



FINANCIAL MANAGEMENT BEHAVIOR AND TEACHER STRESS: A PREDICTION MODEL ON QUALITY OF WORK LIFE AMONG PUBLIC ELEMENTARY TEACHERS

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Abstract:

The study's primary aim is to determine whether financial management behavior and teacher stress significantly predict the quality of work life of public elementary teachers. Utilizing non-experimental, quantitative-descriptive correlation technique, data were obtained from 300 respondents who are public elementary teachers in Baganga North and South, Davao Oriental. The researcher utilized a stratified random sampling technique and a face-to-face mode of data collection. The researcher also utilized the statistical tools mean, Pearson r , and regression analysis. From the results of the study, it was found that there is a moderate level of financial management. Also, results revealed that there is a high level of teacher stress and quality of work life. Moreover, there is no significant relationship between financial management and quality of work life. In addition, there is a negative correlation between teacher stress and quality of work life. Further, financial management behavior and teacher stress significantly predict quality of work life.

Keywords: education, financial management, teacher stress, quality of work life, correlation, teachers, SDG #4, Philippines

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1. Introduction

As educational institutions adapt to shifts in the academic landscape, there is a pressing need to assess how these changes impact teachers' quality of work life (Owens-Horton, 2022). When a teacher's work-life quality declines, it negatively affects the time available for personal and family life, disrupting the balance between professional and personal well-being. The academic sector currently experiences a low level of teacher work-life quality, which, in turn, leads to decreased institutional productivity. Without a supportive work environment, teachers struggle to perform effectively, ultimately weakening the education system at both the state and national levels. Additionally, inadequate compensation fails to attract and retain experienced and skilled educators, further hindering efforts to improve work-life quality (Colney, 2021; Erturk, 2022).

Moreover, the quality of work life is essential as it encompasses respect for teachers within their work environment. Its primary role is to foster a positive organizational climate, ultimately contributing to an improved quality of work life for educators (Mahesh & Najundeswaraswamy, 2020; Permata, Sujanto, & Matin, 2020).

Teachers in many parts of the world choose to work longer hours to enhance their earning capacity and attain a comfortable standard of living. Their financial management behavior plays a crucial role in determining their overall quality of life. Effective financial management, including prudent budgeting and spending habits, can help teachers improve their quality of life and avoid financial difficulties. Additionally, developing financial literacy enables teachers to better understand financial institutions, benefits, and potential risks, equipping them with the skills needed to enhance their quality of life (Owusu, 2021; Sugiyanto, Radianto, Efrata, & Dewi, 2019).

Furthermore, quality of life encompasses essential human needs, both material and spiritual. A key aspect of quality of life is health promotion, as stress, illness, and challenges related to medical conditions significantly impact overall well-being. Stress and its effects on quality of life can vary in intensity, with teachers experiencing a greater impact compared to other professions. Stress has an inverse relationship with quality of life—higher stress levels lead to a decline in well-being, whereas lower perceived stress is associated with an improved quality of life (Alpay, 2022; Sanchez, Sanchez, Barbosa, Guimaraes, & Porto, 2019).

Teachers consistently experience stress that impacts their quality of life, a challenge further intensified by the global effects of the pandemic on various sectors. Practicing effective financial management not only enhances well-being but also plays a crucial role in overall life satisfaction. Moreover, stress serves as a key indicator of health concerns, significantly influencing both well-being and quality of life. The strong connection between financial management behavior and health is evident, as debt and loans are linked to heightened levels of anxiety, distress, and depression (Atatsi, Azila-Gbetor, Akuma-Zanu, & Mensah, 2023; Ryu & Fan, 2023).

This study was deemed urgent due to the persistent challenges faced by teachers in schools, despite the implementation of various national and local programs aimed at

enhancing their benefits, improving financial management behavior, reducing stress, and increasing their quality of work life. Notably, no prior research has specifically examined the relationship between financial management behavior and teacher stress as a predictive model for quality of work life among public elementary school teachers in Region XI, particularly in Baganga North and South, Davao Oriental Province. Existing studies have primarily focused on related but distinct topics, such as Work-Related Stress, Quality of Life, and Coping Mechanisms among Lecturers in a Tertiary Educational Institution in Anambra State, Nigeria by Chukwuenmeka, Okonkwo, Njoku, Igwe, Oyewumi, and Ugwuanyi (2023), and Financial Wellness and Quality of Life among Young Employees by Aripin and Puteh (2017). Given this gap in the literature, the findings of this study will contribute valuable new knowledge to the field of education. Moreover, the results can inform the development or enhancement of strategies aimed at improving financial management behavior, reducing teacher stress, and ultimately enhancing their quality of work life. This underscores the necessity of conducting this study.

