

Teachers' Financial Well-Being and Job Satisfaction

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ABSTRACT: Stability of financial well-being and job satisfaction are crucial for teachers. This study aimed to determine the level of teachers' financial well-being and job satisfaction and find significant difference on teachers' financial well-being and job satisfaction when grouped according to the teachers' profile. This study was conducted to 170 teachers under West 2 District of Cagayan de Oro City Division. Respondents were selected through stratified random sampling using Slovin's Formula. This study employed a descriptive correlational research design which utilized an adapted and modified questionnaire for teachers' job satisfaction. Descriptive statistics like Frequency, Percentage, Mean, Standard Deviation and F-test ANOVA were used. Results revealed that most respondents are Teacher I with 5-9 years in service with bachelor's degree and MA units. They are most of the time high in financial well-being specifically on financial behavior and job satisfaction on work environment and salary/compensation. Thus, financial sufficiency and supportive management boost teachers' job satisfaction while addressing financial strain through measures like mentorship, financial literacy training, and fostering a supportive culture to improve teachers' welfare, foster a supportive environment, and enhance education quality for teachers' retention and best pupils' outcomes.

KEYWORDS: financial well-being, job satisfaction, teachers' profile

I. INTRODUCTION

Financial well-being is a state of being, wherein a person can completely meet current and ongoing financial obligations, can feel secure in their financial future, and is capable to make choices that allow an individual to enjoy life while job satisfaction is the level of contentment, a teacher feels with their job. A person may genuinely state that they are content with their work due to a confluence of environmental and psychological factors. Thus, job satisfaction is really important for the growth and effectiveness of major government organizations and for the country overall, and also for the future expectations of the well-educated and qualified workforce.

Galapon and Bool (2022) stated that due to bad financial decisions and revenue loss, basic financial literacy is a serious worry in the Philippines and around the world. The dearth of financial knowledge and awareness among Filipinos makes them easy prey for investment frauds and schemes. The Philippine Constitution (Article XIV, section 5), states that "The state shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment." But there are teachers who complain about their salaries. They consider it meager. They are sometimes forced to augment their income by other means unrelated to their professions such as selling various goods and merchandise. This will lead to dissatisfaction with their job and impact their ability to make money.

Ferrer (2017) proceeded on to underline the precarious financial state of public school teachers, emphasizing their low net income and mounting debt. The inability of teachers' spouses to make ends meet, the high rate of unofficial credit use, the low homeownership and high housing debt, and insufficient money management and financial planning skills are some of the reasons that contribute to these problems. Ferrer further added that the other argument in the Philippine setting that teachers in government schools continue to combat issues on lending and money matters.

Furthermore, Tagupa (2018) remarked that most public-school teachers considered themselves low-waged workers. In comparison to other professions, a teacher's entry salary is barely enough to cover the local cost of living. For a teacher who has a family, making ends meet is a monthly struggle. This low wage influence teachers' job satisfaction and well-being. In addition,

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low levels of teachers' well-being can, in turn, affect the organization of educational systems through frequent turnover, low performance, absenteeism, and efficiency costs as opined by Albulescu and Tuser (2018). The quality of teachers' instruction and practice is also at risk, as stress or burnt-out teachers can hardly operate effectively within the classroom.

In addition, Celik (2017) has found that teachers are more likely to love teaching, be more effective, and be more confident in their difficult situations through career development and advancement. In some instances, there are teachers who left the institution for some reason. To keep them stay productive, teachers must be kept motivated and satisfied. However, teachers who are not happy with their jobs might struggle to stay committed and productive, and they may not perform at their best. Issues with job satisfaction can lead to these problems that are faced by the teaching profession.

It is in this context that the study was conducted in the West 2 District, Division of Cagayan de Oro to find out the significant difference between teachers' financial well-being and their job satisfaction when grouped according to profile. Thus, this will provide a concrete assessment of how teachers be provided with interventions to be able to enjoy their job and be given the needed assistance on financial well-being.

In interpretation of a theoretical framework as a foundation that offered the fundamental presumptions of the research study; this described the theories that underpinned the motivation of teachers. A solid theory served as the basis for the explanation of a phenomenon.

