Closing the financial guidance gap: Applying behaviour change theory to encourage

individuals experiencing financial difficulties due to the Covid-19 pandemic to seek help

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Abstract

Background and Objectives: The Covid-19 pandemic had a devastating effect on the finances of many UK citizens, causing people to fall behind on bills and payments, with many facing financial difficulties for the first time. Although many organisations offer free financial guidance to help those struggling financially, take-up rates remain low. To bridge this financial guidance gap, behavioural interventions are needed to encourage UK citizens to seek financial guidance.

Methodology: 799 participants filled out an online questionnaire based on the Theoretical Domains Framework (TDF). Participants were split into two groups, with one having experienced financial difficulties before the pandemic and the other experiencing financial challenges for the first time due to the pandemic. The data was analysed using SPSS, and the results were used to suggest an intervention based on the Behaviour Change Wheel (BCW).

Results and conclusion: The results of this study indicate that four domains of the Theoretical Domains Framework play a significant role in UK citizens' decision to seek financial guidance from an organisation. These domains are 'Intentions', 'Goals' and 'Beliefs about consequences' as facilitators and 'Optimism' which can a barrier to seeking financial guidance depending on the degree. Furthermore, there is an evident discrepancy between intention and behaviour among the group experiencing financial problems due to the pandemic, which can be explained by over-optimism.

Keywords: Behaviour Change, Financial Guidance, Financial Difficulties, Determinants, Theoretical Domains Framework, Intervention Development

Background

In recent decades, behavioural science has established itself as a framework for explaining human behaviour in times of crisis, such as the Great Recession or the collapse of the financial markets in 2008. Crises can evoke many emotions that cause people to deviate from rational behaviour, which behavioural science seeks to overcome. To this end, it combines knowledge from different fields such as economics, psychology and decision-making (Ranyard, 2017; Widger and Crosby 2014). Behaviour change, a sub-discipline of behavioural science, aims to explain human behaviour and change it for the better through theory-based interventions (Michie et al., 2014).

At present, applying behaviour change methods to combat the multiple impacts of the Covid-19 pandemic is vital to help people get through these challenging times. In the UK, for example, many people have suffered a severe financial hit due to the pandemic, leaving them struggling to pay their bills and therefore accumulating arrears (StepChange, 2020). One way to overcome financial difficulties is to seek professional help from an organisation offering *financial guidance*. However, various reasons prevent people from making this rational decision (Gerrans & Hershey, 2017). A particular problem facing the UK in the aftermath of the pandemic is therefore the growing gap in financial guidance, which means that many people in severe financial difficulty are not getting the help they need. (StepChange, 2020). Hence, low uptake of financial guidance unnecessarily prolongs the process of restoring a person's financial stability (Australian Securities and Investments Commission, 2010).

Financial difficulties

Financial difficulties include falling behind on domestic bills or credit card commitments (The Money and Pensions Service, 2021). As mentioned above, UK citizens

facing these financial difficulties can get help by turning to organisations for free financial guidance. This impartial service can help them identify their options and narrow down their choices. Unlike financial advisors, financial guidance counsellors will not tell people what to do but instead leave the decision up to them (FAWG, 2017).

According to the Australian Securities and Investments Commission (2010), seeking financial guidance can help people reduce their debt more quickly, mainly when major life events such as the Covid-19 pandemic occur. Thus, although it is crucial for people in financial difficulty to seek financial guidance early to prevent their overall situation from worsening, many citizens in the UK are unwilling or unable to seek timely financial guidance (Clare, 2013). It is, therefore, necessary to close the gap in financial guidance so that more people get the help they need, which can be achieved through interventions guided by behaviour change theory.

Behavioural determinants of seeking financial guidance

For this purpose, behaviour change researchers first need to understand better the behavioural determinants that lead people to seek financial guidance from organisations. There is limited literature on behaviour change in this specific context. Therefore, the following section looks at the literature on behaviour change in a broader context of help-seeking behaviour, e.g., clinical settings. For example, Cassidy et al. (2017) used the TDF and BCW to identify barriers and facilitators to accessing sexual health services. They found barriers and facilitators across all components of the COM-B model. For example, typical barriers to accessing these services were a lack of knowledge and awareness. Another barrier was negative emotions such as shame, while social influences, such as supportive peers, acted as facilitators. Similar to these findings, Szinay et al. (2021) found that capabilities in the

form of accessible information and opportunities in the form of peer support are essential

factors that increase the likelihood of people seeking help from a health and well-being app.

While these broader insights from the behaviour change literature may provide

essential pointers in the right direction, targeted empirical research on financial counselling is

needed to identify barriers and facilitators that influence people's decision to seek financial

guidance.

Barriers to seeking financial counselling reported in the financial literature include,

for example, a lack of trust in counsellors and advisors, the belief that financial counselling is

"not for someone like them", the misconception that counselling costs too much money, and

an unwillingness to talk about money in general. Others simply believe that they can solve

their financial difficulties themselves (Royal London, 2021). Gerrans and Hershey (2017)

further explore a phenomenon that they call 'adviser anxiety', whereby people do not seek

financial consultation due to negative emotions, even if it would be beneficial for them to do

so. They discovered that some people are too anxious to reach out for help because of

embarrassment, worries and concerns. Adding to this, Iannicola and Parker (2010) identified

several variables leading people to seek financial guidance. These consist of (a) individual

factors, (b) social factors and (c) organisational factors. Individual factors mentioned are

financial literacy, understanding of the relationship between counsellor and consumer, and

trust. Social factors influencing help-seeking behaviour are whether consumers can get

support from informal sources such as family and friends or whether cultural norms hinder or

enable financial help-seeking behaviour. Organisational factors refer to what type of clients

are advised by organisations and what their specific focus is.

Research has also found that education plays a significant role in whether consumers

seek financial guidance from organisations (Chatterjee and Zahirovic-Herbert, 2010).

Chatterjee and Zahirovic-Herbert moreover discovered that women and older consumers are

more likely to turn to organisations for financial guidance, while the opposite is true for ethnic minorities (Collins, 2012).

In empirical research, financial literacy is among the most frequently cited factors facilitating the use of financial aid (Collins, 2012; Calcagno & Monticone, 2015; Miller et al., 2014). According to the OECD, financial literacy is "a combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and ultimately achieve individual financial well-being" (OECD INFE, 2011, p. 3). Remund (2010) identified five categories of financial literacy, including the (a) ability to plan for financial needs, (b) manage personal finances and (c) financial decisions, and the (d) ability to understand and (e) communicate financial concepts. Calcagno and Monticone (2015) assume that financially literate people can anticipate the benefits of seeking the help of professionals for their financial difficulties, thus creating a positive relationship between financial help-seeking behaviour and financial literacy.

Financial Guidance Interventions

There is no literature yet on specific behaviour change interventions to improve the use of financial guidance. However, there is a growing body of literature on interventions to improve financial literacy. As mentioned earlier, researchers hypothesise that higher financial literacy is associated with greater use of financial counselling, as financially literate individuals are better able to assess the benefits of seeking help from professional organisations (Calcagno & Monticone, 2015). Although studies often conclude that financial literacy leads to better financial decision-making, the effectiveness of educational interventions to improve financial literacy is usually relatively low (Stolper & Walter, 2017). Interventions promoting financial literacy have also been popular among policymakers for some time, but Ruggeri (2019) too argues that the effectiveness of interventions based on this

concept remains controversial. Therefore, behaviour change interventions aimed at increasing the use of financial guidance should focus on education and draw on additional behaviour change techniques.

Models of financial behaviour

To shed light on financial help-seeking behaviour, some researchers have attempted to model financial behaviour. For example, Joo and Grable (2001) developed a five-step model that consumers go through when seeking help for financial difficulties. In the first step, (a) consumers engage in a particular financial behaviour, (b) then they evaluate this behaviour, which (c) leads them to identify the causes of this behaviour. As a result, they then (d) seek help to overcome it, whereby they (e) choose between different financial guidance providers. This guidance may be provided by an organisation, other professionals, or non-professionals. Moreover, this decision is influenced by various demographic, socio-economic and psychosocial factors (Grable & Joo, 2001).

Theoretical Domains Framework (TDF)

In the empirical literature, the Theoretical Domains Framework is increasingly used to investigate various determinants of behaviour (Atkins et al., 2017; Campbell et al., 2018). The TDF "is an integrative framework synthesising key theoretical constructs used in relevant theories" (Michie et al., 2014). It aims to provide researchers with a framework that helps identify barriers and enablers to behaviour to design interventions on a theory-based understanding of the underlying problem (Davis et al., 2015; Michie et al., 2014). Those key theoretical constructs were narrowed down to fourteen domains which are displayed in the table below.

TDF domain	Definition
(1) Knowledge	being aware that something exists.
a. Procedural Knowledge	knowing how to do something.
(2) Skills	being able to do something because of having practised it.
(3) Social role and identity	behaviours and personal qualities that an individual displays in a given social environment.
(4) Beliefs in capabilities	being able to accept one's reality or validity about an ability, talent or facility that one can put to constructive use.
a. Self-efficacy	
(5) Optimism	an individuals' confidence that things will happen for the best or achieve their desired goals.
a. Pessimism,	believing that bad things will happen or chosen goals cannot be achieved.
(6) Beliefs about consequences	ability to accept the truth, reality, or validity about an outcome of a behaviour in a particular situation.
a. Attitudes	
b. Outcome expectancies	
(7) Reinforcement	increase the probability of an individuals' response by establishing a dependent relationship between the response and the stimulus.

(8) Intentions		a person's conscious decision to engage in a behaviour or act in a specific way.
(9) Goals		mental representations of results or end conditions that a person wants to accomplish.
	a. Action Planning	
	b. Priority	
(10) Memory, attention, and decision processes		the ability to memorise information, selectively focus on aspects of the environment and decide between two or more choices.
	a. Memory	(e.g., "x is something I usually do")
	b. Attention	
	c. Decision-making	
(11) Environmental context and resources		any circumstance in a person's life that hinders or promotes skills, independence, social competence and adaptive behaviour.
	a. Resources/material	
(12) Social Influences		the interpersonal dynamics that can lead people to change their thoughts, feelings or behaviours.
	a. Social support	
	b. Subjective norm	
	c. Descriptive norm	
(13) Emotion		a complex behaviour pattern involving experiential and physiological elements by which the individual

		seeks to respond to a personally salient matter or experience.
	a. Affect	
	b. Stress	
(14)	Behavioural Regulation	anything that is intended to govern or alter objectively observed or measured actions.

Table 1: the TDF domains, reproduced from Cane et al. (2012)

Recent studies by Taylor et al. (2013) and Huijg et al. (2014), for example, use a TDF-based questionnaire to develop and validate determinants of physical activity and healthcare professionals' implementation behaviours, for which the questionnaire was initially designed (Atkins et al., 2017). Based on these studies, a similar approach is used in this research project by mapping the findings on behavioural determinants related to seeking financial guidance from previous research onto the TDF to create a questionnaire.

Consequently, the relevant domains of the Theoretical Domains Framework are determined through statistical analysis to then use the Behaviour Change Wheel to identify possible intervention options and behaviour change techniques. Central to the Behaviour Change Wheel framework is the COM-B model, which refers to capabilities, opportunities and motivation, influencing an individuals' behaviour (Michie et el., 2011). Knowing these factors allows researchers to identify the levers for changing a particular behaviour through an intervention based on the behaviour change techniques according to the Behaviour Change Taxonomy (Michie et al., 2013).