2. Literature Review

There are reviews of related literature, which are discussed in support of the study. On financial management behavior as the first independent variable, the financial management behavioral practices among teachers are concerned more with financial well-being, including various financial indicators such as savings, expenditures, investments, and such. Thus, it is noted that public school teachers in the country have favorable financial management practices. In another study, financial literacy, financial self-efficacy and socioeconomic status have a positive impact on the financial management behavior of teachers (Premarathne, 2020; Remis, 2023). Additionally, it is crucial to educate teachers on the importance of effective cash management to help them avoid financial difficulties. By strengthening their financial planning and management skills, teachers can ensure better financial stability and support their economic well-being. Enhancing cash management effectiveness is essential in empowering teachers to maintain financial security and improve their overall quality of work life (Maharjan, 2019).

Regarding teacher credit management, research suggests that teachers who develop effective credit management skills increase their likelihood of saving and improving their savings balances. However, teachers often face credit management challenges, leading them to rely on savings to address financial constraints (Frisancho, 2022). A related study by Urban *et al.* (2020) found that credit management patterns tend to persist over time, meaning that teachers who struggle with debt early in their careers are likely to continue facing financial difficulties as they age. This underscores the importance of developing strong credit management skills early in life to ensure proper handling of debt repayments and financial stability in the long run.

On teacher stress as the second independent variable, pupil recalcitrance has been a significant factor in teacher stress. It was found that the relationship between teachers and students is complicated as a result of an implicit social contract. Teachers' stress takes place whenever teachers are unable to discipline the students according to their preferred ways (Anuradha, Swarna, & Tammi, 2015). Looker (2022) emphasized that a positive relationship between teachers and students is attained if there is respect for one another. Also, maintaining mutual respect is achieved by balancing the power of both teachers and students.

Moreover, contextual recognition is identified as the teachers' primary area of weakness based on the four indicators. One of the main issues with outlining a discussion of knowledge was the lack of experience and references (Rusilowati & Wahyudi, 2020). Every teacher works consistently to be acknowledged for what they are, who they are, and what their value is. Although not enough is known about how this affects their professional identities, it is apparent that it affects teachers' self-efficacy. Furthermore, low levels of respect, self-esteem, and confidence would follow from low levels of professional recognition (Felix, 2019).

On quality of work life as the dependent variable, leadership styles play a crucial role in shaping an organization's climate and culture. The leadership approach adopted by the principal has a significant impact on the school community, fostering a positive work environment and contributing to the development of a strong organizational culture. Moreover, both leadership and organizational culture positively influence the overall institutional climate, reinforcing a sense of unity and shared purpose. Schools actively work to cultivate a positive organizational culture and climate by engaging all members of the school community. The development of organizational culture and climate is centered on establishing a system of values and norms that are widely accepted and consciously upheld, allowing them to become an integral part of everyday behavior within the institution (Kalkan, Aksal, Gazi, Atasoy, & Dağlı, 2020; Tinus, 2020).

Further, facilities are able to improve the quality of education through school productivity. The completeness of facilities and infrastructure is one of the attractions for teachers, students, parents, and the community. The nature and quality of the learning environment affects teacher satisfaction, behaviors, and performance. Several factors influence the quality of school buildings, which in turn impact the quality of life for teachers. Inadequate facilities lead to teachers complaining of breathing concerns and having high absence rates, which can impact teacher and student performance (Caffey, 2020; Wajdi, Putra, & Arif, 2023).

This study is anchored in Spillover Theory by Frischmann (2009), which posits that financial management practices, financial satisfaction, and quality of work life are interconnected. The theory suggests that adopting effective financial management practices positively influences the overall quality of work life. It emphasizes that positive behaviors in one domain can enhance satisfaction in other areas, particularly when transferable skills are applied across different aspects of life. In the context of this study,

teachers who engage in sound financial management practices experience improvements in their financial well-being, which in turn contributes to a better quality of work life.

