Financial Stability and Teaching Performance: Evidence from Public Secondary School Teachers

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ABSTRACT

Financial stability and demographics are factors that could affect teachers' professional performance. This study explored the role of financial stability and demographics on teaching performance among public school teachers for School Year 2025-2026. Using a quantitative research design, data were collected from 160 teachers selected through stratified random sampling and analyzed through descriptive statistics, ANOVA, and multiple regression. Results showed that teachers demonstrated a very satisfactory level of teaching performance across all dimensions and a high level of financial stability, particularly in managing debt and liabilities, while savings and investment received the lowest ratings. No significant differences in financial stability were found when teachers were grouped according to age, marital status, and teaching position. Regression analysis revealed that financial stability significantly influenced teaching performance, with debt and liabilities emerging as the only significant predictor, indicating that effective debt management reduces financial stress and supports better professional performance.

INTRODUCTION

Teaching performance plays a crucial role in shaping the quality of education and influencing student achievement. It goes beyond delivering lessons effectively as it also encompasses the teacher's ability to inspire learners, manage diverse classrooms, and respond to varying student needs. Quality teaching is grounded not only in mastery of subject content but also in the capacity to engage, motivate, and foster a positive learning environment. Educators who demonstrate high levels of performance are often regarded as key contributors to lifelong learning, creativity, and social advancement (DepEd, 2017), particularly as education systems worldwide adapt to rapid changes (Bacus et al., 2024; Salsabilla & Amanda, 2023). Given its significant impact, teaching performance remains at the center of national reforms, global research, and professional development efforts, all aiming to strengthen teacher capabilities and improve educational outcomes for students everywhere.

While teaching performance is largely shaped by pedagogical expertise and classroom management, external factors such as a teacher's financial stability also significantly influence their ability to maintain high levels of professional effectiveness (Khan, 2023). Achieving financial stability depends on multiple elements, including solid institutional support and effective personal financial planning, but it fundamentally begins with financial literacy.

Stability gives teachers a chance to consistently meet their financial obligations in their private and professional life, mitigate economic risks, and maintain a feeling of security even in difficult economic times (International Monetary Fund [IMF, 2025]). This security and peace of mind allow teachers to put their fullest concentration on teaching, rather than being distracted by their own financial worries. Financial stability is crucial because when educators experience financial strain, it can lead to increased stress (Ryu, & Fan, 2023), reduced job satisfaction (Wei et al., 2024), and even burnout (Yang, 2022), all of which negatively impact their ability to engage students, innovate in the classroom, and maintain a high standard of teaching.

In the Philippines, although recent salary increases have provided some relief, studies continue to highlight that many public school teachers still experience financial challenges, affecting their overall financial stability and their ability to comfortably meet basic needs. Financial challenges are experienced by teachers in terms of high

debt burdens, low net income, and inadequate financial management skills (Awitin, 2024; Beltran, 2024). Additionally, rigid salary structures in the public sector limit opportunities for wage increases, which can negatively impact productivity and motivation (Burgess et al., 2022). Despite the recent salary adjustments, with entry-level public school teachers now receiving a minimum monthly salary of around Php 30,024.00 under the latest salary tranche, many still face financial instability and job dissatisfaction when compared to the estimated living wage of Php 42,000 for a family of five (Department of Budget and Management, 2025; Casingal & Ancho, 2022).

In reality, after mandatory deductions such as withholding taxes, Government Service Insurance System (GSIS) contributions, Pag-IBIG, PhilHealth, and loan repayments, many teachers are left with a significantly reduced take-home pay, sometimes barely sufficient to cover monthly living expenses. This financial strain often compels teachers to seek additional income sources or incur further debt, making financial literacy and stability urgent concerns.

These lingering issues create an urgent space for investigating the relationships of financial stability and demographics on teaching performance toward formulating pertinent policy recommendations. The present study intended to provide empirical evidence in support of policy recommendations aimed toward fostering teachers' financial resiliency, improving financial stability, and enhancing their overall effectiveness in the classroom.

In particular, this study answered the following questions:

1. What is the respondents' demographic profile in terms of:

1.1 age;

1.2 marital status; and

1.3 teaching position?

