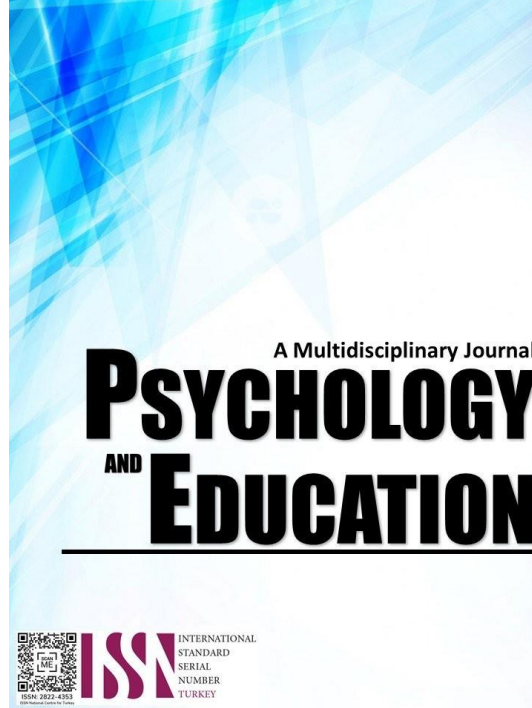


SPENDING HABITS OF PUBLIC ELEMENTARY SCHOOL TEACHERS



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Spending Habits of Public Elementary School Teachers

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Abstract

This study was designed to determine the spending habits of public elementary school teachers. Descriptive-survey and descriptive-comparative research type design were utilized through a self-devised questionnaire which was administered to 21 teachers of the locale of the study. The results revealed that respondents agreed that they often spend on work-related expenses such as classroom supplies and instructional materials. Many of the respondents have formal and informal borrowings but not all of them are regularly paying. They are seldom allotting a portion of their income for savings. In spite of failure to pay debts regularly and low savings, respondents are still seldom spending on leisure activities and charitable works. This study suggests that teachers should participate in the spending wellness for them to acquire proper spending management ideas. This also recommends that school should help teachers reduce financial distress by providing ample resources for classroom needs of teachers.

Keywords: *spending habits, spending wellness training, formal and informal borrowing, savings, charitable works*

Introduction

Consumer spending is the total money spent on goods and services by individuals and families for personal use and enjoyment in an economy. Its contemporary measures include all private purchases of durable goods, nondurable goods, and services (Chappelow, 2018). It cannot be denied that spending habits or how individuals spend their money will lead them to future with either financial prosperity or distress. This is why managing finances is very important. According to Caldwell (2019), budgeting is one of the biggest keys in managing finances. This allows individuals to determine in advance whether they have enough money for the things they need or would like to spend for. The survey titled "Enhancing Financial Capability and Inclusion in the Philippines – A Demand-side Assessment" showed that 59 percent of Filipinos plan how they will spend the money they earn or receive. This survey further explains that those who make budget or plan their finances are more likely to save money after paying for the basic needs and are less likely to borrow beyond their means (Schnabel, 2015). Regardless of income, location, employment, and age, Filipinos who budget have greater control of their finances (Mylenko, 2015).

However, the aforementioned survey also projects undesirable statistics on financial well-being of Filipinos. This indicates that 55 percent of the respondents in the Philippines are reported of not having enough money to pay for foods and other basic necessities and 26 percent said that this is a regular occurrence to them. This means that an estimated 23

million adults making financial decisions are facing this situation. Majority of the respondents identified lack of income as the main reason for the running short of money for basic necessities. Among household earning less than PHP 10,000.00 a month, 62 percent reported lack of income as the reason. But what is surprising is that among those with income PHP 50,000.00 a month, 64 percent said that lack of income is the main reason for the running short of money for basic necessities.

Lack of income is not the only reason for the shortage of money for basic necessities. Other reasons include providing financial help to others, overspending, unexpected expenditures due to illness and emergencies, and failure to plan financially. Among these reasons mentioned, failure to plan or budget is the least likely to be blamed by the respondents (Mylenko, 2015). Meanwhile, Perculeza et al. (2016) revealed in their study that overspending is the main problem encountered by teachers in an Asian University in their spending practices. This is supported by Tiongson (2014) who argues that spending habits contributed a large portion to individuals' financial distress. According to him, proper spending will lead to proper savings. Without proper control, spending on wants and not on needs will often cause individuals more financial problems and in most cases, it can cause them to be in debt.

The Manulife Investor Sentiment Index (MISI) 2016 survey as cited by Ferrer (2017), found that 41 percent of Filipinos carry out high level of personal debt which is the second highest proportion in Asia. This situation is evident to most of the public school

teachers in the Philippines. Ferrer (2017) also said that financial well-being of public school teachers is characterized by a burgeoning debts and low net income. Briones cited a study of Philippine Institute for Developmental Studies (PIDS) on household which said that the tendency of public school teachers to borrow is 50 percent higher than other government employees such as police and nurses (Malipot, 2017). Moreover, Alliance of Concerned Teachers Rep. France Castro said that 75 percent of 800,000 public school teachers are in debt.