Maslow was part of the humanistic movement that focused on people's potential rather than human flaws (Al Taher, 2020). His theory is fused with the ideas of the holism theories of Wertheimer, Goldstein, and Gestalt psychology (Kelland, 2021). Maslow understood that he was an innovator with his favorable concept of 5 inspiration and was more than likely to be slammed for his approach. He discussed that his research study technique was based upon medical, monitoring and speculative information. However, it was primarily stemmed from his scientific experiences. With this spirit in mind, he redefined his research study throughout his life, dealt with paucities and added his theory findings.

Abraham Maslow in 1943, stated that tend to move up the behavioral maturity level after accomplishing initial levels. Fame derived from his effort to develop a positive theory of motivation that would meet the prevailing theoretical requirements of his time while simultaneously remaining consistent with experimental, clinical and observational data. Maslow's hierarchy of needs was a psychological theory of motivation that included a five-tier model of human needs that is frequently represented as levels within a pyramid. Physiological needs, safety, love and belonging needs, esteem, and self-actualization are the different levels of this hierarchy and those at the bottom must be met before people can attend to the needs further up (Mcleod 2023).

Fabella (2023) emphasized the five dimensions of Maslow's Hierarchy of Needs, namely physiological needs satisfaction, safety needs satisfaction, love needs satisfaction, esteem needs satisfaction and self-actualization needs satisfaction was administered on the respondents. Based on the findings, the respondents' physiological needs are somewhat satisfied, their safety needs are somewhat satisfied, their love needs are completely satisfied and their esteem needs are completely satisfied.

Maslow's Hierarchy of Needs was extended by Fredrick Herzberg's Motivation Theory, which categorized teachers' needs relevant to their jobs. The Two-Factor hypothesis developed by Herzberg categorized human needs into two main categories, in opposition to Maslow's more hierarchical approach. A two-dimensional paradigm that characterizes elements influencing teachers' attitudes toward their work was introduced by Herzberg's framework.

According to Mcleod (2023), Herzberg concluded that satisfaction and dissatisfaction could not be measured reliably on the same continuum and conducted a series of studies where he attempted to determine what factors in work environments cause satisfaction or dissatisfaction, considered two factors that could add to or detract from job satisfaction: hygiene and motivation. While hygiene factors are related to "the need to avoid unpleasantness," motivation factors more directly lead to job satisfaction because of "the need of the individual for self-growth and self-actualization.

In alignment with Herzberg's Two-Factor Theory, "motivators" were elements that fostered job satisfaction and propelled teachers to enhance their performance. These motivators encompassed aspects such as meaningful work, recognition, responsibility, opportunities for growth, achievement, and advancement. Significantly, these factors are inherent to the nature of the work itself and are closely tied to an individual's intrinsic desire for personal growth and self-fulfillment.

II. METHODOLOGY

This study's main goal was to conduct a descriptive investigation and evaluation of the financial well-being and job satisfaction of public-school teachers in Cagayan de Oro City's West 2 District. Consequently, the descriptive-correlational method was applied in this study. The descriptive method is the best fit for this research. Descriptive research aimed to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions (McCombes, 2022). This method was useful in identifying the prevalence of particular

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problems and additional possible interventions. Thus, further descriptions regarding this research design include checking and measuring relationships between variables.

A skilled statistician totaled and processed the data collected from the respondents. In order to produce a descriptive inferential analysis that was both valid and trustworthy, the following tools were employed. The frequency distribution and percentage of the respondent's demographic profile were measured using the following tools: frequency and percentage. The mean and standard deviation were used to calculate the degree of financial security and job satisfaction. To determine whether there was a significant difference between teachers' job satisfaction and financial well-being when grouped according to profile, an F-test ANOVA was used.

III. RESULTS AND DISCUSSION

Problem 1 What is the profile of the respondents in terms of the following:

- 1.1 Position;
- 1.2 Length of Service; and
- 1.3 Highest Educational Qualification?