2. How do the teachers assess their level of teaching performance in terms of:

2.1 content knowledge and pedagogy;

2.2 learning environment and diversity of learners;

2.3 curriculum & planning and assessment & reporting; and

2.4 community linkages and professional engagement and professional growth and development?

3. How do the teachers assess their financial stability in terms of:

3.1 income and budgeting;

3.2 savings and investment;

3.3 debt and liabilities;

3.4 retirement and future planning; and

3.5 financial well-being?

4. Is there a significant difference in the financial stability when teachers are grouped according to demographic profile?

5. Does financial stability significantly influence teaching performance?

METHODOLOGY

Research Design

This study utilized a quantitative design to explore the significant relationships of teachers' financial stability, demographics, and their teaching performance. It was conducted in the West 2 District of Iligan City, where, according to data from the Iligan City Division Office, the total teacher population for the School Year 2025-2026 is 286. Using Cochran's formula for finite populations, with a 5% margin of error and a 95% confidence level, the calculated sample size was 166. However, the actual number of participants who completed the study was 160.

Research Locale

The study was conducted among selected secondary schools in one school district of the Division of Iligan City. The Department of Education (DepEd) Division of Iligan City is responsible for 123 public schools comprised of 92 elementary and 31 secondary schools across ten districts. This study will use the schools of West 2 District. Most schools in the Division of Iligan are Level 1 School-Based Management (SBM) accredited, which means these schools have established structures and mechanisms for decentralized decision-making, acceptable community participation, and a measurable impact on student learning outcomes. School-Based Management (SBM) gives schools more autonomy in both decision-making as well as the management of resources to pursue the vision of the school. In the case of SBM, school leaders and teachers need to demonstrate financial literacy and ability to allocate resources effectively and ensure both school sustainability and continuity.

Research Participants

The participants in this study were the 160 secondary school teachers from 9 schools in one district of the Iligan City Division. The individual participants were identified through stratified random sampling. A list of teachers was obtained from the Division Office, and participants were selected using randomization techniques to avoid bias and ensure equal opportunity for inclusion. However, in the actual implementation of the study, the number of participants was reduced to 160 because of unforeseen circumstances, including two teachers who retired from service, three who were reassigned to other posts, and one who passed away.

Research Instrument

The researcher used a three-part questionnaire which was expert validated. The first part of the questionnaire provided demographic information of the teacher-respondents, which included their age, marital status, and teaching position. The respondents needed to check or fill in the box that fits their demographic profile.

The second part contained statements that measured the teachers' teaching performance using the Philippine Professional Standard for Teachers of the Department of Education (DepEd, 2017) as the basis. This part contained four components that contained statements that the respondents had to rate as appropriate with agreement or disagreement in a 4-point Likert scale.

The third part assessed the respondents' perspectives on their level of financial stability. The area contained statements that the respondents had to check based on identifying in the area of: income and budgeting, savings and investment, debt and liabilities, retirement and planning for the future, financial literacy and financial well-being. This section of the questionnaire was based on the study of Kempson et al. (2013).

The content validity of the questionnaire was ensured through expert validation. Experts from one private university, one district supervisor from the Department of Education, and a licensed estate broker reviewed the instrument to confirm its relevance and appropriateness for the target population and context. To evaluate the reliability of the instrument, a pilot test was conducted with 30 teachers from the same district but were not participants of the study. The Cronbach's Alpha values for the components were: Teaching Performance (0.600), Financial Literacy (0.635), and Financial Stability (0.737), all indicating acceptable internal consistency. The overall Cronbach's Alpha value of 0.793 suggests that the questionnaire is reliable for data collection, with

scores above 0.7 deemed acceptable for less critical applications (Livingston, 2018).

Ethical Considerations

This study followed standards in three phases: pre-data collection, actual data collection, and post-data gathering. Prior to data collection, endorsements were obtained from the Dean of the graduate school, Schools Division Superintendent, and school heads, and participants signed informed consent forms ensuring voluntary participation and confidentiality. During data collection, validated questionnaires were distributed face-to-face or through alternative means when needed. Afterward, tokens of appreciation were given without undue influence. Data were stored securely, accessible only to the researcher, and will be disposed of after six months. Participants may request access to the study results.

