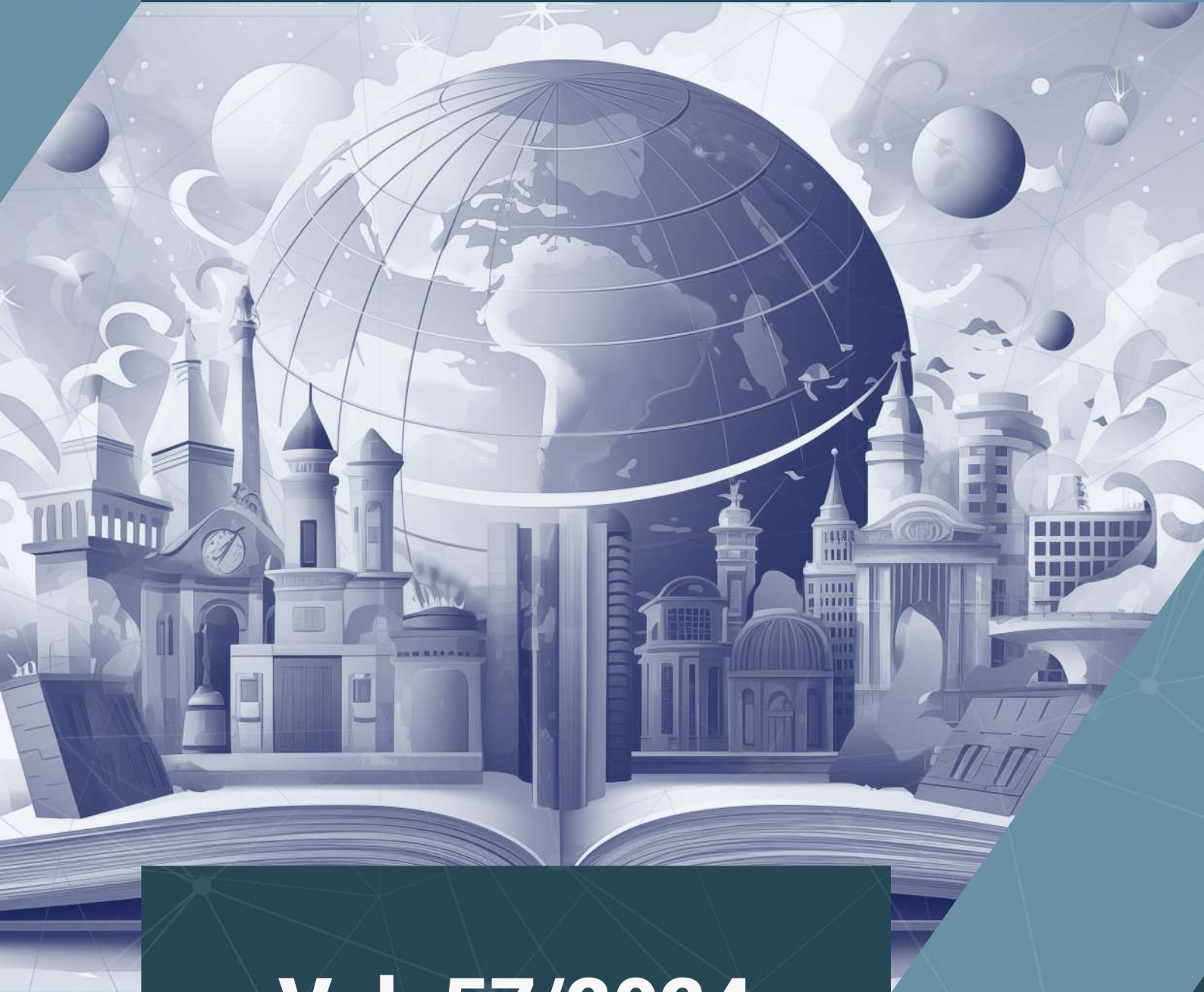




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Financial Behavior and Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental

Ma. Venice June R. Bargaso^{1*}, Nenette D. Padilla², Joel M. Bual³

¹DepEd Schools Division of Sipalay City, Sipalay City, Philippines, ²Carlos Hilado Memorial State University-Fortune Towne Campus, Bacolod City, Philippines,

³University of Negros Occidental-Recoletos, Bacolod City, Philippines

venicebargaso@gmail.com

Abstract. Financial behavior and financial satisfaction are two essential elements in the lives of the human being like non-teaching personnel. Hence, this study assessed the financial behavior of non-teaching personnel in a city schools division in Negros Occidental in terms of spending habits, borrowing practices, repayment practices, savings, and investments relative to age, sex, civil status, position level, and net take-home pay. Likewise, it determined their financial satisfaction in terms of financial solvency and financial knowledge relative to the demographics. Also, it compared their financial behavior and financial satisfaction when grouped according to the demographics. Lastly, it correlated their financial behavior and financial satisfaction. The study utilized the descriptive-comparative and correlational research design. It was responded by 106 non-teaching personnel and was determined using stratified random sampling. The instruments used were adopted-modified questionnaires. In analyzing the data, mean, standard deviation, Mann Whitney U test, and Spearman rank correlation were employed. Meanwhile, the researcher adhered to the guidelines established by the Philippine Health Research Ethics Board (PHREB). Generally, they have a very high financial behavior and high financial satisfaction. In comparing their financial behavior when grouped according to the demographics, only the net take-home pay has the significant difference. In terms of the financial satisfaction, all demographics resulted no significant differences. Regarding the relationship between the two constructs, there was a significant relationship between their financial behavior and financial satisfaction. Hence, to improve their satisfaction financially, their behavior towards finances should be given attention.

