



FINANCIAL LITERACY AND PLANNING PRACTICES TOWARD ACHIEVING QUALITY OF LIFE AMONG OFWS IN BAHRAIN

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ABSTRACT

This study explored the financial literacy and planning practices of Overseas Filipino Workers (OFWs) in Bahrain, focusing on how demographic factors shape their financial behavior and decision-making. Using a quantitative descriptive research design, data were processed through SPSS and analyzed with t-tests, ANOVA, and Pearson correlation. The results highlighted significant variations in financial literacy based on education, job type, and number of dependents. Respondents with higher educational attainment and those engaged in white-collar work demonstrated stronger financial outcomes. However, overall financial literacy was generally limited, particularly in the areas of financial awareness, knowledge, behavior, culture, and risk management, challenges that were more evident among those with heavier financial responsibilities. Similarly, financial planning practices covering investment, budgeting, taxation, risk management, retirement, and estate planning were found to be insufficient. Correlation analysis further revealed that financial awareness, knowledge, behavior, culture, risk management, and the use of e-finance were positively linked to better financial planning, especially in investment, budgeting, and risk management. Conversely, estate planning showed no significant association with respondents' financial attitudes. The findings emphasize the importance of developing targeted financial education initiatives. Programs that strengthen skills in investment, budgeting, and risk management are especially needed to empower OFWs to make informed financial choices, secure their long-term stability, and build resilience for themselves and their families.

Keywords: OFW Financial literacy, OFW financial planning, OFW investment planning, OFW risk management insurance.

INTRODUCTION

Overseas Filipino Workers (OFWs) are key drivers of the Philippine economy, with remittances reaching US\$37.2 billion in 2023, or 8.5% of gross national income and 7.7% of GDP (Bangko Sentral ng Pilipinas, 2024). Yet, despite

their economic significance, many OFWs continue to struggle with poor saving habits, weak investment strategies, debt mismanagement, and limited financial knowledge, leaving their long-term stability and well-being at risk. Studies reveal that nearly half of remittances are spent on consumption, with only a small portion allocated to

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savings and investments (Jocson, L.M.J.C. 2024), while cultural pressures and insufficient financial education further hinder sound decision-making (Tiongson, 2023). In my view, strengthening financial literacy is crucial, as it empowers OFWs to budget effectively, save consistently, invest wisely, and manage debt responsibly, steps that not only reduce financial stress and secure their future but also uplift their families and reinforce their broader economic contributions. This study, therefore, explores the financial literacy and planning practices of OFWs in Bahrain to identify existing gaps and propose interventions that will enhance their financial well-being and overall quality of life.

OBJECTIVE OF THE STUDY

This study aimed to assess the financial literacy of Overseas Filipino Workers (OFWs) in Bahrain, focusing on key concepts such as budgeting, saving, investing, and debt management. It further examined the extent to which government financial literacy programs reach OFWs, their perceived effectiveness, and their relevance to the current economic context. The study also explored common financial challenges faced by OFWs, particularly those preparing to return to the Philippines, and assessed their capacity to sustain financial stability upon reintegration into the local economy. By identifying gaps in financial knowledge, confidence, and practices, the study sought to recommend targeted interventions and education programs that can enhance the financial well-being and long-term security of OFWs in Bahrain.

METHODOLOGY

Research Design. This study employed a quantitative descriptive-comparative and correlational design to assess the financial literacy and planning practices of Overseas Filipino Workers (OFWs) in Bahrain. Descriptive analysis summarized respondent characteristics and trends; comparative analysis determined differences in literacy and planning practices across demographic variables such as education,

civil status, dependents, employment duration, and job type; and correlational analysis examined relationships among financial literacy components and planning practices.

Population and Sampling. The population consisted of Filipino migrant workers residing and working in Bahrain. Purposive and snowball sampling techniques were used to recruit participants who were Filipino citizens engaged in income-generating activities and responsible for managing their finances. Participation was voluntary, with informed consent obtained. Recruitment was facilitated through community organizations, social networks, and online platforms, with surveys distributed mainly via Google Forms.

Respondents. Respondents were OFWs currently employed in Bahrain who met the inclusion criteria. Initial participants referred to peers through snowball sampling to increase coverage. Challenges in data collection included hesitancy due to mistrust of surveys and concerns over data privacy, as well as the length of the questionnaire. These were addressed through reassurance of confidentiality and clear communication of the study's purpose.

