



The Indebtedness and Debt Repayment Capability of Civil Service Teachers in Thailand

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Abstract

The increase of a personal debt burden implies greater financial vulnerability and threats for economic stability. The aim of this qualitative study is to explain indebtedness and debt repayment capability of civil service teachers. The semi-structured interview was employed for data collection with 31 teachers categorized into three groups: debt-free, general debt, and over-indebted teachers. Content analysis revealed that the debt-free teachers passed three stages of indebtedness, namely, before indebtedness, during indebtedness, and after debt-free. Meanwhile, over-indebted teachers and general debt teachers passed two stages of indebtedness; before and during indebtedness. However, the over-indebted teachers also faced the debt crisis stage. In the case of indebtedness, the findings indicated that the life before being in debt, decision making for getting into debt, life during indebtedness, and debt repayment of over-indebted teachers had considerable differences from general indebted teachers and debt-free teachers. Increasing the amount of pay off debt and planning debt management were strategies for debt repayment of general indebted teachers and debt-free teachers. The findings contributes to policy and practical implication depending on the level of indebtedness.

Introduction

Currently, Thai people are burdened with personal and household liabilities as well as continual increase in the levels and terms of indebtedness. The recent survey from 1,500 families relating household debt indicated that although financial discipline is well-acknowledged and considered the sustainable solution for an indebted person or family, the breakdown of financial discipline still occurs, contributing to family indebtedness. This position is caused by overspending behaviour and high living expenses such as home rental, transportation fare,

and car leasing. These expenses also reflect the social living condition in which Thai people are struggling. (Sommarat et al., 2017).

Indebtedness is not wrong nor guilty if there are necessary expenditures to use money from the future income. However, the family should have careful liability management and know their debt affordability, which will incur a few bad debts. A lack of financial discipline is considered the major cause of having heavy debt (Chunchoksan et al., 2019). The main cause of a debt cycle and the inability to end the debt cycle is from

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a lack of financial discipline and financial literacy (Sommarat et al., 2017; Yomsin, 2021).

The teacher is considered one of the professional careers that play a significant role in enhancing knowledge and raising desirable and correct consciousness in children. However, if the teacher has debt it may affect their work performance due to anxiety (Permsook & Nilapornkul, 2021). The percentage of indebted teachers in Thailand is eighty percent, and this figure informally highlights that teachers are the most indebted career among the whole civil service officials. The major loan source for teachers is the loan facility provided by Teacher's Cooperative Savings, and 1,253,830 baht is the average amount of loan per teacher. The approximate monthly repayment is 14,000 baht for a ten-year payment plan with a six percent interest rate. Yomsin (2021) analyzed the financial situation of civil service teachers and educational personnel and indicated that their debt to asset ratio of 11.15 means close to insolvent, leading to non-performing loans (NPL). When considering all types of loans, indebted teachers can be categorized into three groups: First, general indebted teachers. They are able to repay the loan without problems and still have remaining earnings for daily-life expenditures. Second, heavily indebted teachers still have no concern with loan repayment, but they do not have enough money to spend on the other monthly expenses, which is the cause of relying on loan sharks. The last group is insolvent indebted teachers. This group is in a crisis situation when they are unable to repay their loan, together with having no money to pay monthly expenses. Moreover, some teachers have to pay the debt that another person took the loan but was unable to pay because they signed as a loan guarantor.

The indebtedness of civil service teachers is an accumulated problem that is identified as an essential structural problem and has been a challenging and unsolved issue for Thai education personnel for many years. According to the national survey regarding the debt of civil service teachers and education personnel in 2021, their loan applications could be classified into four categories: 1) loan for basic needs and securities, 2) loan for advancing career, 3) loan for an extravagant lifestyle, and 4) loan to support cost of living (Edu News Siam, 2020). The main reasons for teacher indebtedness are lacking financial literacy and it is too easy to qualify for a loan as teacher. The Thai social value to the teacher who has received much respect and credibility makes it easier to obtain loan approval. Besides, The materialism

philosophy has negatively influenced Thai people's behaviour to be exhibitionism causing overspending (Changlao & Saenpakdee, 2019; Yanyongkasemsuk, 2017; Chunchoksan et al., 2019).

