similarly, the high ranking of psychological and emotional coping highlights the importance of internal resilience in financial management. Teachers' ability to remain optimistic, motivated, and emotionally stable suggests that they possess strong coping capacities that enable them to withstand financial stress. These internal mechanisms are critical in sustaining well-being and preventing negative financial behaviors driven by stress or anxiety.

However, the lower ranking of social support indicates that teachers are less inclined to rely on external assistance, such as family, peers, or financial experts. This may suggest a preference for self-reliance or could reflect limited access to reliable support systems. Additionally, the moderate engagement in income-generating strategies and debt-related coping suggests that while teachers explore alternative financial solutions, these are not as consistently utilized as internal coping mechanisms.

The findings are supported by the study of Torre et al. (2025) which found that teachers primarily rely on budgeting and personal financial control as key coping mechanisms during financial strain. The study emphasized that teachers tend to prioritize expense management over seeking external assistance, aligning with the present results.

Similarly, Borres (2023) reported that teachers demonstrate strong emotional resilience and self-reliance when facing financial challenges, often depending on internal coping strategies rather than external support systems. This supports the high ranking of psychological/emotional coping in the current findings.

In addition, Miccoli et al. (2026) highlighted that individuals commonly rely on behavioral adjustments, such as budgeting, as their first line of defense against financial difficulties. The study also noted that emotional coping plays a significant role in maintaining

financial well-being, reinforcing the present results.

Conversely, the findings differ from Abiera et al. (2026) who found that individuals who actively seek social and professional financial advice tend to achieve better financial outcomes. The lower reliance on social support in the present study suggests a potential gap in accessing or utilizing external financial guidance among teachers.

Test of Difference on the Teacher's Level of Financial Literacy when Grouped According to their Demographic Profile

Table 3.

Analysis of Variance to Test Difference in the Teachers' Level of Financial Literacy when Grouped According to their Demographic Profile

Analysis of Variance to Test Difference in the Teacher's Level of Financial Literacy in terms of Basic Financial Knowledge when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	.249	1	.249	1.717	.192	Do Not Reject Ho (Not Significant)
	Within Groups	18.106	125	.145			
	Total	18.355	126				
Age	Between Groups	1.504	7	.215	1.518	.168	Do Not Reject Ho (Not Significant)
	Within Groups	16.850	119	.142			
	Total	18.355	126				
Highest Educational Attainment	Between Groups	.375	2	.188	1.293	.278	Do Not Reject Ho (Not Significant)
	Within Groups	17.980	124	.145			
	Total	18.355	126				
Position	Between Groups	.591	4	.148	1.014	.403	Do Not Reject Ho (Not Significant)
	Within Groups	17.764	122	.146			
	Total	18.355	126				
Length of Service	Between Groups	1.644	6	.274	1.967	.076	Do Not Reject Ho (Not Significant)
	Within Groups	16.711	120	.139			
	Total	18.355	126				
	Between Groups	.007	2	.003	.022	.978	Do Not Reject Ho

Monthly Household Income	Within Groups	18.348	124	.148			(Not Significant)
	Total	18.355	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	.653	3	.218	1.511	.215	Do Not Reject Ho (Not Significant)
	Within Groups	17.702	123	.144			
	Total	18.355	126				
Analysis of Variance to Test Difference in the Teacher's Level of Financial Literacy in terms of Budgeting Management when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.750	1	1.750	7.623	.007	Reject Ho (Significant)
	Within Groups	28.693	125	.230			
	Total	30.442	126				
Age	Between Groups	6.890	7	.984	4.973	.000	Reject Ho (Significant)
	Within Groups	23.552	119	.198			
	Total	30.442	126				
Highest Educational Attainment	Between Groups	1.076	2	.538	2.271	.107	Do Not Reject Ho (Not Significant)
	Within Groups	29.366	124	.237			
	Total	30.442	126				
Position	Between Groups	1.844	4	.461	1.967	.104	Do Not Reject Ho (Not Significant)
	Within Groups	28.598	122	.234			
	Total	30.442	126				
Length of Service	Between Groups	8.584	6	1.431	7.854	.000	Reject Ho (Significant)
	Within Groups	21.858	120	.182			
	Total	30.442	126				
Monthly Household Income	Between Groups	.034	2	.017	.070	.932	Do Not Reject Ho (Not Significant)
	Within Groups	30.408	124	.245			
	Total	30.442	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	1.376	3	.459	1.940	.127	Do Not Reject Ho (Not Significant)
	Within Groups	29.067	123	.236			
	Total	30.442	126				
Analysis of Variance to Test Difference in the Teacher's Level of Financial Literacy in terms of Savings and Investment Practices when Grouped According to their Demographic Profile							