Table 1

Respondents' Profile

Position	Frequency	Percentage
Teacher I	107	62.94
Teacher II	15	8.82
Teacher III	39	22.94
Master Teacher I	7	4.12
Master Teacher II	1	0.59
Master Teacher III	1	0.59
Total	170	100%
Length of Service	Frequency	Percentage
4 years and below	15	8.82
5 – 9 Years	41	24.12
10 – 14 Years	30	17.65
15 – 19 Years	18	10.59
20 – 24 Years	17	10
25 – 29 Years	26	15.29
30 Years and above	23	13.53
Total	170	100%
Highest Educational Qualification	Frequency	Percentage
Bachelor's Degree	41	24.12%
Bachelor's Degree with MA units	96	56.47%
Master's Degree	26	15.29%
Master's Degree with PhD units	6	3.53%
Doctorate Degree	1	0.59%
Total	170	100%

Table 1 shows the respondents' profile in terms of position, length of service and highest educational qualification. It reveals that there are 170 teachers who participated in the survey. Out of 170 respondents, 107 at 62.94% are Teacher I. This implies that most respondents, constituting nearly 63%, belong to the category of Teacher 1 in the study. Considering that Teacher I typically denotes early-career educators, this further implies that the financial and job satisfaction perspectives gathered primarily reflect the experiences of those in the initial stages of their teaching careers. Consequently, any findings or recommendations drawn from the study should be interpreted with this demographic context in mind.

Specifically, it implies that teachers' salary that is directly proportional to their teaching position can be poorly used as an indicator to predict teaching competence. Although pursuant to the R.A. 9155, the selection, promotion, and designation

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of school heads and teachers shall be based on merit, competence, fitness, and equality, which agrees with DepEd Order No. 66 s. 2007 "Revised Guidelines on the Appointment and Promotion.

On the other hand, the visibility of just one participant in the Master Teacher II as well as Master Teacher III respondents (0.12%) highlights a prospective void in the understanding of the experiences as well as point of views of teachers at greater professional degrees. It is essential to identify that the difficulties along with passions of instructors in innovative placements might vary considerably from those at the first as well as intermediate occupation phases. As a result, the research study's suggestions need to be analyzed with care specifically when theorizing them to teachers in greater duties.

Casingal and Ancho (2022) came at the same conclusions, namely that the majority of them are having financial difficulties. They are looking forward to a higher salary increase. In addition, nearly all of them are hoping for the approval of filling the salary gap between Teacher III and Master Teacher's salary grade. Most of the teachers belong to Teacher 1 to Teacher 3 category. They find it very difficult to reach Master Teacher position because of its demanding requirements.

With regards to the respondents' profile in terms of length of service. It reveals that out of 170 respondents, 41 at 24.12% of teachers are between the 5-9 years category. This suggests that there is a significant number of teachers who are not so new in the service. It is understood that the challenges and satisfaction levels during this phase are present. Teachers who have been serving for 5-9 years likely have gained stability and experience in their roles. It would be valuable to investigate how this stability impacts their job satisfaction and overall well-being. Additionally mid-career teachers may be facing financial considerations such as saving for important life events, managing debts or planning for the future. Examining their well-being in relation to job satisfaction holds significance.

There are some new teachers intend to remain in the classroom only for a short time. Teachers' sense of efficacy- the feeling that they teach learners well- will strongly influence their decisions to change schools or to exit the teaching career altogether; although induction has been identified as one of the methods through which schools may help new teachers to develop efficacy and subsequently, retain them in the classroom (Ogundeyi, 2021).

On the other hand, the information reveals a distinct subset of respondents with a shorter length of service, specifically 4 years and below, comprising 15 or 8.82% of the total participants. This implies a dynamic workforce with a mix of experience levels, including individuals who are relatively new to their roles in the organization. The outcomes demonstrate that the participants experience a very satisfactory workplace, school administration, physical and emotional health in the workplace, and are able to establish a very good interaction with other people at work. Since the focus of this section of the study remains on demographics and there is no discernible correlation between tenure and job satisfaction, it can be said that an employee's length of service does not ensure that they are happy in their position (Alcana et al., 2019).

