

Profile, Reasons and Consequences of Borrowing from Lending Institutions in Sorsogon City

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Abstract— This study aimed to determine the profile, reasons and consequences of borrowing from lending institutions by the DepEd personnel in Sorsogon City from fiscal year 2019 to 2021. The descriptive method was used in the study. According to Calderon (2008), as cited by Alberto et al (2011), descriptive method is also known as statistical research, it describes data and characteristics about the population or phenomenon being studied. This research method is used for frequencies, averages and other statistical calculations. In this study, it will be used to determine the in the demographic profile of the DepEd personnel, their reasons for borrowing money and the consequences that they encountered due to borrowing in a lending institution. A financial literacy seminar will be developed based form the result of the survey. The main instrument that was used in the study is a survey questionnaire and the data that were obtained were tallied, analyzed and interpreted by the use of appropriate statistical tools and measures. The findings were: There are 85 females and 35 male respondents. There were 30 among the respondents who are single, 84 are married, 3 are widowed and there are 3 who are separated. Further, there were 46 school personnel who are in the positions of Teacher I, 18 with Teacher II position, 45 with Teacher III positions, two of them with Head Teacher, Master Teacher I and master Teacher II positions. There are 56 among the respondents stayed in the service from 0-6 years, 30 have stayed 7-12 years, 12 have 13-18 years and 22 are already 19 years and above in the service. There are 13 school personnel whose salary is 20,000 and below, there are 90 respondents with the salary ranges from 20,000.01 to 30,000.00, there are 11 with 30,000.01 to 40,000.00 and 6 respondents with the salary of 40,000.01 and above. There are 72 among the personnel who owned their houses, 16 Of them are renting and 32 are residing with their parents. Accordingly, there were 13 personnel who have 1 type of loan, 30 of them have 2 types of loans, 38 have 3 types, and 39 have 4 types and above. With regards to their performance rating, there were 40 school personnel who got an outstanding performance rating and 80 among them got a very satisfactory rating in the year 2018 to 2019. In the year 2019-2020, there are 39 school personnel who got an outstanding performance while 81 got a very satisfactory performance. There are 52 and 68 respectively who got an outstanding and very satisfactory performance in the year 2020-2021. The common reasons for borrowing money from lending institutions are home improvement or renovation with weighted mean of 4.53, health, education, investment, recreation, travel and payments for debts with weighted mean of 3.98, 4.05, 4.28, 3.68, 4.36 and 4.26 respectively. The common consequences of borrowing money from lending institutions are decreased net pay, generates more debts, financial instability and difficulty in monthly loan payments with weighted mean of 4.41, 4.17, 3.77 and 3.52 respectively. Although they experienced negative consequences, they were able to support education, health and other financial needs, with a weighted mean of 3.84, through borrowing money. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, civil status and positions are 4.11, 7.46 and 12.257 respectively. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of length of service, monthly income, number of the family members working, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of civil status, teaching position and number of the family members working, are 18.44, 24.44 and 20.57 respectively. The computed chi square values of 16.42, 29.80, 28.90, 23.09 and 42.81 on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, length of service, monthly income, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly. A financial literacy program can be proposed to guide and protect the school personnel in borrowing money.

Keywords— Leadership Strategies, Principals, Teachers, Professional Development, COVID-19 Public Secondary Schools.

I. INTRODUCTION

In the layman's term, a loan is known as a form of debt incurred by an individual or a group of people or an

organization. The lenders may be a government entity or a financial institution. Loans vary in types, kinds and in forms. It may be in a form of cash or house and lot or a vehicle or other assets. People choose to borrow from

an institution which can give a faster answer to aide their needs and sometimes also their wants within their capacity to pay for the borrowed amount or its equivalent.

The need of the people arises for reasons, as Brian Robson (2021), cites that personal loans are borrowed money that can be used for large purchases, debt consolidation, emergency expenses and much more. These loans are paid back in monthly installments over the course of time.