The reports also indicated that the indebtedness of civil service teachers and education personnel have also unavoidably affected their working performances, social respect, profession standards, and the development of teacher's profession institutes (Buatong et al., 2020; Peakamen et al., 2020). If a teacher initially applied for their first loan application without financial knowledge and careful consideration then their debts will accumulate as they age and they will be heavily indebted in the elderly stage. (Yomsin, 2021)

From previous studies, there were several papers relating to teachers' indebtedness, such as the causes and consequences of indebtedness. (Changlao & Saenpakdee, 2019; Peakamen et al., 2020; Tanomchat et al., 2020; Chunchoksan et al., 2019), and solution guideline for the teacher's debt (Phrakhru Prapatwatcharapong, 2019; Wiyaporn et al., 2018; Channarong et al., 2018). Despite interest in this broad topic, there is a dearth of studies that have reflected understanding from the debtor's perspective. To fill the gap, this study aims to explore the process of getting into debt of three categories of teachers, namely, debt-free, general debt, and over-indebted teachers. This research used the case study approach through interviews to collect data in both breadth and depth. The theoretical framework, such as the behavioral economics and the philosophy of sufficiency economy, were applied to understand the current situation of teacher indebtedness in Thailand. The results of this study are expected to influence the policy and practical implication to solve civil service teachers' debt effectively.

Research objective

This research aims to explain the indebtedness and repayment capability of civil service teacher.

Literature Review

The life-cycle theory of consumption and saving, behavioral economics, and philosophy of sufficiency economy were applied to explain the process of getting into debt, and debt repayment.

Life-cycle theory of consumption and saving is defined as an economic framework that explains human decisions for getting maximum utility. Although this theory concentrates on consumption and saving

behaviour, some explanations cover loan application behavior which is the cause of indebtedness. The key concept can be summarized into three points which support the overall description of indebtedness behaviour as follows; a) When people have earnings than consumption expenses, the difference will be divided as savings. But, when earnings are less than expenses, people will apply for a loan to have sufficient money for household consumption, b) There is a bell curve for age and income. This relation means people receive less income when they are young and get higher pay when they are older, and their revenue turns down again when they are elderly. Therefore, the life span with insufficient income needs to ask for the loan instead of having estimated savings, c) Personal or household consumption level will be explicitly specified by present and expected future incomes. The amount of these estimated earnings will be considered a factor in the appropriate spending level, which causes the loaner-debtor market and process.

Although some persons carried strong financial credibility, they seemed to avoid getting into a debt circumstances, technically called debt aversion. Another conclusion that Behavioral Economics can explicitly explain indebtedness behaviour is that lifelong personal wealth needed to be calculated using demographic information such as age, income level, education level, and health condition. These factors play significant roles in forecasting the level of savings and consumption (Modigliani, 1976; Deaton, 2005). However, there are still limitations for Life-Cycle of Consumption and Saving Theory, which only focus on the relationship between income and consumption but still lack psychological factors in explaining the dynamic of household consumption and indebtedness. Therefore, the research team has determined to apply the concept of behavioral economics to additionally support the research assumption that deciding on personal or household consumption does not only rely on the income level but is also influenced by emotional and psychological factors

