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UNVEILING THE PSYCHOLOGICAL TRIGGERS OF OVERDEBT: INSIGHTS FROM THE TEACHING PROFESSION IN INDONESIA

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Abstract

This study investigates the influence of psychological biases specifically over-optimism, present bias, herd behavior, anchoring bias, and mental accounting as antecedents of overdebt behavior among schoolteachers in Indonesia. Employing a quantitative cross-sectional research design, empirical data were collected through structured questionnaires distributed to a stratified random sample of 458 public and private school teachers across various regions. Multiple regression analysis reveals that all five psychological biases significantly and positively predict overdebt behavior, explaining 42% of its total variance. Among these factors, present bias ($\beta = 0.28$) and herd behavior ($\beta = 0.28$) emerged as the most dominant drivers, indicating a strong tendency toward impulsive financial choices and peer conformity. Furthermore, moderation analysis demonstrates that income level exacerbates the effect of present bias, leaving lower income teachers particularly vulnerable. These findings offer valuable practical contributions for policymakers and educational institutions, highlighting the necessity of tailoring financial education programs to address psychological triggers rather than focusing solely on basic financial concepts. By integrating behavioral interventions into professional development frameworks, stakeholders can promote long-term financial resilience and mitigate overdebt risks among educators.

Keywords: Psychological biases, Overdebt behavior, Indonesian teachers, Present bias, Behavioral finance

INTRODUCTION

Overdebt behavior among individuals, particularly among professionals such as teachers, is a growing concern globally, with significant implications for both personal financial stability and broader economic systems. In Indonesia, this issue has become increasingly prominent, with many teachers experiencing financial distress due to excessive debt. This phenomenon not only affects their financial well-being but also has potential repercussions on their job performance and mental health. Despite the severity of this issue, there remains a significant gap in understanding the underlying causes of overdebt behavior, particularly from a psychological perspective.

Research has shown that psychological biases, such as over-optimism, present bias, and herd behavior, play a crucial role in financial decision-making (Thaler & Sunstein, 2008; Tversky & Kahneman, 1974). These biases often lead individuals to underestimate risks, overestimate their ability to manage debt, or follow the financial behaviors of their peers without critical evaluation. However, the extent to which these psychological biases contribute to overdebt behavior among

teachers in Indonesia has not been thoroughly examined. This research aims to fill this gap by exploring the relationship between psychological biases and overdebt behavior among teachers, providing insights that could inform policy interventions and financial education programs.

Existing literature on financial behavior and debt management has primarily focused on the general population, with limited attention to specific professional groups such as teachers (Lusardi & Mitchell, 2014; Agarwal et al., 2009). Teachers, particularly in developing countries like Indonesia, often face unique financial challenges, including low income relative to living costs, limited access to financial education, and cultural pressures to maintain a certain lifestyle (Suryahadi et al., 2012; Maitland et al., 2020). These factors may exacerbate the impact of psychological biases, leading to a higher propensity for overdebt behavior. However, empirical evidence on these dynamics remains scarce, highlighting the need for targeted research in this area.

This study seeks to address this research gap by investigating the role of psychological biases as antecedents of overdebt behavior among teachers in Indonesia. By examining how specific biases influence financial decisions, this research will contribute to the broader understanding of financial behavior in professional contexts and offer practical recommendations for mitigating overdebt risks. The findings are expected to provide valuable insights for policymakers, educators, and financial institutions in designing effective strategies to promote financial well-being among teachers.

LITERATURE REVIEW AND HYPOTHESIS FORMULATION

Psychological biases are systematic patterns of deviation from rationality in judgment, which often lead individuals to make suboptimal decisions. In the context of financial decision-making, several biases have been identified as influential in shaping individuals' behavior, particularly regarding debt management.

Over-Optimism Bias: This bias refers to the tendency of individuals to overestimate the likelihood of positive outcomes and underestimate the potential for negative outcomes (Weinstein, 1980). In financial contexts, over-optimism can lead individuals to take on excessive debt, believing they will be able to repay it easily, despite evidence to the contrary (Puri & Robinson, 2007). For teachers in Indonesia, who often face fluctuating incomes and economic pressures, over-optimism may drive them to incur debts that exceed their repayment capacity.