In addition, the existence of this group emphasizes how critical it is to assess and improve retention tactics in order to guarantee the involvement and contentment of recent hires. Organizations can strategically customize their policies and activities to address the unique demands of different workforce segments by having a thorough understanding of these diverse profiles depending on length of service. According to Albus et al. (2021) that this result suggests that the length of work experience improves the self-belief of the employees to achieve most of their goals, accomplish a difficult task, obtain outcomes that are important to them, succeed at most any endeavor, overcome many challenges, perform effectively on many different tasks, do most tasks very well, and perform quite well even when things get tough.

Moreover, the respondent's profile in terms of highest educational qualification. It reveals that 96 or 56.47% of the respondent are bachelor's degree with MA units. It is possible that these teachers, who hold master's degree (MA) and bachelor's degrees, took extra courses to advance their careers. It is possible to understand more about someone's commitment to lifelong learning and professional development by looking at their motivations for wanting to continue their education and the benefits they hope to achieve. Educators who have completed both a bachelor's degree and master's (MA) program may have unique skills. When creating curricula and professional development programs, it might be helpful to investigate how an individual's educational background influences their specialization and teaching competency. Investigating the impact on work satisfaction of obtaining both a bachelor's degree and masteral (MA) units. It can clarify how education level and overall well-being are related.

According to SEAMEO INNOTECH (2020), teachers frequently hold advanced degrees. These are prerequisites for moving up in job. For example, a 33-year-old Complete Academic Requirement (CAR) public elementary school teacher just received her PhD. She is a Teacher III at the moment, but she constantly wants to go up the ranks. It is ironic that she is in a higher teaching position than her boss, the School Head/Teacher-in-Charge, who over the whole of his fifteen-year teaching career had been in a Teacher I job.

The analysis of the respondents' profile based on the highest educational qualification unveils a notable presence of individuals holding a doctorate degree, constituting 1 or 0.59% of the total respondents. This indicates a relatively small but

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highly educated segment within the surveyed population. The presence of doctorate degree holders suggests a cohort of individuals with advanced academic qualifications and specialized expertise. Insights derived from this data may include the potential for a high level of subject matter expertise, research capabilities, and a deep understanding of their respective fields among this select group. Organizations may consider leveraging the unique skills and knowledge of individuals with doctorate degrees for specialized roles or strategic initiatives. Additionally, recognizing and supporting the continued professional development of this segment could contribute to fostering a culture of expertise and innovation within the broader workforce. Understanding the educational diversity within the respondents' poll allows organizations to tailor strategies for talent management, recruitment, and professional growth to accommodate the unique qualifications and contributions of individuals with doctorate degrees.

As indicated by SEAMEO INNOTECH (2020), there was a group of educators who were happy with their current position and had given up on pursuing doctoral or master's degree programs. These educators used various tactics to advance their careers and continue their professional development. They were happy to occasionally be able to participate in trainings and seminars. The types of teacher training programs and seminars that were available were usually known to informants from the public school system.

Problem 2. What is the respondents' level of financial well-being in the areas of:

- 2.1 Financial behaviors;
- 2.2 Psychological Factors; and
- 2.3 Social Factors?

Table 2 shows the overall level of teachers' financial well-being. It is classified as Most of the time and interpreted as High with an Overall Mean of 2.52 with SD = 0.82. This indicates that the financial well-being of teachers is quite good. The data collected indicates a positive trend for financial well-being; nonetheless, the diversity of responses emphasizes how important it is to take particular circumstances into consideration. Ujwal et al. (2023) state that there are several reasons why it is important to examine the investing and saving practices of educators. First of all, it gives important details regarding teachers' financial security, which affects their performance and job satisfaction. Second, as a significant section of the labor force is comprised of educators, their financial decisions have a significant impact on the local and national economies. Recognizing their financial habits influences pay and retirement benefit plans, ensuring a consistent teaching staff. Additionally, it draws attention to disparities, advancing efforts toward social and economic equality.