Present Study

Although Vlaev et al. (2015) have begun to explore the application of behavioural science to financial advice services, the Theoretical Domains Framework and the Behaviour Change Wheel have never been explicitly used in the context of seeking organisational financial guidance before. For this reason, the present study is a novel contribution to the literature on financial behaviour change. In addition, this study aims to fill a research gap by looking specifically at potential barriers and facilitators to seeking financial guidance in the context of the Covid-19 pandemic. UK citizens who have only recently experienced financial difficulties may face particular barriers and facilitators to seeking financial guidance compared to groups who already experienced financial challenges before the pandemic.

The research questions this study aims to answer are:

1.   What are potential barriers and facilitators to actively seek financial guidance from organisations regarding financial difficulties?

2.   Are there differences in the barriers and facilitators to actively seek financial guidance regarding financial difficulties between people who have experienced financial difficulties before the Covid-19 pandemic and those who have not?

3.   Which behaviour change techniques, provided by the Behaviour Change Wheel, can be used to encourage people to seek financial guidance?

Materials and Methods

Participants

799 participants (N=799) were recruited on the platform Qualtrics. Eligibility requirements were being between 18 and 65 years of age, having an income from paid work at the beginning of 2020 and being financially affected by the Covid-19 pandemic. Participants were consequently divided into two groups. One group already experienced

financial difficulties before the Covid-19 pandemic (N=403), and the other group experienced

them for the first time due to the pandemic (N=396).

Data Screening

Participants with a response time of half a standard deviation (SD) below the median

were excluded from the data set, as these participants may have gone through the survey too

quickly and not responded thoughtfully to the questions. Participants who failed the attention

check, always gave the same answers, or gave answers to the open-ended question that did

not make sense were also excluded.

Recruitment

Qualtrics recruited participants for this study in several different ways and through

multiple market research panels. Potential participants were invited to take part in the survey

via email, in-app or SMS notification. The invitation email did not include specific details

about the study to avoid self-selection bias in participants.

Ethics

University College London granted ethical approval for this study. Data collection

was done through Qualtrics using the Qualtrics account of the Department of Psychology and

Linguistics at UCL. The General Data Protection Regulation was followed, and all

participants were required to give their informed consent before completing the survey.

Participants were offered different incentives to participate in the survey depending on which

market panel they were recruited on. Incentives ranged from money, airline miles, gift cards,

redeemable points, charitable donations, sweepstake entrances, to vouchers.

Procedure

Participants were divided into two groups. One group had already experienced financial difficulties before the Covid-19 pandemic (N=403), and another group experienced financial difficulties for the first time due to the pandemic (N=396). The mean duration of the questionnaire was approximately 10 minutes.

Instruments

Questionnaire Development

Based on the Theoretical Domains Framework, a 57-item measure was developed to identify the behavioural domains relevant to seeking financial guidance for financial difficulties. Out of these items, 18 were coded as barriers, and 39 as facilitators to seeking financial guidance from an organisation.

Initially, the Theoretical Domains Framework was developed to explore the underlying behavioural determinants of implementation issues, mainly in the health care sector (Atkins et al., 2017). There are currently no existing behaviour change frameworks for researching financial help-seeking behaviour specifically. However, it is considered acceptable for behaviour change researchers to adapt behavioural frameworks to different topics. Therefore, it was deemed appropriate to modify the TDF to adjust it to the behaviour investigated in this study. For this reason, the domain 'reinforcement', which was not suitable for the present study, was omitted from the questionnaire. The reason for this decision was that items in this domain are, for example, 'getting financial reimbursements', 'recognition from other professionals' or a 'sense of purpose from a particular behaviour' (Birken et al., 2017). None of these types of reinforcement applies to financial aid-seeking behaviour.

To develop the items, previous research on the barriers and facilitators to seeking financial advice and guidance was reviewed and consequently mapped onto the domains of

the TDF. Similar to Taylor et al. (2013), TDF interview questions by Michie et al. (2011) were also used to develop additional items for the questionnaire.

Measures

The 57-item Theoretical Domains Questionnaire was created as an online survey on the Qualtrics platform. Participants' responses were recorded on a 7-point Likert scale ranging from 'strongly disagree' to 'strongly agree'. For the 18 items dealing with barriers to seeking financial guidance, 'strongly disagree' was coded with a value of 1. In comparison, for the 39 items dealing with facilitators to seeking financial guidance, 'strongly disagree' was coded with a value of 7. Therefore, a participant's strong disagreement with a barrier was considered positive, while a strong agreement with a barrier was deemed negative. Thus, a strong disagreement with a facilitator was deemed to be negative, and a strong agreement with a facilitator was considered positive. Example items are '*I am aware that there are organisations that offer free or affordable Financial Guidance'* or *'Compared to others I don't see my financial difficulties as severe enough to require Financial Guidance'*.

Two further questions were taken from a Money and Pension Service questionnaire to determine the reasons for and severity of participants' financial difficulties.

Analysis

The data set was exported from Qualtrics to SPSS. Before the data was analysed, all values were transformed into the correct corresponding numbers. Furthermore, to answer the second research question, the data set was divided into two groups to compare the data. Inputs of the open question were qualitatively analysed and grouped.

The Theoretical Domains Framework (Cane, O'Connor & Michie, 2012; Michie et al., 2005) consists of fourteen domains, of which one was omitted in this study. The questionnaire for this study entails items based on the remaining thirteen domains. Of these items, 18 were coded as barriers, and 39 were coded as facilitators. To group the individual responses for the different domains of the TDF, a mean score was calculated for each domain. To determine the internal consistency of each of the thirteen domains of the Theoretical Domains Framework in the present questionnaire, Cronbach's alpha was calculated. Where appropriate, items from a domain were omitted to improve its internal consistency. Consequently, a multivariate logistic regression analysis (MANOVA) was performed to determine the differences between the two groups and analyse which domains were predictors of the target behaviour.

Intervention Development using the BCW

The results of the MANOVA, showing the predictors to the target behaviour, were mapped onto the Behaviour Change Wheel (BCW) (Michie et al., 2014). To this end, the TDF domains were linked to the corresponding COM-B components and Intervention functions. After, as suggested by Michie et al. (2014), appropriate policy categories and Behaviour Change Techniques were identified, taking into consideration the APEASE criteria (affordability, practicality, (cost-)effectiveness, acceptability, side- effects/safety, and equity).

Results

Sample Splitting

The dataset was split into two groups to answer some of the research questions. 396 participants were currently experiencing financial challenges for the first time due to the

Covid-19 pandemic (Group 1), and 403 participants had already experienced financial difficulties before the Covid-19 pandemic (Group 2).

Descriptive statistics

The three dependent variables in the present study were coded as binary variables (No = 0; Yes = 1; skip information on the next page before continuing with the survey = 0; read information on the next page before continuing with the survey = 1).
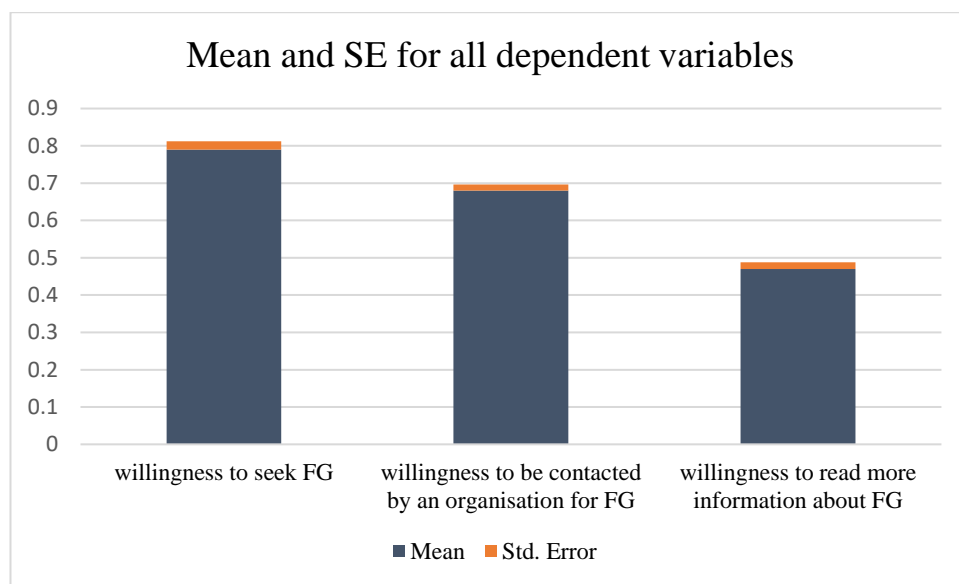

Figure 1: mean scores for all dependent variables

As shown in figure 1, participants were overall very willing to seek financial guidance in the future if they had financial difficulties ($\bar{x} = .79$). Most participants further indicated that they were willing to be contacted by an organisation for financial guidance ($\bar{x} = .68$). Still, less than half of the participants wanted to read more information about financial guidance before continuing with the survey ($\bar{x} = .47$).
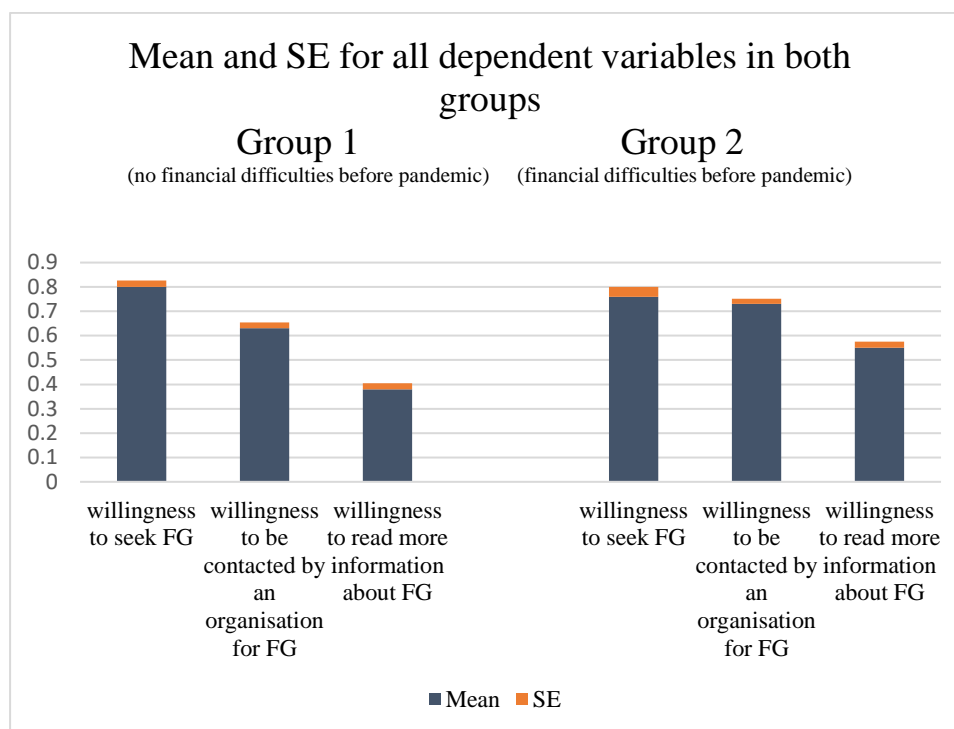
Mean and SE for all dependent variables in both groups

Group 1
(no financial difficulties before pandemic)

Group 2
(financial difficulties before pandemic)

Figure 2: mean scores for all dependent variables in both groups

A comparison of the mean values for the dependent variables for both groups shows that individuals who had already experienced financial difficulties before the pandemic reported a higher willingness to be contacted by an organisation offering financial guidance ($\bar{x} = .73$) and to read more information about it ($\bar{x} = .55$). In contrast, participants who had not yet experienced financial challenges before the pandemic indicated a high willingness to seek financial guidance in the future ($\bar{x} = .80$) but were a lot less willing to be contacted by an organisation offering financial guidance ($\bar{x} = .63$) and to read more information about it ($\bar{x} = .38$). Drawing on these results, one could argue that the participants' intentions in this group are therefore inconsistent with their behaviour.