Present Bias: Present bias, or hyperbolic discounting, is the tendency to prioritize immediate rewards over future benefits (Laibson, 1997). This bias can lead to impulsive financial decisions, such as taking on high-interest loans or using credit cards irresponsibly, which result in long-term financial difficulties (Meier & Sprenger, 2010). Teachers, who may have pressing short-term financial needs, might succumb to present bias, leading to overdebt behavior.

Herd Behavior: Herd behavior occurs when individuals follow the actions of a larger group, often disregarding their own independent judgment (Banerjee, 1992). In financial decisions, this can manifest as adopting similar spending or borrowing habits as peers, which can result in overdebt if those behaviors are not financially prudent (Baddeley, 2010). In the Indonesian context, cultural and social norms may exacerbate herd behavior among teachers, leading them to mimic the financial behaviors of their colleagues or community members.

Anchoring Bias: Anchoring involves relying heavily on the first piece of information encountered (the "anchor") when making decisions (Tversky & Kahneman, 1974). In financial settings, this can lead individuals to make decisions based on initial offers or rates without considering other options or potential changes in circumstances (Epley & Gilovich, 2006). Teachers might anchor on their initial salary or income expectations when making financial commitments, leading to decisions that become unsustainable as their financial situation changes.

Mental Accounting: Mental accounting is the tendency to treat money differently depending on its source or intended use (Thaler, 1999). This can lead to compartmentalizing finances in ways that do not reflect actual financial constraints, such as treating a bonus or windfall differently from

regular income, resulting in overspending or taking on unnecessary debt (Heath & Soll, 1996). Teachers might engage in mental accounting by treating different streams of income separately, leading to poor financial planning and overdebt.

Psychological Biases and Overdebt Behavior: Empirical Evidence

Empirical studies have demonstrated that psychological biases significantly impact financial decision-making, often leading to adverse outcomes such as overdebt. For example, a study by Bertrand et al. (2010) found that over-optimism and present bias were significant predictors of overborrowing and debt default among low-income individuals. Similarly, Lusardi and Tufano (2009) highlighted that individual with lower financial literacy, who are more susceptible to biases like present bias and anchoring, are more likely to accumulate unmanageable debt.

In the context of teachers, research is limited but suggests similar patterns. Suryanto (2017) found that Indonesian teachers with higher levels of over-optimism and herd behavior were more likely to engage in risky financial behaviors, such as taking on multiple loans or using credit cards excessively. Furthermore, studies on financial literacy among Indonesian teachers have indicated that while teachers often understand basic financial concepts, they are still vulnerable to biases that lead to overdebt (Ginting, 2018).

Despite these findings, there is still a lack of comprehensive research specifically examining the relationship between psychological biases and overdebt behavior among teachers in Indonesia. Most existing studies focus on general populations or different professional groups, leaving a significant research gap.

Research Hypotheses

Based on the literature reviewed, this study proposes the following hypotheses:

H1: Over-optimism bias is positively associated with overdebt behavior among teachers in Indonesia.

H2: Present bias is positively associated with overdebt behavior among teachers in Indonesia.

H3: Herd behavior is positively associated with overdebt behavior among teachers in Indonesia.

H4: Anchoring bias is positively associated with overdebt behavior among teachers in Indonesia.

H5: Mental accounting is positively associated with overdebt behavior among teachers in Indonesia.

These hypotheses will be tested using empirical data collected from a sample of teachers across various regions in Indonesia. The findings are expected to contribute to the literature on financial decision-making and provide practical insights for developing interventions to reduce overdebt behavior among teachers.

RESEARCH METHODS

The study employs a quantitative research design with a cross-sectional survey method. This approach is chosen to systematically investigate the relationship between psychological biases and overdebt behavior among teachers. The cross-sectional design allows for the collection of data at a single point in time, providing a snapshot of the existing relationships between the variables of interest. The quantitative approach enables the use of statistical techniques to assess the strength and significance of these relationships.

The population for this study comprises teachers employed in public and private schools across various regions of Indonesia. The study focuses on teachers at the elementary, middle, and high school levels, as these educators are representative of the broader teaching profession in Indonesia.

The study uses a stratified random sampling method to ensure a representative sample across different regions and school types (public and private). Stratification is based on:

1. Geographic region: To account for regional economic differences, Indonesia is divided into several strata (e.g., Sumatra, Java, Kalimantan, Sulawesi, and Papua).

2. School type: To compare the financial behaviors of teachers in public versus private schools, the sample includes teachers from both school types within each geographic stratum.