The researcher decided to conduct an initial survey on the population of teaching and non-teaching DepEd personnel and the total number of these personnel with loans from lending institutions for the school years 2018-2019, 2019-2020 and 2020-2021. She has also identified the active Lending Institutions under Automatic Payroll Deduction System of DepEd Memo 2020-0552 which became one of the basis of the researcher for reference purposes.

The researcher also found out from the reliable sources that the DepEd personnel tend to borrow from private lending institutions for faster process of their loans. In addition, according to them, based from their previous experiences, government agencies which also offer the same product has many requirements, higher interest rates and sometimes longer maturity period of loans. Some reasons of the borrowers were gathered and learned by the researcher through some informal interviews. Positive and negative effects that were brought out by some of the borrowers has also been noted by the researcher. It is in this context and premises that led the researcher to conduct this study to seek proofs and be able to propose an intervention that will help minimize the intentions of the school personnel to engage deeply on borrowing money.

II. OBJECTIVE AND STATEMENT OF THE PROBLEM

This study aimed to determine the profile, reasons and consequences of borrowing from lending institutions by the DepEd personnel in Sorsogon City from fiscal year 2019 to 2021. Specifically, it sought to answer the following questions:

1. What is the profile of DepEd Personnel in terms of:
 - a. sex
 - b. civil status
 - c. position
 - d. length of service
 - e. monthly income
 - f. number of family members working

- g. residential type
- h. number of loans
- i. performance rating

2. What are the reasons for borrowing money from lending institutions?

3. What are the consequences of borrowing money from lending institutions?

4. Is there a significant relationship between the following:

- a. profile of the respondents and reasons of borrowing money
- b. profile of the respondents and consequences of borrowing money

5. What literacy seminar can be proposed based from the result of the study?

III. METHODOLOGY

This study aimed to determine the profile, reasons and consequences of borrowing from lending institutions by the DepEd personnel in Sorsogon City from fiscal year 2019 to 2021. The descriptive method was used in the study.

The data were gathered through the use of a questionnaire-checklist which the researcher prepared. This is to determine the demographic profile of the respondents, their reasons and consequences in borrowing money from lending institutions.

The data gathered were analyzed, tabulated and interpreted by the use of appropriate statistical tools and measures. Frequency count, mean and ranking were used to determine the profile of the respondents. The weighted mean was used to determine the reasons of the respondents and consequences in borrowing money from the lending institutions.

IV. DATA ANALYSIS AND INTERPRETATION OF RESULTS

The presentation and analysis of the data are the following:

1. Profile of DepEd Personnel in terms of: sex, civil status, position, length of service, monthly income, number of family members working, residential type, number of loans, performance rating.
2. Reasons for borrowing money from lending institutions.
3. Consequences of borrowing money from lending institutions.

4. Relationship between the following:
- a. Profile of the respondents and reasons for borrowing money from lending institutions.
 - b. Profile of the respondents and consequences of borrowing money.
5. Proposed based from the result of the study.

Table 1: Profile of DepEd Personnel

Profile	Frequency 120	Percentage %
1. Sex		
Male	35	29
Female	85	71
Total	120	100
2. Civil status		
Single	30	25
Married	84	70
Widow	3	2.5
Separated	3	2.5
Total	120	100
3. Position		
Teacher 1	46	38
Teacher 2	18	15
Teacher 3	45	37
Head teacher	2	2
Master Teacher 1	2	2
Master Teacher 2	2	2
Disbursing Officer	4	3
Bookkeeper	1	1
Total	120	100
4. Length of Service		
0-6	56	47
7-12	30	25
13-18	12	10
19 years and above	22	18
Total	120	100
5. Monthly income		
20,000.00 and below	13	10
20,000.01-30,000.00	90	75
30,000.00-40,000.00	11	9
40,000.01 and above	6	6
Total	120	100
6. Number of family members working		
None	13	11
1-2	88	73
3-4	17	14
5 and above	2	2
Total	120	120
7. Residential Type		
Owned	72	60
Renting	16	13
Living with parents	32	27
Total	120	100
8. Number of loans		
1	13	11
2	30	25