The alarming problem of indebtedness and over-indebtedness of teachers also exists in one of the districts in the Division of Quezon. Based on the researcher's observation, many of them have salary loans and cash loans to both formal and informal lenders that some of teachers have pawned their ATM cards as a collateral of their debts. Teachers also claimed that because they cannot avail more salary loans due to the very low net salary, they used their bonuses and allowances such as chalk and clothing allowance as a collateral to avail more debts.

The researcher conducted a pre-survey on teachers' financial statement in one of the public schools in Quezon Province. According to the said survey, as of August 2019, 20 out of 22 teachers which is 91 percent of the total teaching personnel are involved in indebtedness in various lending institutions accredited in Automatic Payroll Deduction System (APDS) of DepEd. Sixty-six percent of them are receiving only half or less than half of their basic salary because of the deductions made by various lending institutions from their monthly salaries and 19 percent still have undeducted obligations in the Automatic Payroll Deduction System of DepEd. Forty-three percent have other financial obligations to pay to other lending companies and private individuals that are outside the formal lending institutions that are accredited for DepEd's automatic salary deduction system while 33 percent pawned their Automatic Transfer Money (ATM) card in the institutions or individuals they owed as a collateral of their debts. Based on the said data, it can be concluded that spending habits that result to indebtedness and over-indebtedness of teachers is one of the concerns that should be addressed.

Research Questions

This study was aimed at determining the spending habits of public elementary school teachers as basis for the development of training to reduce the problem on spending management and improve the financial well-

being of teachers. Specifically, this research answered the following questions:

1. What are the spending habits of public elementary school teachers in terms of the following;
 - 1.1 Needs;
 - 1.1.1 Basic necessities;
 - 1.1.2 Work-related expenses;
 - 1.1.3 Debt payments;
 - 1.2 Wants;
 - 1.2.1 Leisure activities;
 - 1.2.2 Charitable works;
 - 1.3 Savings?

Literature Review

Needs

Basic Necessities. Basic necessities are expenditures individuals which absolutely necessary for survival. This category includes food, home expenses, health-care, education, and, debt repayment, and personal care products. The first basic necessity people need in order to survive is food. People is always in need of foods as long as they live. In the end of the second quarter of 2018, according to Philippine Statistics Authority (PSA), the Filipino family expenditure for food stood at 41.5 percent (ABS CBN News, 2018). Individuals' expenses on food may vary according to the number of household members because obviously, more mouth to feed means more money to spend on food. Expenses on food can also be categorized by the food or meals a family eat at home and foods eat outside home or in restaurants or fast-food chains.

Clothes can be a need or want. Clothes are needs; everyone needs to get dressed. But it will become a want if an individual chose to have expensive brand or buy outfits that will wear for a couple of time (Limpscomb, 2019). Clothes are needs if it is nothing fancy and can still fulfill its purpose of keeping an individual warm and protected from the elements and cover their bodies appropriately.

Individuals also need a roof in their head in addition to food they eat and cloth they wear. This is the reason why home expenses affect the spending habits of individual. Budget for housing includes the cost of the house if it is still under construction, rent payment and mortgage payment. This also includes fees for utilities such as water bills, and electric bills (Kagan, 2019). Furnishing cost, maintenance cost such as repair and cleaning cost, home insurance and government taxes may also be included in the budget for housing



(Lamudi, 2019).

Although public school teachers are paying for health-care insurance in PhilHealth which is automatically deducted from their salary, the cost for health-care related expenses could cut from the households' monthly budget as instances require out-of-the-pocket money for health-care. Khaing et al. (2015) on his study titled "Health-care Expenditure of Household in Magway, Myanmar", named health-care expenditure as self-prescribed medication for minor ailments, outpatient services and inpatient services.

Another major concern of every household is expenses for education. Teachers, especially those with children enrolled in schools allot resources for the education of their children. "Measuring Household Expenditure on Education: A Guidebook for Designing Household Questionnaire" by Oseni et al. (2018) cited UNESCO-OECD-Eurostat (UOE) and National Education Accounts (NEA) which says that household expenses for education should include household payments to educational institutions and household payments for educational goods and services purchased outside educational institutions.

The last variable under basic necessities is the spending of the respondents on personal care products. The study of in-home shopping behavior conducted by Kantar Worldpanel, 3,000 homes in both rural and urban areas in the country a rapid demand on personal care products is evidently growing. While hygiene products appear to be the top most priority of Filipinos in personal care products, it was also found out that Filipinos' demand on personal care products is becoming more complex, judging by the increase of demand in hair colorant, hair treatment products, liquid soaps and mouthwash (Juego, 2017).

