FINANCIAL Behavior, Financial Well-Being, And Job Satisfaction Among Public Senior High School TEACHERS

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ABSTRACT

Job dissatisfaction often arises from inadequate pay and limited access to necessary resources; thus, this study determined the significance of the influence of financial behavior and financial well-being on the job satisfaction of public senior high school teachers utilizing a quantitative research approach, specifically a descriptive correlational research design. The respondents of the study were selected using stratified sampling and simple random sampling to ensure proportional representation across different groups within the population. To analyze the data, several statistical tools were employed, including the mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression analysis. Results revealed that the level of financial behavior was very high, financial well-being was high, and job satisfaction was also high. Further, there was a moderate positive relationship between financial behavior and financial well-being, and a low positive relationship between financial well-being and job satisfaction. Furthermore, the combined influence of financial behavior and financial well-being on job satisfaction was significant; each variable individually also showed a significant influence on the job satisfaction of public senior high school teachers.

KEYWORDS: *Education, financial behavior, financial well-being, job satisfaction, Philippines*

INTRODUCTION

Teacher job satisfaction constitutes an educator's subjective emotional and cognitive appraisal of their professional role, encompassing their baseline fulfillment, workplace morale, and systemic contentment within the institutional environment (Özkan & Akgenç, 2022). Broadly, scholarship segregates the determinants of teacher satisfaction into two primary domains: relational dynamics and structural conditions. On the one hand, high occupational contentment is consistently linked to robust peer collaboration, positive student rapport, and constructive parental involvement (Anderson, 2024). On the other hand, systemic dissatisfaction is regularly triggered by extrinsic pressures, including deficient compensation models, resource scarcity, unchecked student behavioral challenges, and inadequate administrative support (Lopez, 2024; Miller, 2022). When these structural deficits outweigh relational rewards, the resulting attrition exacerbates institutional teacher shortages and compromises overall instructional quality (Chen & Ramirez, 2024).

Meanwhile, a supportive work environment is the key factor in influencing teachers' job satisfaction (Johnson et al., 2019), while Kim and Lee (2020) emphasize the importance of fair compensation and work-life balance in enhancing teachers' motivation and contentment. Teachers' job satisfaction is significantly influenced by their relationships with colleagues, students, and parents. A study by Besser et al. (2020) found that positive interactions with students and parents are associated with higher job satisfaction among teachers in Israel. Furthermore, research by Klecker and Loadman (2011) in the United States, indicates that collaboration with colleagues and supportive school management are crucial factors for teachers' job satisfaction. Also, Okonkwo and Obineli (2011) highlights that poor salary and workplace conditions can negatively impact teachers' motivation and job satisfaction in Nigeria.

In the Philippines, several studies have examined factors influencing teachers' job satisfaction, focusing on colleagues, students, and parents. A comparative study by Lantican (2022) found that Filipino teachers in the Philippines reported higher satisfaction with student discipline and parental involvement compared in the United States. However, satisfaction with co-workers was higher among teachers in the U.S. In addition, a study by Anog et al. (2024) investigated job satisfaction among public elementary school teachers in Puerto Princesa City, Palawan, emphasizing factors such as classroom resources, workload, parent-teacher relationships, collaboration, work-life balance policies, and student behavior management.

In Davao Region, a study by Balunganon (2024) on newly-hired public elementary teachers in Davao City revealed that interpersonal relationships, including communication and emotional expression, played a crucial role in job satisfaction. These studies highlight the importance of developing positive relationships among colleagues, students, and parents to enhance teachers' job satisfaction. To add, a study conducted by Reyes (2020) in Davao City, 64 percent of public-school teachers reported low levels of job satisfaction, primarily due to workload stress and limited professional growth opportunities. Additionally, only 25 percent of the respondents indicated satisfaction with their salary, pointing to financial concerns as a key factor in their dissatisfaction.

This study aimed to determine the significance of the influence of financial behavior and financial well-being on the job satisfaction of teachers. The level of financial well- being of teachers, and the level of job satisfaction of teachers.

Theoretical Framework

This study was anchored on Maslow's **Hierarchy of Needs** developed by Maslow (1943) and on Herzberg's **Two-Factor Theory** (1966). Maslow's Hierarchy of Needs, posits that individuals are motivated to satisfy five levels of needs: physiological, safety, love and belonging, esteem, and self- actualization. Financial behavior plays a crucial role in fulfilling the first two levels—physiological and safety needs. Teachers who demonstrate responsible financial habits, such as saving and investing, are more likely to meet their basic needs for food, shelter, and security. This financial stability reduces stress and creates a foundation for focusing on higher-level needs, such as building strong professional relationships with colleagues, students, and parents. Moreover, effective financial management can empower teachers, fostering a sense of control and independence that positively impacts their self- esteem and confidence in their professional roles.