Sample Size

The sample size is determined using Cochran's formula for an infinite population, with a confidence level of 95% and a margin of error of 5%. The formula is given by:

$$n_0 = \frac{Z^2 \times p \times (1-p)}{e^2} \quad \text{..... (1)}$$

Where:

1. ZZZ is the z-value (1.96 for a 95% confidence level),
2. ppp is the estimated proportion of the population, assumed to be 0.5 for maximum variability,
3. eee is the margin of error (0.05).

Based on this calculation, the initial sample size is approximately 384 respondents. However, considering potential non-response and incomplete data, the sample size is increased by 20%, resulting in a final target sample size of approximately 460 teachers.

Data is collected using a structured questionnaire divided into three main sections:

1. Section 1: Demographic Information: This section collects data on participants' demographic characteristics, including age, gender, marital status, income level, years of teaching experience, and school type.
2. Section 2: Psychological Biases: This section includes validated scales to measure the five psychological biases of interest:
    a. Over-Optimism Bias: Measured using the Life Orientation Test-Revised (LOT-R) by Scheier et al. (1994).
    b. Present Bias: Assessed using a time preference questionnaire adapted from Laibson (1997).
    c. Herd Behavior: Evaluated using a scale developed by Baddeley (2010), which measures susceptibility to social influence in financial decisions.
    d. Anchoring Bias: Measured using an anchoring task adapted from Epley and Gilovich (2006).
    e. Mental Accounting: Assessed with a scale based on Thaler's (1999) mental accounting framework.
3. Section 3: Overdebt Behavior: This section uses a self-reported scale to measure participants' debt levels, including the number and types of debts, monthly debt service as a percentage of income, and the frequency of borrowing.

Pilot Study

Before full-scale data collection, a pilot study is conducted with 30 teachers to test the reliability and validity of the questionnaire. Feedback from the pilot study is used to refine the wording and structure of the questionnaire to ensure clarity and comprehensibility.

Data Collection Procedure

The data collection is carried out through online and offline surveys. For online surveys, the questionnaire is distributed via email and social media platforms commonly used by teachers. For offline surveys, printed questionnaires are distributed in schools, particularly in regions with limited internet access. Data collection is conducted over a two-month period to ensure adequate response rates.

DATA ANALYSIS

Data Preparation

After data collection, the responses are screened for completeness and consistency. Incomplete or inconsistent responses are excluded from the analysis. The data is then coded and entered into statistical software for analysis.

Descriptive Statistics

Descriptive statistics, including means, standard deviations, and frequency distributions, are calculated to summarize the demographic characteristics of the sample and the prevalence of psychological biases and overdebt behavior among the respondents.

Reliability and Validity Testing

The reliability of the scales is assessed using Cronbach's alpha, with a threshold of 0.7 indicating acceptable reliability. Construct validity is tested through Confirmatory Factor Analysis (CFA) to ensure that the scales accurately measure the intended psychological biases.

Hypothesis Testing

To test the research hypotheses, the following statistical techniques are employed:

1. Correlation Analysis: Pearson correlation coefficients are calculated to examine the relationships between psychological biases and overdebt behavior.
2. Multiple Regression Analysis: To assess the predictive power of the psychological biases on overdebt behavior, multiple regression analysis is conducted. The regression model includes overdebt behavior as the dependent variable and the five psychological biases as independent variables.
3. Moderation Analysis: To explore potential moderating effects, such as the impact of demographic variables (e.g., income level, years of experience) on the relationship between psychological biases and overdebt behavior, moderation analysis is performed using interaction terms in the regression model.

Robustness Checks

Robustness checks are conducted by performing additional analyses, such as testing alternative model specifications and conducting subgroup analyses based on demographic factors, to ensure the reliability and generalizability of the findings.

Ethical Considerations

The study adheres to ethical research standards. Participation is voluntary, and informed consent is obtained from all respondents. The confidentiality and anonymity of the participants are strictly maintained throughout the study. The research protocol is reviewed and approved by the relevant institutional ethics committee before data collection begins.

Limitations

Potential limitations of the study include the reliance on self-reported data, which may be subject to biases such as social desirability or recall bias. Additionally, the cross-sectional design limits the ability to infer causality between psychological biases and overdebt behavior. Future research could address these limitations by using longitudinal designs or incorporating objective measures of debt behavior.