Keywords. Financial behavior, financial satisfaction, non-teaching personnel, descriptive, comparative, and correlational, city schools division, Philippines

1.0 Introduction

Financial behavior refers to any human action related to money management, such as handling cash, debt, and savings [1]. The well-being of individuals in a family, community, country, and the world at large can be profoundly affected by financial behavior [2]. Hence, wise financial decision-making and avoiding costly financial mistakes are essential life skills [3]. Individuals should be mindful of their spending habits and avoid too much debt.

Unfortunately, a study revealed that more people in America retire with significant debt and no retirement funds or preparation [4]. This is an alarming trend, as many retirees encounter financial insecurity in their later years.

One aspect of happiness in life is achieving financial satisfaction [5]. It is the state of being financially healthy and happy with one's financial situation [6]. A comfortable financial status can provide individuals with a sense of security and peace of mind, while financial insecurity can increase stress and anxiety. This is particularly true during the height of the COVID-19 pandemic, where job uncertainty has caused many to experience severe economic difficulties and lower levels of financial satisfaction [7]. In Indonesia, married female laborers continued to work despite the dire circumstances of the outbreak to make ends meet [8]. Also, many working adults in Malaysia have realized that they are unprepared for potential crises or emergencies, thus highlighting the need for them to have a financial plan [9].

In the Philippines, government employees are provided with annual salary increases in four tranches from 2020 to 2023 through Republic Act No. 11466, or the Salary Standardization Law (SSL). The purpose is to ensure their fair compensation, provide them with the same rights and benefits as workers in the private sector, and aid in attracting and retaining the best public servants, which is crucial for delivering high-quality services. However, evidence shows that many employees still struggle financially due to the high cost of goods and services. According to a report by GMA News Online [10], the Confederation for Unity, Recognition, and Advancement of Government Employees (COURAGE) demanded that the government increase the minimum compensation for government employees to P21,000 per month. The group claimed that the lowest salary under SSL5 is P12,517 per month, significantly lower than the P42,000 per month projected to be necessary for an average Filipino household by former NEDA Secretary Ernesto Pernia. But Gualdrapa and Palic [11] also emphasized that poor lifestyle choices and a lack of knowledge about financial management and budgeting are causing more debt problems for government employees in the Philippines.

In Bacolod City, a survey administered by Arreglado and Llanera [12] to 224 employees from four different government agencies revealed that they had established a certain level of financial stability through careful budgeting, accumulating personal savings, and pursuing supplemental income. Another local study conducted by Balitor et al. [13] at a Catholic college showed that in terms of financial behavior, non-teaching personnel are more financially burdened with purchasing decisions and budgeting elements than teaching employees. This implies that non-teaching personnel must be more aware of their financial decisions and be more prudent in their spending habits.

Parcia and Estimo [14] conducted relevant studies on the employees' financial literacy, behavior, stress, and wellness, while Lee et al. [15] focused on the determinants of financial satisfaction in Malaysia and Singapore. However, there is a dearth in the existing literature. Since financial behavior is one issue that is frequently discussed today [16] and financial satisfaction is an important element of life satisfaction [17], it needs further exploration. Furthermore, there is a scarcity of research on the financial behavior and financial satisfaction of government non-teaching personnel, particularly in the local setting. Adinda et al. [18] also tried to find the relationship between the two variables using the purposive sampling technique, and the study of Winarta and Pamungkas [19] on the effect of financial behavior on financial satisfaction solely focused on female workers. Given the available studies, a dearth of literature correlating both constructs are visible. This is the gap that this study would like to fill in.

Thus, this study assessed the level of financial behavior of non-teaching personnel in a city schools division in Negros Occidental in terms of spending habits, borrowing practices,

repayment practices, savings, and investments when they were taken as a whole and grouped according to age, sex, civil status, position level, and net take-home pay. Likewise, it determined their level of financial satisfaction in terms of financial solvency and financial knowledge when they were taken as a whole and grouped according to the demographics. Also, it investigated the significant difference in their financial behavior and financial satisfaction when grouped according to the demographics. Lastly, it checked the significant relationship between their financial behavior and financial satisfaction. The findings of this study were used as the basis for developing a financial literacy program to provide non-teaching personnel with the necessary skills and knowledge to better understand their financial situation and make responsible financial decisions.

2.0 Framework of the Study

This study theorized that the financial behavior of non-teaching personnel influences their financial satisfaction. Employees with positive financial behavior will also be more likely to have higher financial satisfaction. Financial behavior and financial satisfaction vary in terms of age, sex, civil status, position level, and net take-home pay. It was anchored on the theory of planned behavior by Ajzen [20]. The TPB posits that individual behavior arises because of intention and is determined by attitudes, subjective norms, and perceived behavioral control. According to this theory, attitudes toward a behavior are an individual's positive or negative evaluation of the behavior based on his or her beliefs. In contrast, subjective norms refer to a person's perception of whether significant others, such as a spouse, friends, or colleagues, would approve or disapprove of the behavior, and perceived behavioral control assesses the extent to which an individual has control over the resources and opportunities involved in performing the behavior. In this study, the theory of planned behavior holds significance because an individual with a positive attitude toward money perceives prudent spending, responsible borrowing, saving, and investing as socially acceptable and feels in control of their financial situation. This positive mindset serves as a foundation for engaging in financially responsible behavior.