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.689	1	1.689	7.141	.009	Reject Ho (Significant)
	Within Groups	29.565	125	.237			
	Total	31.254	126				
Age	Between Groups	7.447	7	1.064	5.318	.000	Reject Ho (Significant)
	Within Groups	23.807	119	.200			
	Total	31.254	126				
Highest Educational Attainment	Between Groups	3.892	2	1.946	8.818	.000	Reject Ho (Significant)
	Within Groups	27.362	124	.221			
	Total	31.254	126				
Position	Between Groups	3.785	4	.946	4.203	.003	Reject Ho (Significant)
	Within Groups	27.469	122	.225			
	Total	31.254	126				
Length of Service	Between Groups	12.080	6	2.013	12.600	.000	Reject Ho (Significant)
	Within Groups	19.175	120	.160			
	Total	31.254	126				
Monthly Household Income	Between Groups	1.360	2	.680	2.821	.063	Do Not Reject Ho (Not Significant)
	Within Groups	29.894	124	.241			
	Total	31.254	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	2.141	3	.714	3.015	.033	Reject Ho (Significant)
	Within Groups	29.113	123	.237			
	Total	31.254	126				
Analysis of Variance to Test Difference in the Teacher's Level of Financial Literacy in terms of Credit and Debt Management when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	.230	1	.230	1.102	.296	Do Not Reject Ho (Not Significant)
	Within Groups	26.123	125	.209			
	Total	26.353	126				
Age	Between Groups	3.342	7	.477	2.469	.021	Reject Ho (Significant)
	Within Groups	23.011	119	.193			

	Total	26.353	126				
Highest Educational Attainment	Between Groups	2.316	2	1.158	5.973	.003	Reject Ho (Significant)
	Within Groups	24.038	124	.194			
	Total	26.353	126				
Position	Between Groups	1.360	4	.340	1.660	.164	Do Not Reject Ho (Not Significant)
	Within Groups	24.993	122	.205			
	Total	26.353	126				
Length of Service	Between Groups	4.840	6	.807	4.500	.000	Reject Ho (Significant)
	Within Groups	21.513	120	.179			
	Total	26.353	126				
Monthly Household Income	Between Groups	.479	2	.239	1.147	.321	Do Not Reject Ho (Not Significant)
	Within Groups	25.875	124	.209			
	Total	26.353	126				
No. of Trainings At- tended Related to Fi- nancial Literacy	Between Groups	1.114	3	.371	1.810	.149	Do Not Reject Ho (Not Significant)
	Within Groups	25.239	123	.205			
	Total	26.353	126				
Analysis of Variance to Test Difference in the Teacher’s Level of Financial Literacy in terms of Financial Planning and Goal Setting when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.613	1	1.613	5.598	.020	Reject Ho (Significant)
	Within Groups	36.017	125	.288			
	Total	37.630	126				
Age	Between Groups	5.876	7	.839	3.146	.004	Reject Ho (Significant)
	Within Groups	31.754	119	.267			
	Total	37.630	126				
Highest Educational Attainment	Between Groups	2.573	2	1.286	4.550	.012	Reject Ho (Significant)
	Within Groups	35.058	124	.283			
	Total	37.630	126				
Position	Between Groups	3.628	4	.907	3.254	.014	Reject Ho (Significant)
	Within Groups	34.003	122	.279			

	Total	37.630	126				
Length of Service	Between Groups	8.716	6	1.453	6.029	.000	Reject Ho (Significant)
	Within Groups	28.915	120	.241			
	Total	37.630	126				
Monthly Household Income	Between Groups	.762	2	.381	1.282	.281	Do Not Reject Ho (Not Significant)
	Within Groups	36.868	124	.297			
	Total	37.630	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	3.638	3	1.213	4.388	.006	Reject Ho (Significant)
	Within Groups	33.992	123	.276			
	Total	37.630	126				

Basic Financial Knowledge

Table 3 shows the difference in the teacher's level of financial literacy in terms of Basic Financial Knowledge when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.192$), age ($p = 0.168$), highest educational attainment ($p = 0.278$), position ($p = 0.403$), length of service ($p = 0.076$), monthly household income ($p = 0.978$), and number of trainings attended related to financial literacy ($p = 0.215$) were all greater than ($>$) the 0.05 level of significance. Hence, the null hypothesis is not rejected for all variables, indicating that there is no statistically significant difference in the teacher's level of financial literacy in terms of basic financial knowledge when grouped according to these demographic profiles. This implies that teachers, regardless of their personal and professional characteristics, exhibit relatively similar levels of foundational financial knowledge

Budgeting Management

Table 3 shows the difference in the teacher's level of financial literacy in terms of Budgeting Management when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.007$), age ($p < .001$), and length of service ($p < .001$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for

these variables, indicating that there is a statistically significant difference in the teacher's level of financial literacy in terms of budgeting management when grouped according to sex, age, and length of service. This indicates that teachers' budgeting practices vary significantly across sex, age, and length-of-service groups.