Work-related Expenses. According to Jespersen (2019) financial needs expenditures are necessary to live and work. Public school teachers are claiming that despite of the unequitable salary they received, they still spend out-of-pocket money for their work such as classroom supplies and teaching materials to provide the needs of their job. Yap (2019) cited Deputy Speaker Santos-Recto as she said that aside from spending for personal and family needs, teachers also need to spend some of their money for the materials they use in teaching.

Another variable included in work-related expenses sub-category is the spending of the respondents on transportation. According to Teachers' Profile report of the research locale, 68 percent of teachers are not residents in the locale which means they have to spend for transportation to get into work every working days.

In the fourth quarter of 2019, transportation cost was found to have a cut of 4.9 percent to household consumption expenditure of Filipino households (Philippine Statistics Authority, 2019).

As a professional, teachers are expected to engage in a continuous professional development to provide quality education for the learners. The cost of professional development seminars and trainings is one of the burdens to teachers most especially that Continuing Professional Development Law of 2016 requires teachers to undergo trainings and seminars in which cost adds financial grievance to teachers. Another concern is the cost of post-graduate education. As explained by Valenzona (2018) in his article "[Opinion] Teachers' Voice", Philippine Education lacks support for professional growth of teachers as it provides limited scholarship program for those who want to pursue post-graduate education.

Debt Payments. Debt repayment should also be considered in allocating funds for needs. According to Berger (2019) this category must include the minimum payment that an individual must need to pay for his/her debt. These categories are motor vehicle loan, education loan, installment loans, credit cards, and other consumer loans which include debt resulting from payday loans, medical expenses, and other miscellaneous debt.

Wants

Leisure activities. Any non-necessity expenses in the purpose of having fun are covered in this category. Blank (2018) enumerated list that might be included in expenses for leisure activities such as weekly date nights, movie trips, trips to museums or theme parks, vacation expenses, purchases made just for fun, such as buying a new movie on DVD, and going to restaurant that are just for fun. Chonce (2019) said that this area of household budget can easily get out of hand so it is vital to monitor these expenses in order not to overtake allocated budget for other areas. Clothes blur the line between needs and wants. Clothes are needs because everyone needs to be get dressed but it can quickly fall into wants if people chose to have expensive brands or buying outfits that they will wear for just a couple of time (Limpscomb, 2019).

Charitable works. Elliot (2018) argued that cash contributions which includes cash contributions and alimony payments was one of the few categories which spending fell off in 2017. According to Giving USA (2018) as cited by Charity Navigator, in 2017, majority of the donations which is 70 percent of all



givings came from individuals.

Savings

The last category that this research is concerned about is the spending habits of teachers in terms of savings. This includes adding money to an emergency fund in a bank savings account, making contributions to a mutual fund account, investing in the stock market, emergency savings on hand in case people lose their job or an unforeseen event happens. This can also include debt repayment. While minimum payments are part of the needs category, any extra payments to reduce principle and future interest owed are considered savings. The importance of savings is undeniable (Whiteside, 2020). Fontinelle (2019) said that savings gives peace of mind, expands options, and the more an individual save, the easier it becomes to accumulate additional savings. This research studied the spending habits of the respondents in terms of savings despite of being involved in indebtedness.

Methodology

Descriptive-survey and descriptive-comparative type of research design was used in the conduct of this study. Descriptive-survey was utilized because this study determined the spending habits of public elementary school teachers and their demographic profile. This also used descriptive-comparative because it determined if there is a significant difference in the spending habits of public elementary school teachers when the respondents are grouped according to their demographic profile.

Population

The researcher involved all teachers (21 teachers) of the locale as respondents for this study. Thus, no sampling technique was used in conducting this study.

Data Gathering Process

The questionnaire used in this study underwent validation process from one school head, one economics teacher, and one bank manager. After the validation process of the questionnaire, the researcher sought the approval of the Oral Examination Committee before the administration of the questionnaire.

Necessary permit to conduct the gathering of data was secured. The researcher asked permission from the Schools Division Superintendent, Public Schools

District Supervisor of the concerned district and the school head of the locale. The duration of the conduct of this study is on December 2019 to April 2020. Weighted arithmetic mean (WAM) was utilized to determine the spending habits of public elementary school teachers.