Research Instruments. Data were gathered using a structured questionnaire consisting of three parts: (1) demographic profile, (2) financial literacy, and (3) financial planning practices. Financial literacy was assessed across awareness, knowledge and skills, attitudes, behavior, risk management, financial culture, and use of electronic financial services. Planning practices covered budgeting, saving, investing, and debt management. A four-point Likert scale measured literacy levels, ranging from "very low" to "high," with corresponding interpretations to capture both knowledge and practice.

Statistical Treatment of Data. Data were analyzed using SPSS version 23. Descriptive statistics (frequency, percentage, mean, and standard deviation) summarized respondent profiles and overall trends in financial literacy and planning practices. Independent sample t-tests



compared mean scores between two groups, while Analysis of Variance (ANOVA) examined differences among three or more groups. The Pearson Product-Moment Correlation Coefficient (Pearson r) measured the strength and direction of relationships between financial literacy components and planning practices, indicating whether higher literacy levels were associated with more proactive financial planning among OFWs in Bahrain.

RESULTS AND DISCUSSION

Key Findings

The survey of 103 OFWs in Bahrain showed that most were well-educated (46.3% with bachelor's degrees) and employed in professional roles (83.5%), with many married, supporting dependents, and residing in Bahrain for over a decade. Despite this profile, financial literacy was low across domains, including awareness ($M=2.95$), knowledge ($M=3.03$), risk management ($M=2.78$), financial culture ($M=2.65$), and e-finance ($M=2.83$). Literacy varied significantly by education, job type, and number of dependents, with higher scores among white-collar and college-educated respondents.

Financial planning was similarly limited, with low engagement in budgeting ($M=3.08$), insurance ($M=2.47$), retirement ($M=2.60$), and estate planning ($M=2.10$). Investment and budgeting practices differed significantly by education and dependents, while other areas showed no variation. Correlation analysis revealed strong positive associations between financial literacy and planning behaviors, particularly in risk management ($r=0.721$), overall literacy ($r=0.738$), and budgeting ($r=0.683$), confirming that higher literacy enhances financial preparedness.

1. Profile of the Respondents

The demographic characteristics of the 103 OFW respondents in Bahrain are presented in Tables 1 to 5.

Table 1

Distribution of Respondents by Highest Educational Attainment

Highest educational attainment	Frequency	Percentage
Secondary Education	16	15.5
Vocational	3	2.9
College level	32	31.1
Bachelor's degree	48	46.6
Master's degree	4	3.9
Total	103	100.0

The table 1 showed that nearly half (46.6%) had earned a bachelor's degree, followed by 31.1% with some college education, while smaller proportions reported secondary education (15.5%), vocational training (2.9%), or postgraduate studies (3.9%), indicating a generally well-educated sample.

Table 2

Distribution of Respondents by Civil Status

Civil Status	Frequency	Percentage
Single	38	36.9
Married	55	53.4
Separated	7	6.8
Widow	3	2.9
Total	103	100.0

Based on the findings in Table 2, in terms of civil status, most respondents were married (53.4%), with 36.9% single, and a smaller proportion separated (6.8%) or widowed (2.9%).

Table 3

Distribution of Respondents by Number of Dependents

Number of dependents	Frequency	Percentage
None	17	16.5
1 - 2	43	41.7
3 - 4	32	31.1
5 or more	11	10.7
Total	103	100.0

A majority also reported having financial dependents, with 41.7% supporting 1–2 dependents and 31.1% supporting 3–4, while only 16.5% had none.

**Table 4**

Distribution of Respondents by Years of Employment in Bahrain

Number of years working in Bahrain as an OFW	Frequency	Percentage
Less than 1 year	2	1.9
1 to 3 years	8	7.8
4 to 6 years	21	20.4
7 to 10 years	15	14.6
More than 10 years	57	55.3
Total	103	100.0

Work experience in Bahrain was extensive, as 55.3% had been employed for more than 10 years. Another 20.4% had worked 4–6 years, and 14.6% had 7–10 years, while only 9.7% reported fewer than 3 years.