Moreover, this study was also anchored on Joo's [21] conceptual model of personal financial wellness and worker productivity. Personal financial wellness includes subjective perception, behavioral assessment of personal finance, objective economic status, and satisfaction with one's financial situation. According to this model, an individual's financial wellness is affected by demographic characteristics such as his marital status, income, education, age, and the number of dependents in the household. Additionally, the individual's level of financial knowledge and financial behavior are also considered key determinants of their financial wellness. Joo's [21] conceptual model of personal financial wellness and worker productivity is also relevant to the study since financial satisfaction is closely intertwined with the concepts of financial wellness. Undesirable financial behaviors, such as overspending or accumulating debt, can reduce one's financial satisfaction. Similarly, a lack of financial knowledge may lead to poor financial choices and ultimately contribute to feelings of dissatisfaction with one's financial situation.

3.0 Methods

This study employed a descriptive, comparative, and correlational research design. This assessed the level of financial behavior and level of financial satisfaction of non-teaching personnel in a city schools division in Negros Occidental. This also investigated the significant differences in their financial behavior and financial satisfaction when grouped according to the demographics. Finally, the correlational approach correlated the two constructs. Using a

stratified random sampling technique, the respondents of this study were the 106 non-teaching personnel of a city schools division in Negros Occidental, of which 72 are Schools Division Office (SDO) personnel and 34 are school personnel.

Table 1. Demographic Profile of the Respondents

Variable	f	%
Age		
Younger (below 40 years old)	65	61.3
Older (40 years old and above)	41	38.7
Sex		
Male	20	18.9
Female	86	81.1
Civil Status		
Single	26	24.5
Married	80	75.5
Position Level		
First Level	44	41.5
Second Level	62	58.5
Net Take-home Pay		
Lower	63	59.4
Higher	43	40.6
Total	106	100.0

Note: average age=39.3 years old, average NTP=Php15863

In assessing the financial behavior, an adopted-modified questionnaire from Parcia and Estimo [14] was utilized. This consisted of areas namely: spending habits, borrowing practices, repayment practices, savings, and investments. It was responded using the scale from very high to very low. Meanwhile, their financial satisfaction was rated using the questionnaire of Nabila et al. [22]. This instrument comprises two domains, namely: financial solvency and financial knowledge. It was responded using the scale from very satisfied to dissatisfied. The questionnaires were subjected to validation of 10 Subject Matter Experts (SMEs) and yielded a valid score of 0.90. These were pilot-tested and yielded a Cronbach's alpha score of 0.930.

In analyzing the data, the descriptive, comparative, and correlational analyses were employed. Mean and standard deviation were used to analyze their financial behavior and financial satisfaction. Meanwhile, Kolmogorov Smirnov was used to determine the normality of the variables. Normality test revealed that the variables financial behavior [KS=0.083, p=0.039], and in terms of spending habits [KS=0.163, p=0.000], borrowing practices [KS=0.211, p=0.000], repayment practices [KS=0.25, p=0.000], savings [KS=0.124, p=0.000], and investments [KS=0.116, p=0.001] were not normally distributed. In addition, the variables financial satisfaction [KS=0.123, p=0.000] and in terms of financial solvency [KS=0.165, p=0.000], and financial knowledge [KS=0.206, p=0.000] were also not normally distributed. Since the variables were not normally distributed, nonparametric tests were used for inferential questions.

In comparing the significant differences in their financial behavior and financial satisfaction when grouped according to the demographics, Mann Whitney U test was employed. In correlating the two constructs, Spearman rank correlation was utilized. Lastly, the researcher addressed the general principles of respect for persons, justice, and beneficence to fully guarantee the ethical soundness of the study in line with the guidelines established by the Philippine Health Research Ethics Board (PHREB). Specifically, it addressed issues regarding the privacy of the participants and the confidentiality of the data gathered.

4.0 Results and Discussion

Level of Financial Behavior of Non-Teaching Personnel

As shown in table 2, survey results showed that the level of financial behavior of non-teaching personnel as a whole is very high (M=3.28, SD=0.41). In terms of spending habits (M=3.51, SD=0.42), borrowing practices (M=3.45, SD=0.51), and repayment practices (M=3.59, SD=0.43), the level of financial behavior was also interpreted as very high. Meanwhile, respondents exhibited a high degree of financial behavior in terms of savings (M=2.91, SD=0.70) and investments (M=2.91, SD=0.70).

The results demonstrate that non-teaching personnel exhibit a strong sense of responsibility in managing their finances. This agrees with Philippot [23] that most people consider their financial status before making any purchases and prioritize buying essentials over luxuries. On the other hand, the studies of Bajarin and Gonzales [24], which highlight that saving is not considered a top priority among public school teachers, and Sabri et al. [25], which revealed that few individuals invest monthly and only when they have extra money, are also aligned with the result.

When grouped according to age, the financial behavior of non-teaching personnel revealed that the younger (below 40 years old) obtained a very high level (M=3.30, SD=0.39) while the older (40 years old and above) exhibited a high level (M=3.25, SD=0.45), slightly lower compared to their younger counterparts. This suggests that while they may still manage their finances well, they might be less aggressive in saving and investing. When grouped according to sex, the level of financial behavior of male non-teaching personnel was revealed to be high (M=3.24, SD=0.46) and very high (M=3.29, SD=0.40) for female non-teaching personnel.