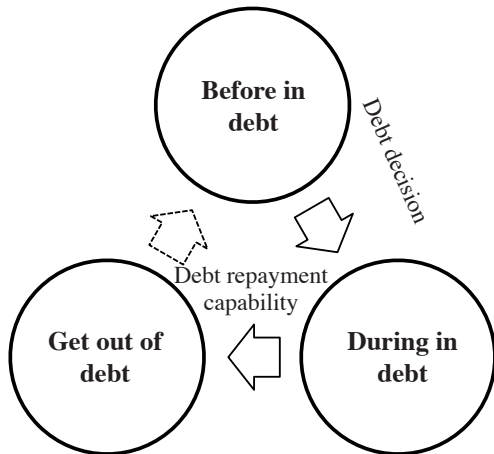
Behavioral economics theory was applied by using the point of Present Bias to explain the indebtedness behaviour of civil service teachers. Thaler & Shefrin (1981) demonstrated that individuals preferred to receive short-term satisfaction without concern about the long-term effects. Behavioral economists hold different viewpoints from the mainstream economist, clarified that rational decision-making is totally used in consumption. Still, Irrationality also powerfully influenced people's decision-making process, although the outcome might

be mistaken and sometimes lead to an unpleasant situation. The concept of Personal Bias can be summarized into three main points. First, Confirmation Bias means the tendency to process information by looking for, or interpreting, data consistent with each person's existing beliefs (Oswald & Grosjean, 2004). Confirmation Bias tends to increase when older people have higher income, education level, or experience. Second, Hindsight Bias is the tendency upon learning an outcome of an event (Pohl, 2004). Finally, Continued Influence Effect (CIE) the way that people still feel guilty and falsehoods persist in our thinking (Johnson, & Seifert, 1994; Seifert, 2014).

Philosophy of sufficiency economy. This theory provides the concept of a sustainable way of life that pays attention to sufficiency, rationality and creating a protective living environment formed by several characteristics such as knowledge-base thinking, carefulness, and consciousness (Peamongsan et al., 2005). When applying sufficiency economy approach to explain the teacher's indebtedness behaviour, It can conclude that people will avoid overspending behaviour and are able to be debt-free if they use knowledge based thinking, are reasonable spenders, and have sufficient protection from impacts arising from internal and external changes under social morality (Office of the National Economic and Social Development Council, 2007).

Besides the theory review, we also used literature review to analyze the factors of indebtedness. The findings revealed that financial literacy, risk perception, materialism, emotion also play crucial roles in indebtedness behaviour (Rahman et al., 2020). Acquiring financial literacy promoted the positive effects of long-term financial planning (Flores & Vieira, 2014; Darriet et al., 2020). Risk perception was another variable when people tried to make the decision (Nguyen et al., 2019; Caetano et al., 2019). Meanwhile, people's materialism tended to be expressed from spending behaviour on extravagant items. But, some people who deny the materialistic society tend to save and invest their money in stock, mutual funds, and real estate (Chatterjee et al., 2019; Stock & Mark, 2003). The last indebtedness factor is emotion stimulant regarding financial decisions (Huy & Zott, 2019; Flores & Vieira, 2014).

Based on theories and previous research, the research conceptual framework is illustrated as figure xx



Methodology

This study was approved and certified by the Ethics Review Board from the Strategic Wisdom and Research Institute, Srinakharinwirot University, No. SWUEC/E-076/2018. The researchers respect the protection and the rights of subjects, such as asking for consent from the subjects, reserving confidential information, and concealing names and specific traits of subjects to avoid disturbances. The research was designed based on the paradigm of constructivism. A case study approach was employed to understand the phenomenon of indebtedness and debt repayment.

Participants

The participants were civil servant teachers living in four different regions: the central, the northern, the northeastern, and the southern regions of Thailand. The researchers initially invited 40 teachers to participate in the study. However, the point of saturation was regarded on the 31st participant. Both purposive and snowball sampling were employed in this study. For the purposive sampling, the researcher included civil servant teachers that had work experience for more than 5 years, had various indebtedness status: over-indebted teachers (pending litigation), normal indebted teachers (having good repayment records), and debt-free teachers (debt cleared). For the snowball sampling, the researcher used referrals to identify teachers who had experience with debt. With using purposive and snowball sampling, 31 civil servant teachers volunteered to participate; 5 over-indebted teachers, 19 general indebted teachers, and 7 debt-free teachers were interviewed