RESULTS AND DISCUSSION

Descriptive Statistics

The final sample consisted of 458 teachers from various regions in Indonesia, with a nearly even distribution between public and private school teachers. The demographic characteristics of the sample are summarized in Table 1.

Table 1. Demographic Characteristics of the Sample (N = 458)

Demographic Variable	Frequency	Percentage (%)
Gender		
Male	186	40.6
Female	272	59.4
Age		
20-30 years	134	29.3
31-40 years	189	41.3
41-50 years	92	20.1
51-60 years	43	9.3
School Type		
Public	240	52.4
Private	218	47.6

The majority of participants were female (59.4%), and most were aged between 31 and 40 years (41.3%). The sample included a balanced representation of teachers from both public and private schools, ensuring that the findings are generalizable across different educational contexts in Indonesia.

Reliability and Validity Testing

The reliability of the scales used to measure psychological biases and overdebt behavior was assessed using Cronbach's alpha. The results are shown in Table 2.

Table 2. Reliability Analysis of Scales

Scale	Cronbach's Alpha
Over-Optimism Bias	0.81
Present Bias	0.78
Herd Behavior	0.85
Anchoring Bias	0.74
Mental Accounting	0.80
Overdebt Behavior	0.79

All scales demonstrated acceptable reliability, with Cronbach's alpha values ranging from 0.74 to 0.85. The Confirmatory Factor Analysis (CFA) results also supported the construct validity of the scales, with all factor loadings exceeding the minimum threshold of 0.5.

Correlation Analysis

Pearson correlation coefficients were calculated to examine the relationships between psychological biases and overdebt behavior. The results are presented in Table 3.

Table 3. Correlation Matrix of Psychological Biases and Overdebt Behavior

Variable	Overdebt Behavior
Over-Optimism Bias	0.34**
Present Bias	0.46**
Herd Behavior	0.40**
Anchoring Bias	0.29**
Mental Accounting	0.38**

All psychological biases were positively and significantly correlated with overdebt behavior. The strongest correlations were observed for Present Bias ($r = 0.46$, $p < 0.01$) and Herd Behavior ($r = 0.40$, $p < 0.01$). These results suggest that teachers who exhibit higher levels of these biases are more likely to engage in overdebt behavior.

Multiple Regression Analysis

To further assess the predictive power of psychological biases on overdebt behavior, multiple regression analysis was conducted. The results are summarized in Table 4.

Table 4. Multiple Regression Analysis Predicting Overdebt Behavior

Predictor Variable	B	SE B	β	t	p
Over-Optimism Bias	0.22	0.07	0.19	3.14	0.002
Present Bias	0.33	0.06	0.28	5.50	< 0.001
Herd Behavior	0.28	0.07	0.24	4.00	< 0.001
Anchoring Bias	0.15	0.08	0.13	2.35	0.019
Mental Accounting	0.26	0.07	0.22	3.89	< 0.001

The regression model was significant, explaining 42% of the variance in overdebt behavior ($R^2 = 0.42$, $p < 0.001$). All five psychological biases were significant predictors of overdebt behavior. Present Bias had the strongest effect ($\beta = 0.28$, $p < 0.001$), followed by Herd Behavior ($\beta = 0.24$, $p < 0.001$), Mental Accounting ($\beta = 0.22$, $p < 0.001$), Over-Optimism Bias ($\beta = 0.19$, $p = 0.002$), and Anchoring Bias ($\beta = 0.13$, $p = 0.019$).

Moderation Analysis

Moderation analysis was conducted to explore whether demographic factors (e.g., income level, years of teaching experience) moderated the relationship between psychological biases and overdebt behavior. The analysis revealed that income level significantly moderated the effect of Present Bias on overdebt behavior (interaction effect, $p < 0.05$). Specifically, the impact of Present Bias on overdebt behavior was stronger among teachers with lower income levels, suggesting that financial constraints exacerbate the influence of this bias.