On the other hand, the p-values for highest educational attainment ($p = 0.107$), position ($p = 0.104$), monthly household income ($p = 0.932$), and number of trainings attended related to financial literacy ($p = 0.127$) were all greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' budgeting management when grouped according to these demographic profiles.

Saving and Investment Practices

Table 3 shows the difference in the teacher's level of financial literacy in terms of Savings and Investment Practices when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.009$), age ($p < .001$), highest educational attainment ($p < .001$), position ($p = 0.003$), length of service ($p < .001$), and number of trainings attended related to financial literacy ($p = 0.033$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically

significant difference in the teacher's level of financial literacy in terms of savings and investment practices when grouped according to these demographic profiles. This indicates that teachers' engagement in savings and investment activities varies significantly across these demographic groups.

On the other hand, the p-value for monthly household income ($p = 0.063$) was greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for this variable, indicating no significant difference in teachers' savings and investment practices when grouped according to monthly household income.

The significant differences in savings and investment practices according to educational attainment and length of service may reflect differences in career stage, accumulated financial experience, professional advancement, and exposure to financial decision-making opportunities among teachers. Recent evidence among Philippine public school teachers similarly indicates that financial outcomes may vary according to educational attainment, teaching position, and years of teaching experience. Teachers at different stages of their careers may face different financial priorities, with early-career teachers balancing immediate household and professional expenses while more experienced teachers may increasingly consider asset accumulation, savings, investment, and retirement preparation. Educational attainment may likewise be associated with differences in professional opportunities and financial awareness, although the present findings should be interpreted as group differences rather than evidence that educational attainment itself causes stronger savings or investment behavior.

Credit and Debt Management

Table 3 shows the difference in the teacher's level of financial literacy in terms of Credit and Debt Management when grouped according to demographic profile of the respondents.

The computed p-values for age ($p = 0.021$), highest educational attainment ($p = 0.003$), and length of service ($p < .001$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables,

indicating that there is a statistically significant difference in the teacher's level of financial literacy in terms of credit and debt management when grouped according to age, educational attainment, and length of service. This indicates that teachers' credit and debt management practices vary significantly according to age, educational attainment, and length of service.

On the other hand, the p-values for sex ($p = 0.296$), position ($p = 0.164$), monthly household income ($p = 0.321$), and number of trainings attended related to financial literacy ($p = 0.149$) were all greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' credit and debt management when grouped according to these demographic profiles.

Financial Planning and Goal Setting

Table 3 shows the difference in the teacher's level of financial literacy in terms of Financial Planning and Goal Setting when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.020$), age ($p = 0.004$), highest educational attainment ($p = 0.012$), position ($p = 0.014$), length of service ($p < .001$), and number of trainings attended related to financial literacy ($p = 0.006$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically significant difference in the teacher's level of financial literacy in terms of financial planning and goal setting when grouped according to these demographic profiles. This indicates that teachers' financial planning and goal-setting practices vary significantly across these demographic groups.

On the other hand, the p-value for monthly household income ($p = 0.281$) was greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for this variable, indicating no significant difference in teachers' financial planning and goal setting when grouped according to monthly household income.

Test of Difference on the Teacher's Financial Coping Mechanism when Grouped According to their Demographic Profile

Table 4.

Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism when Grouped According to their Demographic Profile

Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism in terms of Budgetary Adjustment Measures when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	.471	1	.471	2.486	.117	Do Not Reject Ho (Not Significant)
	Within Groups	23.667	125	.189			
	Total	24.138	126				
Age	Between Groups	2.437	7	.348	1.909	.074	Do Not Reject Ho (Not Significant)
	Within Groups	21.701	119	.182			
	Total	24.138	126				
Highest Educational Attainment	Between Groups	.444	2	.222	1.161	.316	Do Not Reject Ho (Not Significant)
	Within Groups	23.694	124	.191			
	Total	24.138	126				
Position	Between Groups	.212	4	.053	.271	.896	Do Not Reject Ho (Not Significant)
	Within Groups	23.926	122	.196			
	Total	24.138	126				
Length of Service	Between Groups	2.151	6	.359	1.957	.077	Do Not Reject Ho (Not Significant)
	Within Groups	21.987	120	.183			
	Total	24.138	126				
Monthly Household Income	Between Groups	.257	2	.129	.667	.515	Do Not Reject Ho (Not Significant)
	Within Groups	23.881	124	.193			
	Total	24.138	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	.805	3	.268	1.415	.242	Do Not Reject Ho (Not Significant)
	Within Groups	23.333	123	.190			
	Total	24.138	126				
Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism in terms of Income-Generating Strategies when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	2.682	1	2.682	4.086	.045	Reject Ho