Instruments

The semi-structured interview was employed as the data collection method. The interview questions involved three major parts: 1) The attitude of debt. This part aimed to understand the respondents' attitude towards debt. For example, "In your opinion, what is debt?" "What does debt mean for your life?"; 2) The debt process. This part concentrated on the stage of having debt. For example, "Why did you decide to go into debt? And do you think you made the right decision?" "How did you get into debt?" "What are the reasons for getting into debt?" "How do you feel when you are in debt?" "How do you live while in debt?"; And 3) Debt Repayment Capability. This part sought to understand the ability of respondents to pay debt. For example, "please assess your ability to pay your debt and why do you think like that?" "What are the factors that facilitate your debt repayment?" "What are the obstacles to pay off your debt faster?"

To assure the work's credibility and validity, the researchers invited qualitative research specialists and the experts in behavioral economics to comment on the study procedures and interview questions.

Data collection

An invitation letter was initially sent to the participants so that they could make their decision about volunteering to participate. After that, a consent form was provided for them to sign before interviewing. The date, time, and location of the interview were all dependent on the participants. Four researchers who had prior experience in the qualitative research conducted the interviews. Before the actual interviews, the researcher asked the participants for permission to audio-recorded. The duration of in-person interview took between 45 minutes to 1 hour.

Data analysis

This study employed an inductive content analysis method to analyze the data. Content analysis is a research method for the subject interpretation of the content of text data through the systematic classification process of coding and identifying themes and pattern. (Miles, & Huberman, 1994). The analysis began with open coding, focusing on relevant data for addressing the study questions. The code were then categorized into subthemes, with each subtheme having an applicable code. The two researchers carried out the comprehension process separately to ensure the reliability of the analysis. The third researcher aided in case of inconsistencies in the coding schemes on order to finalize the themes and

subthemes. To ensure the trustworthiness in qualitative research, this study used several strategies; prolonged engagement by means of various interactions with participant throughout the data collection; triangulation of the researchers; member checking after transcribe completion; and a full description. By using these strategies, we addressed the following trustworthiness criteria; confirmability, credibility, transferability (Lincoln, & Guba, 1985; Maxwell, 2005).

Results

Based on the in-depth interviews, the debt-free teachers passed three stages of indebtedness, before indebtedness, during indebtedness, and after debt-free. Meanwhile, over-indebted teachers and general indebted teachers passed two stages of indebtedness before and during indebtedness. However, the over-indebted teacher will also face the debt crisis stage, as summarized in Table 1 below

The debt-free teacher

Before getting in debt, the teacher categorized in this group had a simple lifestyle and well-managed financial planning. The main reason for getting in debt for these teachers was carefully considered and evaluated from the necessity more than any other reasons. This indebted teacher is a single source of the loan, and most loans are from the teachers' saving cooperative. In this case, if the teacher would like to ask for a new loan, the existing loan must be paid before as appeared in the conversation below.

“We’ve spent very carefully and safely as our family had to struggle a lot in the past.” (Teacher No.5 from the S44outhern region)

“My parents have always instructed me that if we gain not much income, we have to spend less too.” (Teacher No.5 from the Southern region)

“Depending on the necessity, we apply for a loan because we have the necessity, not for extravagant spending.” (Teacher No.12 from the Northern region)