3	38	31
4 and above	39	33
Total	120	100
9. Performance rating	Outstanding	VS
S.Y 2018-2019	F %	F %
S.Y. 2019-2020	40 33%	80 67%
S.Y 2020-2021	39 33%	81 68%
Total	52 35%	68 75
	120 100	120 100

1. Profile of DepEd Personnel

It is presented in table 1 the profile of the DepEd personnel in terms of age, sex, civil status, position, length of service, monthly income, number of family members working residential type, number of loans.

The table reveals that there are 85 females and 35 male school personnel in the department. Similarly, there were 30 among the respondents who are single, 84 are married, 3 are widowed and there are 3 who are separated. Further, there were 46 school personnel who are in the positions of Teacher I, 18 with Teacher II position, 45 with Teacher III positions, two of them with Head Teacher, Master Teacher I and master Teacher II positions. On the other hand, the table also shows that there are 56 among the respondents stayed in the service from 0-6 years, 30 have stayed 7-12 years, 12 have 13-18 years and 22 are already 19 years and above in the service.

Furthermore, there are 13 school personnel whose salary is 20,000 and below, there are 90 respondents with the salary ranges from 20,000.01 to 30,000.00, there are 11 with 30,000.01 to 40,000.00 and 6 respondents with the salary of 40,000.01 and above.

It is further revealed in the table that there 72 among the personnel who owned their houses, 16 Of them are renting and 32 are residing with their parents. Accordingly, there were 13 personnel who have 1 type of loan, 30 of them have 2 types of loans, 38 have 3 types, and 39 have 4 types and above. With regards to their performance rating, there were 40 school personnel who got an outstanding performance rating and 80 among them got a very satisfactory rating in the year 2018 to 2019. In the year 2019-2020, there are 39 school personnel who got an outstanding performance while 81 got a very satisfactory performance. There are 52 and 68 respectively who got an outstanding and very satisfactory performance in the year 2020-2021.

The results can also be verified from the study of Dalipe (2013), which shows that majority of his respondents are

female; married; and have units in Master’s degree in Education. Almost half of them occupy Teacher I position and had been teaching for less than ten years. They belong to nuclear type of family with six members; two of which are their children who are still minors and studying. The monthly income and expenditure of the teachers and their family was higher than the reported average family income and expenditures but the difference between the family income and expenditure is very small; hence, most of the teachers have no savings. Bigger proportion of their budget was allocated for food, household expenses, baby needs, education, health and medical expenses and transportation. Spending for recreation and entertainment was the least.

It was also found out that majority of the respondents have high awareness of the conditions of various government and private lending institutions. Level of awareness increased with length of teaching experience and promotion to higher position. Most of the teachers manifested favorable attitude towards spending, debt acquisition, and debt management (payment, reduction, or avoidance). Teachers with less family responsibility and better career status have more favorable attitude while those with longer tenure have less favorable attitude. Respondents availed loans from GSIS, PAG-IBIG, banks, cooperatives, and even from other private lending agencies. Almost one-half of their gross income or around Php10,000.00 per month was used to pay their debts.

Furthermore, other findings are middle-aged teachers have relatively lower family expenses compared to younger and older ones. Teachers with bigger household and family income have higher the family expenditure. The bigger their household size, the higher the expenditure. The higher the family income, the bigger the expenditure since their lifestyle adjusts with income. Younger; married teachers; those occupying higher position and have longer tenure have higher cumulative debts.