Results and Discussion

Table 1. *Spending Habits of Public Elementary School Teachers in Terms of Basic Necessities Under Needs Category*

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Basic necessities I am spending for...</i>						
1. food consumed at home	15	4	2	0	3.62	Always
2. food-away-from-home such as dining out in restaurants, fast food chains for need satisfaction	0	6	14	1	2.24	Seldom
3. clothes, footwear and accessories necessary for daily living and work	2	7	12	0	2.52	Often
4. haircut and other hair treatments necessary for daily living and work	0	7	14	0	2.33	Seldom
5. house rental	5	1	0	15	1.81	Seldom
6. house construction	3	4	9	5	2.24	Seldom
7. house improvement or repair and household equipment or furniture	1	5	14	1	2.29	Seldom
8. utility bills such as electricity bills and water bills	13	5	3	1	3.52	Always
9. inpatient health care inclusive of hospital charges, payment for medicines, diagnostic tests and procedures	0	3	15	3	2.00	Seldom
10. outpatient health care inclusive of medicines/ancillaries purchased without doctors' prescription, payment for hiring special help at home for the care of sick, special diet for sick patient, and purchase of equipment for home management of sick patient	0	2	14	5	1.86	Seldom
11. payments to educational institution such as tuition fees, miscellaneous fees, and other ancillary expenses such as boarding house, meals, and paid directly on educational institution and in-kind contribution to schools	4	2	9	6	2.19	Seldom
12. school uniform, school supplies and other learning equipment like laptop or computer, and private tutor	3	9	9	0	2.71	Often
13. personal care products for skincare, hair care and oral care	8	4	8	1	2.90	Often
Overall Spending Habits on Basic Necessities					2.47	Seldom
Legend:						
Weighted Arithmetic Mean	Continuum			Qualitative Index		
4	3.26-4.00			Always		
3	2.51-3.25			Often		
2	1.76-2.50			Seldom		
1	1.00-1.75			Never		

Data implies that respondents always spend on foods consumed at home (3.62) and utility bills (3.52) and



often spend on personal care products (2.90). The findings agreed on the statement of Shiva (2013) which argued that people are constantly in need of foods as long as they live. Merle and Merle’s (2017) study titled “DepEd Quezon Teachers’ Spending Patterns: An Input to Financial Wellness Program for Teachers” found out that 100 percent of teacher-respondents on their study prioritized spending for electric bills. Moreover, Kantar Worldpanel 2015 survey states that Filipinos’ high regard for hygiene was manifested by 11 percent increase of purchase on personal care product for skincare, haircare and oral care in June 2015.

Table 2. *Spending Habits of Public Elementary School Teachers in Terms of Work-Related Expenses Under Needs Category*

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Work-Related Expenses I am spending for...</i>						
1. classroom supplies like bond papers, chalk, colored papers, folders, etc.	9	9	2	1	3.24	Often
2. instructional materials	6	11	3	1	3.05	Often
3. classroom decorations	4	10	5	2	2.76	Often
4. cleaning supplies	0	10	7	4	2.29	Seldom
5. internet connection for work purposes such as getting updated to memos, browsing for instructional materials etc.	7	7	3	4	2.81	Often
6. instant messaging and phone calls related to work	7	7	4	3	2.86	Often
7. learners’ needs such as snacks for learners and rewards	0	3	17	1	2.10	Seldom
8. transportation fees	13	2	5	1	3.29	Always
9. professional development seminars and trainings	1	7	13	0	2.43	Seldom
10. post-graduate education	2	3	2	14	1.67	Never
Overall Spending Habits on Work-Related Expenses					2.65	Often

Legend:

Weighted Arithmetic Mean	Continuum	Qualitative Index
4	3.26-4.00	Always
3	2.51-3.25	Often
2	1.76-2.50	Seldom
1	1.00-1.75	Never

Respondents’ high mean on spending on transportation fees is because 68.18 percent of the respondents (as reflected on school’s Teachers’ Profile) are not a resident of the barangay where the school is located. These non-residents of the barangay need to access transportation just to go to work. Meanwhile, relevant to the statement of Valenzona (2018), teachers have to allot a portion of their salary to buy school supplies because they want to provide a good learning experience for their learners. Although there are supplies funded by Maintenance and Other Operating Expenses (MOOE) of the schools, these supplies are very limited and exclusive for school’s report use. Moreover, relevant to this, Alliance of Concerned Teachers (ACT) scored DepEd for failing to provide

ample printed learning materials in all public schools nationwide.

Table 3. *Spending Habits of Public Elementary School Teachers in Terms of Debt Payment Under Needs Category*

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Debt Payments I am spending for...</i>						
1. payment for my cash loans from my friends, relatives and other private individuals	3	6	7	5	2.33	Seldom
2. payment for my cash loans to private lending institutions such as cooperatives, banks, etc.	11	6	2	2	3.24	Often
3. payment for my vehicle loan	5	1	0	15	1.81	Seldom
4. credit card loans	0	2	0	19	1.19	Never
5. payment for in-kind debts like food items etc.	1	1	3	16	1.38	Never
Overall Spending Habits on Debt Payment					1.99	Seldom

Legend:

Weighted Arithmetic Mean	Continuum	Qualitative Index
4	3.26-4.00	Always
3	2.51-3.25	Often
2	1.76-2.50	Seldom
1	1.00-1.75	Never

Salary loans are not accounted on the types of loans discussed on the indicators. This only includes loans or debt that are being paid against monthly income of the respondents. Debt payment under needs category has an overall WAM of 1.99 with a qualitative index of seldom. But it does not mean that all respondents seldom pay their debts. Although respondents are evidently having debts on both formal and informal lenders, as implied in the indicators, a big number of respondents are never paying for credit card loan and in-kind debts which means that they do not have these types of loan. Meanwhile, also a big group of respondents said that they never pay for vehicle loan which implies that they do not have vehicle loans. This big chunk of respondents having no engagement in this type of loans resulted to low WAM in this category. It means that cash loans from formal and informal lenders was the type of loans that respondents have.

