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International Journal of Engineering Technology Research & Management

FINANCIAL INTELLIGENCE AND WORK TASK MOTIVATION AMONG NON-TEACHING PERSONNEL

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ABSTRACT
The research investigates the relationship between financial intelligence and work task motivation among non-teaching personnel. By examining this relationship, the research aims to contribute to understanding motivational dynamics within non-academic work settings through a survey questionnaire. The research employed regression analysis on data collected from 105 non-teaching personnel from various public and private schools in Davao City. The findings revealed that non-teaching personnel have a moderate level of financial intelligence based on the seven indicators, except for wealth management, which appeared to be low, and control of money and emotional spending, which appeared to be high. Regarding work task motivation, the results show that non-teaching personnel have a high level of motivation for their work tasks in terms of all five key indicators: intrinsic motivation, identified regulation, initiated regulation, external regulation, and motivation. There is also a significant relationship between financial intelligence and work task motivation, as evidenced by the overall findings, especially wealth management, which predicts and influences non-teaching personnel's work task motivation. Moreover, the researchers argue that factors or variables besides financial intelligence can still influence work-task motivation among non-teaching personnel.

Keywords:
Non-teaching personnel, financial intelligence, work-task motivation, regression analysis

INTRODUCTION
Financial intelligence is the ability to understand and effectively manage one's finances. It encompasses knowledge of financial concepts and risks and the skills, motivation, and confidence to apply this knowledge to making effective financial decisions. Increasing financial literacy is crucial for individuals to achieve financial inclusion and improve their overall welfare. However, studies have shown that financial literacy remains low even in developed economies with well-established financial markets (Goyal & Kumar, 2020).

Financial intelligence involves understanding fiscal responsibilities, while task motivation encompasses internal and external drivers. This research will try to understand non-teaching personnel's work task motivation and financial intelligence, emphasizing their impact on institutional effectiveness and employee contentment. The study probes how these elements interplay, referencing Gabriel et al. (2023) on intrinsic motivation, which allows people to tackle a task simply because they are intrinsically involved in solving the problem, and Murhadi et al. (2013) on motivation's diverse drivers—a person's economic status, social relationships, self-fulfillment, and recognition.

Previous studies have demonstrated a strong correlation between financial intelligence and work-task motivation. Individuals with higher levels of financial intelligence tend to exhibit greater motivation in their work tasks, as they are more confident in managing their finances and can make informed financial decisions, leading to reduced financial stress and increased job satisfaction. Moreover, they are more likely to set and achieve financial goals, which can translate into higher motivation and productivity in their professional endeavors (Alyousif & Kalenkoski, 2023). The integration of work-task motivation and financial intelligence remains crucial to organizational operations. Work task motivation involves the reward mechanism which acts

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as an extrinsic motivator and personal satisfaction or gratification comprising other intrinsic factors. The role of the non-teaching staff in the organization cannot be underestimated as various disciplines are essential for daily operations. Once integrated, financial intelligence involves budget management and other financial planning-related skills that would affect job performance and the way they take to the task's assignment Rai et al. (2019). A study was conducted to analyze the financial literacy of business process outsourcing experts in Davao City, Philippines. Specifically, the factors identified were control of money, wealth management, financial activities, resource utilization, financial information, emotional spending, and tax assessment. These seven components are used to determine the baseline assessment of the level of financial intelligence of BPO personnel in Davao City by Ferraren and Tamayo (2016). These factors were utilized to determine the financial intelligence and financial behavior of non-teaching professionals in public schools by Fabillar (2021).

With this current research, the parameters used by Fabillar (2021) are adopted, and the investigation aims to bridge previous research works by conducting a regression analysis to examine the relationship between financial intelligence and work task motivation. The findings from this study are significant, may provide valuable insights for employers and policymakers in designing interventions to enhance financial literacy and motivation for non-teaching personnel, and may apply to teaching personnel as well.

OBJECTIVES

The primary objective of this research is to look at both the work task motivation and financial intelligence elements within non-teaching personnel and explore any potential correlations between the two components. This research particularly seeks to assess financial intelligence capacities in connection to an extensive variety of qualities, which include the utilization of resources, financial behaviors, managing assets, handling of funds, expenditure patterns, and taxation competence. Motivations, regulation, intrusiveness, oversight, outside interference, and self-motivation are some of the variables that the research emphasizes, with the goal of assessing the extent of work task motivation toward non-teaching personnel.