Of all participants who experienced financial difficulties for the first time due to the pandemic, 41% reported that they had already sought financial guidance. In comparison, 71% of all participants who had experienced financial difficulties before the pandemic had already sought financial guidance.
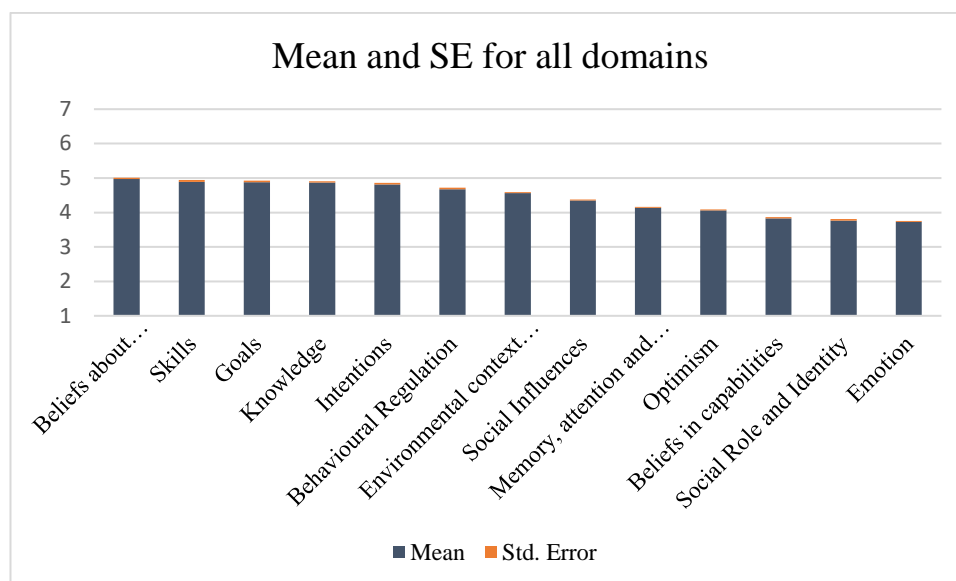
Figure 3: mean scores and standard errors for all domains of the Theoretical Domains Framework

Figure 3 displays the mean scores for all domains of the TDF. These domains were rated on a 7-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. Items coded as barriers were reverse coded to align the items. The domain' Beliefs about consequences' ($\bar{x} = 4.97$) had the highest mean score, while the domain 'Emotion' ($\bar{x} = 3.72$) had the lowest mean score.

Figure 4, on the other hand, shows the compared means and standard errors for all TDF domains and both groups. It is evident that the group that already had financial difficulties before the pandemic had a higher mean score for most TDF domains. More specifically, the results of a t-test yielded that there was a highly statistically significant difference between the mean scores of the two groups for the domains 'Optimism', 'Beliefs about consequences', 'Environmental context and resources', 'Social Influences', and 'Memory, Attention and decision processes'.

The group without financial difficulties pre-pandemic ($M = 3.82$, $SD = .09$) reported significantly higher levels of optimism than the group with financial difficulties pre-

pandemic ($M = 4.47$, $SD = 1.34$), $t(797) = 7.45$, p < .001. (Since all items in this domain were reverse coded, a lower mean signifies a higher level of optimism.)

The group with financial difficulties pre-pandemic ($M = 5.06$, $SD = 1.17$) scored significantly higher on beliefs about consequences than the group without financial difficulties pre-pandemic ($M = 4.77$, $SD = 1.01$), $t(797) = 3.67$, p < .001.

The group with financial difficulties pre-pandemic ($M = 4.90$, $SD = 1.05$) further scored significantly higher on environmental context and resources than the group without financial difficulties pre-pandemic ($M = 4.57$, $SD = .75$), $t(797) = 5.02$, p < .001.

The group with financial difficulties pre-pandemic ($M = 4.84$, $SD = 1.05$) reported significantly higher levels of social influences than the group without financial difficulties pre-pandemic ($M = 4.43$, $SD = .80$), $t(797) = 6.19$, p < .001.

The group with financial difficulties pre-pandemic ($M = 4.91$, $SD = 1.08$) reported significantly higher memory, attention and decision processes scores than the group without financial difficulties pre-pandemic ($M = 4.50$, $SD = .83$), $t(797) = 5.98$, p < .001.
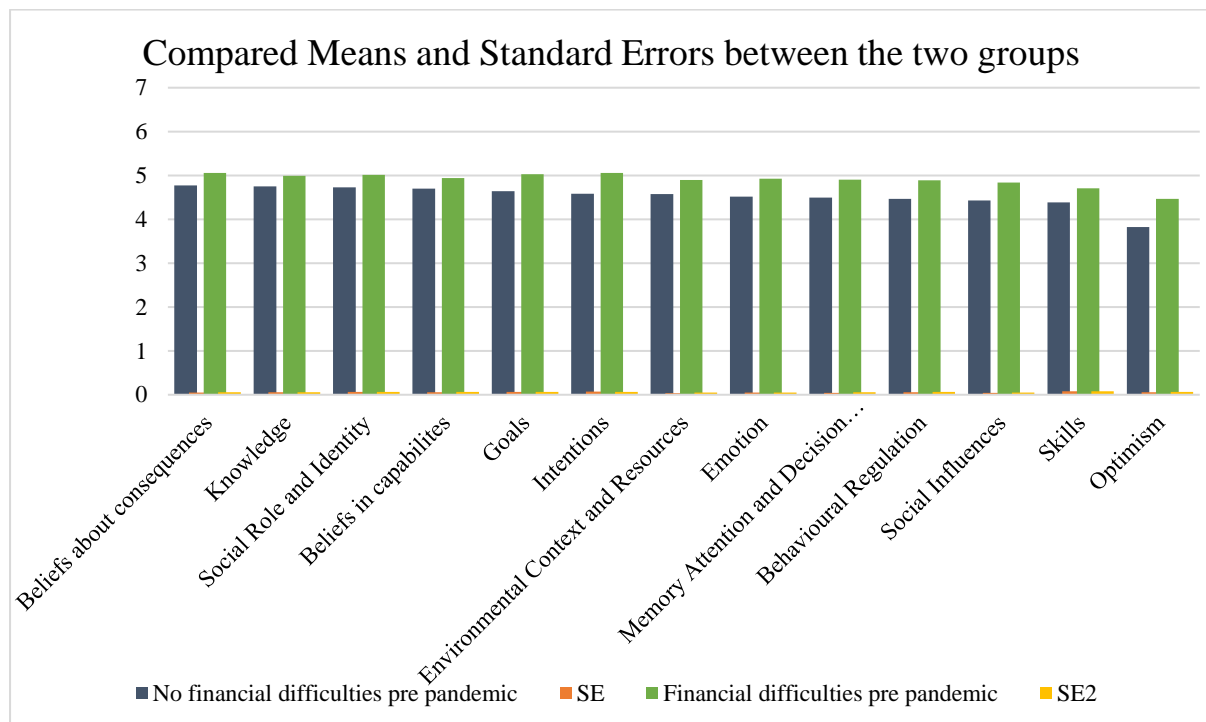

Figure 4: mean scores and standard errors for all TDF domains for both groups

Reliability

To assess the internal consistency of the questionnaire, Cronbach's alpha was first calculated for the whole questionnaire and then for each domain individually. In general, a Cronbach's alpha value between 0.7 and 0.9 is considered good internal consistency. However, this cannot always be achieved with a small number of items per domain (Tavakol & Dennick, 2011).

The overall internal consistency of the questionnaire was $\alpha = .83$, indicating excellent overall internal consistency. Of the thirteen domains in the present study, seven had a Cronbach's alpha above .7. These domains are 'Knowledge' ($\alpha = .89$), which consisted of 8 items, 'Beliefs in capabilities' ($\alpha = .71$), which initially consisted of 3 items, one of which was removed to improve internal consistency. 'Optimism' ($\alpha = .71$), which was initially composed of 5 items, one of which was removed to improve internal consistency. 'Beliefs about consequences' ($\alpha = .71$), consisted of 3 items, and 'Intentions' ($\alpha = .77$), consisted of 2 items. 'Emotions' ($\alpha = .79$), which initially consisted of 7 items, one of which was removed to improve internal consistency, and 'Behavioural regulation' ($\alpha = .85$), which consisted of 5 items. The domain 'Memory, attention and decision-making processes' ($\alpha = .22$), which had the lowest score, consisted of 4 items, none of which could be removed to improve internal consistency. Cronbach's alpha could not be calculated for the domain 'Skills', as this domain consisted of only one item, and for 'Social Role and Identity', as the items in this domain correlated negatively with each other.

Multivariate ANOVA (MANOVA)

A one-way multivariate analysis of variance (MANOVA) was conducted using SPSS to determine differences between the two groups on more than one of the continuous dependent variables: the thirteen domains (covariates) and the three dependent variables.

These three dependent variables were designed to explore whether participants were willing to seek financial guidance from an organisation. To this end, the first dependent variable measured participants' willingness to seek financial guidance in the future if they had financial difficulties. The second dependent variable measured participants' willingness to be contacted by an organisation for free financial guidance. The third and final dependent variable measured behaviour: participants had to tick a box if they would like to read more information about financial guidance before continuing with the survey.

MANOVA results for all participants

Measure	no financial difficulties pre-pandemic		financial difficulties pre-pandemic		F (3,334)	η2
	M	SD	M	SD		
Knowledge	4.75	1.10	4.99	1.16	.25	.00
Skills	4.73	1.50	5.04	1.38	.79	.01
Social Role and Identity	3.73	1.23	3.80	1.06	1.86	.02
Beliefs in capabilities	3.55	1.40	3.19	1.43	.90	.01
Optimism	3.82	1.09	4.47	1.34	3.31*	.03
Beliefs about consequences	4.87	1.01	5.06	1.20	2.32	.02
Intentions	4.59	1.35	5.03	1.36	7.29***	.06

Goals	4.68	1.22	5.07	1.24	1.93	.02
Memory, attention and decision processes	4.18	.96	4.09	.70	.53	.01
Environmental context and resources	4.60	0.95	4.72	.93	.29	.00
Social Influences	4.34	.89	4.61	.92	.16	.00
Emotion	3.68	1.22	3.39	1.08	1.14	.01
Behavioural regulation	4.46	1.17	4.89	1.25	.46	.00

$* p < .05; ** p < .01, *** p < .001$

Table 2: results of the MANOVA

Results of the MANOVA yielded that there was a highly significant difference between the two groups, no financial difficulties pre-pandemic and financial difficulties pre-pandemic, for the domain 'Intentions' $F (3,334) = 7.29$, ($p < 0.001$), Wilk's $\Lambda = .939$, partial $\eta2 = .06$ on the combined dependent variables. Additionally, there was a significant difference of the two groups for the domain 'Optimism' $F (3,334) = 3.31$, ($p = 0.02$), Wilk's $\Lambda = .971$, partial $\eta2 = .03$ on the combined dependent variables.