Additionally, this study is supported by Field Theory by Lewin (1942), which explores the relationship between employee behavior, performance, and quality of work life. The theory suggests that the link between performance and effort is influenced by individual abilities, personal characteristics, and role perception. It emphasizes that individuals with a strong sense of internal control are more likely to believe that their performance directly impacts desired outcomes, whereas those with weaker internal control may feel less agency over their results. Furthermore, individual behavior is shaped by one's perception and response to the organizational environment, highlighting the importance of a supportive work setting in enhancing teachers' quality of work life.

Furthermore, this study is supported by the Theory of Planned Behavior by Ajzen (1991), which explains behaviors that involve deliberate planning. The theory asserts that an individual's actions are driven by their intention to perform a behavior in daily life. According to the theory, individuals are more likely to engage in a behavior when they receive external motivation or support from others. In the context of this study, teachers' financial management behavior and efforts to improve their quality of work life may be influenced by both personal attitudes and social expectations within their professional and personal environments.

This study is also supported by the Transactional Theory of Stress by Lazarus and Folkman (1987), which explains stress and coping mechanisms across various occupational settings, including education. The theory defines stress as the emotional, cognitive, and physiological response that arises when environmental demands exceed an individual's ability to adapt. In the context of this study, teachers experience stress when job-related challenges surpass their coping resources. Their ability to manage financial concerns, workload, and workplace conditions directly impacts their stress levels and, consequently, their quality of work life.

3. Material and Methods

In this study, from a total population of 485 elementary teachers (278 from Baganga North and 207 from Baganga South), a sample of 300 elementary teachers from Baganga North and South, Davao Oriental, was selected for the school year 2023-2024. This sample size of 300 was deemed appropriate to ensure adequate representation, as it aligns with recommendations for populations under 1,000 (St. Olaf College, 2024). To provide equal opportunity for participation, the study employed a stratified random sampling technique, ensuring that every individual in the population had a chance of being selected as a respondent. The stratification criteria were based on educational attainment and years of teaching experience, as these attributes were considered relevant to the study. This method allowed for a balanced and representative sample, ensuring that different subgroups within the population were proportionally included (Hayes, 2024).

For the criteria of inclusion, exclusion, and withdrawal, the respondents in this study were public elementary school teachers who were actively employed during the Academic Year 2023-2024. This included full-fledged elementary teachers whose plantilla numbers are officially recorded with the Department of Education. These teachers were deemed the most suitable respondents as they were in the best position to provide the relevant information needed to test the study's hypotheses. The study excluded the following individuals. Teachers who are not part of the elementary department. Teachers not employed under Baganga North and South districts within the Davao Oriental Division, as they operate under different work environments and supervision. Teachers working in private schools, regardless of department, to maintain consistency in public school settings. Teachers holding managerial or supervisory positions, even within the study's target areas, as their roles and responsibilities differ significantly from those of classroom teachers.

For the withdrawal criteria, the respondents were selected based on the study's inclusion guidelines and were assured of confidentiality in answering the questionnaire. Participation was entirely voluntary, and respondents had the right to decline participation without any pressure or obligation. The following guidelines applied to withdrawal from the study. Respondents were not compelled to complete the research questionnaire and could return it unfilled for automatic disposal by the researcher. They had the freedom to withdraw at any stage of the research process if they felt uncomfortable participating. No penalties or consequences were imposed for withdrawing from the study. If a respondent wished to withdraw, they were encouraged to inform the researcher and, if possible, provide a valid reason for leaving the study. This withdrawal policy ensured that participation remained ethical, voluntary, and without coercion, upholding the rights and well-being of all respondents.

The study was conducted in the North and South Districts of Baganga, Davao Oriental, Region XI, Philippines. The municipality of Baganga is situated on the eastern seaboard of Mindanao Island, facing the Pacific Ocean to the east, and is approximately 100 kilometers north of Mati City. Baganga is accessible by land via two main routes. The concrete Davao-Surigao Coastal Road, which connects Baganga to Mati City. The unpaved Compostela-Cateel Diversion Road, which links Baganga to Compostela Valley. For administrative and educational purposes, Baganga is divided into two school districts: Baganga North District and Baganga South District.