The researcher identified the indicator with highest WAM of 3.24 which has a qualitative index of often. This is “*I am spending on payment for my cash loans to private lending institutions such as cooperatives, banks, etc.*”. Considering the percentage who answered “never” in the scale, it is concluded that only 2 or 9.52 percent of the respondents do not have cash loan to private lending institution such as banks, cooperatives etc. Meanwhile, of 90.48 percent respondents who have formal borrowing or cash loans to lending institutions, only 57.89 percent of them are



always or regularly paying. Meaning, the other 42.11 percent are not paying regularly. It was supported by Caraballo (2018) as he cited Financial Income Expenditure Survey (FIES) released by interagency Financial Stability Coordination Council (FSCC) which also agreed that cash loan from different microfinancing institutions was the most preferred types of loans by the Filipino family.

The second indicator which got the second highest WAM of 2.33 is *“I am spending on payment for my cash loan from my friends, relatives, and other private individuals”* which has a qualitative index on seldom. It concludes that the respondents seldom pay for informal debt payment from the family members, friends, relatives and other private individuals. Noting the percentage of respondents who answered they are “Always”, “Often”, and “Seldom” paying for debts from friends or family members, it is inferred that 76.19 percent of them have engagement in informal borrowings. And only 18.75 percent of them are always paying for this debt. Having informal borrowing is a problem seen by the researcher in this study. This informal borrowing could lead financial distress to respondents because this type of borrowing usually offers higher interest rates. And since most of respondents who have debts in this type of loan are not paying regularly, their interest grows bigger and bigger and may lead them to a more undesirable financial situation. It was supported by the study of Eurofound (2013) (as cited by Ferrer 2017) which says that 70 percent of people rely on family members and friends when they need to borrow money. Moreover, Asian Development Bank (2015) divulged that prevalence of informal lending is significantly high in the Philippines especially when compared to other ASEAN countries. According to Ferrer (2017) it is a negative note that teachers are engaged in informal borrowing because it may make them vulnerable to usurious lenders and could lead them to debt-trap.

The findings revealed that public elementary school teachers often spend for work-related expenses such as transportation fees, classroom supplies, instructional materials, classroom decorations, internet connection and load for instant messaging and phone calls. Some of these indicators such as classroom supplies, instructional materials, and classroom decorations should not really be on the spending list of public-school teachers since as per advised by DepEd Secretary Briones, teachers should stop spending their own money for the things that their school needs because schools have fund for these needs. But in spite of having Maintenance Operation and Other Expenses (MOOE) fund of schools, it is hard on teachers to tap

into this fund for their work-related expenses. So, teachers have to use their own money to acquire the needs they are not supposed to shoulder (Tagupa, 2018). Additionally, Gorman (2016) stated that economic condition of locale where the teachers teach affects its personal spending on school-related needs. The higher the poverty risk in the areas, the more the teachers will use its own money to provide for school and learners needs.

Table 4. *Spending Habits of Public Elementary School Teachers in Terms of Needs*

<i>Sub-Categories Under Needs</i>	<i>WAM</i>	<i>Qualitative Index</i>
1. Basic Necessities	2.47	Seldom
2. Work-Related Expenses	2.65	Often
3. Debt-Payment	1.99	Seldom
Overall Spending Habits on Needs	2.37	Seldom

Legend:		
Weighted Arithmetic Mean	Continuum	Qualitative Index
4	3.26-4.00	Always
3	2.51-3.25	Often
2	1.76-2.50	Seldom
1	1.00-1.75	Never

Meanwhile, respondents agreed that they seldom spend on debt payment with a WAM of 1.99 (Salary loan are excluded in debts discussed in this category). Based on the percentage of respondents who answered “Never” in table 3, it implies that most of the respondents have cash loans from both formal (loan form bank, cooperatives etc.) and informal borrowings (loans from friends, family member, and other private individuals).

Considering the percentage of respondents who answered “Always”, “Often”, and “Seldom”, they are the respondents who have cash loans from formal and informal borrowings. It is a bad thing to note that there are respondents who failed to regularly pay these debts (as they answered they pay often and seldom) most particularly debts from informal borrowings wherein only 18.75 percent who have informal debts are always paying for these loans. The propensity of public-school teachers to use informal borrowing makes them highly vulnerable to usurious lenders which can lead them be caught on debt-trap.