Items in the domain 'Intention', for example, were: '*I want to seek financial guidance from an organisation offering it*' and '*I intend to seek financial guidance in the near future*'. The group with no financial difficulties pre-pandemic scored lower on both of these items, indicating that their intentions to seek financial guidance in the future were significantly

lower than those of the other group. Items in the 'Optimism' domain were '*I don't need Financial Guidance because my financial difficulties will sort themselves*', '*When it comes to money, the future will take care of itself*', '*Nothing I do will make much difference to my financial situation*' and '*With regard to financial difficulties, I am always optimistic about the future*'. Since all these items are barriers to seeking financial guidance, they were reverse coded in SPSS. For the barriers, not agreeing to an item was considered positive. Since they were reverse coded, lower mean scores are therefore an indicator that participants had originally agreed to the barrier. In this study, the means for all items in the domain 'Optimism' were lower for the group without financial difficulties pre-pandemic. Consequently, indicating that they might be too optimistic about *their financial difficulties sorting themselves out* ($\bar{x}$ = 3.45). The group without financial difficulties pre-pandemic (*M* = 3.45, *SD* = 1.62) scored significantly lower on this item than the group with financial difficulties pre-pandemic (*M* = 4.26, *SD* = 1.83), *t*(797) = 6.60, p = .022. (Since this item was reverse coded, a lower mean signifies a higher level of optimism.).

Domain	Item	no financial difficulties pre-pandemic		financial difficulties pre-pandemic	
		M	SD	M	SD
Optimism					
	I don't need Financial Guidance because my financial difficulties will sort themselves out*	3.45	1.62	4.26	1.83
	When it comes to money, the future will take care of itself*	3.60	1.71	4.35	1.79
	Nothing I do will make much difference to my financial situation*	3.77	1.67	4.50	1.73
	With regard to financial difficulties, I am always optimistic about the future*	4.47	1.58	4.77	1.64

Beliefs about consequences					
	Seeking Financial Guidance from an organisation is useful to me	4.95	1.24	5.06	1.43
	If I seek Financial Guidance, I expect my financial situation to improve	4.93	1.30	5.09	1.49
	I would make better financial decisions if I sought Financial Guidance	4.74	1.41	5.04	1.45
Intentions					
	I want to seek Financial Guidance from an organisation offering it	4.62	1.47	5.04	1.52
	I intend to seek Financial Guidance in the near future	4.55	1.52	5.02	1.54
Goals					
	I have a clear idea of what I want to achieve through getting Financial Guidance	4.76	1.39	5.03	1.48
	I really want to seek Financial Guidance to reduce my financial difficulties	4.61	1.53	5.10	1.40

* Item was reverse coded

Table 3: significant TDF domains

The results of the between-subjects test of the MANOVA showed that there was a significant effect of intentions on two dependent variables. For the willingness to seek financial guidance in the future $F_{(1,336)} = 10.87$, ($p <. 0.001$), partial $\eta 2 = .03$ and the willingness to be contacted by an organisation for free financial guidance $F_{(1,336)} = 14.21$, ($p. < 0.001$), partial $\eta 2 = .04$.

On the other hand, optimism only had a significant effect on the willingness to seek financial guidance in the future $F_{(1,336)} = 9.81$, ($p = 0.02$), partial $\eta 2 = .028$.

Furthermore, the results indicate a significant effect of beliefs about consequences on the willingness to seek financial guidance in the future $F_{(1,336)} = 4.12$, ($p = 0.043$), partial $\eta 2 = .01$ and the willingness to be contacted by an organisation for free financial guidance $F_{(1,336)} = 4.35$, ($p = 0.038$), partial $\eta 2 = .01$. There was also a significant effect of goals on

the willingness to seek financial guidance in the future $F(1,336) = 5.37$, ($p = 0.021$), partial

$\eta2 = .02$.

The MANOVA results suggest that intentions were a significant predictor to the

willingness to seek financial guidance and to be contacted by a financial guidance

organisation. Higher optimism, juxtaposed, was a significant predictor to the willingness to

seek financial guidance in the future. In addition, beliefs about consequences significantly

predicted participants' willingness to be contacted by a financial guidance organisation and to

seek financial guidance in the future. The domain 'Beliefs about consequences' consisted of

the items '*Seeking Financial Guidance from an organisation is useful to me*', '*If I seek

Financial Guidance, I expect my financial situation to improve*' and '*I would make better

financial decisions if I sought Financial Guidance*'.

Finally, the domain 'Goals' also significantly predicted participants willingness to be

contacted by a financial guidance organisation. Items in the domain 'Goals' included '*I really

want to seek Financial Guidance to reduce my financial difficulties*' and '*I have a clear idea

of what I want to achieve through getting Financial Guidance*'.

Intervention development

The purpose of the third and final research question is to find out which behaviour

change techniques offered by the behaviour change wheel can be used to encourage people to

seek financial guidance from an organisation. To this end, a systematic behavioural diagnosis

of the target behaviour is conducted. The goal is to propose an intervention, considering the

APEASE criteria (affordability, practicality, (cost-) effectiveness, acceptability, side

effects/safety and equity) (Michie et al., 2014).

According to Michie et al., there are eight steps to follow when developing an

intervention using the BCW. The first step is to define the problem in terms of behaviour. In

this study, the problem is that British citizens experiencing financial difficulties due to the Covid-19 pandemic either do not seek financial guidance at all or do not seek it early enough. The second and third step is to select and specify the target behaviour. In this case, the target behaviour is that UK citizens experiencing financial difficulties due to the pandemic actively seek out organisations that offer free financial guidance. The next step is to identify what changes are required for the target behaviour to occur. These are listed in Table 4. In step four (a), the TDF is used to identify what needs to change, which was the purpose of the online questionnaire developed for this study. Then, in step five, the intervention functions are ascertained (Table 5), which leads to identifying potential categories of interventions in step six (Figure 5). In step seven, behaviour change techniques are determined (Table 10), and in the final step, the mode of delivery of the intervention is selected.

Behavioural diagnosis

The table below indicates precisely what needs to change for the target behaviour to occur. This is important because the accuracy of the behavioural analysis increases the chances of success of an intervention (Michie et al., 2014).

Who needs to perform the behaviour?	**UK citizens experiencing financial difficulties due to the pandemic.**
What do they need to do differently to achieve the desired behaviour	They need to realize that they need financial guidance, know where to get it from and **contact an organisation offering financial guidance early**.
When do they need to do it?	**As soon as they realise that they are experiencing financial difficulties.**

Where do they need to do it?	The easiest way to get in touch with organisations offering financial guidance is through the **internet, by telephone or by going to a citizens advice bureau.**
How often do they need to do it?	It can be **a one-off or a recurring behaviour**, depending on whether their financial difficulties get better or worse after receiving initial guidance.
With **whom** do they need to do it?	It is best when people have social support from their **friends and family** who might accompany them to the organisation that gives out financial guidance. They also need to work together with the **financial guidance counsellor and the organisation**.

Table 4: Specification of the target behaviour

As mentioned earlier, the central element of the behaviour change wheel is the COM-B model, which refers to capability, opportunity, and motivation. In order to be able to perform a specific behaviour, a person needs the corresponding 'capabilities', e.g. the skills and knowledge. In a further step, people must have the physical or social 'opportunity' to perform the behaviour. More specifically, social norms must enable the behaviour, or physical accessibility must be given. Finally, people should be adequately motivated to carry out the behaviour. For this reason, all of these factors are central to achieving lasting behaviour change (Michie et al., 2014). Each COM-B component is linked to a particular TDF domain. In addition, there are suggested intervention functions for every COM-B component and TDF domain, which can be found in Table 5 below.

COM-B component identified in the behavioural analysis	Theoretical Domains linking to COM-B component	Intervention functions
Social Opportunity	Social Influences	Restriction
		Environmental restructuring
		Modelling
		Enablement
Physical Opportunity	Environmental Context and Resources	Training
		Restriction
		Environmental restructuring
		Enablement
Reflective Motivation	Social Role and Identity	Education
		Persuasion
		Modelling
	Beliefs in Capabilities	Education
		Persuasion
		Modelling
		Enablement
	Optimism	Education
		Persuasion
		Modelling
		Enablement

	Intentions	Education
		Persuasion
		Incentivisation
		Coercion
		Modelling
	Goals	Education
		Persuasion
		Incentivisation
		Coercion
		Modelling
		Enablement
	Beliefs about Consequences	Education
		Persuasion
		Modelling
Automatic Motivation	Reinforcement	Training
		Incentivisation
		Coercion
		Environmental restructuring
	Emotion	Persuasion
		Incentivisation
		Coercion
		Modelling
		Enablement

Psychological Capability	Knowledge	Education
	Cognitive and Interpersonal Skills	Training
	Behavioural Regulation	Education Training Modelling Enablement
Physical Capability	Physical Skills	Training

Table 5: COM-B components linked to the TDF domains

The predictors of the target behaviour identified through the statistical analysis are examined in more detail in the following section. The results are presented according to the COM-B model (West & Michie, 2020). The component of the COM-B, relating to the identified domains of the Theoretical Domains Framework in this study, is 'Reflective Motivation', which is related to 'Beliefs about Consequences', 'Optimism', 'Intentions' and 'Goals'.

COM-B component	TDF Domain
Reflective Motivation	Beliefs about Consequences Optimism Intentions Goals

Table 6: relevant COM-B component linked to TDF domains

Intervention functions, policy categories and APEASE criteria

COM-B component	Changes needed for the desired behaviour to occur	Need for change?
Reflective Motivation ('Optimism', 'Intention', 'Beliefs about consequences', 'Goals')	UK citizens experiencing financial difficulties should be encouraged that seeking help is 'normal'. Seeking financial guidance should be made a social norm that friends and family support.	**Yes,** 'social role and identity' emerged as a barrier in the group of participants who had no financial difficulties prior to the pandemic. More specifically, participants scoring high on this domain had a decreased willingness to be contacted by an organisation for free financial guidance.
Optimism	UK citizens should be discouraged from being overly optimistic/pessimistic while at the same time being encouraged to feel optimistic about seeking financial guidance.	**Yes,** while being overly optimistic/pessimistic is a barrier to seeking help, being optimistic about seeking financial guidance is a facilitator to performing the target behaviour.
Intentions	UK citizens experiencing financial difficulties should	**Yes,** strong intentions to seek financial guidance

	form stronger intentions to follow through with seeking financial guidance.	contribute to the willingness to seek it in the future, being contacted by an organisation offering it and wanting to get more information about it.
Beliefs about consequences	Individuals should be encouraged that seeking financial guidance is useful to them and will have a positive impact on their overall financial situation.	**Yes,** positive beliefs about the consequences of seeking financial guidance are a facilitator to the willingness to seek financial guidance and of being contacted by an organisation offering it.
Goals	Individuals should be supported in planning their actions, i.e. deciding to seek financial counselling, and encouraged to prioritise this goal once the decision has been made.	**Yes,** having clearly defined goals with a high priority facilitates the willingness of being contacted by an organisation offering financial guidance.
Behavioural Diagnosis of the relevant COM-B components:	**Reflective motivation** emerges as the most important COM-B component to achieve the target behaviour 'seeking financial guidance'.	