Table 5

Distribution of Respondents by Current Job Type in Bahrain

Current work/job in Bahrain	Frequency	Percentage
Blue-collar job	17	16.5
White collar job	86	83.5
Total	103	100.0

Table 5 showed that employment was predominantly white-collar, with 83.5% in professional, managerial, or administrative roles, compared to 16.5% in blue-collar occupations.

2. Financial Literacy Levels of OFW Respondents by Literacy Indicators

Financial literacy of OFWs in Bahrain was assessed across seven domains: financial awareness, knowledge and skills, attitudes, behavior, risk management, financial culture, and use of e-finance. Overall results indicate a minimal level of literacy ($M = 2.97$), with variability across domains

Respondents scored highest in Attitude Towards Finance and Money (Mean = 3.38, SD = 0.50), reflecting relatively positive financial

attitudes, followed by Financial Behavior (Mean = 3.18) and Financial Knowledge and Skills (Mean = 3.02). In contrast, Financial Culture (Mean = 2.65, SD = 0.75), Use of e-Finance (Mean = 2.83, SD = 0.69), and Managing Financial Risk (Mean = 2.78, SD = 0.80) were weaker, highlighting gaps in culturally embedded practices, digital finance adoption, and proactive risk management.

Table 6

OFW Respondents' Level of Financial Literacy Indicators

Indicators	Mean	SD	Level
Financial Awareness	2.95	0.56	Minimal Literacy
Knowledge and Skills	3.02	0.64	Minimal Literacy
Attitudes Towards Finance	3.38	0.5	Minimal Literacy
Financial Behavior	3.18	0.48	Minimal Literacy
Managing Financial Risk	2.78	0.8	Minimal Literacy
Financial Culture	2.65	0.75	Minimal Literacy
Use of e-Finance	2.83	0.69	Minimal Literacy
Overall Financial Literacy	2.97	0.47	Minimal Literacy

These results demonstrate that while OFWs are moderately capable in routine financial tasks and display cautious financial attitudes, their engagement with strategic, community-oriented, or technologically supported practices is limited. This aligns with prior research showing that Filipinos often rely on individualized financial approaches, underutilize digital financial tools, and exhibit limited risk awareness (BSP, 2019; Parilla & Abadilla, 2023; Manapol et al., 2024; Garcia & Tugade, 2022). Overall, the findings emphasize the need for targeted interventions that strengthen both practical skills and culturally relevant, proactive financial behaviors to support long-term financial security among OFWs.

3. Significant Differences in Financial Literacy by Profile Factors

The analysis of financial literacy among OFWs in Bahrain indicates that educational attainment and family responsibilities are the most influential factors. Across most dimensions, respondents

with higher education (bachelor's or master's degrees) exhibited stronger financial knowledge, skills, and risk management, while those with more dependents (3–4) scored lower across financial awareness, attitudes, knowledge, risk management, and e-Finance usage. These findings suggest that formal education enhances both basic and strategic financial competencies, whereas heavier family obligations may constrain time, resources, and engagement in proactive financial practices.

Financial behavior and financial culture, however, showed minimal variation across demographic groups, reflecting consistent but limited engagement in budgeting, bill payments, and culturally rooted financial practices. OFWs demonstrated relative strength in practical tasks such as paying bills on time and cautious spending, yet they exhibited low participation in proactive financial behaviors, including seeking professional advice, using digital financial tools, or engaging in community-based financial practices. The use of e-Finance followed a similar pattern, with higher engagement in routine tasks like checking balances but lower adoption of investment platforms and budgeting apps, suggesting limited digital financial literacy.

These results align with prior studies indicating that while OFWs maintain prudent day-to-day financial practices, their engagement in forward-looking strategies such as risk management, investment planning, and digital financial tools remains weak (Ramirez and Hinlayagan, 2024; BSP, 2019). The data highlights the need for targeted financial literacy programs that consider both educational background and family context, promote digital finance adoption, reinforce proactive financial behaviors, and address cultural and practical barriers. Such interventions could enhance OFWs' capacity for long-term financial planning, risk management, and sustainable wealth building.