	Within Groups	82.044	125	.656			(Significant)
	Total	84.726	126				
Age	Between Groups	3.802	7	.543	.799	.590	Do Not Reject Ho (Not Significant)
	Within Groups	80.924	119	.680			
	Total	84.726	126				
Highest Educational Attainment	Between Groups	7.869	2	3.935	6.348	.002	Reject Ho (Significant)
	Within Groups	76.857	124	.620			
	Total	84.726	126				
Position	Between Groups	5.732	4	1.433	2.213	.071	Do Not Reject Ho (Not Significant)
	Within Groups	78.994	122	.647			
	Total	84.726	126				
Length of Service	Between Groups	8.470	6	1.412	2.221	.046	Reject Ho (Significant)
	Within Groups	76.256	120	.635			
	Total	84.726	126				
Monthly Household Income	Between Groups	4.131	2	2.066	3.178	.045	Reject Ho (Significant)
	Within Groups	80.595	124	.650			
	Total	84.726	126				
No. of Trainings Attended Related to Financial Literacy	Between Groups	8.134	3	2.711	4.354	.006	Reject Ho (Significant)
	Within Groups	76.592	123	.623			
	Total	84.726	126				
Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism in terms of Debt-Related Coping when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	1.637	1	1.637	4.360	.039	Reject Ho (Significant)
	Within Groups	46.932	125	.375			
	Total	48.569	126				
Age	Between Groups	2.587	7	.370	.956	.466	Do Not Reject Ho (Not Significant)
	Within Groups	45.982	119	.386			
	Total	48.569	126				
	Between Groups	3.153	2	1.577	4.305	.016	Reject Ho

Highest Educational At- tainment	Within Groups	45.415	124	.366			(Significant)
	Total	48.569	126				
Position	Between Groups	5.507	4	1.377	3.900	.005	Reject Ho (Significant)
	Within Groups	43.062	122	.353			
	Total	48.569	126				
Length of Service	Between Groups	5.019	6	.836	2.305	.038	Reject Ho (Significant)
	Within Groups	43.550	120	.363			
	Total	48.569	126				
Monthly Household In- come	Between Groups	5.804	2	2.902	8.415	.000	Reject Ho (Significant)
	Within Groups	42.765	124	.345			
	Total	48.569	126				
No. of Trainings At- tended Related to Fi- nancial Literacy	Between Groups	2.170	3	.723	1.917	.130	Do Not Reject Ho (Not Significant)
	Within Groups	46.399	123	.377			
	Total	48.569	126				
Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism in terms of Social Support when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / In- terpretation
Sex	Between Groups	.630	1	.630	1.125	.291	Do Not Reject Ho (Not Significant)
	Within Groups	69.943	125	.560			
	Total	70.573	126				
Age	Between Groups	8.841	7	1.263	2.435	.023	Reject Ho (Significant)
	Within Groups	61.731	119	.519			
	Total	70.573	126				
Highest Educational At- tainment	Between Groups	1.549	2	.774	1.391	.253	Do Not Reject Ho (Not Significant)
	Within Groups	69.024	124	.557			
	Total	70.573	126				
Position	Between Groups	3.318	4	.830	1.505	.205	Do Not Reject Ho (Not Significant)
	Within Groups	67.254	122	.551			
	Total	70.573	126				
Length of Service	Between Groups	10.204	6	1.701	3.381	.004	Reject Ho

	Within Groups	60.368	120	.503			(Significant)
	Total	70.573	126				
Monthly Household In- come	Between Groups	.004	2	.002	.003	.997	Do Not Reject Ho (Not Significant)
	Within Groups	70.569	124	.569			
	Total	70.573	126				
No. of Trainings At- tended Related to Fi- nancial Literacy	Between Groups	1.298	3	.433	.768	.514	Do Not Reject Ho (Not Significant)
	Within Groups	69.274	123	.563			
	Total	70.573	126				
Analysis of Variance to Test Difference in the Teacher's Financial Coping Mechanism in terms of Psychological/Emotional Coping when Grouped According to their Demographic Profile							
Sources of Variations		SS	df	MS	F	Sig.	Decision / In- terpretation
Sex	Between Groups	.940	1	.940	5.027	.027	Reject Ho (Significant)
	Within Groups	23.369	125	.187			
	Total	24.309	126				
Age	Between Groups	4.043	7	.578	3.392	.002	Reject Ho (Significant)
	Within Groups	20.265	119	.170			
	Total	24.309	126				
Highest Educational At- tainment	Between Groups	2.286	2	1.143	6.435	.002	Reject Ho (Significant)
	Within Groups	22.023	124	.178			
	Total	24.309	126				
Position	Between Groups	.940	4	.235	1.227	.303	Do Not Reject Ho (Not Significant)
	Within Groups	23.368	122	.192			
	Total	24.309	126				
Length of Service	Between Groups	4.116	6	.686	4.076	.001	Reject Ho (Significant)
	Within Groups	20.193	120	.168			
	Total	24.309	126				
Monthly Household In- come	Between Groups	.143	2	.072	.368	.693	Do Not Reject Ho (Not Significant)
	Within Groups	24.165	124	.195			
	Total	24.309	126				
	Between Groups	.435	3	.145	.748	.526	