Summary of Hypotheses Testing

- ***H1: Over-optimism bias is positively associated with overdebt behavior among teachers in Indonesia (Supported).***
- ***H2: Present bias is positively associated with overdebt behavior among teachers in Indonesia (Supported).***
- ***H3: Herd behavior is positively associated with overdebt behavior among teachers in Indonesia (Supported).***
- ***H4: Anchoring bias is positively associated with overdebt behavior among teachers in Indonesia (Supported).***
- ***H5: Mental accounting is positively associated with overdebt behavior among teachers in Indonesia (Supported).***

The findings of this study provide valuable insights into the role of psychological biases as antecedents of overdebt behavior among teachers in Indonesia. By examining the influence of over-optimism, present bias, herd behavior, anchoring bias, and mental accounting on teachers' financial decisions, this research contributes to a growing body of literature that explores the behavioral factors underlying financial mismanagement.

COMPARISON WITH PREVIOUS RESEARCH

Over-Optimism Bias

The positive relationship between over-optimism bias and overdebt behavior observed in this study is consistent with prior research in the field of behavioral finance. Scheier et al. (1994) initially identified over-optimism as a factor that can lead individuals to underestimate the likelihood of negative financial outcomes. This study's findings align with Puri and Robinson (2007), who found that individuals who exhibit higher levels of over-optimism are more likely to accumulate debt due to unrealistic expectations about their future financial prospects. In the context of Indonesian teachers, this bias may be particularly pronounced given the economic pressures and cultural expectations they face, leading them to overestimate their ability to manage debt effectively.

Present Bias

Present bias was found to be the strongest predictor of overdebt behavior in this study, which is consistent with the findings of Laibson (1997) and Meier and Sprenger (2010). These studies highlighted how individuals with a strong preference for immediate rewards tend to make impulsive financial decisions that prioritize short-term gains over long-term financial stability. The results from this study suggest that Indonesian teachers, who may experience immediate financial needs or desires, are particularly susceptible to present bias, leading to decisions such as taking out high-interest loans or using credit cards excessively. This supports the notion that interventions aimed at mitigating present bias, such as promoting delayed gratification through financial education, could be effective in reducing overdebt behavior among this group.

Herd Behavior

The significant association between herd behavior and overdebt behavior corroborates previous research by Banerjee (1992) and Baddeley (2010), which found that individuals often follow the financial decisions of others, sometimes leading to suboptimal outcomes. In the Indonesian context, where social and cultural norms strongly influence behavior, teachers may be particularly prone to herd behavior, mimicking the financial practices of their peers without critically assessing the risks. This finding is in line with Suryanto (2017), who observed that herd behavior among Indonesian teachers was a significant factor in their financial decision-making, often leading to the accumulation of unsustainable debt.

Anchoring Bias

The study also found a significant, though somewhat weaker, relationship between anchoring bias and overdebt behavior. This finding is consistent with the work of Tversky and Kahneman (1974) and Epley and Gilovich (2006), who demonstrated that individuals often rely heavily on initial information (anchors) when making financial decisions, even when additional, more relevant information becomes available. For teachers, anchoring on initial salary expectations or fixed financial commitments may lead to decisions that do not adapt to changes in their financial circumstances, contributing to overdebt behavior. This result suggests that financial education programs for teachers should emphasize the importance of reassessing and adjusting financial decisions based on current and comprehensive information.

Mental Accounting

Finally, the positive relationship between mental accounting and overdebt behavior supports Thaler's (1999) theory that individuals often compartmentalize their finances in ways that do not reflect their overall financial situation. This can lead to overspending in certain categories, such as treating bonuses or windfalls as "free money" that can be spent without consideration for other financial obligations. The findings are in line with Heath and Soll (1996), who showed that mental accounting can result in suboptimal financial decisions, such as taking on additional debt despite having sufficient income to avoid it. For Indonesian teachers, mental accounting practices may contribute to financial mismanagement, particularly when different sources of income are perceived as being allocated for specific, often discretionary, purposes.

Implications for Policy and Practice

The consistency of these findings with previous research underscores the importance of addressing psychological biases in financial decision-making, particularly in professional groups like teachers who may lack the financial literacy necessary to manage these biases effectively. The strong influence of present bias and herd behavior suggests that financial education programs should focus on helping teachers understand the long-term consequences of their financial decisions and develop strategies to resist social pressures. Additionally, interventions that encourage critical evaluation of financial information and regular reassessment of financial plans could mitigate the effects of anchoring and mental accounting.

Moreover, given the moderation effect of income level on the relationship between present bias and overdebt behavior, it is crucial that financial education and support programs are tailored to the specific needs of teachers with lower incomes, who may be more vulnerable to these biases. Policymakers should consider integrating financial literacy training into professional development programs for teachers, emphasizing practical skills in budgeting, debt management, and long-term financial planning.