4. Significant Differences in the Level of Financial Literacy According to Financial Awareness

Table 7

Significant Differences in the Level of Financial Literacy According to Financial Awareness

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	0.272	0.803	Accept	Not Significant
Highest educational attainment	2.024	0.097	Accept	Not Significant
Civil Status	1.030	0.303	Accept	Not Significant
Number of dependents	4.805	0.010	Reject	Significant
Number of years working as an OFW	1.265	0.289	Accept	Not Significant
LSD (Post Hoc)		Mean		
Number of dependents:				
None vs 3–4 dependents	3.16 vs 2.70	0.006		
1–2 vs. 3–4 dependents	3.08 vs 2.70	0.003		

Table 7 indicates that financial literacy did not differ significantly by work, education, civil status, or years abroad ($p > 0.05$), but the number of dependents was significant ($F = 4.005$, $p = 0.010$). Post hoc analysis showed that respondents with 3–4 dependents ($M = 2.70$) scored lower than those with none ($M = 3.16$, $p = 0.006$) or 1–2 dependents ($M = 3.08$, $p = 0.003$). This suggests that larger family responsibilities may limit time and resources for financial learning, highlighting the need for targeted literacy programs to support OFWs with heavier household obligations.

5. Significant Differences in the Level of Financial Literacy According to Financial Knowledge and Skills

Table 8

Significant Differences in the Level of Financial Literacy According to Financial Knowledge and Skills

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	0.044	0.835	Accept	Not Significant
Highest educational attainment	3.886	0.019	Reject	Significant
Civil Status	1.356	0.261	Accept	Not Significant
Number of dependents	4.901	0.003	Reject	Significant
Number of years working as an OFW	1.784	0.138	Accept	Not Significant
LSD (Post Hoc)		Mean		
Highest educational attainment:				
Bachelor's degree vs secondary	3.06 vs 2.71	0.003		
Master's degree vs secondary	3.25 vs 2.71	0.035		
Number of dependents:				
None vs. 3–4 dependents	3.16 vs 2.70	0.008		
1–2 vs. 3–4 dependents	3.08 vs 2.70	0		

Table 8 shows that financial literacy differed significantly by educational attainment ($F = 3.886$, $p = 0.019$) and number of dependents ($F = 4.901$, $p = 0.003$), but not by work, civil status, or years abroad. Post hoc analysis revealed higher

scores for bachelor's ($M = 3.08$) and master's degree holders ($M = 3.25$) compared to secondary education ($M = 2.71$), and lower scores for those with 3–4 dependents ($M = 2.70$) versus none ($M = 3.16$) or 1–2 dependents ($M = 3.08$). These findings indicate that education enhances financial knowledge and skills, while larger family responsibilities may constrain learning and prudent financial decision-making.

6. Significant Differences in the Level of Financial Literacy According to Attitude Towards Finance and Money

Table 9

Significant Differences in the Level of Financial Literacy According to Attitude Towards Finance and Money

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	0.293	0.590	Accept	Not Significant
	F-value			
Highest educational attainment	1.532	0.199	Accept	Not Significant
Civil Status	2.614	0.055	Accept	Not Significant
Number of dependents	2.733	0.048	Reject	Significant
Number of years working as an OFW	1.501	0.208	Accept	Not Significant
	LSD (Post Hoc)			
	Mean			
Number of dependents:				
1–2 vs. 3–4 dependents	3.51 vs 3.22	0.013		

Table 9 shows that financial literacy in terms of attitudes toward finance did not differ by work, education, civil status, or years abroad ($p > 0.05$), but the number of dependents was significant ($F = 2.733$, $p = 0.048$). Post hoc analysis revealed lower scores for those with 3–4 dependents ($M = 3.22$) compared to 1–2 dependents ($M = 3.51$, $p = 0.013$), suggesting that larger family responsibilities may limit positive financial attitudes, while other demographic factors had little effect.

7. Significant Differences in the Level of Financial Literacy According to Financial Behavior

Table 10 shows that financial literacy in financial behavior did not differ significantly across

work, education, civil status, number of dependents, or years abroad ($p > 0.05$). This suggests that demographic and occupational factors do not strongly influence how OFWs translate financial knowledge and attitudes into actual practices, which may instead be shaped by personal habits, discipline, or broader economic conditions.