No. of Trainings Attended Related to Financial Literacy	Within Groups	23.873	123	.194			Do Not Reject Ho (Not Significant)
	Total	24.309	126				

Budgetary Adjustment Measures

Table 4 shows the difference in the teacher's financial coping mechanism in terms of Budgetary Adjustment Measures when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.117$), age ($p = 0.074$), highest educational attainment ($p = 0.316$), position ($p = 0.896$), length of service ($p = 0.077$), monthly household income ($p = 0.515$), and number of trainings attended related to financial literacy ($p = 0.242$) were all greater than ($>$) the 0.05 level of significance. Hence, the null hypothesis is not rejected for all variables, indicating that there is no statistically significant difference in the teacher's financial coping mechanism in terms of budgetary adjustment measures when grouped according to these demographic profiles. This implies that teachers, regardless of their personal and professional characteristics, consistently employ similar budgeting adjustment strategies.

Income-Generating Strategies

Table 4 shows the difference in the teacher's financial coping mechanism in terms of Income-Generating Strategies when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.045$), highest educational attainment ($p = 0.002$), length of service ($p = 0.046$), monthly household income ($p = 0.045$), and number of trainings attended related to financial literacy ($p = 0.006$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically significant difference in the teacher's financial coping mechanism in terms of income-generating strategies when grouped according to these demographic profiles. This indicates that teachers' engagement in income-generating strategies varies significantly across these demographic groups.

On the other hand, the p-values for age ($p = 0.590$) and position ($p = 0.071$) were greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' income-generating strategies when grouped according to age and position.

Debt-Related Coping

Table 4 shows the difference in the teacher's financial coping mechanism in terms of Debt-Related Coping when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.039$), highest educational attainment ($p = 0.016$), position ($p = 0.005$), length of service ($p = 0.038$), and monthly household income ($p < .001$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically significant difference in the teacher's financial coping mechanism in terms of debt-related coping when grouped according to these demographic profiles. This indicates that teachers' use of debt-related coping strategies varies significantly across these demographic groups.

On the other hand, the p-values for age ($p = 0.466$) and number of trainings attended related to financial literacy ($p = 0.130$) were greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' debt-related coping when grouped according to age and financial literacy training.

The significant differences in debt-related coping according to educational attainment, position, length of service, and monthly household income may also reflect differences in teachers' career and financial circumstances. Teachers with varying lengths of government service and positions may differ in salary levels, accumulated financial obligations, access to credit, household responsibilities, and long-term financial priorities. Educational attainment may further intersect with career

progression and professional opportunities, while household income may affect the extent to which teachers rely on borrowing or other debt-related strategies when responding to financial pressures. These findings reinforce the need for differentiated financial wellness interventions rather than assuming that teachers across career stages and socioeconomic circumstances experience and manage debt in the same manner.

These demographic differences should also be understood within the evolving compensation environment of Philippine public-sector employees. Executive Order No. 64, s. 2024 established an updated salary schedule for civilian government personnel to be implemented in four tranches, with the third tranche taking effect on January 1, 2026 (Department of Budget and Management [DBM], 2026). The third tranche took effect on January 1, 2026, during the period relevant to the present study. Such compensation adjustments provide an important socioeconomic context for interpreting differences associated with position and length of service, since teachers situated at different salary grades, career stages, and step levels may experience changes in disposable income and financial capacity differently. Nevertheless, salary adjustments do not necessarily eliminate differences in household obligations, indebtedness, savings priorities, or investment opportunities. Thus, the significant demographic differences observed in the present study support the importance of financial interventions that are responsive to teachers' varying career and socioeconomic circumstances.

Social Support

Table 4 shows the difference in the teacher's financial coping mechanism in terms of Social Support when grouped according to demographic profile of the respondents.

The computed p-values for age ($p = 0.023$) and length of service ($p = 0.004$) were less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically significant difference in the teacher's financial coping mechanism in terms of social support when grouped according to age and length of service. This indicates that teachers' use of social support in

managing financial challenges varies significantly according to age and length of service.