Table 7: behavioural changes needed

After identifying the relevant COM-B component, the next step is to explore potential intervention functions and policy options for achieving behaviour change on a larger scale. Michie et al. have already linked policy categories to intervention functions and COM-B components. These can then be further narrowed down by applying the APEASE criteria, as displayed in Table 8 below.

Intervention function	COM-B component	Potentially useful policy categories	Does the policy option meet the **APEASE criteria** in the context of seeking Financial Guidance
Education	Physical & Psychological capabilities	Communication/ Marketing	Yes
		Guidelines	No
	Social opportunity	Regulation	No
		Legislation	No
		Service Provision	Yes
	Reflective motivation		
Persuasion	Physical & Psychological capabilities	Communication/ Marketing	Yes
		Guidelines	No
		Regulation	No

	Social opportunity	Legislation	No
		Service Provision	Yes
	Reflective motivation		
Training	Physical & Psychological capabilities	Guidelines	No
		Fiscal Measures	No
		Regulation	No
	Social opportunity	Legislation	No
		Service provision	Yes
	Reflective motivation		
Modelling	Reflective motivation	Communication/ Marketing	Yes
		Service Provision	Yes
Enablement	Social opportunity	Guidelines	No
		Fiscal Measures	No
		Regulation	No
		Legislation	No
		Environmental/ Social Planning	Yes
		Service Provision	Yes

Table 8: Intervention functions and policy categories

The results of this study suggest that the most beneficial way to achieve the target behaviour would be to increase people's reflective motivation. According to Michie et al. (2014), maximising motivation can be done by encouraging the development of appropriate beliefs that are beneficial to the targeted behaviour. This can mean, for example, highlighting others' approval of the behaviour, giving the behaviour personal meaning, and building people's confidence to change it. To achieve the desired change, people should also be empowered to develop positive feelings towards change and the formation of new habits.

Although the results of this study do not directly highlight the significance of social influences, they may nevertheless play an essential role in increasing people's motivation. Therefore, some elements of social support can still be included in an intervention, especially considering that other behaviour change studies have found that peer support is crucial in promoting help-seeking behaviour (Szinay et al., 2021; Cassidy et al., 2017).

Intervention Functions									
COM-B	Education	Persuasion	Incentivization	Coercion	Training	Restriction	Environmental restructuring	Modelling	Enablement
Physical capability									
Psychological capability									
Physical opportunity									
Social opportunity	Creating a new social norm around FG	Seeking FG is normal			Support groups				Support from family and friends
Automatic motivation									
Reflective motivation	Reducing over-optimism and pessimism, encouraging realistic optimism	Highlighting benefits of getting FG			How to recognize when you need FG			Role models for seeking help	

Figure 5: dark grey boxes are possible intervention options, medium grey boxes are potential elements of social support

Figure 5 displays Michie et al.'s (2014) Behaviour Change Matrix with the appropriate intervention functions for each COM-B component. Dark grey boxes represent possible intervention options, and medium grey boxes show potential elements of social support. Michie et al. suggest using the policy categories of 'communication/marketing' and 'service provision' to target the intervention functions education and persuasion. For this reason, a communication/marketing campaign and service provision for the behaviour change intervention is suggested to improve the uptake of financial guidance by organisations.

Behaviour Change Techniques taken from the BCT taxonomy

With the policy options established, the intervention needs to be specified by exploring which particular intervention functions and behaviour change techniques can be applied to achieve the target behaviour. This is displayed in Tables 9 and 10.

Intervention function	COM-B component	Most frequently used BCTs	Does the BCT meet the **APEASE criteria?**
Education	Physical & Psychological capabilities	Information about social and environmental consequences	Yes
		Feedback on behaviour	Yes
	Social opportunity	Feedback on outcome(s) of behaviour	Yes
		Prompts/cues	Not practical to deliver

	Reflective motivation	Self-monitoring on behaviour	Not practical to deliver
Persuasion	Physical & Psychological capabilities	Credible source	Yes
		Information about social and environmental consequences	Yes
	Social opportunity	Feedback on behaviour	Yes
		Feedback on outcome(s) of behaviour	Yes
	Reflective motivation		
Training	Physical & Psychological capabilities	Demonstration of the behaviour	Unlikely to be effective in this context
		Instruction on how to perform a behaviour	Yes
	Social opportunity	Feedback on the behaviour	Yes
	Reflective motivation	Feedback on outcome(s) of the behaviour	Yes
		Self-monitoring of behaviour	Not practical to deliver
		Behavioural practice/rehearsal	Unlikely to be effective in this context

Modelling	Reflective motivation	Demonstration of the behaviour	Yes
Enablement	Social opportunity	Social support (unspecified)	Yes
		Social support (practical)	Yes
		Goal setting (behaviour)	Yes
		Goal setting (outcome)	Yes
		Problem solving	Yes
		Action planning	Yes
		Self-monitoring of behaviour	Not practical to deliver
		Review behaviour goal(s)	Yes
		Review outcome goal(s)	Yes

Intervention functions selected:
• Education
• Persuasion

Table 9: Intervention functions and behaviour change techniques

Relevant TDF Domains	**Behaviour Change Techniques**
Beliefs about consequences	• Information provision • Persuasive communication
Optimism	• Verbal persuasion to boost self-efficacy
Intentions	• Commitment • Behavioural contract
Goals	• Goal setting (outcome) • Goal setting (behaviour)

	• Review of outcome goal(s)
	• Review behaviour goal(s)
	• Action planning (including implementation intentions)
Social **Influences**	• Social comparison
	• Social support or encouragement (general)
	• Information about others' approval
	• Social support (emotional)
	• Social support (practical)
	• Vicarious reinforcement
	• Restructuring the social environment
	• Modelling or demonstrating behaviour
	• Identification of self as role-model
	• Social reward

Behaviour Change Techniques selected:

- Credible source
- Verbal persuasion to boost self-efficacy
- Commitment
- Emotional consequences
- Anticipated regret
- Social and environmental consequences
- Comparative imagining of future outcomes
- Goal setting (outcome)
- Action planning (including implementation intentions)
- Social comparison
- Social support or encouragement (general)
- Information about others' approval

Table 10: Behaviour Change Techniques

Twelve behaviour change techniques were selected from the BCT taxonomy based on the identified intervention functions and considering the APEASE criteria.

Mode of delivery

Finally, after defining the functions of the intervention, the policy categories and the behaviour change techniques, it is necessary to determine how the intervention will be implemented.
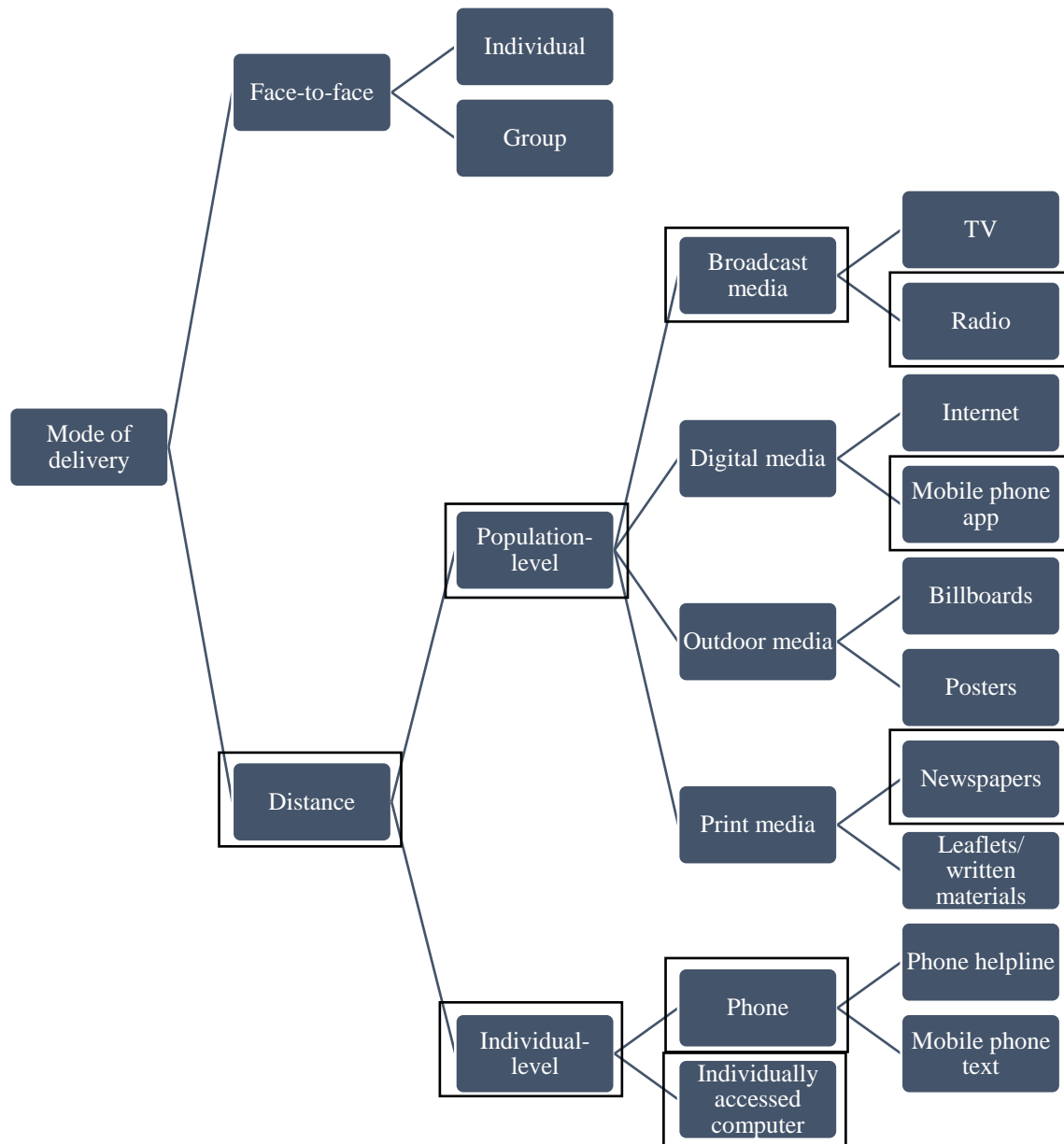

Figure 6: table recreated from Michie et al. (2014), black boxes are chosen modes of delivery

The black-bordered boxes in Figure 6 are suggested ways of implementing the intervention, but these can be adapted by the organisation delivering the intervention. Based on the intervention functions and policy categories chosen, the intervention is best delivered

from a distance and at the level of the population as well as the individual.

Organisations/policymakers can choose which media (broadcast, digital media, outdoor

advertising or print media) is most appropriate for them. Suggested media for this

intervention are digital media (internet or mobile phone app) or posters. A mixed approach

can also be taken, where the posters contain a QR code that leads people to a website, mobile

phone app or a phone number for a telephone helpline to get more information.