This is consistent with Parcia and Estimo [14] that female workers exhibit more responsible financial behavior. For civil status, the single non-teaching personnel obtained a very high interpretation (M=3.33, SD=0.31) while the married had a high interpretation (M=3.26, SD=0.44) which could be attributed to shared financial responsibilities and greater financial commitments associated with marriage and family. This finding is consistent with Totenhagen et al. [26], which revealed that individuals who are married are less stable and more in debt compared to those who are single. The first level position showed a very high result (M=3.37, SD=0.39) while the second level position obtained a high outcome (M=3.21, SD=0.42).

In the Philippines, position level for government employees refers to the government's current compensation plan level, which denotes a level of difficulty and responsibility and is classified as the first level (Salary Grade 1 to 9) and second level (Salary Grade 10 and above), with the lowest grade being 1 and the highest being 33 [27]. Non-teaching personnel in second level positions generally earn higher salaries and may demonstrate responsible financial practices, but they may not exhibit the same level of financial behavior as those in first level positions. When grouped according to net take-home pay, lower net take-home pay got a high level (M=3.19, SD=0.41) which suggests that even with limited income, non-teaching personnel can maintain responsible financial habits, though they may have less capacity for saving and investing. This may be because their income only covers essential expenses and loan repayments. As a result, they have likely developed the habit of meticulously planning their budget to meet their necessities and financial obligations. On the other hand, those with higher net take-home pay got a very high result (M=3.41, SD=0.39) indicating that higher income correlates with better financial management skills.

A very high level of financial behavior of non-teaching personnel is an excellent indication of their propensity to engage in commendable financial practices. One possible reason for this may be traced to the organized nature of employment within educational institutions. While teachers have the main responsibility of imparting knowledge and promoting learning, non-teaching personnel are responsible for administrative, financial, and operational tasks. Their roles frequently entail managing budgets and financial transactions and as a result, they may have an increased awareness and skill in handling their personal finances, which comes from their professional skills in managing resources within an educational setting. Another reason could be attributed to the impact of the pandemic, as it has served as a wake-up call for many individuals, pushing them to reevaluate their financial priorities. As highlighted by Howe et al. [28], there is an evident transformation in individuals' attitudes and practices toward financial management.

Table 2.1. Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental

Variables	Spending Habits			Borrowing Practices			Repayment Practices		
	M	SD	Int	M	SD	Int	M	SD	Int
Age									
Younger	3.47	0.42	VH	3.46	0.50	VH	3.65	0.37	VH
Older	3.57	0.41	VH	3.44	0.54	VH	3.49	0.51	VH
Sex									
Male	3.46	0.49	VH	3.51	0.40	VH	3.45	0.48	VH
Female	3.52	0.40	VH	3.44	0.54	VH	3.62	0.42	VH
Civil Status									
Single	3.48	0.35	VH	3.59	0.40	VH	3.67	0.37	VH
Married	3.52	0.44	VH	3.41	0.54	VH	3.56	0.45	VH
Position Level									
First Level	3.57	0.38	VH	3.48	0.51	VH	3.69	0.36	VH
Second Level	3.46	0.43	VH	3.43	0.52	VH	3.51	0.47	VH
Net Take-home Pay									
Lower	3.40	0.42	VH	3.37	0.52	VH	3.56	0.39	VH
Higher	3.67	0.36	VH	3.56	0.49	VH	3.62	0.49	VH
Whole	3.51	0.42	VH	3.45	0.51	VH	3.59	0.43	VH

Table 2.2. Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental

Variables	Savings			Investments			Financial Behavior		
	M	SD	Int	M	SD	Int	M	SD	Int
Age									
Younger	2.87	0.69	Hi	2.94	0.73	Hi	3.30	0.39	VH
Older	2.79	0.69	Hi	2.85	0.66	Hi	3.25	0.45	Hi
Sex									
Male	2.79	0.74	Hi	2.92	0.67	Hi	3.24	0.46	Hi
Female	2.85	0.68	Hi	2.90	0.72	Hi	3.29	0.40	VH
Civil Status									
Single	2.92	0.54	Hi	2.88	0.69	Hi	3.33	0.31	VH
Married	2.82	0.73	Hi	2.91	0.71	Hi	3.26	0.44	Hi
Position Level									
First Level	3.02	0.71	Hi	2.99	0.71	Hi	3.37	0.39	VH
Second Level	2.71	0.65	Hi	2.84	0.70	Hi	3.21	0.42	Hi
Net Take-home Pay									
Lower	2.72	0.70	Hi	2.78	0.67	Hi	3.19	0.41	Hi
Higher	3.02	0.65	Hi	3.09	0.72	Hi	3.41	0.39	VH
Whole	2.84	0.69	Hi	2.91	0.70	Hi	3.28	0.41	VH

Level of Financial Satisfaction of Non-Teaching Personnel

As revealed in table 3, survey results showed that the level of financial satisfaction of non-teaching personnel as a whole was interpreted as high ($M=3.10$, $SD=0.54$). In the areas of financial solvency ($M=3.05$, $SD=0.63$) and financial knowledge ($M=3.15$, $SD=0.60$), the result was also rated as high. This indicates that non-teaching personnel are content with their financial situation, meet their financial obligations satisfactorily, and have at least a foundational understanding of financial matters. This does not support the study of Firlir et al. [29], which found that the financial satisfaction of the working-age population was classified as being barely in the 'good' category and that they were not satisfied with their earnings, financial management abilities, current financial situation, purchasing power, and the level of their savings.