Younger teachers, especially males and single; those with higher position and longer teaching experience; higher salary and family income; smaller household size; and less number of children have more favorable attitude towards spending. Demographic and economic characteristics of the teachers have no significant influence on their attitude towards debt acquisition. Younger respondents and those belonging to smaller household and nuclear type of family have more favorable attitude towards debt payment, reduction, and avoidance. Teachers with longer tenure; lesser income and are sole breadwinners showed less favorable attitude towards debt payment, reduction, and avoidance.

2. Reasons for borrowing money from lending institutions

It is shown in table 2 the reasons of the DepEd personnel in borrowing money from lending institutions. It can be

noted that the school personnel strongly agree that home improvement or renovation is the most commons reason why they engaged in borrowing money with the highest weighted mean of 4.53. This is because they have their basic needs to fulfill which for them are important factors that shouldn't be overlooked. Another is that they wanted their families to be safe and free from dilapidation and loss of their homes. This is an implication that the school personnel showed their priorities in investing their borrowed money.

Another reason of the school personnel in borrowing which they commonly agree are health, education, investment, recreation, travel and payments for debts with the computed weighted means of 3.98, 4.05, 4.28, 3.68, 4.36 and 4.26 respectively. Some of the school personnel happened to borrow money because they wanted to spend their money to stay healthy and if the members of the families get ill and sick.

Table 2: Reasons for borrowing money from lending institutions

Indicators	WM	Description
1. Health	3.98	Agree
2. Education of dependents	4.05	Agree
3. Food	3.21	Moderately agree
4. Home improvement/Renovation	4.53	Strongly agree
5. Investment on real property	4.28	Agree
6. Investment on further studies (Master's/Doctorate Degree)	3.68	Agree
7. Leisure/recreation	4.36	Agree
8. Travel	4.26	Agree
9. Wedding	3.05	Moderately agree
10. Other celebrations (baptism, fiesta, etc.)	1.94	Disagree
11. Death of a family member	3.09	Moderately agree
12. Self enhancement (aesthetic)	2.08	Disagree
13. Purchase of gadgets	3.07	Moderately agree
14. Purchase of appliances	3.03	Moderately agree
15. Purchase of vehicles	3.18	Moderately agree
16. Capital for business	3.41	Moderately agree
17. Payment for debts (buy-out)	3.58	Agree

Others, preferred to invest their borrowed money for business because they wanted to have an extra income to augment their expenses. Some are for the purpose of relaxing or leisure to enjoy, because they also really need to enjoy that is why they have plans to go to other places. One of the most important reasons is that they need to pay their borrowed money from other sources. On the other hand, they usually disagree to use their money to spend for celebrations like birthdays, feasts and other gatherings without any benefits that they can get. It can be deduced that these personnel borrowed

money only for their needs and not for wants and that the purpose for expenses is justified.

It is also stressed by Shivam Ambrol (2019) that different people have different notions of debt and borrowing. While someone might consider it okay to borrow money for all things big and small, others might be strictly against the borrowing of any sort. However, certain situations in life leave no option but to take a loan. Similarly, the widespread misconception that taking a loan is not good for your finances couldn't be

farther from the truth. The truth is that debt, when used correctly, can help in many ways – like helping grow business, get quality education, help buy a home that always dreamt of, improve quality of life, and invest in a lucrative business opportunity.

However, if misused, a loan could also get everyone trapped in a vicious debt cycle that can be hazardous for financial health. Thus, it is important to remember that some debt is good as it helps economic growth and also to save money, but the wrong kind of debt can be debilitating and cause a lot of harm to financial plans.

The results are emphasized by the Department of Education (DepEd) (2019) attempts to find out why public school teachers are more likely to get into higher and numerous salary loans compared to other government employees. They wanted to look into the spending their patterns and looking into the propensity to borrow compared to other households. Based on Philippine Institute for Developmental Studies (PIDS) study, public school teachers tend to borrow money 50% higher compared to other government employees like

the police and nurses. Based on the research conducted by the department, 7 most common reason were listed why teachers are into more and higher salary loans: To support the education of their children, payment for housing loans, travel and leisure, the higher cost of living (with very little salary increase), postgraduate studies, support for extended families and other their emergency situations. The Secretary of the department noted that many public school teachers still borrow even if they have several loans from various lending institutions and tend to loan higher than other government and private employees considering the bonuses and other incentives to receive.