Intervention

Intervention function	COM-B component	Policy categories through which BCTs can be delivered	Intervention strategy
Persuasion	Physical & Psychological capabilities	Communication/ Marketing & Service Provision	A communication/marketing campaign including service provision should be run to persuade these individuals to seek financial guidance. In this campaign, a financial guidance counsellor from a credible organisation (BCT- Credible source) should explain precisely why and how financial
	Social opportunity		
	Reflective motivation		

guidance can improve their financial situation (BCT-Verbal persuasion to boost self-efficacy). To foster people's intentions to seek financial guidance, the financial and emotional consequences of not seeking financial guidance should be clearly explained (BCTs-commitment, emotional consequences & anticipated regret).

To further strengthen the commitment to seeking help, the social consequences of prolonged financial difficulties could be highlighted (BCT- social consequences). A service hotline, website, or

mobile phone app (intervention function – service provision) should be established and spread through advertisements. During a phone counselling session, clear outcome goals (BCT- Goal setting (outcome)) should be set, and an action plan including implementation intentions should be established (BCT - Action planning (including implementation intentions)).

Education	Physical & Psychological capabilities	To increase the chance of people reaching out for financial guidance, the campaign can provide people with an optimistic
	Social opportunity	outlook for the future if they decide to seek

| Reflective motivation | financial guidance (BCT-Comparative imagining of future outcomes). It could further be highlighted how studies found that financial guidance helps to overcome financial difficulties quicker, so individuals can imagine how a soon debt-free future could look like. A new social norm can be established by providing figures that show UK citizens how many others are taking up financial guidance (BCT- Social comparison) to make them realise that it is not shameful to be in this situation and that they are not alone. Friends and family members of affected people should further be encouraged to |

provide emotional and practical support (BCT-Social support or encouragement) and declare their approval of them reaching out for help (BCT- Information about others' approval).

Table 11: Intervention strategy

The intervention should target and be tailored to UK citizens experiencing financial difficulties due to the Covid-19 pandemic to increase their uptake of financial guidance from organisations offering it.

Persuasion part of the intervention

A communication/marketing campaign including service provision should be run to persuade these individuals to seek financial guidance from an organisation offering it. In this campaign, a financial guidance counsellor from a credible organisation (BCT- Credible source) should explain precisely why and how financial guidance can improve their financial situation (BCT-Verbal persuasion to boost self-efficacy). To foster people's intentions to seek financial guidance, the financial and emotional consequences of not seeking financial guidance should be clearly explained (BCTs- commitment, emotional consequences & anticipated regret). To further strengthen the commitment to seeking help, the social consequences of prolonged financial difficulties could be highlighted (BCT- social consequences). A service hotline, website, or mobile phone app (intervention function – service provision) should be established and spread through advertisements. During a phone

counselling session, clear outcome goals (BCT- Goal setting (outcome)) should be set and an action plan including implementation intentions should be established (BCT - Action planning (including implementation intentions)).

Education part of the intervention

To increase the chance of people reaching out for financial guidance, the campaign can provide people with an optimistic outlook for the future if they decide to seek financial guidance (BCT-Comparative imagining of future outcomes). It could further be highlighted how studies found that financial guidance helps to overcome financial difficulties quicker, so individuals can imagine how a soon debt-free future could look like. A new social norm can be established by providing figures that show UK citizens how many others are taking up financial guidance (BCT- Social comparison) to make them realise that it is not shameful to be in this situation and that they are not alone. Friends and family members of affected people should further be encouraged to provide emotional and practical support (BCT- Social support or encouragement) and declare their approval of them reaching out for help (BCT-Information about others' approval).

Additional Findings

Of the total 799 participants, 397 had previously received financial guidance. The primary sources are shown in the chart below. Citizens Advice was by far the most popular organisation that UK citizens turned to for financial guidance. 92 respondents had consulted Citizens Advice. Step Change was the second most popular organisation for financial guidance, with 39 participants having consulted them. Banks were in third place, with 37 participants having asked them for financial guidance. Other less popular organisations for financial guidance were the Government, Universal credit, University, Council, Money Advice Service and Charities.
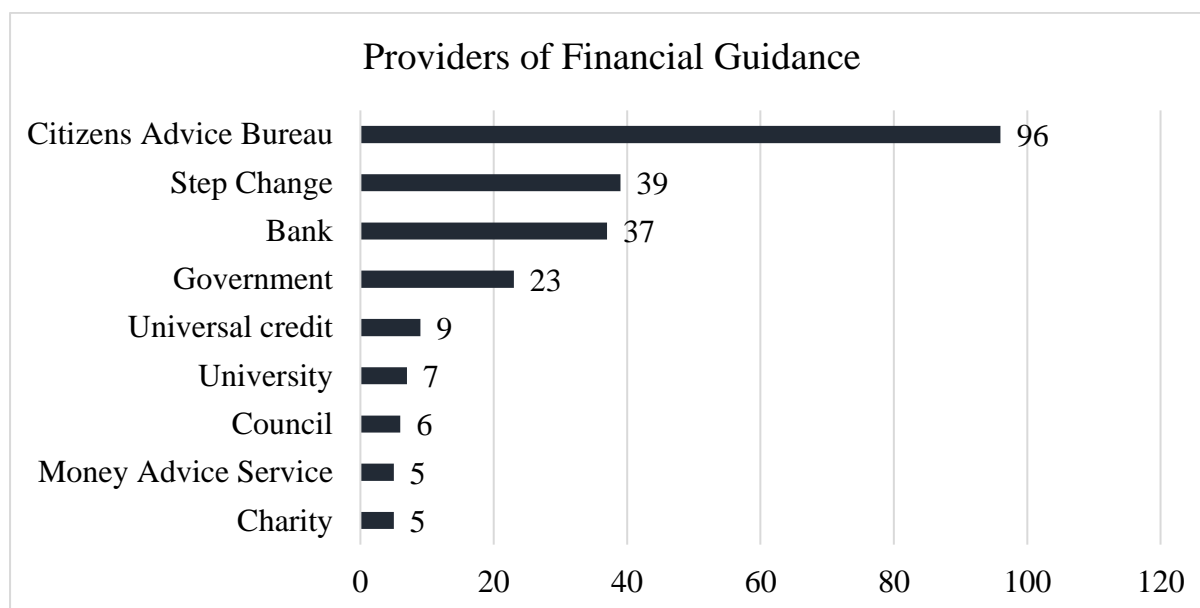
Figure 6: Providers of financial guidance ranked by popularity

Discussion

This study aimed to shed light on how behaviour change can help close the financial guidance gap. The data collected was based on the Theoretical Domains Framework. Drawing on the statistical analysis results, the Behaviour Change Wheel was employed to identify appropriate behaviour change techniques that can be used to encourage people to seek help for their financial difficulties.

Barriers and Facilitators to seeking Financial Guidance

The first research question sought to identify potential barriers and facilitators to actively seeking financial guidance from an organisation regarding financial difficulties. Statistical analysis of the data revealed that, overall, four domains of the Theoretical Domains Framework play a significant role in financial aid-seeking behaviour. The domains identified are 'Intentions', 'Optimism', 'Beliefs about consequences', and 'Goals'. While intentions, beliefs about consequences, and goals consistently serve as facilitators to the target behaviour optimism can pose a barrier to it depending on its level.

Overall, the present study's results are thus for the most part not in line with previous studies on behaviour change regarding help-seeking behaviour and the literature in financial counselling. For example, Gerrans and Hershey's (2017) concept of financial advisor anxiety, which emphasises the importance of negative emotions as barriers to seeking help, did not replicate in the present study. The present study's results show that over-optimism is the most significant barrier to seeking financial guidance rather than negative emotions.

Furthermore, the results of the present study do not align with the study by Iannicola and Parker (2010), who found that cultural norms and lack of support from family and friends mainly discourage people from seeking help for financial problems. Similarly, Szinay et al. (2021) and Cassidy et al. (2017) had found that peer support encouraged help-seeking behaviour. Szinay and Cassidy equally found that a lack of knowledge and awareness, as well as a lack of opportunities in the form of accessible information, were barriers to help-seeking. However, the results of this study did not show any direct significant relevance of any of these factors to financial guidance-seeking. However, this does not mean that social influences are not important at all for seeking financial guidance, but they could perhaps be more of an indirect influence. This would be coherent with Michie et al. (2014), who state that motivation, the COM-B component associated with all significant domains in this study, increases through the approval of others.

Finally, the importance of goals and intentions in relation to help-seeking behaviour were not highlighted at all in the empirical literature reviewed for this study.

Differences between the groups

The second research question aimed to determine if there are differences between the two groups, participants without pre-pandemic financial difficulties and those with pre-pandemic financial difficulties. The statistical analysis showed that there are, in fact,

significant differences between the two groups on the two most important predictors, intentions and optimism. The group facing financial difficulties for the first time due to the pandemic reported significantly lower levels of intentions to seek financial guidance and significantly higher levels of optimism about their financial difficulties. In addition, although participants in this group were overall willing to seek financial guidance in the future, they were much less inclined to be contacted by a financial guidance organisation and read more information about it than the other group. More specifically, over-optimism served as a barrier to participants' willingness to seek financial guidance in the future. The items included in this domain give insight into why over-optimism might be a barrier in this case. Overly optimistic participants can, for example, hold the belief that *'their financial situation will sort itself out'* and that *'the future will take care of itself'.* It is easy to see why these beliefs might hold people back from seeking financial guidance from an organisation.

Intention- behaviour gap

One can therefore conclude that the statistical analysis of the results revealed an intention-behaviour gap in participants who are currently experiencing financial difficulties for the first time due to the pandemic. This phenomenon is a well-known issue in the behaviour change literature (Sheeran & Webb, 2016). In their study, Sheeran and Webb cite over-optimism in particular why goals are often not achieved. The results suggest that over-optimism about their financial situation, especially in the group of participants without financial difficulties pre-pandemic, is a significant barrier to performing the target behaviour, even if intentions are high. In contrast, Sheeran and Webb found that an average level of optimism contributes to people putting more effort into achieving their goals. These findings are very much in line with those of the present study.

Behaviour Change Techniques and Intervention Development

The purpose of the last research question was to find appropriate behaviour change techniques to develop an intervention to encourage UK citizens experiencing financial difficulties due to the Covid-19 pandemic to seek formal financial guidance actively. To this end, the COM-B components relating to the TDF domains were identified. The most relevant COM-B domain is reflective motivation, as it includes all of the statistically significant domains, 'Intentions', 'Optimism', 'Goals' and 'Beliefs about consequences'. Then, the corresponding intervention functions to the COM-B domains were identified through a behaviour change matrix, resulting in education and persuasion. After, through systematic behavioural diagnosis, twelve BCTs were included in the intervention.

Integration into Joo and Grable's (2001) model

Michie et al. (2014) emphasise that the use of stage-based models favours tailored interventions, as behaviour change techniques may differ in effectiveness across stages. Therefore, the main results of the statistical analysis in this study are integrated into Joo and Grable's (2001) model of financial aid-seeking behaviour.