Table 2

Teachers' Overall Financial Well-being

Variables	Mean	SD	Description	Interpretation
Financial Behavior	2.69	0.88	Most of the time	High
Psychological Factor	2.59	0.81	Most of the time	High
Social Factor	2.27	0.76	Sometime	Low
Variables	Mean	SD	Description	Interpretation

Note: 3.26-4.00 Very High; 2.51-3.25 High; 1.76-2.50 Low; 1.00-1.75 Very Low

Moreover, the variable, *Financial Behavior*, has the highest Mean of 2.69 with SD = 0.88, described as Most of the time and interpreted as High. This means that teachers exhibit positive financial behaviors most of the time. This suggests that teachers have good financial management. This finding is significant as it highlights the positive financial practices demonstrated by teachers. Mabignay et al. (2022) said that if teachers have high financial behavior, they have the chance to have a wealthier life in the future.

On the other hand, the variable, *Social Factor*, got the lowest Mean of 2.27 with SD = 0.76, described as Sometimes and interpreted as Low. This means that teachers report a relatively lower level of financial well-being when considering social factors. Based on the indicators under social factor, teachers listen to advises from friends and relatives on how to manage their finances would mean that they listen but not following it because based on the responses on the financial behavior that they know how to manage their finances. It has a result of low financial well-being for the reason that they believe on themselves more than the advises and suggestions they receive from their friends, colleagues and relatives. With the low result in social factor under financial well-being would mean that teachers are sometimes tempted to consider what other teachers have not on their advises. This finding underscores the significance of addressing social factors in efforts to enhance teachers' financial

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well-being. Recognizing and responding to these factors can contribute to a more comprehensive and effective approach in improving teachers' overall financial well-being. It shows that teachers who have a strong grasp of finance and manage their money properly are more likely to experience improvements in their personal financial situation. The current result was in line with earlier studies (Kamakia et al., 2017; Mohamed, 2017) that emphasized the importance of improving financial well-being through responsible financial practices and greater financial literacy.

Problem 3. What is the level of respondents' job satisfaction in terms of the following:

- 2.1 Work Environment;
- 2.2 Job Promotion; and
- 2.3 Salary/Compensation?

Table 3 shows that the overall level of teachers' job satisfaction. It reveals that it has an overall Mean of 2.65 with SD = 0.79, described as Most of the time and interpreted as High. This means teachers experience a high level of job satisfaction. This finding is significant as it reflects an overall positive perception of job satisfaction within the teachers' population.

Table 3

Overall Level of Teachers' Job Satisfaction

Teachers' Job Satisfaction	Mean	SD	Description	Interpretation
Work Environment	2.87	0.66	Most of the time	High
Job Promotion	2.53	0.73	Most of the time	High
Salary/Compensation	2.54	0.97	Most of the time	High
Overall	2.65	0.79	Most of the time	High

Note: 3.26-4.00 Very High; 2.51-3.25 High; 1.76-2.50 Low; 1.00-1.75 Very Low

Educational institutions and policymakers can use this information to acknowledge the positive aspects contributing to job satisfaction and identify areas for potential improvement. Recognizing the overall high satisfaction level can contribute to the development of strategies and policies that maintain and enhance the well-being and motivation of teachers within the education system. Wang and Zhou (2022) said that teachers are motivated not only by money and spiritual benefits but also by job satisfaction. Despite this, only a small number of research studies have investigated the connections among school organizational support, teachers' involvement in educational research, and the fulfillment of teachers in their jobs. The previously analyzed correlation between school organizational support, teachers' involvement in scientific research, and teacher job satisfaction, however, points to a possible relationship between the three variables: teachers' involvement in educational research may have an indirect effect on teacher job satisfaction in addition to school organizational support directly affecting it.

Moreover, the variable, *Work Environment*, has the highest Mean of 2.87 with SD = 0.66, described as Most of the time and interpreted as High. This indicates that when it comes to their working environment, instructors are very satisfied with their jobs. This is an important discovery since it suggests that teachers' total job happiness is significantly shaped by their work environment. This knowledge can help administrators and educational institutions preserve and improve the positive qualities of the workplace, creating a welcoming climate that supports the happiness and wellbeing of teachers. Establishing a supportive and inspiring work environment for educators requires an understanding of how the workplace affects job satisfaction.