3. Consequences of borrowing money from lending institutions

Table 3 shows the consequences for borrowing money of the school personnel from lending institutions. The computed weighted means and the adjectival descriptions for each indicator are also shown. There are positive and negative consequences in which the personnel agreed upon.

Table 3: Consequences of borrowing money from lending institutions

Indicators	WM	Description
1. Tardiness	1.94	Disagree
2. Leaving the class behind	2.25	Disagree
3. No job focus	2.82	Moderately Agree
4. Irritable	2.55	Moderately Agree
5. Decreased net pay	4.41	Agree
6. Generates more debt	4.17	Agree
7. Experienced difficulty in coping with monthly loan payments	3.52	Agree
8. Created a bad impression on the ability to get additional loan	3.25	Moderately Agree
9. Financial Instability	3.77	Agree
10. Maintained total well-being	3.37	Moderately Agree
11. Able to support education, health and other financial needs	3.84	Agree
12. Improved lifestyle	2.73	Moderately agree
13. Solved day-to-day problems	3.27	Moderately Agree

It can be observed that the school personnel commonly agree that there are possible consequences that they will encounter in borrowing money. Some of those negative consequences are decreased net pay, generates more debts, difficulty in payments and financial instability. One positive consequence identified is that borrowing money will support education, health and other financial concerns.

This goes to show that the respondents are aware of the pros and cons of borrowing money. This is an implication that these school personnel are able to have

plans for their future conveniences and inconveniences that are caused by possible results in borrowing money.

In contrast, the table also reveals that the respondents disagree that borrowing money can cause tardiness in attending classes or they have to leave their classes with the computed weighted means of 1.94 and 2.25 accordingly. This means that when these personnel planned to borrow money, they don't allow possible situations that there can be a disruption of their classes or being late in their classes. This implies that the respondents can do other concerns without affecting the

learning and teaching process. They still be motivated to teach by not being affected in their jobs.

According to Bunal (2020) Teachers are a noble lot, and how lucky if they'd become super rich, as well. However, the reality is slightly opposite to that ideal as many teachers suffer from the following financial woes: Insufficient income. Many teachers, even those tenured ones, find themselves short on the budget. Those who're not money-wise enough may resort to borrowing money from loan sharks, the interest rate of which can reach to as high as 20%. "We live on debt" is a common saying for Filipino teachers as if it's a fact and destiny for them to live on loan after loan. Once one loan is repaid, many proceed to taking out another loan. The cycle then goes ever on. But this shouldn't be the case; borrowing money should be a calculated decision. Besides not all loans are liabilities – there are those that will help you acquire high-value assets.

Teachers are lucky for the stability of their jobs. But when it comes to financial wellbeing, they still have more to learn about making calculated risks. The government and financial providers have also

overlooked the opportunity of encouraging educator to take personal control and responsibility of their investment portfolios. This may cause them to end up settling down with government-subsidized perks when they could have achieved more on their own. Teachers juggle paper work and doing actual classroom lectures. So there's usually little time for them to dig deeper about some technical financial concepts that may have helped them improve their money management.

4. a. Relationship between the Profile of the Respondents and Reasons for Borrowing Money from Lending Institutions

It is reflected in table 4A the relationship between the profile of the respondents and reasons for borrowing money from lending institutions. It is presented in the table that the computed chi square values on the relationship between the common reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, civil status and positions are 4.11, 7.46 and 12.257 respectively. These values are lesser than the tabular values of 9.488, 21.026 and 26.296 when the degrees of freedom are 4, 12 and 16 respectively.