REVIEW OF RELATED LITERATURE

The importance of financial literacy in today's globalized era is increasingly apparent, especially as individuals encounter a growing variety of complex financial options. The need for fundamental economic knowledge to adeptly manage these challenges was emphasized, highlighting that developments in technology and changes in retirement systems further amplify this need. Research also noted significant variations in financial literacy across different demographics including gender, age, and socioeconomic backgrounds. This accentuates the urgent need for customized financial education to effectively literate diverse groups Kaiser et al. (2024).

Further exploring financial literacy, vital socioeconomic factors that influence financial literacy levels among Mexican adults were identified. Research finds positive associations between financial literacy and variables such as age, marital status, and income while noting negative correlations between being male and having a job. The findings suggest that targeted public policies could be instrumental in addressing these disparities and enhancing overall financial literacy Castro-Valencia et al. (2024).

Shifting the focus to work motivation, the mediating role of work task motivation in the relationship between psychological capital and teacher well-being in Ethiopia was investigated. The findings indicate that psychological capital positively influences work task motivation, enhancing well-being and highlighting the importance of motivational aspects in workplace dynamics Zewude et al. (2024).

Exploring variations in work motivation over time reveals that these changes generally occur regardless of the specific tasks involved. This suggests that personal factors are more influential in employee motivation than the tasks themselves. This reinforces the importance of nurturing intrinsic motivation to improve job performance and satisfaction Navarro et al. (2013).

Collectively, these studies provide a comprehensive overview of financial literacy and work task motivation, presenting their importance in financial management, organizational settings, and policy-making. This literature lays a solid foundation for further exploration into the specific requirements of non-teaching personnel with regard to financial intelligence and work task motivation.

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METHODOLOGY

This research aims to determine the relationship between financial intelligence and the work task motivation of non-teaching personnel. A quantitative descriptive correlational research design is used. Data are collected from 105 participants employed in Davao City schools. Participants were asked to complete questionnaires measuring their levels of financial intelligence and work-task motivation. In addition, participants will provide some demographic and job-related information in the same survey. Descriptive statistics was used to evaluate means, standard deviations, and frequencies. Correlation analysis is used to determine the strength and the direction of the relationship between financial intelligence and work task motivation, controlling some variables. Ethical considerations include the use of informed consent, assurance of confidentiality, and compliance with the ethical guidelines. The results of the research are generally expected to provide systems for understanding the factors influencing the levels of work task motivation among non-teaching personnel in the institution. Such results may be useful for human resource management and strategies, which support an increase in the levels of employees' motivation and financial literacy. The research adopted a regression analysis method to analyze the data on the work task motivation and the financial intelligence of non-teaching personnel.

The questionnaire utilized in this research was adapted from "Relationship Between Financial Intelligence and Risky Financial Behavior of Public-School Non-Teaching Personnel" by Fabillar (2021), which she utilized from Ferraren and Tamayo (2016). The second questionnaire was adopted from "Self Efficacy, Work Task Motivation, and Teachers' Competence," a study of AYTAÇ, A. (2022). The questionnaire item and study were evaluated and validated by the research adviser before their distribution.

Regression analysis is "a set of statistical processes for estimating the relationships among variables". It is also a statistical technique used to identify how related two or more things are and how such associations may help predict the future. An independent sample T-test is a commonly employed research methodology of tests in regression analysis where data was collected to be analyzed in the SPSS statistical software. Independent sample t-test is a type of statistical test used to compare the means of two groups that are independent of each other

RESULTS AND DISCUSSION

This section encompasses the analysis and interpretation of the data. The chapter dives into the results and findings of the study, utilizing the statistical software SPSS. The study involved 105 non-teaching personnel from different public and private schools in Davao City.

Table 1 below describes the range of financial intelligence among non-teaching staff members, which is illustrated by using different measures. Each measure is accompanied by the mean, the standard deviation, and the descriptive classification to understand and determine the high, low, or moderate range of financial intelligence (Gorman, B., & Braverman Jr., 2008).

The descriptive classification helps assess the level of participants' skills referring to each financial aspect. According to (Annamaria, L., & Mitchel, Olivia., 2014), the category of Controlling for Finance has a high mean of 4.05, meaning the ability to manage money on the part of non-teaching staff. According to the said literature, a high level of financial intelligence leads to making wise financial decisions and thus achieving goals in finance on the part of various stakeholders.

For Wealth Management, on the other hand, a meager mean of 2.49 indicates less-than-optimal competence in managing wealth among non-teaching staff. As such, there is a need to beef up competency in examinations such as investment skills and optimal means of asset allocation (Annamaria, L., & Mitchel, Olivia., 2014).