Table 10

Significant Differences in the Level of Financial Literacy According to Financial Behavior

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	0.244	0.622	Accept	Not Significant
	F-value			
Highest educational attainment	0.288	0.885	Accept	Not Significant
Civil Status	1.056	0.371	Accept	Not Significant
Number of dependents	1.226	0.304	Accept	Not Significant
Number of years working as an OFW	0.759	0.555	Accept	Not Significant

8. Significant Differences in the Level of Financial Literacy According to Managing Financial Risk

Table 11

Significant Differences in the Level of Financial Literacy According to Managing Financial Risk

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	2.667	0.037	Reject	Significant
	F-value			
Highest educational attainment	2.667	0.037	Reject	Significant
Civil Status	1.330	0.269	Accept	Not Significant
Number of dependents	4.737	0.004	Reject	Significant
Number of years working as an OFW	1.019	0.401	Accept	Not Significant
	LSD (Post Hoc)			
	Mean			
Highest educational attainment				
College level vs secondary	2.89 vs 2.20	0.005		
Bachelor's degree vs secondary	2.90 vs 2.20	0.003		
Number of dependents				
None vs. 3–4 dependents	3.06 vs 2.37	0.003		
1–2 vs. 3–4 dependents	2.97 vs 2.37	0.001		

Table 11 shows significant differences in financial risk management by work ($t = 2.667$, $p = 0.037$), education ($F = 2.667$, $p = 0.037$), and number of dependents ($F = 4.737$, $p = 0.004$), but not by civil status or years abroad. Post hoc analysis revealed higher scores for college ($M = 2.89$) and bachelor's degree holders ($M = 2.90$) versus secondary education ($M = 2.20$), and lower scores for those with 3–4 dependents ($M = 2.37$) compared to none ($M = 3.06$) or 1–2 dependents ($M = 2.97$). These findings indicate that education and job type enhance risk management skills,



while larger family responsibilities may constrain them.

9. Significant Differences in the Level of Financial Literacy According to Financial Culture

Table 12

Significant Differences in the Level of Financial Literacy According to Financial Culture

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	1.188	0.278	Accept	Not Significant
Highest educational attainment	0.425	0.791	Accept	Not Significant
Civil Status	0.647	0.587	Accept	Not Significant
Number of dependents	1.330	0.269	Accept	Not Significant
Number of years working as an OFW	1.010	0.406	Accept	Not Significant

Table 12 shows no significant differences in financial culture across work, education, civil status, number of dependents, or years abroad ($p > 0.05$). This suggests that shared financial values and practices among OFWs are largely consistent and appear influenced more by societal norms or upbringing than by demographic or occupational factors.

10. Significant Differences in the Level of Financial Literacy According to the Use of e-Finance

Table 13

Significant Differences in the Level of Financial Literacy According to the Use of e-Finance

Profile of the Respondents	t-value	p-value	Decision on H_0	Inference
Current work/job in Bahrain	0.081	0.777	Accept	Not Significant
Highest educational attainment	2.216	0.073	Accept	Not Significant
Civil Status	2.114	0.103	Accept	Not Significant
Number of dependents	3.287	0.024	Reject	Significant
Number of years working as an OFW	0.801	0.527	Accept	Not Significant
LSD (Post Hoc)	Mean			
Number of dependents:				
None vs. 3–4 dependents	3.07 vs 2.56	0.013		
1–2 vs. 3–4 dependents	2.98 vs 2.56	0.009		

Table 13 shows that e-Finance literacy did not differ by work, education, civil status, or years abroad ($p > 0.05$), but the number of dependents was significant ($F = 3.287$, $p = 0.024$). Post hoc analysis revealed lower scores for those with 3–4 dependents ($M = 2.56$) compared to none ($M =$

3.07) or 1–2 dependents ($M = 2.98$). This suggests that family responsibilities limit OFWs' engagement with digital financial tools, while other demographic factors have little effect.