METHODS

This study used a quantitative descriptive correlational research design. To gather the data, this study adapted a survey questionnaire.

The survey questionnaire was validated by education experts, subjected to a reliability test. The comments and suggestions of the validators were then considered in the final output of the survey questionnaire.

The respondents of the study were the 200 senior high school teachers in five of the secondary schools in Carmen, Davao del Norte. Rao soft sample size online calculator was used to determine the sample size of 200 from 416 population of senior high school teachers in Carmen district. The study followed a structured and ethical data collection process, starting with obtaining permissions from the University of the Immaculate Conception, its Research Ethics Committee, and relevant education authorities. Participants were given an orientation, informed consent forms, and the option to withdraw or skip sensitive questions, ensuring their rights and comfort were prioritized. The research strictly adhered to the Data Privacy Act of 2012, with all data securely handled, confidentially coded, and properly disposed of after analyzing results on financial behavior, financial well-being, and job satisfaction.

Ethical Statement

This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception with a protocol code of GS-ER-02-26-0564. Upon careful consideration, the study was deemed ethically sound and received ethical clearance.

RESULTS AND DISCUSSION

Level of Financial Behavior

Shown in Table 1 the level of financial behavior of senior high school teachers has a mean of 4.34, described as very high. This indicates that the financial behavior is always manifested.

Table 1

Financial Behavior of Senior High School Teacher

A.	Saving	**Mean**	**SD**	**Description**
1.	saving a portion of their income regularly	4.69	0.64	Very High
2.	saving for their long-term goal.	4.57	0.67	Very High
3.	maintaining an emergency savings fund	4.64	0.71	Very High
4.	always saving a portion of their income before spending.	4.66	0.59	Very High
Category Mean		**4.64**	**0.54**	**Very High**
B.	Spending			
5.	not buying products or services on impulse.	2.17	1.25	Low
6.	paying all their financial obligations on time.	4.53	0.79	Very High
7.	keeping a record of their expenses.	4.66	0.65	Very High
8.	limiting their expenses within their budget.	4.42	0.72	Very High
9.	reviewing and evaluating their spending on a regular basis	4.56	0.78	Very High

10.	comparing prices when purchasing products or services.	4.50	0.71	Very High
Category Mean		**4.14**	**0.47**	**High**
C.	Investing			
11.	investing money in stocks.	4.36	0.82	Very High
12.	always looking for possible investment opportunities.	4.40	0.71	Very High
13.	discussing with family members before making investment decisions.	4.27	0.86	Very High
Category Mean		**4.34**	**0.64**	**Very High**
Total Mean		**4.34**	**0.41**	**Very High**

Level of Financial Well-being

Presented in Table 2 the level of financial well-being of senior high school teachers has a mean of 4.05, described as high. This indicates that the financial well-being is oftentimes evident.

Table 2

Financial Well-being of Senior High School Teachers

		Mean	SD	Description
A.	Financial Ability			
1.	Being satisfied with their current financial level.	4.28	0.77	Very High
2.	Being satisfied with their financial situation today.	4.13	0.84	High
3.	having adequate daily budget for their allowances.	4.26	0.78	Very High
4.	managing well the payment of bills (electricity, telephone, installment payments, credit cards).	4.07	0.83	High
5.	being confident that their financial position is stable enough to cover their daily needs.	4.13	0.85	High
6.	not needing to borrow to buy basic necessities	3.62	0.88	High
7.	can afford the things they want	3.76	0.87	High
Category Mean		**4.04**	**0.54**	**High**
B.	Financial Comfort			
8.	feeling their current finances are sufficient.	4.06	0.88	High
9.	feeling their financial situation is at a comfortable level.	4.05	0.89	High
10.	Being confident that they have enough money to support their old	4.07	0.77	High

	age.		
11.	being confident that their financial position is stable enough to live comfortably after retirement.	3.94	0.89	High
12.	being confident of achieving their long-term financial goals	4.30	0.87	Very High
13.	having money left at the end of the month	4.25	0.86	Very High
14.	being confident that their financial position is stable enough to cover the cost of a vacation.	3.98	0.85	High
Category Mean		**4.09**	**0.55**	**High**
	C. Financial Resilience			
15.	being confident that they have the power to control their personal finances.	3.98	0.95	High
16.	being confident that their finances can cover emergency expenses.	3.86	0.87	High
17.	being confident that their finances are stable enough to cover medical costs.	4.15	0.84	High
18.	feeling their financial future is very strong.	4.05	0.81	High
19.	being confident that their finances can cover expenses for three months if they are laid off.	3.99	0.90	High
Category Mean		**4.00**	**0.57**	**High**
Total Mean		**4.05**	**0.46**	**High**

Level of Job Satisfaction

Shown in Table 3 the level of job satisfaction of senior high school teachers has a mean of 4.24, described as very high. This indicates that the job satisfaction is always demonstrated.