RESULTS AND DISCUSSION

Respondents Demographic Profile

Table 1 outlines the demographic characteristics of the 160 participating teachers, focusing on age, marital status, and position. In the age category, the largest group consists of those who belong to the young adult group (20–39 years old), accounting for 51.25% of the total population, followed closely by the middle-aged group (40–59 years old) with 46.25%. Only a small portion, 2.5%, are classified as older adults (60 and above). This distribution suggests a workforce that is largely active, productive, and still within their prime teaching and career development years, with only a minimal representation of those nearing retirement.

Table 1 Percentage Distribution of Respondents Based on Demographic Profile

Characteristics	Frequency (n=160)	Percentage (%)
Age Group		
Young Adults (20-39 years old)	82	51.25
Middle-aged (40-59 years old)	74	46.25
Older adults (60 and above)	4	2.50
Marital Status		
Single	47	29.40
Married	86	53.80
Separated	24	15.00
Widow/Widower	3	1.90
Teaching Position		
Teacher I	66	41.20
Teacher II	30	18.80
Teacher III	51	31.90
Master Teacher	13	8.12

For marital status, more than half of the respondents are married (53.8%), which may carry implications for

household financial commitments and long-term financial planning. On the other hand, widows/widowers make up the smallest portion (1.9%), showing that this status is relatively rare among the group.

When it comes to position, the highest proportion is in the Teacher I rank (41.2%), reflecting either newer entrants to the profession or individuals who have yet to progress to higher ranks. The lowest proportion is in Master Teachers (8.12%), which may be due to stringent qualifications, limited opportunities for promotion, or the demanding nature of the role.

Level of Teaching Performance

Table 2 provides a summary of the teachers' teaching performance in the four dimensions as a whole.

Table 2 Summary of the Teachers' Level of Teaching Performance

Dimensions	Mean	Standard Deviation	Qualitative Description
Content Knowledge and Pedagogy	3.49	0.52	Very Satisfactory
Learning Environment and Diversity of Learners	3.54	0.52	Very Satisfactory
Curriculum and Planning and Assessment and Reporting	3.46	0.51	Very Satisfactory
Community Linkages and Professional Engagement and Professional Growth and Development	3.49	0.51	Very Satisfactory
Overall Mean	**3.50**	**0.52**	**Very Satisfactory**

Legend: 1.00 – 1.74 (Very Unsatisfactory); 1.75 – 2.49 (Unsatisfactory); 2.50 – 3.24 (Satisfactory); 3.25 – 4.00 (Very Satisfactory)

The dimension that received the highest rating was Learning Environment and Diversity of Learners (M = 3.54, SD = 0.52), meaning the teachers are successful with creating positive, inclusive, and supportive learning environments. To have a successful learning environment, the teachers have to manage their classrooms and have students comfortable and engaged while also addressing the diverse needs of each learner. This dimension was followed very closely by Content Knowledge and Pedagogy (M = 3.49, SD = 0.52) meaning the teachers also have a strong mastery of subject matter and a successful ability to deliver lessons. Their Content Knowledge and Pedagogy demonstrate their ability to assist their students learning by using the appropriate teaching methods, strategies and resources. Similarly, the dimension on Community Linkages and Professional Engagement and Professional Growth and Development (M = 3.49, SD = 0.51), received a very satisfactory description. This demonstrates the teachers' commitment and willingness to become involved in building partnerships with parents, stakeholders, and communities in addition to their network of professional colleagues and their commitment to their systematic professional growth through participating in various trainings, personal reflective practice, and collaborative work with their colleagues.

Lastly, while still rated Very Satisfactory, the lowest mean score is observed in Curriculum and Planning and Assessment and Reporting (M = 3.46, SD = 0.51). This result points to an area where improvements can be strengthened, particularly in ensuring lesson plans are more consistently aligned with learning competencies and in implementing diverse and outcome-based assessment tools.

The results in the teachers' level of teaching performance indicate that the teachers who participated in this study possess a strong foundation of professional competence. This implies that the division or locale where the study was conducted has invested in effective teacher training, capacity-building programs, and support mechanisms that enable teachers to carry out their roles effectively. At the same time, the results imply that teachers in the locale are highly competent professionals whose consistent performance supports the goals of quality education.