Table 1 The indebtedness process of civil service teacher

| | Process | Debt-free teacher | Indebted teachers | | Over-indebted teachers |
|---------------------|---|--|--|--|---|
| | | | Type I general indebted teacher | Type II Risk in over-indebted teacher | |
| Pre-indebtedness | Life before indebtedness | <ul style="list-style-type: none"> live with simple lifestyle do financial planning handle financial management effectively | <ul style="list-style-type: none"> desire to have progression in the life desire to have good life quality desire to pay for the important person | <ul style="list-style-type: none"> desire to have things like the others Desire to be the head of the family | <ul style="list-style-type: none"> overspending live with extravagant lifestyle |
| | The decision for indebtedness involvement | <ul style="list-style-type: none"> evaluate the necessity for getting the loan single source and single person loan | <ul style="list-style-type: none"> plan for the loan and pay the loan | <ul style="list-style-type: none"> accept to be indebted for owing the assets meet entire debt ceiling | <ul style="list-style-type: none"> apply for the loan with full ceiling lack of determination on clearing debt |
| During indebtedness | Life during indebtedness | <ul style="list-style-type: none"> live with simple lifestyle have single loan source have a precise payment plan well-planned spending find extra income | <ul style="list-style-type: none"> accept the truth of indebtedness live with careful lifestyle and conscious spending | <ul style="list-style-type: none"> find another loaner to pay the remaining debt live on negligence | <ul style="list-style-type: none"> be incapable of managing loan <ul style="list-style-type: none"> pay the debt with the minimum amount apply for new loan sources have insufficient income to pay the debt |
| | Debt payment capability | <ul style="list-style-type: none"> pay for single loan source increase the amount of repayment paid per time. | <ul style="list-style-type: none"> pay debt regularly pay debt and make savings regularly | <ul style="list-style-type: none"> find another loaner to pay the remaining debt be capable of paying the debt but have no remaining savings | <ul style="list-style-type: none"> find a new loaner to close the remained debt deduct from the salary have no money, no money left after debt payment |
| During debt crisis | Life during debt crisis | | | | <ul style="list-style-type: none"> avoid the problem feel guilty, unhappy, depressed accept the truth have sufficient lifestyle by reducing unnecessary expenses, finding more additional income |
| Debt Free | Life after the indebtedness | <ul style="list-style-type: none"> live with simple lifestyle having income from the investment loan | | | |

During the indebtedness, the teacher categorized in this group explicitly expressed their lifestyles with five characteristics, simple lifestyle, owing only a single loan, having an explicit re-payment plan, well-managed spender, and finding extra income. The loan is from only one source, and if the teacher would like to ask for new loan, the existing loan must be re-paid. Moreover, the larger amount of money paid for the principal or increasing monthly payment is the technique used to clear all remaining debt. When the debt is cleared, the ex-debtor had a simple lifestyle and income from investment loan, as appeared in the conversations below;

“We were really concerned about paying for necessary things only in our lives which there are not many things to pay.” (Teacher No.12 from the Northern region)

“We've increased the minimum monthly payment every month, the loaner requires us to pay 7,000 THB as the minimum, but we've paid not less than 15,000 THB.” (Teacher No.6 from the Central region)

From the interviews of the debt-free teachers, it is understandable that the loan was positively meaningful in many cases. Not for the extravagant spending purpose, but having debt was necessary for buying requisite items or for primary investment fund such as land purchasing for continuing extra agricultural work or paying for the educational fee to promote the progression of life. Moreover, some positive characteristics were discovered, and these behaviours support repayment capacity such as debt consciousness, well financial planning, and avoiding being a materialistic person, as appeared in the interview dialogues;

“Taking out a loan depends on the necessity; we apply for a loan because we have the necessity, not for extravagant spending.” (Teacher No.12 from the Northern region)

General Indebted Teachers

The indebted teachers were categorized into 2 cases, general indebted teacher and heavily indebted teacher, which have different reasons for having debt as follows;

Before having debt, the teacher categorized in this group desired to seek life progression, better living conditions, and express gratitude to an important person. In terms of risky indebted teachers, they looked for need fulfillment and being the head of the family. So, they decided to take a loan for owing asset reason and required full debt ceiling as appeared in the interview dialogues;

“The money that I borrowed is to continue my

studying. Any loan that upgrades and guarantees better life in the future sound acceptable, and I'm glad to pay it back after finishing the degree.” (Teacher No.3 from the Southern region)