Table 3
Job Satisfaction of Senior High School Teachers

	Satisfaction with co-workers	**Mean**	**SD**	**Description**
1.	The quality of their relations with co-workers	4.24	0.81	Very High
2.	The extent to which their co-workers encourage them and support their work	4.32	0.75	Very High
3.	Their overall satisfaction with their co-workers	4.41	0.72	Very High
Category Mean		**4.32**	**0.60**	**Very High**

Satisfaction with students				
4.	The extent to which students act in a self-disciplined manner	4.24	0.76	Very High
5.	Their satisfaction with the behavior of students in their school	4.21	0.79	Very High
6.	Their overall level of satisfaction with student discipline in their school	4.05	0.83	High
Category Mean		**4.17**	**0.61**	**High**
Satisfaction with parents				
7.	The degree of interest shown by parents in the education of their children	4.24	0.74	Very High
8.	The extent to which parents are supportive of the school and its programs	4.25	0.73	Very High
9.	Their overall level of satisfaction with parents where they work	4.25	0.79	Very High
Category Mean		**4.25**	**0.58**	**Very High**
Total Mean		**4.24**	**0.52**	**Very High**

Significance of the Relationship between Financial Behavior, Financial Well-being, and Job Satisfaction

Presented in Table 4 the significance of the relationship between financial behavior, financial well-being, and job satisfaction among public senior high school teachers in Carmen District, Davao del Norte.

Table 4
Significance of the Relationship between Financial Behavior, Financial Well-being and Job Satisfaction

Job Satisfaction	**R**	**p-value**	**Decision**
Financial Behavior	0.5744	<.001	Significant
Financial Well Being	0.5535	<.001	Significant

**Significant at 0.05*

Significance of the Influence of Financial Behavior, Financial Well-being on Job Satisfaction

Shown in Table 5 the significance of the influence of financial behavior and financial well-being on the job satisfaction of public senior high school teachers using multiple regression analysis.

Table 5

Significance of the Influence of Financial Behavior, Financial Well-being on Job Satisfaction

Predictor	Standardized Coefficients Beta	T	p-value	Remarks
Financial Behavior	0.3897	6.0668	<.001	Significant
Financial Well Being	0.3448	5.3683	<.001	Significant

Note: R=0.6440, R-square=0.4147, F= 70.4901, p= <.001

This finding supports the idea of Perdizo and Tantiado (2025) that financial conduct and financial happiness exert positive and enduring effects on the job satisfaction of teachers. This finding corroborates with the contention of Galapon and Bool's (2022) that financial literacy and prudent financial behavior contribute significantly towards deciding overall job satisfaction among educators. Additionally, Casingal and Ancho (2022) stated that financial literacy affects the financial well-being of teachers, and this directly relates to job satisfaction. Likewise, Tilan and Cabal's (2021) noted that financial literacy is one of the key drivers of the financial well-being and job satisfaction of public-school teachers.

CONCLUSION

The extent of public senior high school teachers' financial conduct was extremely high, showing that the respondents always live according to good financial conduct. This means that the teachers save some of their earnings every time, invest prudently, and spend judiciously. Meanwhile, the financial well-being of public senior high school teachers was very high, reflecting that a good financial condition was frequently present among the respondents. This suggests that public senior high school teachers possess the financial capacity to settle their daily needs and commitments. Further, the satisfaction of public senior high school teachers was extremely high, meaning that the teachers tend to be highly satisfied with their job. This implies that teachers tend to be satisfied with a number of factors in their job, especially with their working relationships with colleagues and parents. Financial behavior is moderately, positively, and significantly correlated with financial well-being among public senior high school teachers. This means that as teachers show better financial behavior, their financial well-being also gets better. Furthermore, financial well-being is low, positive, and significantly correlated with job satisfaction among public senior high school teachers. This means that as teachers' financial well-being increases, their job satisfaction also increases.

Above-average financial behavior of the public senior high school teachers is proof of their assets and liabilities generation in the business, thus, contributing to a strong foundation of financial behavior in the profession. It may be advisable for school administrators or local government units to conduct financial literacy workshops to empower students' financial habits. These workshops include things that will provide teachers with more advanced knowledge on management of personal finance, for instance on investment strategies, retirement savings, and tax planning. The high rate of financial satisfaction among public senior high school teachers indicates that, on average, they are capable of managing money and are financially secure. These programs may offer them tools and resources to enhance budgeting, debt reduction, and saving for long-term objectives like retirement or emergency fund. In addition, a peer support network in which teachers share money advice and successes may be able to create a stronger and more self-assured money cohort. Last but not least, teachers can be encouraged to have frequent financial check-ups or consultations to determine and, when necessary, modify their money plans so that they can be positioned to carry on and build even further on their financial success.

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