This is also seen in the annual recognition of teachers and non-teaching personnel in the Kanduri Award, held every December as stipulated in Division Memorandum 399, s. 2024 (DepEd Iligan, 2024). This program recognizes the outstanding performance of teachers in the different aspects of teaching and learning. It is also a way to encourage educators to improve their professional practice and highlights the importance of dedication and commitment in the education profession.

The results on very satisfactory teaching performance across different dimensions are consistent with the conclusions of Cestina and Bertillo (2023), who highlighted that teacher effectiveness is strongly associated with competence in key instructional and classroom-related areas. When teachers exhibit an ability to design lessons that are well-structured and aligned with learning goals, employ strategies that cater to diverse learner needs, and maintain a classroom environment that supports engagement and discipline, they demonstrate a high level of professional competence that directly influences student achievement. It also entails the skill to assess student learning effectively, provide timely feedback, and make instructional adjustments that enhance understanding

Teachers' Financial Stability

The findings on Table 3 indicate that teachers generally maintain a high level of financial stability in relation to income and budgeting, as shown by the overall mean score of 2.78 (SD = 0.64). This suggests that most of them are able to manage their finances responsibly and show confidence in meeting their financial obligations. The closely clustered standard deviation of 0.64 suggests a moderate spread of responses, meaning that while many teachers feel financially stable and confident in managing their obligations, there are noticeable differences in experiences across the group. This variation could be because of differences in income levels, spending habits, or access to additional sources of earnings, showing that financial stability is not uniform among all respondents.

Table 3 summarizes the statistical results of the teachers' self-assessment of their financial stability across five dimensions.

Table 3 Summary of the Teachers' Level of Financial Stability

Dimensions	Mean	Standard Deviation	Qualitative Description
Income and Budgeting	2.78	0.64	High Financial Stability
Savings and Investment	2.59	0.70	High Financial Stability
Debt and Liabilities	3.19	0.57	High Financial Stability
Retirement and Future Planning	2.78	0.58	High Financial Stability
Financial Well-Being	2.83	0.65	High Financial Stability
Overall Mean	**2.83**	**0.63**	**High Financial Stability**

Legend: 1.00 – 1.74 (Very Low Financial Stability); 1.75 – 2.49 (Low Financial Stability); 2.50 – 3.24 (High Financial Stability); 3.25 – 4.00 (Very High Financial Stability)

The table reveals that among the different dimensions, teachers showed the highest level of financial stability in terms of debt and liabilities (M = 3.19, SD = 0.57), which suggests that they are generally able to manage and monitor their financial obligations effectively, including timely payments of loans and awareness of their debt levels. It was followed by financial well-being (M = 2.83, SD = 0.63), indicating that teachers feel relatively secure in their financial situation and practice informed decision-making that contributes to their sense of stability and peace of mind. Next is income and budgeting (M = 2.78, SD = 0.64), reflecting teachers' ability to allocate their salaries, follow a budget, and adjust when financial circumstances change. In the same manner, retirement and future planning (M = 2.78, SD = 0.58), showing that while teachers recognize the importance of preparing for long-term security, efforts in retirement contributions and professional advice remain limited. The

lowest-rated dimension was savings and investment (M = 2.59, SD = 0.70), which highlights that although teachers value saving, many are less engaged in investment opportunities or strategies that could further improve their financial growth.

The findings suggest that the teachers of the locale of the study are able to maintain some level of financial health, despite their low income and rising financial expectations. Their relatively strong performance in managing their debt, suggests that institutional mechanisms, such as the Government Service Insurance System (GSIS), bank payroll, and cooperative services, offers structured support for managing their debt obligations, which serves to minimize the likelihood of default while maintaining a consistent repayment schedule. However, the relative low scores in the areas of savings, investing and retirement suggest a key gap that while teachers are adept at managing what they owe and budgeting their resources, they are not yet fully maximizing opportunities to grow their wealth or secure their long-term future.

Awitin (2024) emphasized that teachers utilize practical strategies to manage debts and liabilities, ensuring financial control despite various commitments. Robles and Polinar (2024) further explained that teachers prioritize needs over wants, using their limited resources for essentials like food, utilities, and bill repayments, which helps maintain financial stability and a good standing with creditors. Additionally, Jardinico et al. (2024) noted that institutional mechanisms, such as salary deductions and cooperatives, play a crucial role in enabling teachers to meet their financial obligations on time, thus preventing penalties and interest accumulation.