11. OFW Respondents' Financial Planning Practices by Key Components

Table 14

OFW Respondents' Level of Financial Planning Practices by Indicators

Indicators	Mean	SD	Level
Investment Planning.	2.33	0.95	Low level of planning
Budgeting and Cash Flow Management.	3.08	0.49	Minimal Level of Planning
Tax Planning.	2.33	0.95	Low Level of Planning
Risk Management Insurance.	2.46	0.96	Low Level of Planning
Retirement Planning.	2.6	0.83	Minimal Level of Planning
Estate Planning.	2.1	0.99	Low Level of Planning
Total Financial Planning	2.48	0.69	Low Level of Planning

The analysis of significant differences in OFWs' financial planning practices indicates that demographic factors have a limited but targeted influence, primarily in investment planning and budgeting behaviors. For investment planning, both educational attainment ($F = 2.618$, $p = 0.040$) and number of dependents ($F = 3.394$, $p = 0.021$) were significant predictors. Post hoc tests revealed that respondents with college-level ($M = 2.34$) and bachelor's degrees ($M = 2.57$) exhibited higher engagement than those with secondary education ($M = 1.76$). Similarly, OFWs with 3–4 dependents scored lower ($M = 1.95$) than those with none ($M = 2.58$), 1–2 ($M = 2.49$), or 5+ dependents ($M = 2.65$), suggesting that family responsibilities may constrain investment behaviors. In the case of budgeting and cash flow management, only the number of dependents significantly affected practices ($F = 3.702$, $p = 0.014$), with OFWs having no dependents ($M = 3.29$) or 1–2 dependents ($M = 3.17$) outperforming



those with 3–4 dependents ($M = 2.88$). Shown in Table 14.

The data suggest that while OFWs exhibit basic financial behaviors in budgeting and retirement contributions, they largely underutilize advanced financial strategies. Low engagement in investment, tax, insurance, and estate planning reflects limited strategic planning for wealth accumulation, protection, and intergenerational transfer. These findings corroborate the Bangko Sentral ng Pilipinas (2019) Financial Inclusion Survey, which reported low literacy in complex financial domains among Filipinos, including OFWs. Further support comes from De Belen, Torres, and Villanueva (2023), who found that OFWs often lack access to professional financial advice, reducing participation in long-term planning, and BusinessMirror (2024), which emphasized deferred retirement and estate planning due to the absence of structured advisory services.

Overall, the results underscore a critical need for targeted financial literacy interventions and accessible advisory programs tailored to OFWs. Enhancing knowledge and engagement in investment, tax, risk management, and estate planning can promote sustainable, future-oriented financial behaviors, complementing their already practiced budgeting skills and fostering comprehensive financial well-being.

12. Significant Differences in Financial Planning Practices by Profile Factor

Dependents scored lowest ($M = 1.95$) compared to those with none ($M = 2.58$), 1–2 dependents ($M = 2.49$), or 5+ dependents ($M = 2.65$). For budgeting, only number of dependents mattered ($F = 3.702$, $p = 0.014$), where those with none ($M = 3.29$) or 1–2 dependents ($M = 3.17$) scored higher than those with 3–4 dependents ($M = 2.88$). By contrast, no significant differences emerged for tax planning ($p = 0.149$ – 0.839), risk management ($p = 0.074$ – 0.709), retirement planning ($p = 0.129$ – 0.455), or estate planning ($p = 0.120$ – 0.559), underscoring the broad homogeneity of long-term financial practices across OFWs.

13. Significant Differences in Financial Planning Practices by Profile Factor

Table 15
Significant Differences in Financial Planning Practices by Profile Factor

Financial Planning Dimension	Significant Profile Factor(s)	Mean Score Patterns (Post Hoc)	Interpretation
Investment Planning	Education ($p = 0.040$); Dependents ($p = 0.021$)	Bachelor's ($M = 2.57$), College ($M = 2.34$) > Secondary ($M = 1.76$); None ($M = 2.58$), 1–2 ($M = 2.49$), 5+ ($M = 2.65$) > 3–4 dependents ($M = 1.95$)	Higher education and fewer/more dependents are linked to stronger planning; mid-range dependents show the weakest outcomes.
Budgeting & Cash Flow	Dependents ($p = 0.014$)	None ($M = 3.29$), 1–2 ($M = 3.17$) > 3–4 dependents ($M = 2.88$)	Family size influences budgeting discipline; larger mid-size families strain resources
Tax Planning	None (all $p > 0.05$)	–	Practices are uniform across demographics.
Risk Management & Insurance	None (all $p > 0.05$; dependents $p = 0.074$, n/s)	–	Trend with dependents, but not significant.
Retirement Planning	None (all $p > 0.05$)	–	Uniform across subgroups
Estate Planning	None (all $p > 0.05$)	–	Uniform across subgroups

This pattern highlights that short-term and immediate financial behaviors (investment, budgeting) are moderately shaped by education and dependents, while long-term planning dimensions remain uniformly low and unaffected by profile variation, suggesting the need for generalized, wide-reaching interventions rather than subgroup-targeted ones for areas like retirement and estate planning.