On the other hand, the p-values for sex ($p = 0.291$), highest educational attainment ($p = 0.253$), position ($p = 0.205$), monthly household income ($p = 0.997$), and number of trainings attended related to financial literacy ($p = 0.514$) were all greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' financial coping mechanism in terms of social support when grouped according to these demographic profiles.

Psychological/Emotional Coping

Table 4 shows the difference in the teacher's financial coping mechanism in terms of Psychological/Emotional Coping when grouped according to demographic profile of the respondents.

The computed p-values for sex ($p = 0.027$), age ($p = 0.002$), highest educational attainment ($p = 0.002$), and length of service ($p = 0.001$) were all less than ($<$) the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables, indicating that there is a statistically significant difference in the teacher's financial coping mechanism in terms of psychological/emotional coping when grouped according to these demographic profiles. This indicates that teachers' psychological and emotional coping responses vary significantly across these demographic groups.

On the other hand, the p-values for position ($p = 0.303$), monthly household income ($p = 0.693$), and number of trainings attended related to financial literacy ($p = 0.526$) were all greater than ($>$) the 0.05 level of significance. Therefore, the null hypothesis is not rejected for these variables, indicating no significant difference in teachers' psychological/emotional coping when grouped according to these demographic characteristics.

Test of Relationship Between Teacher's Level of Financial Literacy and Financial Coping Mechanism

Table 5 shows the Pearson product moment coefficient of correlation to test relationship between teacher's level of financial literacy and financial coping mechanisms.

Table 5.

Pearson Product Moment Coefficient of Correlation to test Relationship Between Teacher's Level of Financial Literacy and Financial Coping Mechanism

Sources of Correlations		Teacher's Level of Financial Literacy	Teacher's Financial Coping Mechanism	Decision/ Interpretation
Teacher's Level of Financial Literacy	Pearson Correlation	1	.648**	High Positive Correlation, Significant relationship (Reject H ₀)
	Sig. (2-tailed)		< .001	
	N	127	127	
Teacher's Financial Coping Mechanism	Pearson Correlation	.648**	1	
	Sig. (2-tailed)	< .001		
	N	127	127	
**. Correlation is significant at the 0.01 level (2-tailed).				

The computed Pearson r value of 0.648 indicates a high positive correlation between the teacher's level of financial literacy and their financial coping mechanism. This suggests that as teachers' financial literacy increases, their ability to employ effective financial coping strategies also tends to improve. Furthermore, the computed p -value was less than .001, indicating that the relationship was statistically significant (2-tailed). Therefore, the null hypothesis was rejected, indicating that there is a statistically significant relationship between teachers' level of financial literacy and their financial coping mechanism.

The findings reveal that financial literacy is significantly associated with teachers' financial coping behaviors. The strong positive correlation suggests that teachers who possess higher levels of financial knowledge, skills, and understanding are more capable of managing financial challenges effectively. This includes the ability to budget, save, invest, manage debt, and utilize appropriate coping strategies such as income generation and financial planning.

This relationship highlights the functional value of financial literacy as not merely a cognitive construct but a practical competency that is significantly associated with financial behavior. Teachers with higher financial literacy are more likely to make informed financial decisions, anticipate financial risks, and adopt proactive coping mechanisms. In contrast, those

with lower financial literacy may struggle to implement effective strategies, potentially leading to financial stress or instability.

Moreover, the significance of the relationship underscores the importance of integrating financial literacy into professional development programs for teachers. Higher financial knowledge is associated with improved financial behaviors, which may contribute to overall financial well-being. This also suggests that interventions aimed at improving financial coping mechanisms should prioritize strengthening financial literacy as a foundational component.

From a public administration perspective, the significant relationship between financial literacy and financial coping mechanisms has implications beyond teachers' personal financial well-being. Public school teachers constitute an essential component of the government workforce responsible for the delivery of basic education services. Strengthening their financial capability may therefore be considered part of institutional efforts to support employee well-being, workforce stability, and sustained professional functioning. Although the present study did not directly measure bureaucratic productivity or public service delivery, its findings provide an empirical basis for school administrators and education authorities to consider financial wellness as an element of human resource support and

professional development. Integrating context-responsive financial literacy initiatives into institutional programs may consequently strengthen organizational support for teachers and contribute to the effective and sustainable delivery of public education services.

The findings are supported by Chethan and B S (2025) who emphasized that financial literacy significantly influences financial behavior, including saving, budgeting, and managing financial risks. Their study highlighted that individuals with higher financial literacy are more likely to engage in responsible and effective financial practices.

Similarly, Hasvi and Anistia (2025) found that financial knowledge is a strong predictor of financial coping behaviors, particularly in managing financial stress and making sound financial decisions. The study emphasized that individuals with higher financial literacy are better equipped to handle financial challenges.