Table 5. *Spending Habits of Public Elementary School Teachers in Terms of Leisure Activities Under Wants Category*

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Leisure Activities I am spending for...</i>						
1. travel intended for vacations, sight-seeing, visiting museums and parks	0	5	12	4	2.05	Seldom
2. sports activities and equipment	1	1	6	13	1.52	Never
3. movie trips like watching movies to cinema and buying new movies on DVD	0	5	11	5	2.00	Seldom
4. purchases just for fun like books and art materials	0	2	12	7	1.76	Seldom
5. eating on restaurants just for fun	0	3	14	4	1.95	Seldom
6. designer clothing, footwear and accessories just for trendy use	1	2	10	8	1.81	Seldom
7. internet connection for entertainment purposes	4	8	7	2	2.67	Often
8. instant messaging and phone calls use for entertainment purposes	4	8	6	3	2.62	Often
Overall Spending Habits on Leisure Activities					2.05	Seldom
Legend:						
Weighted Arithmetic Mean	Continuum			Qualitative Index		
4	3.26-4.00			Always		
3	2.51-3.25			Often		
2	1.76-2.50			Seldom		
1	1.00-1.75			Never		

Respondents seldom spend on most of the indicators in leisure activities such as travels, movie trips, purchase of books and art materials, eating on restaurants and buying designer clothes for trendy use. Meanwhile, spending on internet connection and load for instant messaging and phone calls were the indicators often spend for, while they never spend on sports activities and equipment. All in all, respondents seldom spend on leisure activities. This is similar to the study of Perculeza et al. titled “Spending Habits of Teaching Personnel in an Asian Univeristy” which also found out that teaching personnel in an Asian Univeristy seldom spend on leisure activities.

The indicator with the highest WAM of 2.67 and has a qualitative index of often is “I am spending on internet connection for entertainment purposes”. On the data shown in table 5, it can be seen that only 9.52 percent never spend on internet connection for leisure purposes. It means that most respondents spend for internet connection for leisure purposes. It is significant to the report released by Hootsuit and We are Social which revealed that showing peoples’ attitude online around the world, Filipinos spend the most amount of time online with an average of 10:02 hours a day on internet. Most of it are used in social media (CNN Philippines Staff 2019).

The second indicator with the highest WAM of 2.62 and has a qualitative index of often is “I am spending on instant messaging and phone calls use for entertainment purposes”. This infers that the respondents often spend on instant messaging and phone calls. Table 5 projects that most of respondents spend for instant messaging and phone calls for

leisure activities as only 14.29 percent said that they never spend on this indicator. This means that most of respondents spend for instant messaging and phone calls. Relevant to the data released by, Fintechnews Singapore (2016), Philippines is viewed as the text- messaging capital in the world because of Filipinos frequent use of text-messaging to stay connected to their family and friends (Fintechnews Singapore, 2016). These are implications of Filipinos being sociable and friendly (CNN Philippines, 2018).

The third indicator with the high WAM of 2.05 which has a qualitative index of seldom is “I am spending on travel intended for vacations, sight-seeings, visiting museums and parks”. Taking consideration on the percentage of respondents, 57.14 percent answered they seldom spend for travel as a form of leisure activities and 23.81 percent often while only 19.05 percent never spend for it. This argues that most of respondents seldom spend for travels intended for leisure activities. Respondents spend on leisure travel such as going to beaches and resorts far from the town, sightseeing and visiting parks and museums. Every respondent would want to always experience travel for leisure, but it is the cost of this activity that hinders them to do so. They would just have the opportunity to travel if they will luckily have a big extra money, and some said they are saving for many months for this. Parallel to the result of the study is the research findings of Perculeza et al., according to this, teaching personnel in an Asian University seldom spend on travel in the purpose of leisure.

Table 6. *Spending Habits of Public Elementary School Teachers in Terms of Charitable Works Under Wants Category*

Indicators	Frequency				WAM	Qualitative Index
	4	3	2	1		
<i>Charitable Works I am spending for...</i>						
1. donations for church and other religious organization	2	6	12	1	2.43	Seldom
2. donations for public-society benefits like services for health and education	0	2	14	5	1.86	Seldom
3. donations for environment and animal welfare organization	1	0	12	8	1.71	Never
4. financial assistance to my relatives	2	8	8	3	2.43	Seldom
5. cash gifts or presents for birthdays, weddings, and other occasion	0	6	11	4	2.10	Seldom
Overall Spending Habits on Charitable Works					2.10	Seldom
Legend:						
Weighted Arithmetic Mean	Continuum			Qualitative Index		
4	3.26-4.00			Always		
3	2.51-3.25			Often		
2	1.76-2.50			Seldom		
1	1.00-1.75			Never		

The first indicator which has a high WAM of 2.43 is “I am spending on donations for church and other religious organization” which has a qualitative index



of seldom. Respondents concurred that they seldom spend on donations for church and other religious organizations. Table 6 shows that only 4.76 percent said that they do not spend money for donations to religious organizations. Meanwhile, 57.14 percent seldom, 28.57 percent often, and 9.52 percent always spend for donations to church and other religious-related organizations. This implies that a significant number of respondents seldom spend for the said indicator. Respondents spend their money on cash donations to church during worship ceremony, and financial support on fund raising program of church. Others said they pay membership dues to other religious organizations they belong. In connection to this, as shown in Media Data Retrieval (2015) report, religious organizations were the organizations in which most of teachers participated or have membership to.