In connection to this, Sofyan et al. (2020) attested that, a person's attitude toward their work is closely related to their level of job satisfaction. The more satisfied a person is with their work, the more likely they are to look for more effective ways to fulfill their tasks and it means that higher contentment of the employees will most likely seek out for better results and productivity on their respective task which contributes to both the school and pupils.

On the other hand, the variable, *Job Promotion*, got the lowest Mean of 2.53 with SD = 0.73, described as Most of the time and interpreted as High. Despite having the lowest mean, this indicates that teachers have a high degree of job satisfaction in relation to job promotion. This result suggests that instructors generally had a positive perception of their job promotion possibilities most of the time. However, the variability in responses suggests that there may be differences in satisfaction levels among individuals. Educational institutions and administrators can use this information to recognize and reinforce positive aspects of job promotion satisfaction while also considering potential areas for improvement to ensure a more uniformed and satisfying experience for all teachers. O'Rourke (2021) claims that companies who are successful in raising employee happiness may notice improvements in their workplace's performance across a variety of different performance indicators. It implies that

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positive workplace has always been an impact to the employees and should therefore be ensured by the employers in order to achieve better results.

Problem 4. Is there a significant difference on teachers' financial well-being and job satisfaction when grouped according to profiles?

Table 4

Difference on the Responses of Teachers' Financial Well-being When Grouped According to Profile

Profile Variables	F-value	P-value	Decision	Remarks
Position	1.163	0.329	Accept H02	No Sig. Difference
Length of Service	2.207	0.045	Reject H02	Significant Difference
Highest Educational Qualification	1.096	0.360	Accept H02	No Sig. Difference

Note: Significant if p-value is less than 0.05

Table 4 shows the difference on the responses on financial well-being when grouped according to profile variables. Since the determined p-value of 0.045 is less than 0.05 alpha level, it can be concluded that only length of service exhibits a significant difference. Consequently, the null hypothesis that there is no significant difference in financial well-being when categorized according to length of service is rejected. Teachers' views of their financial well-being are significantly shaped by their term of service, as seen by the grouping of responses on the financial well-being based on profile variables.

Teachers' assessments of their financial well-being vary, and this difference is mostly dependent on their term of employment. According to Tilan and Cabal (2021) it indicates that respondents can manage money effectively by understanding and developing financial goals and budgets. Higher ratings of the employees may be due to their longer length of service and their direct involvement in preparing budget plans for their respective departments and schools. Some teachers are likewise involved in preparing project proposals which involve financial aspect and budgetary allocation. These respondents also manage their money in their respective households as they receive their remunerations.

Once the null hypothesis with no significant difference is rejected, the results reveal that teachers' financial well-being seems to depend or influenced by how long they have been in the service. This finding could have several possible interpretations. For example, it may imply that teachers with a longer duration of service have different financial experiences or difficulties compared to those with shorter service durations. Alternatively, it may suggest that with more experience in the profession, teachers' financial circumstances or financial decision-making get transformed.

In order to help educational institutions and policymakers come up with ways of supporting the financial health of teachers throughout their careers, one must understand this disparity due to years of service. This underlines the significance of personalized interventions as well as support systems that cater for distinctive monetary requirements and predicaments experienced by various educators in their professional voyage. Institutions can thus develop better approaches aimed at enhancing the economic well-being of instructors through acknowledging these variations. This imply that the teachers and employees are literate and very much literate, respectively, in understanding the relationship between education, income, career, and desired lifestyle and will develop the planning skills needed to achieve desired financial goals. Higher ratings of the employees may be attributed to their exposure to their managerial and executive functions which involve strategic planning, financial management and human resource development as compared to teachers who are mainly involved in the teaching-learning process in the classroom (Tilan & Cabal 2021).