Furthermore, Lusardi and Messy (2023) noted that financial literacy enhances individuals' ability to respond effectively to financial shocks by adopting appropriate coping mechanisms. This supports the present finding of a strong relationship between financial literacy and financial coping.

Conversely, the findings differ from Adekunle et al. (2025) who suggested that financial behavior may also be influenced by external factors such as access to financial services and socio-economic conditions, not solely financial literacy. While these factors remain relevant, the present study demonstrates that financial literacy has a strong association with financial coping mechanisms.

Methodological Limitations

The interpretation of the inferential findings should consider the methodological limitation that the assumptions of normality, homogeneity of variance, and linearity were not formally examined prior to the application of One-Way Analysis of Variance (ANOVA) and Pearson Product-Moment Correlation. Consequently, although the analyses revealed statistically significant differences among selected demographic groups and a significant positive relationship between financial literacy and financial coping mechanisms, these results should be interpreted with appropriate caution because violations of parametric assumptions

may affect the robustness of statistical estimates and significance tests. Future researchers are therefore encouraged to conduct formal diagnostic procedures, such as the Shapiro-Wilk test for normality, Levene's test for homogeneity of variance, and appropriate assessments of linearity before applying parametric statistical procedures. Where substantial violations of assumptions are observed, appropriate data transformations or non-parametric alternatives may be considered to strengthen the robustness of statistical conclusions.

Proposed Action Plan in Enhancing Teachers' Financial Literacy and Financial Coping Mechanisms Rationale

The findings of the study revealed that public secondary school teachers generally demonstrated high levels of financial literacy and frequently employed financial coping mechanisms in managing financial challenges. However, relatively lower levels were observed in savings and investment practices, financial planning and goal setting, and income-generating strategies. Furthermore, the study established a significant positive relationship between financial literacy and financial coping mechanisms, indicating that teachers with higher levels of financial literacy tend to utilize more effective financial coping strategies. These findings highlight the need for a structured intervention program that will strengthen teachers' financial capabilities and promote sustainable financial behaviors. Therefore, a Financial Literacy Enhancement Plan is proposed to address the identified gaps and further improve teachers' financial well-being and financial resilience.

Beyond its individual benefits, the proposed plan may also serve as an institutional support mechanism through which school administrators can incorporate financial wellness into professional development, employee welfare initiatives, and school-level human resource planning, thereby linking the study findings to broader institutional policy development and public service delivery objectives.

Objectives

The proposed Financial Literacy Enhancement Plan aims to:

1. Strengthen teachers' knowledge and skills

- in budgeting, saving, investing, debt management, and financial planning.
2. Enhance teachers' financial coping mechanisms through practical and sustainable financial management strategies.
3. Promote responsible financial decision-making and long-term financial stability among teachers.
4. Encourage the development of additional income-generating opportunities to improve financial resilience.
5. Support teachers' psychological and emotional well-being through financial wellness initiatives.
6. Establish a culture of continuous financial learning through school-based professional development activities.

Implementation

The implementation of the Financial Literacy Enhancement Plan shall focus on a series of school-based and district-supported interventions aligned with the identified needs of teachers. Financial literacy topics shall be integrated into Learning Action Cell (LAC) sessions to provide continuous professional development on budgeting, saving, debt management, and financial decision-making. Seminars on savings and investment shall be conducted in partnership with financial institutions, cooperatives, and banking professionals to improve teachers' awareness and understanding of various investment opportunities and financial products.

Financial planning workshops shall also be conducted to assist teachers in setting financial goals, developing retirement plans, building emergency funds, and creating long-term financial strategies. To address the relatively lower utilization of income-generating strategies, specialized training programs on entrepreneurship, digital income opportunities, and skill-based livelihood activities shall be provided. Debt management seminars focusing on responsible borrowing, loan evaluation, credit management, and interest awareness shall likewise be implemented to strengthen teachers' financial decision-making skills.

In addition, financial coaching and mentoring sessions shall be established to encourage peer support, knowledge sharing, and collaborative learning among teachers. Financial wellness programs focusing on stress management,

emotional resilience, and financial well-being shall also be conducted to support the psychological and emotional aspects of financial coping. Finally, monitoring and evaluation activities shall be undertaken through periodic assessments, feedback mechanisms, and program evaluations to measure improvements in teachers' financial literacy and financial coping mechanisms and to ensure the continuous enhancement of the program.