The next indicator with the same WAM of 2.43 and also has a qualitative index of seldom is *“I am spending on financial assistance to my relatives”*. This means that the respondents, although having problem on finances, still seldom give financial support for to their relatives. Based on the data shown in table 6, 38.10 percent of respondents said they often spend for financial assistance to their relatives. This is a same percentage who answered seldom. Meanwhile, a small percentage of 9.52 percent and 14.29 percent answered always and never respectively. This suggest that respondents still give financial support to their relatives in spite of having debts. They sometimes give money to their relatives who are in needs and help their nephews in their schooling.

The culture of sharing particularly sharing financial support is also evident in most of Filipinos (Chinof, 2015). According to Philippine Lifestyle News (2019), in an Asian tradition, parents see their children as investment who will take care of them so they do not have to save money. As the income of the children increases, the expectation of other member of the family also increases.

Table 7 shows the overall spending habits of public elementary school teachers in terms of wants. It has an overall WAM of 2.08 which has a qualitative index of seldom. Based on the table, leisure activities and charitable works both have a qualitative index of seldom with a very small difference on its WAM of 2.05 and 2.10 respectively.

Table 7. *Spending Habits of Public Elementary School Teachers in Terms of Wants Category*

Sub-Categories Under Wants	WAM	Qualitative Index
1. Leisure Activities	2.05	Seldom
2. Charitable Works	2.10	Seldom
Overall Spending Habits on Wants	2.08	Seldom
Legend:		
Weighted Arithmetic Mean	Continuum	Qualitative Index
4	3.26-4.00	Always
3	2.51-3.25	Often
2	1.76-2.50	Seldom
1	1.00-1.75	Never

Data shows above that even though respondents are having trouble with their financial well-being, they were still able to seldom spend on their leisure activities and charitable works. This is a reflection of people having desire of satisfying ones’ self and Filipino being generous by nature. Spending on leisure activities means spending for self-satisfaction. According Wilson (2014), leisure activities in Abraham Maslow’s Theory of Heirarchy of Needs is placed at the peak of the pyramid which is under self-actualization. And as what is implied in the theory, human will only become fully satisfied if he/she got onto the peak of the pyramid after being fulfilled with the needs in the lower part of the pyramid. It is only natural for human to crave for satisfaction. Because this is what makes people different from animal. People live not only to survive but also to thrive in life (Whaley, 2018). On the other hand, generosity is one value that Filipinos are known for. According to Malig (2012) Filipinos are among the most generous people in the world. Even the world has become less generous, Filipinos are still among the top 5 nation who devote their time to charity works. In terms of giving money, the Philippines placed 47th, with 32 percent of Filipinos donating cash to charity.

Table 8. *Spending Habits of Public Elementary School Teachers in Terms of Savings Category*

Indicators Savings Allotted for...	Frequency				WAM	Qualitative Index
	4	3	2	1		
1. health and hospitalization insurance	4	6	8	3	2.52	Often
2. education insurances	1	4	5	11	1.76	Seldom
3. retirement plan	1	4	8	8	1.90	Seldom
4. emergency fund	2	8	4	7	2.24	Seldom
5. purchases of real estate property such as land, house and/or vehicle	2	6	2	11	1.95	Seldom
6. business or investment capital	2	3	6	10	1.86	Seldom
7. advance debt payment	0	2	4	15	1.38	Never
Overall Spending Habits on Savings					1.95	Seldom
Legend:						
Weighted Arithmetic Mean	Continuum		Qualitative Index			
4	3.26-4.00		Always			
3	2.51-3.25		Often			
2	1.76-2.50		Seldom			
1	1.00-1.75		Never			

Table 8 shows the spending habits of public elementary school teachers in terms of savings. It has an overall WAM of 1.95 with a qualitative index of seldom. The overall WAM in terms of savings concludes that respondents seldom allot money for their savings. Considering the data projected in table 8, the small frequency of respondents who answered “always” in each indicator concludes that very few respondents do not prioritize saving their money for future use. It is even worrisome that the largest population stated that they “never” allot their money in all indicators except health and hospitalization insurances.

The study of Baysa (2019) titled “Level of Financial Literacy of Secondary School Teachers” shows relevance to the result of the current research. According to the result of study of Baysa (2019), respondents seldom save for their financial priorities. The common mindset of Filipinos upon receipt of salaries, spending comes first before savings. What is left is saved, and if nothing is left, then nothing is saved. This suggest that savings was not a priority of Filipinos when it comes to their finances.