Table 4A: Relationship between the Profile of the respondents and Reasons for Borrowing Money from Lending Institutions

Statistical Bases	Statistical analysis							
	A	B	C	D	E	F	G	H
Df	4	12	16	12	12	12	8	12
Level of significance	.05	.05	.05	.05	.05	.05	.05	.05
Tabular value	9.488	21.026	26.296	21.026	21.026	21.026	15.507	21.026
Computed X2	4.11	7.46	12.257	46.28	33.88	38.21	29.86	31.09
Decision on Ho	Do not reject	Do not reject	Do not reject	Reject	Reject	Reject	Reject	Reject
Interpretation	Not Sig.	Not Sig.	Not sig	Sig.	Sig.	Sig.	Sig.	Sig.

Legend: A-Sex, B-Civil Status, C-Position, D-Length of Service, E-Monthly Income, F-No. of family members working, G-Residential Type, H-Number of Loans

Thus, the null hypothesis is not rejected and therefore, there are no significant relationships between the common reasons for borrowing money from lending institutions and the profile of the respondents in terms of sex, civil status and positions.

This indicates that regardless of sex whether male or female, civil status whether married, single, widower and separated and in any teaching positions are not really associated with the reasons of the respondents in

borrowing money. Male and female have their own distinct plans when borrowing money as well as each has his or her needs in their daily living. This is an implication that the said respondents borrow money anytime they need the money for any purpose.

Furthermore, the computed chi square values on the relationship between the common reasons in borrowing money from lending institutions and the profile of the respondents in terms of length of service, monthly income, number of the family members working, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly. These values are greater than the tabular values of 21.026 and 15.507

when the degrees of freedom are 12 and 8 respectively. Thus, the null hypothesis is rejected and therefore, there are significant relationships between the reasons for borrowing money from lending institutions and the profile of the respondents in terms of the mentioned profile.

This means that these school personnel who are still young, in the middle years and old in the service, with low or high income, with or without a member who are working in the family, with any kind of residences or houses and with at least one type of loan gave bearing and are associated with some reasons in borrowing money. These respondents with the said profile have all the reasons and chances to engage themselves in borrowing money. This suggests that as far as these profile are concerned, the respondents delved on borrowing money especially when they have low net income and too many types of loans which their budget are so much affected. The results are similar with the findings of Brock (2021) stress that borrowing money is often a fact of adult life. Almost everyone needs to take out a loan at some point. Maybe it's for a new home. Maybe it's for college tuition. Maybe it's to start a business. Whatever the reason to borrow money,

professional financing options are many and varied nowadays.

4. b. Relationship between the Profile of the Respondents and Consequences of Borrowing Money from Lending Institutions

It is revealed in table 4B the relationship between the profile of the respondents and common reasons for borrowing money from lending institutions. It is presented in the table that the computed chi square values on the relationship between the common reasons in borrowing money from lending institutions and the profile of the respondents in terms of civil status, teaching position and number of the family members working, are 18.44, 24.44 and 20.57 respectively. These values are lesser than the tabular values of 21.026, 26.296 and 21.026 when the degrees of freedom are 12, 16 and 12 respectively. Thus, the null hypothesis is not rejected and therefore, there are no significant relationships between the common reasons for borrowing money from lending institutions and the profile of the respondents in terms of civil status, teaching positions and the number of family members working in the family.

Table 4B: Relationship between the Profile of the Respondents and Consequences of Borrowing Money from Lending Institutions

Statistical Bases	Statistical analysis							
	A	B	C	D	E	F	G	H
df	4	12	16	12	12	12	8	12
Level of significance	.05	.05	.05	.05	.05	.05	.05	.05
Tabular value	9.488	21.026	26.296	21.026	21.026	21.026	15.507	21.026
Computed X2	16.42	18.44	24.24	29.80	28.90	20.57	23.09	42.81
Decision on Ho	Reject	Do not reject	Do not reject	Reject	Reject	Do not Reject	Reject	Reject
Interpretation	Sig.	Not Sig.	Not sig	Sig.	Sig.	Sig.	Sig.	Sig.