Expected Outcomes

The implementation of the proposed Financial Literacy Enhancement Plan is expected to improve teachers' financial literacy, particularly in savings and investment practices, financial planning and goal setting, and income-generating strategies. It is also expected to strengthen teachers' financial coping mechanisms by promoting more effective budgeting practices, responsible debt management, increased financial preparedness, and diversified income sources. Moreover, the program is anticipated to enhance teachers' financial well-being, reduce financial stress, improve financial resilience, and support better decision-making in managing personal and household finances. Ultimately, the plan aims to contribute to the development of financially empowered teachers who are better equipped to achieve long-term financial stability and overall well-being.

Conclusions and Recommendations

Based on the results, a proposed action plan was developed to enhance teachers' financial literacy and coping mechanisms through targeted programs such as financial literacy training, budgeting workshops, investment awareness seminars, and financial planning activities. The action plan ensures that all focus areas including financial knowledge, budgeting management, savings and investment, credit management, and financial planning are adequately addressed to improve teachers' financial well-being.

Conclusions

Based on the foregoing results of the study, the researcher concluded that:

1. Majority of the teacher-respondents are female, young adults, mostly holding baccalaureate degrees with master's units,

- occupying entry-level teaching positions, with moderate years of service, belonging to the lower-middle income bracket, and have limited exposure to financial literacy trainings.
2. Teachers demonstrated a high level of financial literacy, particularly in basic financial knowledge and credit and debt management, while showing relatively lower engagement in savings and investment practices and financial planning and goal setting.
3. Teachers consistently employed financial coping mechanisms, particularly in budgetary adjustment measures and psychological/emotional coping, while moderately engaging in income-generating strategies, debt-related coping, and social support.
4. There was no significant difference in teachers' level of financial literacy in terms of basic financial knowledge when grouped according to their demographic profile, indicating consistency in foundational financial understanding. However, there was a significant difference in teachers' level of financial literacy in terms of budgeting management, savings and investment practices, credit and debt management, and financial planning and goal setting when grouped according to selected demographic variables, indicating that financial behaviors and practices vary across selected demographic groups.
5. There was no significant difference in teachers' financial coping mechanism in terms of budgetary adjustment measures when grouped according to their demographic profile, indicating that teachers commonly employ similar budgeting strategies regardless of their characteristics. However, there was a significant difference in teachers' financial coping mechanisms in terms of income-generating strategies, debt-related coping, social support, and psychological/emotional coping when grouped according to selected demographic variables, indicating that coping behaviors vary across selected demographic groups.
6. A high positive correlation was found between teachers' level of financial literacy and their financial coping mechanism,

which is strongly associated with more effective financial management and coping strategies.

7. The proposed action plan aims to enhance teachers' financial literacy and coping mechanisms by addressing key areas such as financial education, budgeting, investment awareness, and financial planning, thereby improving teachers' financial well-being.
8. The findings have implications for educational administration by highlighting teachers' financial well-being as an area that may be addressed through institutional support mechanisms. As public servants responsible for the delivery of basic education services, teachers may benefit from context-responsive financial literacy and wellness initiatives integrated into professional development and employee support programs. The findings therefore provide an empirical basis for school administrators and education authorities to consider financial capability and wellness in institutional planning and policy development.

Recommendation

In view of the conclusion of the study, the following are recommended.

1. School heads may develop and implement structured financial literacy programs for teachers focusing on budgeting, savings, investment, credit management, and financial planning to enhance their overall financial competence.
2. School heads may integrate financial literacy and financial wellness initiatives into professional development programs to provide continuous learning opportunities for teachers.
3. Teachers may be encouraged to adopt consistent and structured financial practices such as regular budgeting, financial planning, and monitoring of expenses to improve long-term financial stability.
4. Financial institutions and partner organizations may conduct seminars and training workshops tailored for teachers to improve their knowledge and engagement in savings and investment practices.

5. School heads may promote income-generating programs and entrepreneurial activities that align with teachers' skills and schedules to support additional sources of income.
6. Teachers may be encouraged to seek professional financial advice in addition to relying on informal support systems to make more informed financial decisions.
7. Programs may be designed to strengthen teachers' participation in safe and accessible investment opportunities to enhance their financial growth and security.
8. School heads may implement financial wellness programs that address both financial management skills and behavioral aspects such as spending discipline and decision-making.
9. The proposed action plan may be implemented, monitored, and evaluated to ensure its effectiveness in improving teachers' financial literacy and coping mechanisms.
10. Future researchers may explore other variables such as digital financial literacy, financial attitudes, and behavioral factors, and may expand the study using different methodologies and broader samples for more comprehensive results.
11. School administrators and education authorities may consider incorporating financial literacy and financial wellness into institutional employee-support policies, professional development plans, and school-based human resource programs. Such initiatives may be aligned with existing teacher well-being and professional development mechanisms and periodically evaluated to determine their contribution to teachers' financial resilience, professional well-being, and sustained capacity to perform their public service responsibilities.

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