Differential Analysis on Financial Stability When Teachers Are Grouped According to Demographic Profile

To gain further insight into the differences in teachers' financial stability, it was important to understand whether there were differences between respondents who were placed into groups based on their demographic profile. Analysis of Variance (ANOVA) was employed since each demographic variable consisted of more than two groups, making it the most appropriate test to determine whether significant differences existed among their mean scores.

Table 4 Test of Difference on Financial Stability when Grouped According to Demographic Profile (ANOVA)

Characteristics	Financial Stability		F-value	p-value	Remarks	Decision
	Mean	SD				
Age Category						
Young Adults (20-39 years old)	2.85	0.52			*Not significant*	
Middle-aged (40-59 years old)	2.86	0.43		0.19		*Do not reject H_0*
Older adults (60 and above)	2.40	0.91	1.67			
Marital Status						
Single	2.88	0.53				
Married	2.83	0.46				*Do not reject H_0*
Separated	2.82	0.53	0.11	0.95	*Not Significant*	
Widow/Widower	2.87	0.67				
Position						

Teacher I	2.79	0.52	.60	0.66	*Not Significant*	*Do not reject H₀*
Teacher II	2.94	0.37				
Teacher III	2.83	0.56				
Master Teacher	2.83	0.28				

The results indicate that there is no statistically significant difference in financial stability among teachers when grouped according to their demographic profile. The p-values for age (0.19), marital status (0.95), and position (0.66) are all greater than the 0.05 level of significance, demonstrating that these demographic factors do not significantly influence teachers' financial literacy levels. Although the mean scores show slight fluctuations across groups, for instance, middle-aged teachers (M = 2.86, SD = 0.43) and widowed respondents (M = 2.87, SD = 0.67) exhibited marginally higher financial literacy compared to younger adults (M = 2.85, SD = 0.52) or those in the Teacher I position (M = 2.79, SD = 0.52), however, these differences are minimal. The ANOVA results confirmed that such variations are not large enough to reach statistical significance.

The implication of this is that teachers' financial stability is relatively consistent regardless of their age, marital status, or position within the teaching profession. Financial limitation and strength may represent shared experiences regardless of demographic characteristics, perhaps due to systemic factors, such as consistent salary schedules of the public school system, consistent benefits, and similar access to loans and credit. So, while individual differences exist, demographic characteristics alone does are not the decisive factors of teachers' financial knowledge.

Several studies have shown consistent findings regarding the financial stability of teachers across various demographic groups. Tumaliuan (2025) reported that elementary teachers in Iloilo showed no significant differences in financial stability based on demographics, except for budgeting styles, suggesting that teachers can effectively manage resources regardless of family structure or income.

Conversely, other studies indicated that demographic factors can influence financial outcomes. Lancian et al. (2024) observed that age and education significantly affected teachers' financial skills, with older and more educated teachers demonstrating higher financial awareness and more effective money management. Fernandez (2021) likewise found that age, income, education, and work experience were strong predictors of financial stability, particularly noting better financial behavior among middle-aged teachers.

Financial Stability Influencing Teaching Performance

Table 5 presents the components of financial stability as they were analyzed to determine their influence on teaching performance. The regression model remains statistically significant overall, indicating that the combined components of financial stability contribute meaningfully to variations in teaching performance. However, when examined individually, most components did not show a significant effect. Income and budgeting (p = 0.349), savings and investment (p = 0.716), retirement and future planning (p = 0.558), and financial well-being (p = 0.239) all failed to reach statistical significance, suggesting that these areas of financial stability do not directly influence how teachers perform in their professional roles within the context of this study.

