

Teachers' Financial Competence on Productivity and Economic Worth

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Abstract

Financial competence plays a vital role in shaping the personal well-being and professional performance of teachers. Public elementary school teachers often face financial difficulties, such as poor money management and reliance on loans, which can lead to stress, economic strain, and decreased productivity. This study aimed to determine the level of teachers' financial competence on productivity and economic worth. Specifically, this aimed to find the respondents' level of financial competence; assess the respondents' level of productivity; examine the respondents' level of economic worth and determine the relationship between the financial competence on productivity and economic worth among teachers in the selected public elementary schools of Opol East and West, Alubijid East and West, and Laguindingan Districts during the School Year 2024-2025. A descriptive correlation method was utilized, and a stratified random sample of 200 respondents employed a patterned and modified questionnaire using descriptive statistics such as frequency, percentage, mean, and standard deviation to describe the variables in the study. Pearson's Correlation (r) and t-tests were also employed to determine the relationships and each difference in the variables used in the study.

The results showed that the respondents rated their financial competence high, with attitude and behavior being the highest and lowest. Productivity was high, especially in student outcomes, while the teaching-learning process was the lowest. Self-obligation and personal wealth were the highest and lowest, respectively. A significant positive correlation was found between financial competence and productivity, as well as economic worth, with resilience being the strongest factor. The study concludes that financial competence, especially resilience, significantly improves teachers' professional performance, perceived economic value, higher productivity, and financial stability. School officials should improve teachers' financial competence by collaborating with financial advisors, providing financial support, promoting financial literacy programs, and fostering a positive attitude and resilience.

Keywords: financial competence, productivity, economic worth

1. Introduction

Financial competency plays a vital role in teachers' success and overall well-being. Many public elementary teachers struggle with poor money management, loan dependence, and lack of financial planning, leading to stress, anxiety, and reduced job satisfaction. These financial issues affect their mental health, classroom performance, and professional engagement. Strengthening teachers' financial literacy can enhance their stability, motivation, and productivity, ultimately improving educational outcomes. This

study aims to examine how financial literacy, behavior, and attitudes influence teachers' performance and to recommend programs and policies that promote financial security and well-being among educators.

Research Questions

This study aimed to determine the level of financial competence on productivity and economic worth among teachers in the select districts of Misamis Oriental during the 2024-2025 School Year.

Specifically, it sought to answer the following questions:

1. What is the respondents' level of financial competence in terms of knowledge, behavior, attitude, and resilience?
2. What is the respondents' level of productivity based on the teaching learning process, student outcome, and professional growth and development?
3. What is the respondents' level of economic worth, considering personal wealth, individual needs and dependencies, and self-obligation?
4. Is there a significant relationship between the respondents' financial competence and their productivity?
5. Is there a significant relationship between the respondents' financial competence and their economic worth?

Significance

This study explores how financial competence affects the productivity and economic worth of elementary teachers in Misamis Oriental. It emphasizes that strengthening teachers' financial literacy can improve job satisfaction, motivation, and classroom performance while reducing stress and absenteeism. The findings are valuable for DepEd officials and school administrators in developing programs that promote teachers' financial well-being. It also benefits teachers, parents, and students by fostering responsible financial habits, stability, and better educational outcomes. Moreover, it serves as a basis for future research on enhancing financial literacy and teacher effectiveness.

Scope and Limitations

This study examines the relationship between financial competence, productivity, and economic worth among teachers in selected districts of Misamis Oriental for School Year 2024–2025. It aims to understand how teachers' financial knowledge, behavior, attitude, and resilience influence their performance and perceived value in the educational system. The study focuses on productivity covering teaching, student outcomes, and professional growth and economic worth, which includes personal wealth, needs, and self-responsibility. Using survey methods among teachers from five districts, the study acknowledges possible biases from self-reported data and sample limitations.

2. Literature Review

Financial Literacy

Financial literacy is the ability to make informed financial decisions and effectively manage resources, fostering economic growth and personal stability. It involves knowledge, skills, attitudes, and behaviors essential for financial well-being. Gurung et al. (2023) emphasize that financial literacy equips individuals to handle finances wisely, promoting stability and long-term security, while Eisenhart (2024) notes that its importance to economic success has grown significantly in recent decades, as financial understanding

directly influences personal and national development. Together, these perspectives highlight financial literacy as a lifelong skill that enhances financial behavior, resilience, and responsible decision-making.

Teachers' Productivity

Arroyo et al. (2024) emphasize that teachers must be financially literate to make sound decisions, reduce stress, and improve performance, as financial knowledge enhances job satisfaction and productivity through better management of resources and finances. Likewise, Louis et al. (2024) highlights that integrating financial literacy into teacher training and professional development helps teachers effectively manage their finances and teach financial concepts to students. This approach promotes responsible financial behavior, strengthens instructional quality, and supports teachers' personal and professional growth, ultimately leading to improved teaching performance and positive student outcomes.

Economic Worth

Apriani et al. (2024) emphasize that effective personal finance management and strong financial habits are vital for achieving stability, economic security, and overall quality of life, as financial well-being influences both personal fulfillment and social stability. Similarly, Obenza et al. (2024) highlight those factors such as income, job security, and access to basic needs shape individuals' financial well-being and quality of life. Together, these studies underscore that financial literacy, responsible money management, and sound financial planning are essential for personal growth, professional effectiveness, and societal progress.