When non-teaching personnel were grouped according to age, both younger ($M=3.04$, $SD=0.55$) and older respondents ($M=3.21$, $SD=0.52$) exhibited high level of financial satisfaction. This result contradicts the study of Fan and Babiarz [6], which states that financial satisfaction peaks at a young age and thereafter declines. Furthermore, when grouped according to sex, both the males ($M=3.06$, $SD=0.54$) and the females ($M=3.12$, $SD=0.54$) manifested the same level of financial satisfaction interpreted as high. This is not aligned with the study of Agnew et al. [30], who found that male and female respondents reported varying levels of financial satisfaction. It was also discovered by Skreblin Kirbiš et al. [31], who found that men report higher levels of financial satisfaction than women. Also, financial satisfaction was shown to be more prevalent among male respondents, those who were younger, married, retired, and those with higher levels of education and income [32]. For civil status, both single ($M=3.07$, $SD=0.56$) and married respondents ($M=3.12$, $SD=0.54$) also achieved a high outcome. Contrarily, according to the study of Fan and Babiarz [6], the financial satisfaction of single women reported far lower financial satisfaction than married people. When non-teaching personnel were categorized by their position levels, individuals occupying first-level positions ($M=3.12$, $SD=0.52$) reported a slightly higher level of financial satisfaction compared to those in second-level positions ($M=3.09$, $SD=0.56$). Despite this difference, both groups reported the same level of financial satisfaction interpreted as high. The same is true for net take-home pay, where both lower net take-home pay ($M=3.06$, $SD=0.50$) and higher net take-home pay ($M=3.16$, $SD=0.60$) revealed a high interpretation. This result is opposite to the study of Tenney and Kalenkoski [33], which found that individuals with a higher income or net worth were somewhat more likely to be satisfied with their current financial situation than those with a lower income.

Non-teaching personnel generally possess positive financial satisfaction. But while the overall level of financial satisfaction is positive, there may still be areas where non-teaching personnel could improve their financial contentment. This could entail further enhancing financial literacy, which can boost confidence in managing finances and using relevant financial information to achieve long-term financial satisfaction [34]. By doing this, the financial satisfaction of non-teaching personnel may reach higher levels.

Table 3. *Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental*

Variable	Financial Solvency			Financial Knowledge			Financial Satisfaction		
	M	SD	Int	M	SD	Int	M	SD	Int
Age									
Younger	2.96	0.64	Hi	3.11	0.62	Hi	3.04	0.55	Hi
Older	3.20	0.59	Hi	3.22	0.56	Hi	3.21	0.52	Hi
Sex									
Male	2.99	0.60	Hi	3.12	0.55	Hi	3.06	0.54	Hi
Female	3.07	0.64	Hi	3.16	0.61	Hi	3.12	0.54	Hi
Civil Status									
Single	3.02	0.55	Hi	3.12	0.75	Hi	3.07	0.56	Hi
Married	3.07	0.65	Hi	3.17	0.54	Hi	3.12	0.54	Hi
Position Level									
First Level	3.03	0.59	Hi	3.21	0.58	Hi	3.12	0.52	Hi
Second Level	3.07	0.66	Hi	3.11	0.61	Hi	3.09	0.56	Hi
Net Take-home Pay									
Lower	2.99	0.63	Hi	3.14	0.53	Hi	3.06	0.50	Hi
Higher	3.14	0.62	Hi	3.18	0.70	Hi	3.16	0.60	Hi
Whole	3.05	0.63	Hi	3.15	0.60	Hi	3.10	0.54	Hi

Difference in the Level of Financial Behavior when grouped according to Age

Mann Whitney U test was used to determine the significant difference in the level of financial behavior of non-teaching personnel in terms of spending habits, borrowing practices, repayment practices, savings, and investments when grouped according to age, sex, civil status, position level, and net take-home pay. Table 4 shows in general that there was no significant difference in the level of financial behavior [U=1294, p=0.802] of non-teaching personnel when grouped according to age. It shows that age does not appear to be a significant factor in determining the overall financial behavior of non-teaching personnel. This is contrary to the study of Parcia and Estimo [14], which revealed that there is a significant difference in the employees' financial behavior when grouped according to age.

In terms of spending habits [U=1129, p=0.178], borrowing practices [U=1315.5, p=0.91], repayment practices [U=1107.5, p=0.132], savings [U=1256, p=0.617], and investments [U=1191, p=0.353], there was no significant difference when grouped according to age. This implies that regardless of age, non-teaching personnel tend to have similar approaches when it comes to spending behavior, borrowing money, repaying debts, saving, and investment practices. Therefore, the hypothesis stating that there is no significant difference in the level of financial behavior in terms of spending habits, borrowing practices, repayment practices, savings, and investments when grouped according to age is accepted.

Table 4. *Difference in the Level of Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Age*

Variable	U	z	p
Financial Behavior	1294.0	-0.250	0.802
Spending Habits	1129.0	-1.347	0.178
Borrowing Practices	1315.5	-0.113	0.910
Repayment Practices	1107.5	-1.507	0.132
Savings	1256.0	-0.500	0.617
Investments	1191.0	-0.929	0.353

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Behavior when grouped according to Sex

As shown in table 5, there is no strong evidence to suggest a significant difference in the overall level of financial behavior [U=809.5, p=0.683] of non-teaching personnel based on sex. A local study also confirms that grouping employees according to sex does not significantly change their level of financial behavior [14].