Legend: A-Sex, B-Civil Status, C-Position, D-Length of Service, E-Monthly Income, F-No. of family members working in the family, G-Residential type, H-Number of Loans

This means that civil status, positions and the number of family members working of the respondents have nothing to do with their perceived consequences of borrowing money. The respondents have their own decisions to borrow money regardless of being single, married, widower, separated or with high or low

teaching positions and any member of their families that are working or earning money.

It can also be observed that the computed chi square values of 16.42, 29.80, 28.90, 23.09 and 42.81 on the relationship between the common reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, length of service, monthly income, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly. These values are greater than the tabular values of 21.026 and 15.507 when the degrees of freedom are 12 and 8

respectively. Thus, the null hypothesis is rejected and therefore, there are significant relationships between the consequences of borrowing money from lending institutions and the mentioned profile of the respondents.

This denotes that both male and female respondents consider the pros, cons and disadvantages of borrowing money and those respondents who are still young and also old in the service. Likewise, those respondents who have low or higher income, those who are only renting and residing with their parents and most especially with a number of loans are also aware of the negative or positive results in borrowing money.

This implicates that the presence and offers of lending institutions can help solve the economic problems of school personnel in some ways. Loans can support borrowers for just a specific period of time. The respondents can make their budget be good enough by spending wisely to change their lifestyle.

The results are similar to the study of Zaragosa et. al. (2017) as they identified positive consequences in borrowing money. The teachers were able to support their education as well as their family members' needs.

They maintained their total well-being without being affected by financial problems. Borrowing money solves the day-to-day problems of teachers. As manifested by the teachers, their lifestyle improved in such a way that they surpassed the daily difficulties, not minding the negative consequences like decreased net pay, generated more debt, experienced difficulty in coping with monthly loan payments, and financial instability.

Furthermore, it was found out that there is a significant relationship between teacher's profile and the reasons for borrowing money, a significant relationship between the profile of teachers and the consequences of borrowing money; and a significant relationship between the consequences of borrowing money from lending institutions to the public elementary school teachers' job performance.

The main contribution of the study is to improve the financial literacy by integrating the proposed guidelines in financial decisions. Among these items are set up a budget, getting the budget back on track, get everyone in the family involved, cutting household bills and mortgage, be flexible, paying off loans and credit cards, and set a savings goal.

5. Financial Literacy Seminar for DepEd Sorsogon City Division Personnel

A project proposal was prepared with a general objective of improving the financial capabilities of the DepEd Sorsogon City Personnel and for them to manage wisely their expenditures.

V. FINDINGS

Based from the data gathered, the following findings are revealed.

1. There are 85 females and 35 male respondents. There were 30 among the respondents who are single, 84 are married, 3 are widowed and there are 3 who are separated. Further, there were 46 school personnel who are in the positions of Teacher I, 18 with Teacher II position, 45 with Teacher III positions, two of them with Head Teacher, Master Teacher I and Master Teacher II positions. There are 56 among the respondents stayed in the service from 0-6 years, 30 have stayed 7-12 years, 12 have 13-18 years and 22 are already 19 years and above in the service. There are 13 school personnel whose salary is 20,000 and below, there are 90 respondents with the salary ranges from 20,000.01 to 30,000.00, there are 11 with 30,000.01 to 40,000.00 and 6 respondents with the salary of 40,000.01 and above. There are 72 among the personnel who owned their houses, 16 of them are renting and 32 are residing with their parents.