“The payment plan is already set; continually deducted from my salary until I cover all of the remaining loan but before completely clearing that debt, I have to plan to find another loan.” (Teacher No.3 from the Southern region)

During the indebtedness, the teacher categorized in this group expressed three noticeable behaviors, accepting the truth of indebtedness and telling the indebted life condition to the family, having reasonable thoughts and spending carefully with well-financial plans and living within their means. Moreover, their debt payment allowed them to also pay into their savings. Nevertheless, finding an additional loan must not be made in this case. Meanwhile, the risky indebted teachers spent their lives oppositely than the normal indebted teachers. They asked for the maximum amount of money that met the debt ceiling, together with spending their lives carelessly and extravagantly, being incapable of planning and managing personal finance, and owing to many loan sources. So, after clearing all minimum debts, the remaining money is insufficient for spending on daily life.

“My kids know well that their mother has debt, and I have always told my kids that my debt has made us struggle financially.” (Teacher No.3 from the Northern region)

“We can afford for the long-term loan as we have to think about the daily life spending. If we pay a lot each time, it's getting to be the problem.” (Teacher No.6 from the Northeastern region)

From the interviews of general indebted teachers, the findings show that the debts have positively and negatively affected their lives. In terms of beneficial prospects, indebtedness has brought happiness and foundation assets to create family security for the present and the future. In case of drawbacks, getting indebted can create inconvenience and mental toughness. Financial management, self-controlled expenses, and payment support are the contributing factors that support repayment capability. The constructive factors were increasing interests in each month as appeared in the interview dialogues;

“We live as we have. When we got much more money, we did the account and record. If we found some unnecessary expenses, we cut them off too.” (Teacher

No.3 from the Northern region)

“My husband has an extra job as a gardener in the school and a satellite mechanic. He got around 2,000 THB and did everything for his extra job.” (Teacher No.2 from the Southern region)

Over-indebted teacher

Before becoming in debt, the over-indebted teachers mostly lived their lives by overspending and having extravagant behaviors. When they decided to ask for the loan, they lacked a definite payment plan and had a full debt ceiling permitted by each loaner. Moreover, during indebtedness, they cannot manage their personal finances efficiently. Their behaviors explicitly found that this teacher had minimum loan payment, asking for new loans repeatedly; from both accredited financial institutes and loan sharks to pay other existing debt, having insufficient income to pay the remaining debts. Finally, the teacher's financial situation became a crisis. Another reason for having the crisis was the failure to manage investment loans. The teachers received the loan but lost the funds received due to a careful risk assessment. The unpleasant outcomes of these incidents are being sued, sequestering, or compromising with the creditors. In some cases, when the teacher realizes that they are in a financial crisis, they try to avoid the problem or have emotional complexity.

“When we need to use the money, we're pleased to ask for the loan, and we ask more and more.” (Teacher No.2 from the northeastern region)

“We don't know about personal financial management. When our income is not enough, we applied for the new loan to pay the already existing loan, and continue like this.” (Teacher No.1 from the northern region)

The interviews with the over-indebted teachers concluded that loan and indebtedness have positively and negatively affected their lives. In terms of beneficial prospects, indebtedness means having credibility and can make other people have compassion and let them distress at the same time. The constructive factors for supporting repayment capability are the family's positive encouragement to stop applying for new loans and pay debt by using the money from their kids. Other assisting policies provide four solutions for over-indebted teachers: reducing the amount of money paid per time, interest reduction with dividend, subsistence allowance, and debt consolidation. The obstructive factors for debt payment are loan re-application and risk for loan application as appeared in the dialogue;

“There is debt restructure campaign, We can extent the payment plan from 60 to 80 months so that we can have money to pay for other expenses.” (Teacher No.1 from the Northern region)

“When we got income, we have to pay debt and interest, with other expenses. If our income is not enough, we have to ask for a new loan.” (Teacher no.2 from the Northeastern region)

Conclusion and Discussion

Based on the results, the discussion was divided into two main parts according to the research objectives.