In terms of spending habits [U=822, p=0.754], no significant difference was found in the level of financial behavior of non-teaching personnel when grouped according to sex. This agrees with the study conducted in Indonesia by Andriani and Nugraha [35], which found no significant differences between the spending habits of male and female employees. There was also no significant difference in the level of financial behavior in terms of borrowing practices [U=822.5, p=0.757], repayment practices [U=655.5, p=0.088], savings [U=821.5, p=0.754], and investments [U=853, p=0.954] when grouped according to sex. These results indicate that male and female non-teaching personnel demonstrate similar financial practices in these key areas. Therefore, the hypothesis stating that there is no significant difference in the level of financial behavior in terms of spending habits, borrowing practices, repayment practices, savings, and investments when grouped according to sex is accepted.

However, it is important to take note of a potential pattern in the variable of repayment practices, indicated by a p-value of 0.088. While it does not meet the standard significance level of 0.05, it indicates a difference that is quite close to being significant. This suggests a potential disparity in repayment practices between male and female non-teaching personnel, but further investigation or a larger sample size may be necessary to validate this observation.

Table 5. *Difference in the Level of Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Sex*

Variable	U	z	P
Financial Behavior	809.5	-0.409	0.683
Spending Habits	822.0	-0.313	0.754
Borrowing Practices	822.5	-0.309	0.757
Repayment Practices	655.5	-1.704	0.088
Savings	821.5	-0.313	0.754
Investments	853.0	-0.057	0.954

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Behavior when grouped according to Civil Status

Table 6 reveals that in general, there was no significant difference in the level of financial behavior [U=896, p=0.289] of non-teaching personnel when grouped according to civil status. This suggests that whether they are single or married, their civil status does not appear to have a substantial impact on their financial behavior. In terms of spending habits [U=950.5, p=0.502], borrowing practices [U=868.5, p=0.199], repayment practices [U=901.5, p=0.294], savings [U=929, p=0.412], and investments [U=1024.5, p=0.908], there was no significant difference in the level of financial behavior of non-teaching personnel when grouped according to civil status. Hence, the hypothesis stating that there is no significant difference in the level of financial behavior in terms of spending habits, borrowing practices, repayment practices, savings, and investments when grouped according to civil status is accepted.

Table 6. *Difference in the Level of Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Civil Status*

Variable	U	z	P
Financial Behavior	896.0	-1.060	0.289
Spending Habits	950.5	-0.671	0.502
Borrowing Practices	868.5	-1.285	0.199
Repayment Practices	901.5	-1.050	0.294
Savings	929.0	-0.821	0.412
Investments	1024.5	-0.115	0.908

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Behavior when grouped according to Position Level

Overall, there was no significant difference in the level of financial behavior [U=1076.5, $p=0.065$] of non-teaching personnel when grouped according to position level, as revealed in table 7. In terms of spending habits [U=1172, $p=0.209$], borrowing practices [U=1279, $p=0.578$], and investments [U=1185, $p=0.245$], there was no significant difference in the level of financial behavior when grouped according to position level. This suggests that regardless of their position within the organization, non-teaching personnel exhibit similar financial behaviors in these key areas. However, significant differences are noted in repayment practices [U=1037, $p=0.030$] and savings [U=1016.5, $p=0.025$].

The result shows that those who held first level positions rated significantly higher than those in second level positions. The first level position includes non-teaching personnel with salary grade 1 to 9. Based on the result, personnel with low compensation have a higher level of financial behavior in terms of repayment practices and savings due to their limited income. They repay debts on time to avoid additional interest or penalties and save in preparation for financial emergencies. Thus, the hypothesis stating that there is no significant difference in the level of financial behavior in terms of spending habits, borrowing practices, and investment is accepted except for repayment practices and savings, in which a significant difference was found.

Table 7. *Difference in the Level of Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Position Level*

Variable	U	z	P
Financial Behavior	1076.5	-1.847	0.065
Spending Habits	1172.0	-1.256	0.209
Borrowing Practices	1279.0	-0.556	0.578
Repayment Practices	1037.0*	-2.164	0.030
Savings	1016.5*	-2.244	0.025
Investments	1185.0	-1.162	0.245

Note: *difference is significant when $p \leq 0.05$

Difference in the Level of Financial Behavior when grouped according to Net Take-Home Pay

Table 8 revealed that there was a significant difference in the overall level of financial behavior [U=906.5, $p=0.004$] of non-teaching personnel when grouped according to net take-home pay. This supports the study conducted by Wahyudi et al. [16], which demonstrated that income significantly affects a person's financial behavior. This finding indicated that the higher the income of an individual, the higher the chance to save, pay off debt, and invest.

Nevertheless, a study conducted by Arifin [5] showed that an individual's salary had no impact on their financial behavior. This finding indicates that individuals continue to struggle with financial management, regardless of how much they earn.

In terms of repayment practices [U=1158, p=0.192], there was no significant difference in the level of financial behavior of non-teaching personnel when grouped according to net take-home pay. Meanwhile, there was a significant difference in the level of financial behavior of non-teaching personnel in terms of spending habits [U=829.5, p=0.001], borrowing practices [U=1051, p=0.046], savings [U=989.5, p=0.018], and investments [U=1000, p=0.021]. Non-teaching personnel with higher net take-home pay rated significantly higher than those with lower net take-home pay. They control their spending, engage in prudent borrowing, and take a proactive approach to saving and investing for future goals like retirement and wealth accumulation.

