Introduction

According to an article written by Reysio-Cruz (2019) in Inquirer.Net, a study conducted by the Department of Education (DepEd) in 2019 revealed that public school teachers owe a combined debt of at least P319 billion, P157.4 billion to Government Service Insurance System (GSIS) as of May 29 and P162 billion to accredited private lending institutions (PLIs) as of June 6, which is an increase of P18 billion of outstanding debts from 2017.

Moreover, in a similar study conducted by Philippine Institute for Development Studies (PIDS), according to DepEd Secretary Leonor Briones, it was discovered that public school teachers are 50 percent to be in debt compared to other government employees with similar salary levels (Picazo, 2017).

According to Ferrer (2017) the financial well-being of public school teachers is serious, characterized by burgeoning debt problem and low net income. He revealed that contributing to these problems are the impaired capability of the spouses of the teachers to earn income for the family, low level of housing ownership and significant housing debt, insufficient skills in managing money and financial planning, and the high incidence of informal credit utilization.

Several studies were conducted by the Department of Education to address the issue and identify the reasons and factors that contribute to teachers’ culture of borrowing money. Also, several reforms were also undertaken to improve the financial capability of teachers like increasing the net take-home pay but to no avail.

This scenario is not new in the different public secondary schools in Indang, Cavite. Employees' monthly pay slip included deductions from GSIS and PLIs loans which make their once a month salary difficult to manage thus resulting to additional debts. Upon initial interview to employees, different reasons for incurring debts were given such as children's educational needs, post graduate enrollment, house construction, car acquisition, medical maintenance and spouse unemployment/underemployment. It seems that the employees do not have other means of income aside from their monthly salary and lack financial literacy.

It is high time that a financial literacy training program be undertaken to help the employees improve their financial stability.

Statement of the Problem

This study aimed to determine the impact of financial literacy program on the financial literacy of faculty and staff of public secondary schools in Indang, Cavite during SY. 2019-2020. It also answered the following questions:

1. What is the level of financial literacy of the participants before the financial literacy program?
2. What is the level of financial literacy of the participants after the financial literacy program?

3. Is there a significant difference between the level of financial literacy before and after the financial literacy program?

**Financial Literacy**

Financial literacy is defined as a combination of awareness, knowledge, skill, attitude and behavior necessary to make sound financial decisions and ultimately achieve individual financial well-being (OECD INFE, 2011).

In a study conducted by Performance of International Student Assessment (PISA) in 2012, financial literacy is described as a knowledge and understanding of financial concepts and risks, motivation and confidence to apply such knowledge and understanding in order to make effective decisions regarding the range of financial contexts and also to improve the financial well-being of individuals and society, and to enable participation in the economic life (as cited by Montalbo, 2017).

**Financial Literacy Program**

In this study, a financial literacy program was designed based from the assessment of the financial literacy level of the employees of public secondary schools in Indang, Cavite adapted from the OECD/INFE toolkit for measuring financial literacy and financial inclusion (OECD, 2018). The questionnaire was designed to determine the financial behavior, attitudes and knowledge in order to measure the financial literacy level of teachers and employees. Questions which cover planning and managing finances, choosing and using financial products, financial knowledge and a range of attitudes and behaviors that have impact on financial literacy and financial well-being of the teachers and employees were included.

**Methodology:** Participants of the Study

Participants of this study were one hundred twenty six (126) teachers and nine (9) non-teaching staff of public secondary schools in Indang, Cavite during S.Y. 2019-2020 broken down as follows:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumampang NHS</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Indang National High School</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>Indang National High School - Calumpang Annex</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Data Gathering Methods**

**Pre-Activity**

The questionnaire was administered to the participants to determine their initial level of financial literacy.

**Activity**

The participants' initial level of financial literacy was the basis of the financial literacy program for Indang National High School. Financial literacy seminar about investment, insurance and passive incomes was conducted to improve the teachers' and employees' level of financial literacy.

**Post-Activity**

A post assessment was conducted by measuring the participants' level of financial literacy using the same tool.

**Data Analysis**

Descriptive statistics such as weighted mean and standard deviation were used to measure the level of financial literacy of the participants before and after the conduct of the financial literacy program. T test of correlated means was used to identify significant difference between the participants' level of financial literacy before and after the conduct of financial literacy program.

**Findings**

**Level of Financial Literacy Before the Financial Literacy Program**

Table 2 shows the participants level of financial literacy before the financial literacy program. Results showed that before the financial literacy training program the participants' overall financial literacy score (2.78) was very low compared to the expected maximum score of 21 points. This was also true to their level of financial knowledge, behavior and attitude.

<table>
<thead>
<tr>
<th>Item</th>
<th>Pre-Assessment Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Knowledge</td>
<td>0.58</td>
<td>0.67</td>
</tr>
<tr>
<td>Financial Behavior</td>
<td>1.13</td>
<td>0.50</td>
</tr>
<tr>
<td>Financial Attitude</td>
<td>1.07</td>
<td>0.26</td>
</tr>
<tr>
<td>Overall Financial Literacy Score</td>
<td>2.78</td>
<td>0.92</td>
</tr>
</tbody>
</table>

**Scoring:**

- Financial Knowledge: 0 to 7
- Financial Behavior: 0 to 9
- Financial Attitude: 1 to 5
- Overall Financial Literacy Score: 1 to 21

**Level of Financial Literacy After the Financial Literacy Program**

Table 3 shows the participants level of financial literacy after the financial literacy program. Results showed that after the financial literacy training program the participants' overall financial literacy...
score (10.77) increased by 287% compared to their overall financial score before the financial literacy program. This was also true to their level of financial knowledge (increased by 464%), behavior (increased by 326%) and attitude (increased by 150%).

Table 3. Participant’s Level of financial literacy after the Financial Literacy Program.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Knowledge</td>
<td>3.27</td>
<td>0.83</td>
<td>464</td>
</tr>
<tr>
<td>Financial Behavior</td>
<td>4.81</td>
<td>0.96</td>
<td>326</td>
</tr>
<tr>
<td>Financial Attitude</td>
<td>2.68</td>
<td>0.59</td>
<td>150</td>
</tr>
<tr>
<td>Overall Financial Literacy Score</td>
<td>10.77</td>
<td>1.32</td>
<td>287</td>
</tr>
</tbody>
</table>

Scoring:  
Financial Knowledge: 0 to 7  
Financial Behavior: 0 to 9  
Financial Attitude: 1 to 5  
Overall Financial Literacy Score: 1 to 21

Comparison of Participant’s Pre and Post Level of Financial Literacy

Table 4 shows the comparison of pre and post assessment financial literacy scores. Using paired sample t-test to compare the participants’ level of financial literacy, a computed t-value of 76.98 and p-value of 0 revealed that there is a significant difference between the pre and post assessments scores.

<table>
<thead>
<tr>
<th>Item</th>
<th>t-value</th>
<th>p-value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Knowledge</td>
<td>48.23</td>
<td>0.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Financial Behavior</td>
<td>52.61</td>
<td>0.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Financial Attitude</td>
<td>31.14</td>
<td>0.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Overall Financial Literacy Score</td>
<td>76.98</td>
<td>0.00</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Using α=0.05 and α=0.01 level of significance

Conclusion

Results revealed that the financial literacy training program increased the over-all financial literacy level of the public secondary school’s employees in Indang, Cavite. Initially, the employees have low level of financial literacy (as reflected by low financial literacy score) but after the integration of financial literacy program it increased significantly.

References