Table 5

Difference on the Responses on Teachers' Job Satisfaction When Grouped According to Profile

Profile Variables	F-value	P-value	Decision	Remarks
Position	0.988	0.427	Accept H02	No Sig. Difference
Length of Service	4.211	0.000	Reject H02	Significant Difference
Highest Educational Qualification	0.615	0.652	Accept H02	No Sig. Difference

Note: Significant if p-value is less than 0.05

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Table 5 presents the difference on the responses on job satisfaction when grouped according to profile variables. Given that the determined p-value of 0.00 is less than the 0.05 alpha threshold, it can be concluded that only length of service demonstrates a significant difference. Consequently, the null hypothesis, which states that there is no significant difference in job satisfaction when categorized according to length of service, is rejected. Only the length of service has significant effects on job satisfaction when grouped according to profile variables. Thus, it gives insight as to what causes teachers' perceptions towards their work. The p-value is 0.00 which shows a level of significance at $\alpha = .05$ and thus null hypothesis that there is no significant difference in job satisfaction based on length of service is rejected.

Oco (2022) quoted a study that reported similar findings that the length of service plays a crucial role in determining the extent to which teachers are satisfied with their jobs. Years of experience have also been referred to as tenure, the number of years teaching, and length of service. For this study, length of service is deemed the most appropriate term for variable describing groups categorized by years of experience in a particular role.

Different reasons can explain why length of service is important with regard to job satisfaction. For example, In addition, being senior could give one some privileges that add happiness at workplace such as accessing particular benefits or opportunities that enhance satisfaction from the job done by teachers. Educational institutions must understand the importance of length of service on job satisfaction as they develop ways to encourage teachers to stay. Teachers with longer periods may have had more experiences than those who are new; hence they may be more fulfilled and contented in what they do. This knowledge informs programs aimed at building a conducive work atmosphere, providing continuous professional training, and coming up with retention plans that suit different career durations for educators. In addressing long-term service determinants influencing job satisfaction in teaching institutions, there is an opportunity for creating a nurturing environment for teaching fraternity members that can boost their productivity and overall wellness. Work Environment refers to the infrastructure of the school building, classrooms, furniture, and other interior, teachers' rooms, toilets; especially, the playground of the pupils, computer facilities, and location of the schools. In a workplace, adequate facilities and other things that will aid to the ease of one's work are very important. The work environment helps the employee feels comfortable with his/her work and inspires him to do his job effectively and efficiently (Oco 2022).

IV. CONCLUSIONS

The following conclusions were based on the findings of the study:

1. Understanding teachers' demographic and professional characteristics helps researcher contextualized their financial well-being and job satisfaction. Factors such as age, experience, education level, and subject taught may influence perceptions of financial situation and job contentment, with younger teachers often having different priorities and career outlooks.
2. As teachers, with a stable job and salary means they have financial well-being. They are financially stable which encompasses all aspects of a teachers' financial health, including income, expenses, savings, debts, and overall economic security. Financial stability contributes to their sense of security and happiness which influence their classroom performance and job satisfaction.
3. Teachers have positive feelings towards their work, colleagues, and workplace environment. Teachers in the field do not have discrimination. Usually, they work together for the pupils' welfare.
4. Through the length of service, teachers' financial well-being and job satisfaction differ. Teachers began to love their job as they stay longer in the service. Salary increases as they their tenure gets longer.

V. RECOMMENDATIONS

Below are the recommendations based on the findings and conclusions made:

1. There is a need to enhance support for younger or less experienced teachers through tailored mentorship and professional development programs other than the Induction Program so there can be retention of teachers in the department, positive pupils' outcome and best school culture.
2. Each school may provide financial wellness programs, including debt management workshops and access to counseling services not only to teachers who are retiring but also to all teachers in the field.
3. Each school may create a strong wellness program that includes exercise sessions and mindfulness activities, make administrative tasks easier for teachers to reduce their workload, promote a positive school environment with recognition programs and feedback sessions and focus on personalized professional development opportunities to improve job satisfaction.
4. The administration can provide specialized financial wellness workshops for teachers, focusing on essential topics such as budgeting, saving, investing, and retirement planning. The goal is to offer individualized guidance and push for fair

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compensation packages. Additionally, give teachers access to helpful resources and tools to enhance their financial stability and overall job satisfaction.

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