Accordingly, there were 13 personnel who have 1 type of loan, 30 of them have 2 types of loans, 38 have 3 types, and 39 have 4 types and above. With regards to their performance rating, there were 40 school personnel who got an outstanding performance rating and 80 among them got a very satisfactory rating in the year 2018 to 2019. In the year 2019-2020, there are 39 school personnel who got an outstanding performance while 81 got a very satisfactory performance. There are 52 and 68 respectively who got an outstanding and very satisfactory performance in the year 2020-2021.

2. The common reasons for borrowing money from lending institutions are home improvement or renovation with weighted mean of 4.53, health, education, investment, recreation, travel and payments for debts with weighted mean of 3.98, 4.05, 4.28, 3.68, 4.36 and 4.26 respectively.

3. The common consequences of borrowing money from lending institutions are decreased net pay, generates more debts, financial instability and difficulty

in monthly loan payments with weighted mean of 4.41, 4.17, 3.77 and 3.52 respectively. Although they experienced negative consequences, they were able to support education, health and other financial needs, with a weighted mean of 3.84, through borrowing money.

4. a. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, civil status and positions are 4.11, 7.46 and 12.257 respectively. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of length of service, monthly income, number of the family members working, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly.

4. b. The computed chi square values on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of civil status, teaching position and number of the family members working, are 18.44, 24.44 and 20.57 respectively. The computed chi square values of 16.42, 29.80, 28.90, 23.09 and 42.81 on the relationship between the reasons in borrowing money from lending institutions and the profile of the respondents in terms of sex, length of service, monthly income, residential type and number of loans are 46.28, 33.88, 38.21, 29.86 and 31.09 accordingly.

5. A financial literacy program can be proposed to guide and protect the school personnel in borrowing money.

VI. CONCLUSIONS

On the light of the findings, the following conclusions are drawn.

1. Majority of the respondents are female, married with teacher I to III teaching positions, still young in the service, whose salaries ranging from 20,000.01-30,000.00, with 1-2 number of family members who are working, whose houses are owned by them and with the number of at least 4 types of loans and with a very satisfactory performance rating.
2. The top most common reason of the respondents in borrowing money from lending institutions are for home improvement and renovation.
3. The top most common consequence of the respondents in borrowing money from lending institutions is decreased net pay.

4. There are no significant relationships between the reasons of borrowing money from lending institutions and the profile of the respondents in terms of sex, civil status and positions. There are significant relationships between the common reasons of borrowing money from lending institutions and the profile of the respondents in terms of length of service, monthly income, number of the family members working, residential type and number of loans.
5. There are no significant relationships between the reasons of borrowing money from lending institutions and the profile of the respondents in terms of civil status, teaching positions and the number of family members working in the family. There are significant relationships between the consequences of borrowing money from lending institutions and the profile of the respondents in terms of sex, length of service, monthly income, residential type and number of loans.
6. A financial literacy seminar was designed to guide and protect the school personnel in borrowing money be implemented.

VII. RECOMMENDATIONS

Based from the conclusions, the following recommendations are drawn.

1. The DepEd may consider the recommendations pursuing the proposals on the new policy of reclassification of the teaching positions from Teacher 1-7, currently Teacher 1-3 positions only, Master Teacher 1-5, currently Master Teacher 1-2 only, and also the reclassification of the non-teaching personnel; Bookkeeper or Administrative Assistant III and Disbursing Officer positions, which upon reclassification of their positions, their salary grade levels will also increase, as well as their salaries. The DepEd personnel may be encouraged to enhance their profile in terms of professional and personal development.
2. School Administrators may encourage and guide the school personnel to set priorities according to their needs and minimize loan applications and manage wisely their expenditures as well.
3. Trainings and seminars on financial management be provided to the school personnel for them to manage their financial capabilities. The proposed seminar for financial literacy may be submitted to authorities for further review and evaluation prior to its implementation.
4. DepEd may also consider strengthening their provident fund by allocating additional budget

intended to their personnel so as to answer their financial needs at lower interest rate.

5. Research studies in a wider scope similar and parallel to this study are recommended for validation of its findings.

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