The study utilized three sets of adapted standardized questionnaires from different authors. These questionnaires were validated in terms of content, as they had already been tested and proven in prior research. Additionally, they underwent modifications to refine and classify the questions appropriately for this study. To ensure clarity and ease of response, the survey instrument was carefully designed with the assistance of expert validators specializing in questionnaire construction. The goal was to create a comprehensive yet user-friendly instrument that would allow respondents to answer accurately while fully understanding the study's objectives. Since the questionnaires were adapted, they were subjected to content validation by four internal

and one external expert. The evaluation yielded an average mean score of 4.35, with a descriptive rating of "Very Good", indicating strong content validity. Furthermore, pilot testing was conducted to assess the reliability of the scales using Cronbach's alpha coefficient. The results demonstrated high internal consistency, with the following reliability scores: 0.937 for Financial Management Behavior, 0.964 for Teacher Stress, and 0.985 for Quality of Work Life.

The study utilized three survey instruments, each adapted from established sources to measure key variables: Financial Management Behavior – This questionnaire was based on Xiao & Dew (2011) and measured four key indicators: savings and investment behavior, insurance behavior, cash management, and credit management. Teacher Stress – This instrument was adapted and modified to align with the study's objectives, originally developed by Manthei *et al.* (1996). It assessed five indicators: pupil recalcitrance, poor remuneration, curriculum demands, low professional recognition, and working environment. Quality of Work Life – This instrument was adapted from Swamy *et al.* (2015) on Quality of Work Life: Scale Development and Validation. It evaluated nine indicators: work environment, organizational culture and climate, relation and cooperation, training and development, compensation and rewards, facilities, job satisfaction and security, autonomy of work, and adequacy of resources.

To evaluate financial management behavior, teacher stress, and quality of work life, the study utilized a 5-point Likert scale, with the following range of means and corresponding descriptions: 4.20 – 5.00 (Very High) – measures are always manifested, 3.40 – 4.19 (high) – measures are often manifested, 2.60 – 3.39 (moderate) – measures are sometimes manifested, 1.80 – 2.59 (low) – measures are seldom manifested, and 1.00 – 1.79 (very low) – measures are not manifested at all. This rating scale allowed for a clear and structured assessment of how frequently the respondents experienced or demonstrated behaviors related to financial management, stress, and work-life quality. The study period covered January 2024 to July 2024.

This study employed a non-experimental, quantitative-descriptive correlational research method. Quantitative research focuses on the statistical analysis of collected data using survey questionnaires and computational approaches (Trefry, 2017). The researcher gathered numerical data from the population to ensure accuracy and objectivity in the findings. Descriptive research involves the precise selection of respondents through surveys, providing a clear representation of the population (Kowalczyk, 2018). The study aimed to describe and analyze the relationship between financial management behavior, teacher stress, and quality of work life. In correlational research, independent and dependent variables are identified, and the effects of the independent variables (financial management behavior and teacher stress) on the dependent variable (quality of work life) are examined (Patidar, 2013). This research design was chosen as it aligns with the study's objective of determining significant relationships between these variables, as discussed in the related literature.

For the systematic data collection procedure, the researcher followed a structured approach to ensure ethical compliance and efficient data gathering: The researcher first

obtained approval from the Schools Division Superintendent, followed by the District Supervisors and School Heads, to facilitate the participation of 300 teachers as respondents. Before conducting the actual data collection, the researcher secured a Certificate of Compliance from UMERC (UMERC # 2024-299) to ensure adherence to ethical research standards. To ensure a fast and efficient survey process, the researcher employed a face-to-face data-gathering method, allowing for direct interaction with respondents. After retrieving the completed questionnaires, the collected data was collated and tabulated for organization and processed using appropriate statistical tools by a Statistician to derive meaningful interpretations and insights. Based on the study's findings, conclusions were drawn, and recommendations were formulated to address the key issues related to financial management behavior, teacher stress, and quality of work life.