The researcher determined the three indicators with the highest WAM. These are “*I am saving allotted for health and hospitalization insurances*”, “*I am saving allotted for emergency funds*”, and “*I am saving allotted for purchases land, house and/or vehicle*”

The first indicator with a high WAM of 2.52 and has a qualitative index of often is “*I am saving allotted for health and hospitalization insurances*”. Health insurance discussed in this section exclude Philhealth. This only account private health insurances. Based on the table 8, there are only 14.29 percent respondents who do not save for health insurances. But those who have health insurances, only 19.05 percent are always saving or paying for this. According to the larger group who does often and seldom save or pay for their health insurance, they do not always save or pay because of the payment arrangement they have on their insurances. Most of those who have insurances have quarterly payment arrangement. This is why they said they often or seldom pay. Health insurances that respondents pay for are mostly those required by lending cooperatives. Only 19.05 percent voluntarily purchased private health insurances.

This shows connection to the study conducted by Philam Life in which it divulged that 96 percent of

Filipinos are concerned about their own and their family’s health, however, only 16 percent of them are prepared to pay for medical costs in case they are diagnosed with critical illness (Talavera, 2017). Moreover, PruLife (2018) strengthen the findings of the study. In its article titled “Reasons Why People Do Not Buy Insurance” it elaborated that people do not buy health insurance because their salary is not enough to provide themselves insurances, they thought they are healthy so health insurance is not needed, and some people, although acquainted with the benefits of insurances feel like saving now would not make much of difference later on life since they are already halfway through their forteis.

The next indicator with a high WAM of 2.24 and has a qualitative index of seldom is “*I am saving allotted for emergency funds*”. Considering the data shown in table 8, 33.33 percent of respondents never save money for emergencies. While 9.52 percent always, 38.10 percent, often, 19.05 percent seldom save for emergency use. Most of the respondents save this money on their house, and only few uses having bank account for saving their money.

This is parallel to the result of survey conducted by BSP in 2014. According to the 2017 Financial Inclusion Survey (FIS) of BSP, only one in four household have savings for emergency use. In fact, Philippines was one of the countries with the lowest household savings rate. As the survey explained, 23 percent of Filipino adults have formal savings account. Of 48 percent adults who save, 7 of 10 adults kept their savings at home.

The indicator which is “*I am saving allotted for advance debt payment*” has the lowest WAM of 1.38 and has a qualitative index of never. This means the respondents, although having debts, never save money intended for advance debt payment. This is a negative note that most of respondents (71.43 percent) are never saving money allotted for advance debt payment. On the otherhand, 19.05 percent seldom and 9.52 percent often save for advance debt payment. It is sad to conclude that most of the respondents are not doing an effort to eliminate debts or to shorten the time of paying their debts.

It is dissimilar to the argument presented in the article titled “Why Pay More Than The Minimum?” by Pritchard (2019). On the said article, it was explained that paying only the minimum of debts is tempting because those small payments are easy to afford so it feels that the ones indebted are in control more of his/her finances. But paying those small amounts can

result to a longer financial problem as it lengthens the time of paying these debts which means that a greater amount of interest should be paid. Thus, it is still better to pay debts more than the minimum.

Conclusion

Due to the rising number of teachers involved in indebtedness, and the incapability of the government to provide immediate increase to teachers' salary, the Department of Education sees the need of instilling financial literacy among teachers. In line with this, the agency conducted a study on the expenditure habits of teachers, the result of which is not yet revealed. Since teachers in the research locale also suffers from indebtedness and over-indebtedness, the researcher conducted a parallel study to determine the spending habits of public-school teachers in the research environment in order to propose programs to solve the problem.

This research divulged several problems on spending habits of the respondents that contributed to their current financial distress. It was found out the most of respondents, although indebted from formal and informal borrowing are not regularly paying these debts. It can also be noted, that spending on wants seems to be more often (due to higher WAM) to the respondents than allot money for savings. This implies a problem on spending habits of the respondents as most of spending advices suggest that spending on wants should be cut down most especially when an individual has a debt load to provide needs and improve savings. It can be concluded that not prioritizing savings is one of factors that hinders respondents to save. It may also imply that respondents give more importance on what may satisfy them today even if it means getting uncertain on their financial health in the future. Another factor that can be blamed on having low WAM for savings is indebtedness. As clearly noted on the previous paragraphs, respondents are heavily indebted by having loans from both formal (including salary loans and cash loans to banks, cooperatives, etc.) and informal lenders. These debts cut a significant amount on their monthly income which cause them to have a tighter budget that would only suffice their needs and wants (as they prioritize wants more than savings).

The researcher of this study highly recommends future researchers interested in this filed to widen the scope of study in terms of locale and population since the present study was conducted to only one public elementary school with twenty-one teachers in order to

intensify the validity of the result.

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