And for the final row: Financial Activities, Resource Utilization, Financial Information, Emotional Spending, and Tax Assessment. These means in their respective indices ranging from 3.31 to 3.37 indicate moderate competency in the parameters. It means that there is certainly ample room for improving the degree of competency in the areas. Fine-tuning financial literacy and giving lessons in the most effective means of resource allocation can enable them to make judicious financial decisions that ensure financial stability (Hastings et al., 2013).

The aggregate mean score of 3.24 suggests a moderate level of financial intelligence across all indicators among the non-teaching personnel. Overall, the tabular inspection reveals that while the non-teaching personnel display reasonable knowledge regarding fiscal management, there are several gaps, particularly in the domain of wealth management. According to Kamakia, M. (2017) by addressing the identified gaps through specialized learning opportunities and purpose-oriented training programs, organizations can enhance the financial intelligence of their employees, thus encouraging them to make wise fiscal decisions and improve their well-being overall.

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Table 1. Level of Financial Intelligence among Non-Teaching Personnel

Indicator	SD	Mean	Descriptive Level
Control of Money	.73	4.05	High
Wealth Management	.92	2.49	Low
Financial Activities	.75	2.84	Moderate
Resource Utilization	.78	3.19	Moderate
Financial Information	.86	3.24	Moderate
Emotional Spending	.72	3.50	High
Tax Assessment	.85	3.24	Moderate
Overall	.62	3.24	Moderate

Table 2 presents a comprehensive look at the levels of work task motivation among non-teaching personnel across various motivational dimensions. Each indicator is evaluated in terms of its mean score and standard deviation (SD). These indicators provide insights into how motivated personnel are in their work tasks and the variability of responses.

Intrinsic motivation, the feeling of being inherently satisfied and motivated by the work itself without requiring external rewards, shows a mean score of 4.16 with a standard deviation of 0.62. This result is classified as high.

A study highlights that individuals with higher financial intelligence are more motivated in their work due to adept management of their finances and making informed decisions. This not only reduces financial stress but also job satisfaction, making them more likely to engage deeply with their work. Such engagement implies an alignment between their work tasks and their financial goals. The same may be implied with the high mean and standard deviation scored by Identified Regulation being 4.16 and 0.63 respectively Alyousif et al. (2023).

Introjected Regulation, the motivation driven by internal pressures such as guilt or obligation, also scores high with a mean of 3.84 and a standard deviation of 0.54. This suggests a strong internal drive among personnel although slightly lower compared to the previous indicators.

When motivation is driven by external rewards or demands, it describes External Regulation. The result scored a mean of 4.07 and a standard deviation of 0.83. These scores indicate differences in how external factors influence personnel motivation.

Among all the indicators, Motivation scored the highest mean and standard deviation, being 4.33 and 0.61 respectively. This reflects a very strong general motivation among the personnel.

Overall, the mean score for motivation among non-teaching personnel stands at 4.11 and a standard deviation of 0.52, which is broadly high. This means that although individual motivation drivers may vary in intensity and nature, non-teaching personnel generally display a strong motivational engagement with their tasks.

Table 2. Level of Work Task Motivation among Non-Teaching Personnel

Indicator	SD	Mean	Descriptive Level
Intrinsic Motivation	.62	4.16	High
Identified Regulation	.63	4.16	High
Introjected Regulation	.54	3.84	High
External Regulation	.83	4.07	High
A Motivation	.61	4.33	High
Overall	.52	4.11	High

Table 3 presents the significant relationship between financial intelligence and work task motivation. This relationship was significant, as evidenced by the overall r-value of.421** with a p-value of.000, which is less than the 0.05 significance level. From here, the null hypothesis is rejected. This implies that work-task motivation is dependent on or related to financial intelligence. This also implies that financial intelligence is more related to work-task motivation.

This finding parallels Alyousif and Kalenkoski's study, which found that higher financial intelligence correlates with increased work-task motivation due to improved financial decision-making ability, goal-setting, and reduced stress, enhancing overall job productivity. Moreover, people with higher financial intelligence are more

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likely to set and achieve financial goals, which can translate into higher motivation and productivity in their professional endeavors as affirmed by Alyousif and Kalenkoski (2023).

The means, as shown in the significant correlation (r =.421**) between financial intelligence and work-task motivation, suggest that employees with higher financial intelligence will likely be more motivated in their tasks. This finding implies that financial intelligence plays a vital role in personal financial management and drives an individual's motivation at work. Knowledge and confidence in managing personal finances may incentivize employees to exert more effort, as they are likely to see the impact of such efforts on their financial goals and overall well-being. This may lead to increased dedication and a stronger work ethic, as a sense of control over one's financial situation can be empowering and motivating. Consequently, organizations might consider supporting financial intelligence among employees as a strategy to support their motivation and productivity.