The 'Optimism' domain is best placed between the first and second stages of the model. It was a predictor for seeking financial guidance in the future and differed significantly between the two groups in the present study. The group without financial difficulties pre-pandemic had a higher mean score on optimism but a lower mean score on the combined dependent variables than the other group, indicating a negative effect of over-optimism on the willingness to seek financial guidance in the future. A possible explanation is that after engaging in a particular financial behaviour in the first stage, optimism can be a barrier to rationally evaluate this behaviour in the second stage of Joo and Grable's (2001)

model. For this reason, optimism can serve as a barrier to the target behaviour. Being overly optimistic, for example, can lead people to believe that '*their financial difficulties will sort themselves out'*, preventing them from taking action instead of rationally assessing the causes of their financial difficulties. Therefore, the first and second stage (optimism) is best addressed through verbal persuasion of self-efficacy. Individuals' belief that they can overcome their financial difficulties with the help of financial guidance should be strengthened.

It can be argued that stages two and three of Joo and Grable's (2001) model relate to the domain 'Beliefs about consequences'. They include people's perceived ability to identify and evaluate the causes of their financial difficulties, which could also be classified as 'financial literacy'. The results of this study indicate that these beliefs are a significant facilitator to the willingness to be contacted by an organisation for financial guidance and to seek financial guidance from an organisation. These findings are consistent with those of Calcagno and Monticone (2015), who argue that financially literate people are more likely to seek financial guidance because they can understand the merits of it. Moreover, the use of this stage-based model could also serve as an explanation for the ambiguous effectiveness of financial literacy interventions reported by Stolper and Walter (2017) and Ruggeri (2019). Educating people on financial literacy is important, but interventions targeting it may be more effective at improving people's decisions if they are aimed at individuals who are already in stage two or three of Joo and Grable's model. Consequently, in stages two and three (negative beliefs about consequences), individuals most likely benefit from educational interventions promoting financial literacy.

The domain' Intention' was a significant facilitator to two dependent variables in this study. It can be placed in the fourth step of the model, where people have already decided to seek financial guidance but may not yet have decided where they will get it. High intentions

such as '*I want to seek financial guidance from an organisation offering it*' or '*I intend to seek financial guidance in the near future*' were good predictors for the target behaviour and may be further strengthened by creating commitment and making behavioural contracts.

It can be argued that the 'Goals' domain is also best placed in the fourth step of the model, as people with goals already have a clear action plan of what they want to achieve by performing the target behaviour, which implies that they have identified both the causes of their problems and the potential solution, which has led them to make a decision. Therefore, in stage four (forming goals and intentions), it is vital to let people know the different options when seeking financial guidance and clearly explain the differences between organisations and other sources. It is furthermore crucial to strengthen peoples' commitment to follow through with the target behaviour in this stage.

In summary, Grable and Joo's (2001) model can help target the intervention to people in different stages, depending on who an organisation wants to reach.

Limitations

Limitations of the study include the lack of proper validation of the questionnaire before the survey's launch, which influenced its internal consistency. Furthermore, according to confirmatory factor analysis, some items grouped in the TDF questionnaire initially did not seem to load onto the same factor. However, the impacts of these limitations were mitigated by analysing and adjusting each TDF domain's internal consistency.

Future studies should further explore applying the Theoretical Domains Framework in the context of financial decision-making and financial aid-seeking behaviour to expand existing knowledge and help fill prevailing research gaps. Since this study has produced a 57-item questionnaire containing thirteen domains of the Theoretical Domains Framework,

researchers could build on and expand or shorten this questionnaire to further explore barriers and facilitators to seeking financial guidance from organisations and related topics.

Conclusion

In summary, this study aimed to explore the barriers and facilitators to seeking financial guidance from organisations to bridge the gap in financial guidance in the UK. The findings of this study show that four main domains influence UK citizens when seeking financial guidance. These domains are 'Intentions', 'Optimism', 'Goals' and 'Beliefs about consequences'. 'Intentions' to actively seek guidance, 'Goals' and 'Beliefs about consequences' are facilitators, while 'Optimism' can be a barrier depending on the degree.

Furthermore, there were significant differences between the two groups. The group facing financial difficulties for the first time due to the pandemic reported significantly lower intentions to seek financial guidance and significantly higher levels of optimism about their financial difficulties '*sorting themselves out*'. Despite reporting a high willingness to seek financial guidance in the future this group scored a lot lower on the willingness to be contacted by an organisation for free financial guidance and less than half of the participants in this group wanted to read more information about financial guidance. This revealed an evident intention-behaviour gap in this group, potentially caused by over-optimism.

Finally, to close this intention-behaviour gap, an intervention was proposed, which can hopefully be used by organisations and policymakers to encourage more British citizens financially affected by the Covid-19 pandemic to seek financial guidance.

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Appendix

Full Questionnaire

1. Invitation Paragraph

You are being invited to take part in an MSc research project. Before you decide it is important for you to understand why the research is being done and what participation will involve. Please take some time to read the following information carefully and discuss it with others if you wish. If there is anything that is not clear, or if you would like more information, please do not hesitate to ask us. Thank you for reading this.

2. What is the project's purpose?

The aim of this quantitative study is to collect data on the barriers and facilitators to actively seeking guidance for financial difficulties for those who have been negatively affected financially by the Covid-19 pandemic.

The goal is to propose interventions based on the BCW including a policy proposal, so that UK citizens may get appropriate financial guidance. This will be achieved by analysing the data using the COM-B and the Theoretical Domains Framework (TDF). The results of this study will be published in a written report for the Fairbanking Foundation.

3. Why have I been chosen?

You have been chosen for this study because you meet the inclusion criteria set out for this research:

- Between the ages of 18 and 65

-      UK citizen

-      Income from paid work at the beginning of 2020

-      Negatively affected financially by the Covid-19 pandemic

4. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you may take a screenshot of this information sheet. You can withdraw at any time without giving a reason. The questionnaire is completely anonymous and you will not be able to withdraw your data after taking part.

5. What will happen to me if I take part?

You will take part in a quantitative study and will be asked to answer multiple questions about financial well-being and seeking financial guidance. The study will take around 15 minutes to complete.

6. What are the possible disadvantages and risks of taking part?

You could experience some kind of discomfort during the study (e.g. anxiety in disclosing information about yourself). If this happens, please remember that you can drop out of the project at any moment without providing any explanation. In addition, we will provide you with sources of psychological support and free financial advice at the end of the survey.

7. What are the possible benefits of taking part?

You are helping to shape future research and inform an intervention; including a policy proposal and a written report for the Fairbanking Foundation. As a respondent you will receive an incentive based on the length of the survey, your specific panelist profile, the

target acquisition difficulty, amongst other factors. The specific type of rewards vary and may include cash, airline miles, gift cards, redeemable points, charitable donations, sweepstakes entrance, and vouchers.

8. What if something goes wrong?

If you wish to raise any complaints during your participation in the project, please contact the project supervisor - Dr Leslie Gutman, l.gutman@ucl.ac.uk. If your complaint is not dealt with to your satisfaction you can contact the Chair of the UCL REC - ethics@ucl.ac.uk.

9. Will my taking part in this project be kept confidential?

All the information that we collect about you will be anonymised and kept strictly confidential. You will not be identifiable in any ensuing reports or publications.

10. What will happen to the results of the research project?

The results of this research project will be presented in a MSc dissertation submitted for publication in a scientific journal and a written report for the Fairbanking Foundation. In the event of a publication, you will not be identified in any report or publication. The data will be stored until after the publication.

11. Local Data Protection Privacy Notice

Notice:

The controller for this project will be University College London (UCL). The UCL Data Protection Officer provides oversight of UCL activities involving the processing of personal data, and can be contacted at data-protection@ucl.ac.uk

This 'local' privacy notice sets out the information that applies to this particular study. Further information on how UCL uses participant information can be found in our 'general' privacy notice: For participants in research studies, please visit: https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice

The information that is required to be provided to participants under data protection legislation (GDPR and DPA 2018) is provided across both the 'local' and 'general' privacy notices.

The lawful basis that would be used to process your personal data will be the performance of a task in the public interest.

Your personal data will be processed so long as it is required for the research project. If we are able to anonymise or pseudonymise the personal data you provide we will undertake this and will endeavour to minimise the processing of personal data wherever possible.

If you are concerned about how your personal data is being processed, or if you would like to contact us about your rights, please contact UCL in the first instance at data-protection@ucl.ac.uk.

12. Who is organising and funding the research?

The research is organised by UCL and funded by the Fairbanking Foundation.

13. Contact for further information

If you wish to ask for further information, you can contact Vanessa Bühler - Vanessa.buehler.20@ucl.ac.uk or Dr Leslie Gutman - l.gutman@ucl.ac.uk.

Thank you for reading this information sheet and for considering to take part in this research study.

I hereby agree to the conditions of participation. (tickbox, will be implemented on qualtrics)

Screening questions

1.   Are you between 18 and 65 years old?

2.   Did you have a household income from paid work at the beginning of 2020?

3.   Have you had financial difficulties that were caused by the Covid-19 pandemic? (you have fallen behind on, or missed, any payments for credit commitments or domestic bills)

Before answering the questions, it is important that you understand what we mean by financial guidance. Please read this definition carefully.

> **Financial Guidance** is an impartial service which will help you to identify your options and narrow down your choices but will not tell you what to do; the decision is yours. It is usually free, but some providers might charge you.
>
> You can get financial guidance face to face, on the telephone or on the internet.
>
> Organisations that deliver Financial Guidance to help with financial difficulties include, for example:
> - Charities (eg StepChange, Citizens Advice, National Debtline)
> - Independent guidance bodies (eg Money Advice Service, MoneySavingExpert, PayPlan, financialguidance.co.uk)
> - Government and local authorities
> - Financial services providers (e.g. banks and lenders)
> - Utility companies (e.g. water, electricity, telecom suppliers)
>
> Financial Guidance covers issues such as understanding your financial situation, drawing up a budget, options like taking a payment 'holiday' on a loan or your mortgage, rescheduling or writing off your debts, or help with formal processes like insolvency or bankruptcy.

Questionnaire Part 1

What year were you born?

Which do you identify as?

1. Man

2. Woman

3. Prefer not to say

4. Other

What is your highest level of education completed?

1. School

2. FE (Further Education) College

3. University or Higher Education College

4. Apprenticeship

5. Other (please specify)

Where do you live?

Please select only one.

1. London

2. South East (not London)

3. South West

4. East of England

5. North East

6. North West

7. East Midlands

8. West Midlands

9. Yorkshire and the Humber

10. Scotland

11.   Wales

12.   Northern Ireland

Q1: Have you ever sought financial guidance from an organisation to help with financial difficulties?

Q2: If you received financial guidance, where did you get it from?

Q3: When you most recently consulted an organisation for financial guidance, which channel did you mainly receive help through?

Please choose one answer.

1. Face-to-face

2. Telephone call

3. Paper-based self-help tool

4. Online

5. Other (please specify)

Q4: If you have never sought financial guidance from an organisation before, how willing would you be to do so in the future?

Q5: Would you be willing to be contacted by an organisation that provides free financial guidance?

Q6: If you have not already done so, would you seek financial guidance if you have financial difficulties?

Q7: Before continuing with the survey, would you be interested in reading some more facts and figures about financial guidance on the next page or do you prefer to skip it?

•   Read information on next page before continuing with survey

https://www.stepchange.org

https://moneyandpensionsservice.org.uk

https://www.moneyhelper.org.uk/en

https://www.moneysavingexpert.com

• Skip information on next page and continue with survey

Q8: Thinking about your working status, which, if any, of the following have you experienced since the end of February 2021 because of Covid-19?