Table 5 Regression Analysis of Financial Stability as Predictor of Teachers' Performance

Predictors	Unstandardized Coefficients	Standardized Coefficients	t-value	p-value	Decision	Remark
	B	Beta				
(Constant)	2.580		7.930	.000	----------	-------

Income and Budgeting	-.099	-.188	-.940	.349	Not Significant	*Do Not Reject Ho*
Savings and Investment	.034	-.690	.364	.716	Not Significant	*Do Not Reject Ho*
Debt and Liabilities	.194	-.129	2.526	.013	Significant	*Reject Ho*
Retirement and future planning	.063	-.442	.588	.558	Not Significant	*Do Not Reject Ho*
Financial Well-being	.114	1.415	1.181	.239	Not Significant	*Do Not Reject Ho*

Note: R=.337 $R^2 = .114$ ANOVA for Regression: F=8.020 p=.000 Significant

Dependent Variable (Y)=Teachers' Performance

Fitted Regression Model $Y = 3.110 + .684(Financial\ Stability)$

Only debt and liabilities emerged as a significant predictor of teaching performance (B = 0.194, p = 0.013), indicating that teachers' ability to manage or minimize debt has a meaningful impact on their teaching effectiveness. This result suggests that when teachers are not burdened by overwhelming financial obligations, they may experience reduced stress and greater mental focus, allowing them to perform better in tasks such as lesson preparation, classroom management, and student interaction. It is essential to note that this relationship should not be interpreted as a direct cause-and-effect connection.

This holds true for teachers in the Iligan City Division who, despite facing loan obligations and other challenging financial conditions have a relatively high level of financial stability. There were regular salary deductions for loans and cooperative obligations, yet it became apparent that teachers budgeted cautiously over a sustained period and prioritized essential needs. Despite the economic constraints that teachers encountered over the years, their teaching performance remained consistently satisfactory and several received exemplary evaluations in annual performance assessments.

The findings of this study align with earlier research emphasizing the link between teachers' financial stability and their job performance. Lumapane and Agarcio (2023) found that financially stable teachers demonstrated higher job satisfaction and better instructional performance, suggesting that financial security enhances motivation and overall teaching quality. Ganti (2024) highlighted the importance of budgeting, prioritizing needs, and maintaining savings or investments as essential strategies for achieving long-term financial security. Yuen and Reboucas (2024) further recommended that teachers regularly review pension plans, explore additional income sources, and seek professional financial advice.

CONCLUSION

The consistency of financial stability across demographic groups implies that teachers' financial well-being is shaped less by personal characteristics such as age, marital status, or teaching position, and more by shared structural and institutional factors influencing their financial management. The idea is connected to Maslow's Hierarchy of Needs that safety need (financial stability) is relevant to all, regardless of age, marital status, or teaching position. Regardless of background, people will look to achieve some financial safety before pursuing any additional goal, such as self-actualization.

Enhancing teachers' financial literacy and positive financial mindsets extends well beyond enhancing personal financial management skills. However, financial literacy alone is not sufficient as teachers also need financial stability to effectively convert that knowledge into better teaching performance. This aligns with the tenets of Conservation of Resources (COR) Theory, which posits that personal resources (e.g., knowledge) need to be

sustained by structural resources (e.g., financial security) to minimize stress and sustain effective levels of performance.

RECOMMENDATION

Teachers should improve their financial literacy by engaging in budgeting, savings, and retirement planning programs to reduce financial stress and enhance teaching performance. Utilizing financial counseling services offered by institutions can further support their financial well-being.

Policy makers should promote financial literacy programs for teachers, such as workshops on budgeting and debt management, and provide access to financial counseling to help reduce stress and improve performance.

Future research should focus on longitudinal or experimental studies to explore the long-term effects of financial interventions on teaching performance. Additionally, studies should examine the role of emotional well-being and institutional support in this relationship, and expand to diverse teacher populations for broader insights.

Conflicts of Interest

The author declares no conflicts of interest.

ACKNOWLEDGMENT

Limitation/s

The primary limitation of this study is its short intervention period, which may not have been sufficient to fully capture the long-term effects of financial stability on teachers' teaching performance. Teaching performance is a dynamic and evolving construct that may require extended observation to fully reflect meaningful and sustained changes. As a result, the findings primarily represent short-term outcomes and may not fully account for delayed or cumulative effects of improved financial conditions.

Another limitation is that the study relied on self-reported data, which may be subject to response bias, including social desirability or overestimation of financial stability and teaching performance. In addition, the study was conducted within a specific institutional and geographical context, which may limit the generalizability of the findings to other regions, school settings, or teacher populations with different socio-economic conditions.

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