Table 3. Significant Relationship Between Financial Intelligence and Work Task Motivation among Non-Teaching Personnel

Financial Intelligence	Work Task Motivation					
	Intrinsic Motivation	Identified Regulation	Introjected Regulation	External Regulation	A Motivation	Overall
Control of Money	.318** (.001)	.284** (.003)	.291** (.003)	.049 (.621)	.223* (.022)	.279** (.004)
Wealth Management	.348** (.000)	.359** (.000)	.424** (.000)	.161 (.101)	.312** (.001)	.381** (.000)
Financial Activities	.357** (.000)	.244* (.012)	.205* (.036)	.135 (.171)	.218* (.026)	.277** (.004)
Resource Utilization	.309** (.001)	.211* (.030)	.085 (.388)	.191 (.051)	.191 (.051)	.250* (.010)
Financial Information	.320** (.001)	.240* (.014)	.167 (.089)	.174 (.075)	.205* (.036)	.265** (.006)
Emotional Spending	.335** (.000)	.434** (.000)	.367** (.000)	.147 (.134)	.320** (.001)	.378** (.000)
Tax Assessment	.485** (.000)	.431** (.000)	.416** (.000)	.172 (.079)	.427** (.000)	.459** (.000)
Overall	.455** (.000)	.411** (.000)	.361** (.000)	.188 (.055)	.349** (.000)	.421** (.000)

Table 4 shows the significant influence of financial intelligence on the work task motivation from the non-teaching personnel as revealed in a P-value of 0.000 with this lesser than 0.05 level of significance. The coefficient of determination as reflected by R^2 has or obtains a value of .27 equivalent to 27% which means financial intelligence can influence 27% of the work task motivation of non-teaching personnel. This means that the variance of 73% is attributed to other factors not covered in the study. This means that there are so many variables that are also influential on work task motivation aside from financial intelligence.

Among the indicators of financial intelligence, only wealth management can singly predict the work task motivation of non-teaching personnel, meaning that other indicators cannot significantly influence the work task

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motivation among non-teaching personnel. In combination with the seven (7) indicators, they were able to contribute 27% influence.

Financial intelligence significantly influences work task motivation. The phrase from the book "Who Seek Financial Advice. "People who lack confidence in their financial knowledge struggle with their expenses.", emphasizes the possible negative effect on the morale and motivation of the employee. So, the higher the financial intelligence, the higher the motivation it gets Alyousif & Kalenkoski, (2017.)

Table 4. Financial Intelligence significantly influences work-task motivation

Financial Intelligence	Significance (β)	T-value	P-value
Control of Money	0.98	1.446	.151
Wealth Management	.178	2.064	.042
Financial Activities	-.139	-.960	.340
Resource Utilization	.089	.549	.584
Financial Information	-.106	-.756	.451
Emotional Spending	.072	.504	.616
Tax Assessment	.192	1.814	1.814
F-value= 5.125 P-value=.000 R^2=.270 or 27 %			

ACKNOWLEDGEMENT

CONCLUSION

Based on the seven indicators, namely financial activities, resource utilization, financial information, tax assessment, wealth management, control of money, and emotional spending, the researchers determined that their level of financial intelligence was moderate. The study revealed that wealth management was low, whereas control of money and emotional spending was high. The study's findings on the degree of work task motivation among non-teaching personnel indicate that they exhibit a high level of motivation across all five key indicators: intrinsic motivation, identified regulation, initiated regulation, external regulation, and motivation. Furthermore, the research suggests that work-task motivation is contingent upon or associated with financial intelligence, as evidenced by the correlation analysis. This suggests that individuals with higher levels of financial intelligence are more likely to exhibit motivation in their assigned jobs. Financial intelligence has a substantial impact on the motivation of non-teaching personnel's work tasks, as indicated by the overall P-value and r-value. Regardless of their varied job settings, non-teaching personnel demonstrate comparable levels of desire for work tasks and financial intelligence. Furthermore, the researchers argue that the study findings indicate that factors or variables other than financial intelligence can influence work-task motivation among non-teaching personnel.

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RECOMMENDATION

This study's insights can guide the development of targeted interventions that enhance employee efficiency and satisfaction, particularly the educational institutions and government agencies, thereby enhancing organizational effectiveness and promoting employee welfare. Additionally, the findings offer valuable direction for staff and professionals to cultivate a work environment conducive to enhancing financial understanding and intrinsic motivation among non-teaching personnel.

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