Thus, the hypothesis stating that there is no significant difference in the level of financial behavior in terms of spending habits, borrowing practices, savings and investments when grouped according to net take-home pay is rejected except in the area of repayment practices, which was found to have no significant difference.

Table 8. *Difference in the Level of Financial Behavior of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Net Take-home Pay*

Variable	U	z	P
Financial Behavior	906.5*	-2.888	0.004
Spending Habits	829.5*	-3.447	0.001
Borrowing Practices	1051.0*	-1.992	0.046
Repayment Practices	1158.0	-1.305	0.192
Savings	989.5*	-2.365	0.018
Investments	1000.0*	-2.309	0.021

Note: *difference is significant when $p \leq 0.05$

Difference in the Level of Financial Satisfaction when grouped according to Age

Mann Whitney U test was used to determine the significant difference in the level of financial satisfaction of non-teaching personnel in terms of spending habits, borrowing practices, repayment practices, savings, and investments when grouped according to age, sex, civil status, position level, and net take-home pay. As shown in table 9, there was no significant difference in the overall level of financial satisfaction [U=1033, p=0.051] of non-teaching personnel when grouped according to age. This supports the study of Owusu [36], which revealed that age has nothing to do with financial satisfaction. This suggests that age does not play a major role in determining a person's level of financial satisfaction.

In terms of financial knowledge [U=1186.5, p=0.333], there was also no significant difference when grouped according to age. Contrarily, Panjaitan et al. [37] showed in their study that the positive effect of financial knowledge is important because a person will feel satisfied if he has a lot of knowledge and insight about finances. In terms of financial solvency [U=1031, p=0.046], there was a significant difference in the level of financial satisfaction of non-teaching personnel when grouped according to age. Older personnel rated significantly higher because they can meet their financial obligations and have long-term investments compared to younger personnel who are still building their careers, managing financial obligations, or starting families. This conforms with the study of Firli et al. [29] that individuals who are financially solvent or have the means to repay a loan report higher level of financial satisfaction. Thus, the hypothesis suggesting that there is no significant difference in the level of financial satisfaction

in terms of financial knowledge when grouped according to age is accepted. However, regarding financial solvency, the hypothesis is rejected, as a notable difference was discovered.

Table 9. *Difference in the Level of Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Age*

Variable	U	z	p
Financial Satisfaction	1033.0	-1.951	0.051
Financial Solvency	1031.0*	-1.997	0.046
Financial Knowledge	1186.5	-0.969	0.333

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Satisfaction when grouped according to Sex

Table 10 revealed that there was no significant difference in the overall level of financial satisfaction [U=835, $p=0.839$] of non-teaching personnel when grouped according to sex. In terms of financial solvency [U=838, $p=0.856$] and financial knowledge [U=840.5, $p=0.872$], a significant difference was also not found. This finding further strengthens the study of Fachrudin et al. [38], which claimed that gender does not have a substantial direct impact on financial satisfaction. Therefore, the hypothesis suggesting that there is no significant difference in the level of financial satisfaction in terms of financial knowledge and financial solvency when grouped according to sex is accepted.

Table 10. *Difference in the Level of Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Sex*

Variable	U	z	p
Financial Satisfaction	835.0	-0.203	0.839
Financial Solvency	838.0	-0.181	0.856
Financial Knowledge	840.5	-0.161	0.872

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Satisfaction when grouped according to Civil Status

Table 11 shows that there was no significant difference in the overall level of financial satisfaction [U=980, $p=0.658$] of non-teaching personnel when grouped according to civil status. In terms of financial solvency [U=990.5, $p=0.711$], and financial knowledge [U=1031, $p=0.946$] there was also no significant difference. This finding echoes the study conducted by Owusu [36], which revealed that there is no statistically significant difference in financial satisfaction between married and unmarried people. Thus, the hypothesis suggesting that there is no significant difference in the level of financial satisfaction in terms of financial knowledge and financial solvency when grouped according to civil status is accepted.

Table 11. *Difference in the Level of Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Civil Status*

Variable	U	z	p
Financial Satisfaction	980.0	-0.442	0.658
Financial Solvency	990.5	-0.371	0.711
Financial Knowledge	1031.0	-0.068	0.946

Note: difference is significant when $p \leq 0.05$

Difference in the Level of Financial Satisfaction when grouped according to Position Level

Generally, employees in higher positions are associated with higher salaries and additional benefits, which often result in greater overall financial satisfaction. But as shown in table 12, there was no significant difference in the level of financial satisfaction [U=1361, p=0.985] of non-teaching personnel when grouped according to position level. In terms of financial solvency [U=1283, p=0.596] and financial knowledge [U=1241.5, p=0.422], no significant difference was also found. Hence, the hypothesis suggesting that there is no significant difference in the level of financial satisfaction in terms of financial knowledge and financial solvency when grouped according to position level is accepted.