For a comprehensive interpretation and analysis of the data, the study employed the following statistical tools: Mean was used to assess the level of financial management behavior, teacher stress, and quality of work life, addressing research objectives 1, 2, and 3. Pearson r was applied to determine the significance of relationships between financial management behavior, teacher stress, and quality of work life, answering research objective 4. Regression analysis was used to determine which domains of financial management behavior and teacher stress significantly predict the quality of work life of teachers, addressing research objective 5.

In conducting this study, ethical issues and considerations were carefully observed, particularly before data collection. The following measures were implemented to ensure ethical compliance and respondent protection: The study involved 300 respondents, whose participation was entirely voluntary. To safeguard their privacy, responses were collected anonymously, ensuring that no identifiable information was linked to their answers. The researcher ensured that all collected data remained confidential, in strict adherence to the Data Privacy Act of 2012. No names or personal identifiers were required from respondents to maintain anonymity. Before data collection, each target respondent received an informed consent form, explaining the study's purpose, their rights as participants, and the voluntary nature of their involvement. The study did not expose respondents to high-risk situations. However, mitigating measures were in place to ensure respondents' psychological, financial, and physical well-being throughout the research process.

The participants in this study were carefully selected based on the inclusion criteria established in the research. As the primary beneficiaries, the elementary school teachers were well-positioned to provide valuable insights into the dynamics of financial management behavior, teacher stress, and quality of work life. To ensure academic integrity, the study underwent plagiarism screening using Grammarly, Turnitin, and/or Plagiarism Detector software. This ensured that no instances of plagiarism occurred throughout the research process. Additionally, the study followed the standard research procedures set by the Professional Schools of the University of Mindanao. There was no conflict of interest (COI), as the researcher had no personal or official relationship with

the respondents. The study was conducted with full transparency, with no deception or bias in data collection and analysis. Proper authorization to conduct the study was obtained through a formal approval letter from the Dean of Professional Schools, University of Mindanao, which was addressed to the Division Superintendent. For publication purposes, the research adviser will be recognized as a co-author of the study.

4. Results and Discussion

Table 1: Level of Financial Management Behavior

Items	SD	Mean	D.E.
Cash Management Behavior	1.16	3.31	Moderate
Credit Management Behavior	1.07	2.69	Moderate
Savings and Investment Behavior	1.24	2.86	Moderate
Insurance Behavior	1.41	2.86	Moderate
Overall	0.95	2.93	Moderate

A moderate level of cash management behavior implies that the teachers pay bills on time. Also, the teachers stay within their respective budgets. The result is consistent with the claim of the authors (Maharjan, 2019; Premarathne, 2020) that teachers need to be educated on the importance of having good control of cash management in order to avoid financial issues. It is important to ensure the effectiveness of cash management in order for the teachers to be able to support their finances. Financial literacy, financial self-efficacy and socioeconomic status positively impact teachers' cash management behaviour.

The moderate level of credit management behavior suggests that teachers regularly pay off their credit cards and make minimum payments on their respective loans. This finding aligns with the perspectives of Frisancho (2022) and Urban *et al.* (2020), who emphasized that teachers with effective credit management practices tend to improve their savings probability and balances. However, teachers often face credit management constraints, leading them to rely on savings to address financial challenges. This underscores the importance of developing credit management skills early in life, enabling educators to manage debt repayments and maintain financial stability.

Table 2: Level of Teacher Stress

Items	SD	Mean	D.E.
Pupil Recalcitrance	0.87	4.13	High
Poor Remuneration	0.90	3.91	High
Curriculum Demands	0.90	3.90	High
Low Professional Recognition	0.95	3.68	Moderate
Working Environment	0.97	3.92	High
Overall	0.64	3.91	High

The high level of pupil recalcitrance implies that the teachers get stressed on individual pupils who continually misbehave. The teachers also get stressed by pupils' impolite and

disruptive behavior. The result is aligned with the authors' statements (Anuradha *et al.*, 2015; Looker, 2022) that pupil recalcitrance has been a significant factor in teacher stress. Teachers' stress takes place whenever teachers are unable to discipline the students according to their preferred ways. Maintaining mutual respect is achieved by balancing the power of both teachers and students.

The moderate level of low professional recognition implies that the teachers get stressed due to the lack of recognition for their contributions in teaching and to the organization. Also, the teachers get stressed due to poor promotional opportunities. The result is consistent with the claim of authors (Felix, 2019; Rusilowati & Wahyudi, 2020), stating that low levels of respect, self-esteem, and confidence would follow from low levels of professional recognition. Recognition is identified as the teachers' primary area of weakness.