Please select all that apply.

1. Laid off or made redundant by my employer/my employer ceased trading

2. Temporarily laid off with no pay, but expect to return to work

3. Employer cut hours or pay

4. Put on furlough under the UK Government's Coronavirus Job Retention Scheme

5. Put on paid leave but not under the UK Government's Coronavirus Job Retention Scheme

6. Used annual leave while not working

7. Self-isolating or sick leave with company sick pay

8. Self-isolating or sick leave with statutory sick pay

9. Self-isolating or sick leave without sick pay

10. Become a full-time carer for children or others/parental leave

11. Reduced hours to care for children or others/parental leave

12. Increased paid working hours or overtime

13. Forced to take early retirement

14. Permanently lost job/ made redundant

15. Still employed, but wages have fallen (including furloughed)

16. Temporarily ceased trading as self-employed, but expect to restart

17. Permanently ceased trading as self-employed

18. Still trading but income has fallen

19. Other (please specify)

20. None of these

Q9: How often do you/your household have any money left over after you've paid for food and other bills?

1. Very often

2. Fairly often

3. Sometimes

4. Not very often

5. Never

Theoretical Domains Questionnaire

What are the barriers and facilitators to actively seek financial guidance?

To what extent do the following statements apply to you personally? Please answer on a scale from strongly disagree to strongly agree.

Scale is consistently (Strongly disagree (1) – strongly agree (7))

D1 Knowledge

(An awareness of the existence of something)

Knowledge (e.g., "I know about x")

1. I am aware that there are institutions that offer free or affordable financial guidance

2. I know when I should consider my financial difficulties severe enough that I should seek financial guidance

3. I know that I can reach out to utility companies for help if I am unable to pay a bill

4. I know that I can reach out to lenders for help if I am unable to repay a loan, overdraft or credit card

5. I am aware of the content and objectives of financial guidance

6. I know how to recognise financial difficulties that would require financial guidance

Procedural Knowledge

7. I know where to find organisations/sources that offer financial guidance

8. I know how to access free financial guidance on the internet

D2 Skills

(An ability or proficiency acquired through practice)

Skills (e.g., "I know how to do x")

9. I know how to get in touch with the institutions that offer financial guidance

D3 Social role and identity

(A coherent set of behaviours and displayed personal qualities of an individual in a social

setting)

Social role (e.g., "Doing x is compatible or in conflict with my identity")

10. I feel comfortable with the idea of seeking financial guidance

11. I generally do not feel comfortable to ask others for help with financial difficulties

D4 Beliefs in capabilities

(Acceptance of the truth, reality or validity about an ability, talent or facility that a person can

put to constructive use)

Self-efficacy (e.g., "Doing x is difficult/easy for me to do")

12. Reaching out to institutions for financial guidance is difficult for me to do

13. I do not feel confident about seeking financial guidance

14. I would feel confident talking to people who can give me financial guidance

D5 Optimism

(The confidence that things will happen for the best or that desired goals will be attained)

Optimism (e.g., "I am confident that the problem I have will be solved")

15. I am confident that if I seek guidance when experiencing financial difficulties things

will get better

16. I don't need financial guidance because my financial difficulties will sort themselves out

17. When it comes to money the future will take care of itself

18. With regard to financial difficulties, I am always optimistic about the future

Pessimism

19. Nothing I do will make much difference to my financial situation

D6 Beliefs about consequences

(Acceptance of the truth, reality, or validity about outcomes of a behaviour in a given situation)

Attitudes

20. Seeking financial guidance from an organisation is useful to me

Outcome expectancies (e.g., "If I do x I expect x to happen")

21. If I seek financial guidance, I expect my financial situation to improve

22. I would make better financial decisions if I sought financial guidance

D8 Intentions

(A conscious decision to perform a behaviour or a resolve to act in a certain way)

Intention (e.g. "I have made a decision to do x")

23. I want to seek financial guidance from an organisation offering it

24. I intend to seek financial guidance in the near future

D9 Goals

(Mental representations of outcomes or end states that an individual wants to achieve)

Action Planning

25. I have a clear idea of what I want to achieve through getting financial guidance

Priority (e.g., "I really want to do x")

26. I really want to seek financial guidance to reduce my financial difficulties

D10 Memory, attention, and decision processes

(The ability to retain information, focus selectively on aspects of the environment and choose between two or more alternatives)

Memory (e.g., "x is something I usually do")

27. I have no difficulties retaining information about financial guidance

28. Financial guidance is easy to remember

Attention

29. I have no trouble focusing my attention when I need to focus on financial guidance

Decision-making

30. I have difficulties deciding whether I need financial guidance or not

31. I am likely to put off seeking financial guidance even if I decide to do it

D11 Environmental context and resources

(Any circumstance of a person's situation or environment that discourages or encourages the development of skills and abilities, independence, social competence and adaptive behaviour)

Resources/material (e.g., "Physical or resource factors hinder me from doing x"; or "Physical or resource factors facilitate me doing x")

32. It is easy for me to get to a Citizens Advice Bureau or other guidance agency

33. It is easy for me to use a telephone in private to discuss financial matters

34. It is easy for me to receive confidential financial information by post

35. I feel like I don't have enough money to seek financial guidance

36. There is nowhere I can easily get financial guidance

37. It is easy for me to access the internet to get information about money or my finances

38. I can seek financial guidance even when I am short of time

D12 Social Influences

(Those interpersonal processes that can cause individuals to change their thoughts, feelings or behaviours)

Social support (e.g., "Social influences facilitate/hinder x")

39. My family/friends would support me if I sought out financial guidance

40. Most people whose opinion I value would approve of me seeking financial guidance

Subjective norm

41. I find it hard to seek financial guidance when others are doing well financially

42. Compared to others I don't see my financial difficulties as sufficient to require financial guidance

Descriptive norm

43. Seeking financial guidance for financial difficulties is normal

44. People I know/my family and friends use financial guidance

45. The people I spend my time with would get financial guidance

D13 Emotion

(A complex reaction pattern, involving experiential, behavioural and physiological elements, by which the individual attempts to deal with a personally significant matter or event)

Affect (e.g., "Doing x evokes an emotional response")

46. Negative emotions prevent me from seeking financial guidance

47. I start to worry when I think about seeking financial guidance

48. Asking for financial guidance seems too scary

49. I would feel embarrassed to seek financial guidance

Stress

50. My daily life is too stressful to seek financial guidance

51. During the past two weeks I have been able to enjoy my normal day-to-day activities

52. During the past two weeks I have been feeling unhappy and depressed

D14 Behavioural Regulation

(Anything aimed at managing or changing objectively observed or measured actions)

Automaticity

53. When noticing that my financial situation is getting worse, I would automatically consider seeking financial guidance

Self-monitoring (e.g., "I have systems that I use for monitoring whether or not I have done x")

54. I know how to keep track of my money in order to identify financial problems

Action planning

55. I have a clear plan under what circumstances I would actively seek financial guidance

56. I have a clear plan of how I will seek financial guidance

57. I have a clear plan of when I will seek financial guidance

In case you need psychological support for financial problems or want to access free financial guidance, we have listed some sources for you.

Mental health support

- https://www.mind.org.uk/

- https://www.nhs.uk/mental-health/advice-for-life-situations-and-events/how-to-cope-with-financial-worries/

Free financial guidance

- Charities (e.g. StepChange, Citizens Advice, National Debtline)

- Independent guidance bodies (eg Money Advice Service, MoneySavingExpert, PayPlan, financialguidance.co.uk)

- Government and local authorities

- Financial services providers (e.g. banks and lenders)

- Utility companies (e.g. water, electricity, telecom suppliers)

Tables

Domain	Items
Knowledge	
	I am aware that there are organisations that offer free or affordable Financial Guidance
	I know when I should consider my financial difficulties severe enough that I should seek Financial Guidance
	I know that I can reach out to utility companies for help if I am unable to pay a bill
	I know that I can reach out to lenders for help if I am unable to repay a loan, overdraft, or credit card
	I am aware of the content and objectives of Financial Guidance
	I know how to recognize financial difficulties that would require Financial Guidance
	I know how where to find organisations/ sources that offer Financial Guidance
	I know how to access free Financial Guidance on the internet
Skills	
	I know how I can get in touch with the organisations that offer Financial Guidance
Social role and identity	
	I feel comfortable with the idea of seeking Financial Guidance
	I generally do not feel comfortable to ask others for help with financial difficulties*
Beliefs in capabilities	
	Reaching out to organisations for Financial Guidance is difficult for me to do*
	I do not feel confident about seeking Financial Guidance*
deleted item	I would feel confident talking to people who can give me Financial Guidance
Optimism	

	I don't need Financial Guidance because my financial difficulties will sort themselves out*
	When it comes to money, the future will take care of itself*
	Nothing I do will make much difference to my financial situation
	With regard to financial difficulties, I am always optimistic about the future*
deleted item	I am confident that if I seek Financial Guidance when experiencing financial difficulties things will get better
Beliefs about consequences	
	Seeking Financial Guidance from an organisation is useful to me
	If I seek Financial Guidance, I expect my financial situation to improve
	I would make better financial decisions if I sought Financial Guidance
Intentions	
	I want to seek Financial Guidance from an organisation offering it
	I intend to seek Financial Guidance in the near future
Goals	
	I have a clear idea of what I want to achieve through getting Financial Guidance
	I really want to seek Financial Guidance to reduce my financial difficulties
Memory, attention and decision-making processes	
	Financial Guidance is easy to remember
	I have no trouble focusing my attention when I need to focus on Financial Guidance
	I have difficulties deciding whether I need Financial Guidance or not*
	I am likely to put off seeking Financial Guidance even if I decide to do it*
Environmental context and resources	
	It is easy for me to get to a Citizens Advice Bureau or other guidance agencies
	It is easy for me to receive confidential financial information by post
	It is easy for me to get to use a telephone in private to discuss financial matters

	I feel like I don't have enough money to seek Financial Guidance*
	It is easy for me to access the internet to get information about money or my finances
	I can seek Financial Guidance even when I am short of time
deleted item	There is nowhere I can easily get Financial Guidance*
Social Influences	
	I find it hard to seek Financial Guidance when others are doing well financially*
	My family / friends would support me if I sought out Financial Guidance
	Most people whose opinion I value would approve of me seeking Financial Guidance
	Seeking Financial Guidance for financial difficulties is normal
	People I know / my family and friends use Financial Guidance
	The people I spend my time with would get Financial Guidance
deleted item	Compared to others I don't see my financial difficulties as sufficient enough to require Financial Guidance*
Emotion	
	Negative emotions prevent me from seeking Financial Guidance*
	I start to worry when I think about seeking Financial Guidance*
	Asking for Financial Guidance seems too scary*
	I would feel embarrassed to seek Financial Guidance*
	My daily life is too stressful to seek Financial Guidance*
	During the past two weeks I have been able to enjoy my normal day-to-day activities
deleted items	During the past two weeks I have been feeling unhappy and depressed*
Behavioural Regulation	
	When noticing my financial situation is getting worse, I would automatically consider seeking Financial Guidance
	I know how to keep track of my money in order to identify financial difficulties
	I have a clear plan under what circumstances I would actively search for Financial Guidance

I have a clear plan of how I will seek Financial Guidance
I have a clear plan of when I will seek Financial Guidance

* Item was reverse coded

Table 12: Items in each domain