14. Correlation Analysis between Financial Planning Practices and Financial Literacy Components

Correlation analysis (Table 36) revealed a strong positive association between overall financial literacy and financial planning practices ($r = 0.738$, $p < 0.001$). Among the literacy dimensions, managing financial risk showed the strongest linkage ($r = 0.721$), followed by financial culture ($r = 0.619$), financial behavior ($r = 0.541$), and e-finance use ($r = 0.515$). Financial awareness ($r = 0.494$), knowledge and skills ($r = 0.505$), and attitude ($r = 0.388$) were also significant, though comparatively weaker. At the domain level, budgeting and cash flow management correlated most strongly with literacy overall ($r = 0.683$), followed by investment planning ($r = 0.679$), risk



management insurance ($r = 0.633$), tax planning ($r = 0.568$), retirement planning ($r = 0.548$), and estate planning ($r = 0.515$). The only non-significant result was estate planning with financial attitude ($r = 0.174$, $p = 0.079$). Overall, these findings confirm that higher financial literacy, particularly in risk management, behavior, and culture, translates into more engaged financial

CONCLUSIONS

The study found that despite relatively high education and skilled employment, OFWs in Bahrain demonstrate only minimal financial literacy and limited planning practices, with the weakest performance in investment, tax, risk, retirement, and estate planning. Demographic factors, particularly educational attainment and number of dependents, significantly influenced behaviors, while overall financial literacy strongly correlated with planning, most notably in budgeting, investment, and risk management. Digital finance provided moderate support, but estate planning remained persistently weak and unaffected by financial attitudes or cultural values, underscoring a critical gap in long-term preparedness.

RECOMMENDATIONS

Based on the study's findings of low to minimal financial planning across most dimensions, a structured financial management program is recommended to strengthen the financial capability of OFWs in Bahrain. The initiative, "Kalamang Pinansyal, Buhay na Maginhawa," will be spearheaded by the Philippine Overseas Labor Office (POLO) in collaboration with the Department of Migrant Workers (DMW), with technical support from the Bangko Sentral ng Pilipinas (BSP). Its design emphasizes culturally relevant financial education and long-term planning to address the unique needs of OFWs.

The program's objectives are to (1) enhance financial literacy, (2) promote informed, goal-based financial decisions, (3) encourage saving, investing, and retirement preparedness,

(4) introduce secure digital finance tools, and (5) link sound financial habits to overall quality of life. It will be delivered through seven integrated modules on budgeting, investment, risk and insurance management, retirement and estate planning, digital finance, behavioral finance, and the role of Filipino cultural values in financial practices. Learning will be facilitated through in-person workshops, webinars, toolkits, and peer mentoring.

This comprehensive approach aims not only to equip OFWs with technical knowledge and practical tools but also to foster sustainable financial behaviors that enhance their long-term well-being and family security.

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Rommel B. Ronda is a Certified Public Accountant and senior accounting professional with over 28 years of experience in the Philippines and abroad. He holds a Bachelor of Science in Accountancy from Aquinas University of Legazpi (now University of Santo Tomas–Legazpi, 1995) and is currently pursuing a Master of Business Administration at the University of Perpetual Help System DALTA – Las Piñas Campus. Mr. Ronda presently serves as Senior Accountant for a leading healthcare specialty company in Bahrain, overseeing financial analysis, budget preparation, and compliance with internal policies and regulatory standards. His career also includes substantial experience in corporate accounting in the Philippines, focusing on financial reporting, audits, and analytical review. An active member and officer of the Philippine Institute of Certified Public Accountants (PICPA) – Bahrain Chapter, Mr. Ronda is committed to financial literacy and professional development. His graduate research investigates the financial literacy and planning practices of Overseas Filipino Workers (OFWs) in Bahrain, aiming to inform culturally relevant and accessible financial education programs for migrant workers.

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