Table 3: Level of Quality of Work Life

Items	SD	Mean	D.E.
Work Environment	0.86	4.04	High
Organization Culture and Climate	0.93	4.39	Very High
Relation and Cooperation	0.66	4.24	Very High
Training and Development	0.82	3.96	High
Compensation and Rewards	0.93	4.05	High
Facilities	0.77	3.55	Moderate
Job Satisfaction and Security	0.90	4.28	Very High
Autonomy of Work	0.90	3.73	Moderate
Adequacy of Resources	0.78	3.71	Moderate
Overall	0.49	4.00	High

The very high level of organization culture and climate suggests that there is strong collaboration among all departments in working toward the school's goals. It also indicates that there is equal treatment of both men and women within the school environment. This finding aligns with the observations of Kalkan *et al.* (2020) and Tinus (2020), who note that schools aim to foster a positive organizational culture and climate by actively involving all members of the school community. The leadership demonstrated by the principal plays a pivotal role in creating a positive influence on the members, helping to shape a strong organizational culture. Furthermore, both leadership and organizational culture contribute significantly to the overall positive climate within the institution.

The moderate level of facilities implies that the fringe benefits provided by the school are good. Also, good transportation facilities are provided by the school. The result is aligned with the authors' statements (Caffey, 2020; Wajdi *et al.*, 2023) that facilities are able to improve the quality of education through school productivity. The completeness of facilities and infrastructure is one of the attractions for teachers, students, parents, and the community. Meanwhile, inadequate facilities lead to teachers complaining of breathing concerns and having high absence rates, which can impact teacher and student performance.

Table 4: Overall Significance on the Relationship between Levels of Financial Management Behavior, Teacher Stress, and Quality of Work Life

	Financial Management	Teacher Stress	Quality of Work Life
Financial Management	1	-.220**	-.015
Teacher Stress	-.220**	1	-.169**
Quality of Work Life	-.015	-.169**	1

The correlation results show that there is no significant relationship between financial management behavior and quality of work life. However, teacher stress is found to be negatively correlated with the quality of work life. This outcome aligns with the work of Alpay (2022) and Sanchez *et al.* (2019), who emphasized that quality of life encompasses both material and spiritual needs. The main focus of quality of life is health promotion, where factors such as stress, illness, and morbidities have a direct impact on overall well-being. It was noted that stress is negatively correlated with quality of life – as stress levels rise, the quality of life tends to decrease, while lower stress levels are associated with a higher quality of life.

Table 5: Multiple Regression Analysis of the Combined Influence of Financial Management Behavior and Teacher Stress to Quality of Work Life

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.577	.209		21.922	.000
	Financial Management	-.027	.029	-.055	-.935	.351
	Teacher Stress	-.135	.044	-.181	-3.086	.002
R				.177		
R²				.031		
F				4.795		
P				.009		

The results of the regression analysis reveal that while financial management behavior does not significantly predict quality of work life, the overall p-value is significant, indicating that financial management behavior can explain only 3.1% of the variance in quality of work life. This finding aligns with the research of Atatsi *et al.* (2023) and Ryu & Fan (2020), who noted that teachers continuously face stress that negatively impacts their quality of life, with the pandemic's effects exacerbating these challenges across all sectors globally. Moreover, effective financial management behavior is associated with improved well-being and life satisfaction. Stress, as an indicator of health issues, plays a major role in diminishing both well-being and quality of life. Furthermore, there is a strong connection between financial management and health, as debt and loans are linked to increased stress, which, in turn, elevates anxiety, distress, and depression.

5. Recommendations

The researcher came up with recommendations based on the results of the study. For the moderate level of financial management behavior, the researcher recommends that the teachers may consider serious considerations in the planning of its finances, which will include all its monthly obligations and expenses versus its monthly income to avoid future problems in the daily sustenance in the family. The planning will enable the respondents to prepare a cost-benefit analysis and projection of its finances. An annual financial literacy seminar may be conducted by the Human Resource Department of the schools so that knowledge and practices in budgeting, investing, savings, borrowing and spending may become part of the system of the teachers. Further, it is recommended that teachers may learn how to manage their money by avoiding impulse buying and that discipline of oneself on buying things which are only necessary and important for the family. By spending wisely, unexpected moments in life like medical emergencies, sudden loss of employment and crisis moments will be attended to immediately without going into borrowings. If the situation warrants and there are better opportunities, it would still be better to come up with some investment or some profitable activities like having sidelines so that daily survival will not be difficult.