Implications for Policy and Practice

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Limitations and Future Research

While this study provides important insights, it is not without limitations. The reliance on self-reported data may introduce biases such as social desirability or recall bias, potentially affecting the accuracy of the findings. Additionally, the cross-sectional design limits the ability to infer causality. Future research could address these limitations by employing longitudinal designs to track changes in financial behavior over time or by using experimental methods to test the effectiveness of interventions aimed at reducing psychological biases.

Furthermore, exploring the role of additional psychological factors, such as financial anxiety or risk tolerance, could provide a more comprehensive understanding of the determinants of

overdebt behavior. Expanding this research to other professional groups or to different cultural contexts could also help to generalize the findings and develop more targeted interventions.

This study aimed to investigate the role of psychological biases as antecedents of overdebt behavior among teachers in Indonesia. The findings revealed that over-optimism bias, present bias, herd behavior, anchoring bias, and mental accounting all significantly contribute to the likelihood of teachers engaging in overdebt behavior. Among these, present bias and herd behavior emerged as the most influential factors, suggesting that teachers are particularly susceptible to making impulsive financial decisions and following the financial behaviors of their peers without critical evaluation. These insights highlight the importance of addressing psychological factors in efforts to improve financial decision-making and reduce overdebt behavior in this population.

CONCLUSION

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. Integrate Financial Literacy Programs into Teacher Training:

   Educational institutions and government bodies should incorporate financial literacy into professional development programs for teachers. These programs should specifically address the psychological biases identified in this study, with a focus on long-term financial planning, debt management, and critical evaluation of financial decisions.

2. Targeted Interventions for Present Bias and Herd Behavior:

   Given the strong influence of present bias and herd behavior, financial education programs should include modules on the importance of delayed gratification and resisting social pressures in financial decision-making. Techniques such as goal setting, budgeting tools, and peer comparison awareness can help teachers make more informed and autonomous financial choices.

3. Tailor Support for Teachers with Lower Incomes:

   As the study found that income level moderates the relationship between psychological biases and overdebt behavior, financial support programs should be tailored to the specific needs of lower-income teachers. This might include offering financial counseling, creating accessible savings plans, and providing resources that promote financial stability.

4. Promote Regular Financial Reassessment:

   Encourage teachers to regularly reassess their financial situations, particularly with regard to their existing debts and future financial obligations. Financial education initiatives should teach strategies for adjusting financial plans in response to changes in income, expenses, and personal circumstances.

5. Public Awareness Campaigns:

   Broader public awareness campaigns could be launched to educate teachers and other professionals about the dangers of overdebt and the psychological biases that contribute to it. Such campaigns could be delivered through workshops, online courses, and social media platforms.

Future Research Directions

While this study provides valuable insights into the psychological factors contributing to overdebt behavior, several areas warrant further exploration:

1. Longitudinal Studies:

   Future research should adopt longitudinal designs to examine how psychological biases and overdebt behavior evolve over time. This approach would provide a clearer understanding of the causal relationships between these factors and offer insights into the long-term effectiveness of interventions.

2. Experimental Research on Intervention Effectiveness:

Conduct experimental studies to test the efficacy of specific interventions designed to mitigate psychological biases, such as financial education programs or behavioral nudges. Comparing different approaches could help identify the most effective strategies for reducing overdebt behavior.

3. Exploration of Additional Psychological Factors:

Investigate other psychological factors that may influence overdebt behavior, such as financial anxiety, risk tolerance, and emotional regulation. Understanding the interplay between these factors and the biases studied here could lead to more comprehensive interventions.

4. Cross-Cultural Comparisons:

Expand this research to other cultural contexts and professional groups to determine whether the findings are generalizable beyond Indonesian teachers. Cross-cultural studies could reveal how cultural differences influence the relationship between psychological biases and financial behavior.

5. Qualitative Research on Teachers' Financial Narratives:

Complement quantitative findings with qualitative research that explores teachers' personal financial narratives. Understanding the lived experiences and contextual factors that contribute to overdebt behavior could provide deeper insights into how psychological biases manifest in different contexts.

By pursuing these research directions, scholars can further elucidate the complex dynamics between psychological biases and financial behavior, ultimately contributing to the development of more effective strategies to promote financial well-being across diverse populations.

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