1. The teacher decided to apply for the loan which is the beginning of indebtedness. The purposes for loan application of general indebted and debt free teachers are different from over-indebted teachers. The relevant prior studies and theoretical perspectives can interpret these indebtedness behaviours as follows;

1.1 In the case of over and heavily indebted teachers, the root causes are extravagance and overspending behaviour. When they want to buy something, they will apply the loan that meets the debt ceiling. These loans are for multiple purposes that respond to materialistic behaviour such as buying a car, television or mobile. When they have financial problems, less income than expenses, they will apply for the loan, from financial institutes and informal loaners. Moreover, If the debt payment plan is unclear, the teacher will pay the debt at the minimum rate which causes loan-reapplication from another loaner to pay for the previous loan. The concept of Present Bias and Behavioral Economics can explain behaviours of over and heavily indebted teachers. The heavily indebted teachers decided without a concern of the long-term effects., They favoured short-term satisfaction. The needs of a human is naturally unlimited by consuming goods or services for survival and a desire to express high position for social status (Almeida, 2016). This statement can imply that the actual consumption purpose of people, showing self-identity by the need for others responsiveness. Besides, financial decision-making also reflected personal beliefs and social values (Azma et al., 2019; Eberhardt et al., 2019; Vitt, 2004). In other words, this behaviour can be interpreted as materialism as a method to achieve high social status (Chatterjee et al., 2019; Stock & Mark, 2003).

1.2 The debt-free and general indebted teachers were looking for life progression and decided to apply the loan for investment. They spent carefully on financial planning, discipline, and a definite debt payment

plan during their indebtedness. Therefore, they can repay the debt on due dates and build up savings. The crucial condition is loan reapplication avoidance. This conduct reflected teacher's financial literacy and debt management ability (Williams & Oumlil, 2015; Abdullah et al., 2019; Kondratjeva et al., 2020; Gunhild & Bilal, 2017). Likewise, the indebtedness perception played a significant role for decision making about loan application. Therefore, more accurate indebtedness perception tended to have low debt level (Nguyen et al., 2019; Caetano et al., 2019; Barros & Botelho, 2012). Moreover, The teachers who followed the sufficiency economy approach, consisting of knowledge base thinking, rationality, and self-immunities for sufficient protection, could lead their lives with greater happiness (Office of the National Economic and Social Development Council, 2007).

2. The debt repayment capability of civil service teachers is that although the ratio of debt repayment and debt to asset ratio is acceptable, some discovered supportive and obstructive factors in debt repayment. In the case of supportive factors, they can be categorized into two level: personal and environmental factors. The personal supportive factors in debt repayment are indebtedness consideration, financial management capability, and self-control ability. These supportive factors were discovered in debt-free teachers and general indebted teachers. In terms of supportive environmental factors, they have a sufficient lifestyle family, having no responsibility in taking care of other relatives. In the general indebted teachers, the obstructive factors in debt repayment are high-interest rate and indirect responsibility in taking care of other relatives. Meanwhile, loan reapplication is considered as obstruction for debt repayment among over-indebted teachers. Prakotang (2013) revealed that extra revenue of the family would increase the debt repayment capability of the teachers who have loan agreements with the teacher cooperatives. Changlao and Saenpakdee (2019) also identified that if the teacher borrowed money from the teacher's cooperatives and did not have other more important expenses, they tend to pay the debt consistently within the due date and the teacher could clear current debt before applying for a new loan.

Suggestions

Suggestion for research implication

The suggestion for the research implication can be divided into three measures, classified by the

severity of the indebtedness condition for each group of civil service teachers. The suggestions are solvable measures for over-indebted teachers and preventive measures for non-existing indebted teachers and general indebted teachers.