Given the high levels of teacher stress, the researcher suggests that school management should consider incorporating seminars and training programs focused on Stress Management, Anger Management, and Work Values Orientation/Reorientation. These programs would assist teachers in coping with stress and help them better understand the sources of stress in the workplace. It is recommended that stress management seminars and mental wellness programs be held on a quarterly basis to provide regular support. These initiatives can help teachers cultivate a positive mindset by encouraging them to focus on their accomplishments and strengths, ultimately empowering them to recognize their abilities and boost self-confidence. Additionally, fostering a strong support network is crucial for managing stress and maintaining overall well-being. Teachers would greatly benefit from connecting with colleagues who understand the unique challenges of the profession. By sharing experiences, advice, and encouragement, teachers can alleviate stress and build a sense of camaraderie within their school community.

Furthermore, the school environment plays a significant role in contributing to stressful situations. A healthy work environment is essential for reducing stress and promoting the overall well-being of teachers. One effective way to create a positive atmosphere is by cultivating strong relationships among colleagues. This can be accomplished through team-building activities, encouraging the sharing of ideas, and offering mutual support whenever needed. These efforts help foster a sense of community and collaboration, which can significantly reduce stress and improve the work environment.

Moreover, time management is a key skill for teachers to develop to help reduce stress. By setting achievable goals and prioritizing self-care, teachers can establish a better

work-life balance. In addition, teachers should consider building connections within the school community and joining professional associations or online forums specifically for educators. These platforms provide valuable opportunities for networking, exchanging resources, and learning from a wide range of professionals in the field.

To maintain the high level of quality of work life and address teacher stress, it is recommended that schools continue implementing the current practice of an “open door policy” between teachers and management. This policy fosters a spirit of unity and harmony within the workplace. Additionally, regular communication between school management, teachers, and students should be encouraged, ensuring that everyone remains aligned with the school's vision, mission, and goals. This alignment will help strengthen working relationships and enhance the school's reputation within the community. The school should continue best practices that have proven effective. However, if any gaps or deficiencies are identified, those areas should be addressed, and efforts for continuous quality improvement should be made to ensure ongoing progress and better outcomes for the school environment.

For future research, it is suggested that quantitative studies be conducted in other regions with a larger population, utilizing structural equation modeling or incorporating mediating variables to explore whether the results of this study are influenced by additional factors. Additionally, a phenomenological qualitative study could be conducted to explore the best practices of schools, involving the perspectives of school management, teachers, and students. This approach would provide deeper insights into the experiences and dynamics within the school environment.

6. Conclusion

Based on the findings of the study, the following conclusions can be drawn. Financial management behavior is at a moderate level. Teacher stress and quality of work life are both at a high level. No significant relationship was found between financial management behavior and quality of work life. A negative correlation exists between teacher stress and quality of work life. Financial management behavior and teacher stress were found to significantly predict quality of work life.

The findings of the study suggest that teachers are able to stay within their respective budgets. They also experience stress due to students' impolite and disruptive behavior. Additionally, there is evident cooperation among all departments in working toward the school's goals. The results also indicate that financial management behavior is negatively associated with the quality of work life. Furthermore, teacher stress shows a negative correlation with the quality of work life. Finally, both financial management behavior and teacher stress are found to significantly predict quality of work life.

The conclusions of the study clearly support the idea that financial management behavior and teacher stress can significantly predict the quality of work life. These conclusions are aligned with the Spillover Theory by Frischmann (2009), which emphasizes that financial management practices, financial satisfaction, and quality of

work life are interconnected. The theory suggests that adopting effective financial management practices can positively influence the quality of work life. Additionally, the study's findings are reinforced by other foundational theories: Field Theory by Lewin (1942), Theory of Planned Behavior by Ajzen (1991), and Transactional Theory of Stress by Lazarus and Folkman (1987).

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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