Table 12. *Difference in the Level of Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Position Level*

Variable	U	z	p
Financial Satisfaction	1361.0	-0.019	0.985
Financial Solvency	1283.0	-0.530	0.596
Financial Knowledge	1241.5	-0.803	0.422

Note: difference is significant when $p \leq 0.05$

Difference in the Financial Satisfaction when grouped according to Net Take-Home Pay

When grouped according to net take-home pay, table 13 shows that there was no significant difference in the level of financial satisfaction [U=1176, p=0.249] of non-teaching personnel. This finding indicates that an individual's level of financial satisfaction is not highly influenced by their net take-home pay. In terms of financial solvency [U=1188.5, p=0.275] and financial knowledge [U=1255.5, p=0.515], no significant difference was also found. Thus, the hypothesis suggesting that there is no significant difference in the level of financial satisfaction in terms of financial knowledge and financial solvency when grouped according to net take-home pay is accepted.

Table 13. *Difference in the Level of Financial Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental according to Net Take-home Pay*

Variable	U	z	p
Financial Satisfaction	1176.0	-1.153	0.249
Financial Solvency	1188.5	-1.090	0.275
Financial Knowledge	1255.5	-0.652	0.515

Note: difference is significant when $p \leq 0.05$

Relationship between Financial Behavior and Financial Satisfaction

Spearman rank correlation was used to determine the significant relationship between financial behavior and financial satisfaction of non-teaching personnel. As shown in table 14, there was a significant relationship between financial behavior and financial satisfaction [$r_s(104)=0.481$, $p=0.000$] of non-teaching personnel. Thus, the result indicates that the third hypothesis is rejected since there exists a significant relationship between the two variables.

Aryani and Khaddafi [39] emphasized that individuals who demonstrate positive financial behavior possess a high level of proficiency in financial management, the ability to create effective financial strategies, and the skill to address and resolve financial challenges. Similarly, attaining financial satisfaction depends on effectively managing finances and tackling financial obstacles in a responsible manner [34]. In essence, both authors emphasize

the importance of responsible financial behaviors and financial problem-solving skills which foster a sense of control and stability, leading to higher financial satisfaction.

Table 14. Relationship between Level of Financial Behavior and Satisfaction of Non-Teaching Personnel in a City Schools Division in Negros Occidental

Variable	r_s	df	p
Financial Behavior x Financial Satisfaction	0.481*	104	0.000

Note: *correlation is significant when $p \leq 0.05$

The findings which indicate a correlation between financial behavior and satisfaction is aligned with the previous studies conducted by Adinda et al. [18], Farida et al. [34], and Winarta and Pamungkas [19]. The result shows that the better the non-teaching personnel control their resources and engage in positive financial behavior, the greater their financial contentment. Specifically, as the level of financial behavior increases, so does the level of financial satisfaction among non-teaching personnel. Individuals with a positive financial attitude make intelligent decisions about how to manage their financial resources, whereas unhealthy and negative financial attitudes lead to poor financial decisions [40].

While the level of financial behavior is rated as very high, the level of financial satisfaction being rated as high suggests that there is still room for further improvement. This suggests that although non-teaching personnel are generally content with their financial situation and demonstrate positive financial behaviors, there are opportunities for them to be more financially stable and gain a deeper understanding of financial concepts and products. As Arifin [5] proved in his research, healthy financial behavior coupled with financial knowledge can improve an individual's financial satisfaction.

5.0. Conclusion

Based on the findings of the study, the researcher concludes that there is a significant relationship between financial behavior and financial satisfaction. One's level of satisfaction with their financial situation is significantly affected by how they handle their financial resources. Individuals who engage in good financial habits like spending wisely, responsible borrowing, and regularly saving and investing are more likely to be satisfied financially. This connection is further strengthened when individuals acquire a good understanding of financial concepts and products. Therefore, financial literacy programs should be implemented in the workplace, with an emphasis on savings and investments, as they are not considered top priorities for most individuals. This not only helps employees build funds for emergencies and accumulate assets, but also improves their financial knowledge. This, in turn, enables them to make wiser financial decisions, which ultimately leads to higher levels of financial satisfaction. Hence, a financially satisfied person expresses positive life satisfaction.

6.0. Limitations of the Findings

Recognizing the limitations of a study is critical for maintaining transparency and ensuring the research's credibility. In this study, the number of samples is relatively small and focused only on one setting. Also, most of the respondents being female (81.10%) may produce gender-biased results. It may not provide an accurate representation of the experiences and perspectives of male non-teaching personnel. This study's potential limitation is that the results may not be applicable to a population with a more equal distribution of genders. Moreover, the

variables used to measure financial satisfaction were limited and may produce less robust findings.

7.0. Practical Value of the Paper

This study significantly contributes to the existing body of literature on the level of financial behavior and financial satisfaction of non-teaching personnel in a city schools division. Also, the findings of the study provided baseline information for creating a financial literacy program to help the Human Resource Office increase non-teaching personnel's financial skills and knowledge to make better financial decisions and improve their financial satisfaction. Moreover, the results of the study will serve as reference for future researchers to explore other variables or different areas of financial behavior and financial satisfaction.

8.0. Directions for Future Research

For future research endeavors, it may be beneficial to conduct a larger sample in a higher context. This could allow researchers to examine variations within the population and analyze different demographic groups more effectively. For a deeper understanding and analysis, future researchers may explore different areas of financial behavior and financial satisfaction. Studies could explore the impact of financial technology, such as online banking and mobile payments, on financial behavior and retirement preparedness for financial satisfaction. More research could explore how financial behavior and financial satisfaction vary in different contexts and cultural environments. More tailored and effective policies and programs can be developed by knowing how cultural norms, attitudes, and practices across various populations affect financial decisions and well-being.

9.0. Declaration of Conflict of Interest

The authors declare no conflict of interest.

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