The measures for over-indebted teachers are divided into 2 three-levels, personal and organizational scales.

Personal scale solutions

1. Most over-indebted teachers highly responded to every offer for a loan from the financial institute with the maximum loan ceiling although they sometimes had no necessity to meet the condition. When they could not pay the loan on time, they will find new loans, sometimes from loan-sharks. Therefore, to solve this problem, the principle of "3 NOs" are introduced and they are no large amount of money (asking for only a necessary loan and avoid full loan ceiling), no loan extension and do not find a new loan (avoid finding more money by borrowing or looking for a new lender.) If the over-indebted teacher cannot find the solution, they will inevitably experience the financial crisis that normally ends with being sued and the sequestrating processes.

2. Another important reason for the indebtedness of civil service teachers is the belief that "having debt means having credibility." An extravagant lifestyle is forthcoming inappropriate behaviour. Therefore, a teacher's mindset must be changed with the principle of "adjust the thought and close the money pocket" this idea can apply to the self-sufficiency economy theory. Nowadays, most civil service teachers know this theory well from the campaign and promotion of public and private sectors. However, in case of over-indebted teachers, it is quite difficult for them to apply this knowledge in their lives.

Organizational Scale solutions

The teacher cooperative must have the monitoring system for tracking loans, and preventing the guarantor must be established. This requires suitable qualifications for taking a loan such as the person requesting the loan should have assets or cooperative stocks at least 30 percent as the collateral for applying for the loan, in case of failure of loan payment. Moreover, when the loaner changes their residence or workplace, there should be a monitoring system to track and record the financial and payment information by conducting the central database, consisting of loan information in accredited financial institutes of nationwide civil service teachers. This system may be regulated by working together between

the teacher cooperatives and the allied financial institutes to track the income of the loaner and deduct the pay for the remaining debt without causing any trouble with the guarantor.

The preventive measures for general indebted teachers are also divided into personal and organizational scales.

Personal scale solutions

1. From the study it was revealed that the general indebted teacher could afford the teacher cooperative loan without application expiration or constraints, and this is the significant reason for the indebtedness. Therefore, the principle of the solution is “Reduce the risk, Avoid the need,” which means the necessity evaluation must be undertaken before applying for the loan. The approved loan should have purposes for creating life progression or development in the future. The loan application should not be for spending extravagantly, and the correct mindset of the indebtedness should be together instructed to the loaner at the same time.

2. Household accounting and financial management are also preventive measures to support the civil service teachers to pay the remaining debt on time and monitor the expenditure, which will reduce unnecessary expenses and not cause the over-indebtedness in the future.

Organizational Scale Solution

The government should set the project or campaign that relieves the teacher like the debt accumulation from many financial institutes to be only one creditor and create the payment system by salary deduction. Moreover, the paying of instalment each time should not be too much, and the length of the total loan payment may be extended. These applications will make teachers have sufficient daily life spending and prevent borrowing money from a new financial institute or even from loan-sharks.

The waived interest campaign is another good initiation. In the case of a good loaner profile, the principal payment may be offered with the waiving of the interest. If the remaining principal continually decreases, the teacher is enabled to clear all remaining debt in a shorter time. Also, there is still other recommended policy, such as the financial advisory, which provides appropriate solutions and knowledge regarding financial management to the loaner.

Suggestions for further studies

This study has limitations. It investigates the

indebtedness in the context of civil servant teachers in Thailand. The finding could not generalize and apply to other context which is different setting from this study. Further studies should be expanded to other contexts by examining larger education staff or other civil servant occupations. Additionally, this study employed qualitative design to understand the different condition of indebtedness status. Future research should be a mix of qualitative and quantitative research design to find the exact reasons or the behaviour patterns regarding money spending or indebtedness. Also, the experiment study will be further conducted in the pre-service teachers to change mindsets, attitudes, and risk behaviour on debt.

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