3. Methodology

Research Design

This study used a descriptive correlational research design to examine the relationship between financial competence, productivity, and economic worth among teachers in the districts of Opol East and West, Alubijid East and West, and Laguindingan in Misamis Oriental. It aimed to describe existing conditions and identify natural relationships between variables without manipulation. Data were collected quantitatively through survey questionnaires, allowing the researcher to gather information efficiently from a larger group of teachers. This method provided accurate insights into the factors influencing teachers' financial competence and its connection to their productivity and economic worth.

Participants

This study involved 200 respondents, including teachers and master teachers from mega and large elementary schools in the 2nd Congressional District of Misamis Oriental for School Year 2024–2025. Participants were chosen to represent diverse experiences, educational contexts, and financial backgrounds. The study explored teachers' financial knowledge, habits, and attitudes, and how these influence their quality of life, productivity, and economic worth. Data were gathered through voluntary survey participation, focusing on financial behavior, work-life balance, health, and income satisfaction. The results provided valuable insights into how financial competence affects teachers' well-being and professional performance.

Data Collection

The research questionnaire was developed to collect data on teachers' financial competence and its impact on productivity and economic worth in the Division of Misamis Oriental. The first part measures financial competence across four domains knowledge, behavior, attitude, and resilience using a 30-item, four-point Likert scale. The second part assesses teachers' productivity and economic worth, focusing on the teaching-learning process, student outcomes, professional growth, personal wealth, and self-responsibility. Also consisting of 30 items rated on the same scale, the instrument aims to evaluate how financial literacy influences teachers' overall performance and perceived economic value.

Data Analysis

The mean was used to determine the level of financial competence in terms of knowledge, behavior, attitude, resilience, and the respondents' level of teachers' productivity based on the learning process, student outcome, professional growth and development, and the level of respondents' economic worth based on personal wealth, individual needs and dependencies, and self-obligation. The standard deviation is used to tell how measurements for a group are spread out from the average (mean) or expected value among indicators.

The Pearson r Correlation was applied to determine whether a significant relationship exists between financial competence (independent variable) and teachers' productivity and economic worth (dependent variable).

4. Results and Discussions

Problem 1. What is the respondents' level of financial competence in terms of knowledge, behavior, attitude, and resilience?

Table 1
Summary Distribution of the Respondents' Level of Financial Competence

Variable	Mean	SD	Interpretation
Knowledge	3.29	0.65	Very High
Behavior	3.10	0.72	High
Attitude	3.43	0.62	Very High
Resilience	3.15	0.65	High
Overall	3.24	0.66	High

Table 1 shows that public elementary school teachers have a high level of financial competence (overall mean = 3.24, SD = 0.66), indicating strong financial awareness and management skills, though improvement is needed in risk knowledge and financial behavior. Differences in competence may stem from financial experiences, access to education, and personal habits. Among domains, Attitude ranked highest (mean = 3.43, SD = 0.62), showing teachers' strong belief in budgeting, saving, and planning for financial stability and well-being. A positive mindset promotes discipline and long-term success but must be paired with consistent action. Meanwhile, Behavior scored lowest (mean = 3.10, SD = 0.72), suggesting that while teachers value financial responsibility, real-life challenges like low income or unexpected expenses hinder consistent financial practices. Strengthening financial behavior through continuous

education and practical training can help teachers align knowledge, attitude, and action, leading to better financial stability, reduced stress, and improved overall productivity.

Problem 2. What is the respondents' level of productivity based on the teaching learning process, student outcome, and professional growth and development?

Table 2
Summary Distribution of the Respondents' Level of Productivity

Variable	Mean	SD	Interpretation
Teaching-Learning Process	3.20	0.66	High
Student Outcome	3.26	0.63	Very High
Professional Growth and Development	3.21	0.66	High
Overall	3.22	0.65	High

Table 2 shows that public elementary school teachers demonstrated a high level of productivity (overall mean = 3.22, SD = 0.65), indicating consistent performance in their teaching duties despite challenges such as limited resources, time, and budget constraints. While productivity was generally strong, continued institutional support and training are needed to sustain improvement. Among the domains, Student Outcome ranked highest (mean = 3.26, SD = 0.63), showing teachers' strong commitment to student learning and achievement, while Teaching-Learning Process scored lowest (mean = 3.20, SD = 0.66), suggesting the need for enhanced professional development and instructional support. Overall, teachers maintained effective classroom management, contributed to positive student performance, and upheld the quality of education. Strengthening access to resources and continuous training would help sustain high productivity and professional growth among teachers.

Problem 3. What is the respondents' level of economic worth, considering personal wealth, individual needs and dependencies, and self-obligation?

Table 3
Summary Distribution of the Respondents' Level of Economic Worth

Variable	Mean	SD	Interpretation
Personal Wealth	3.28	0.67	Very High
Individual Needs and Dependencies	3.35	0.63	Very High
Self-Obligation	3.40	0.63	Very High
Overall	3.34	0.64	Very High

Table 3 shows that teachers had a very high level of economic worth (overall mean = 3.34, SD = 0.64), indicating a strong sense of financial stability and responsibility. Most teachers could meet their basic needs, manage expenses, and support their families despite limited income, reflecting confidence and financial control. Their stable salaries and benefits as public school teachers contributed to their economic security and job satisfaction, allowing them to focus on productivity and growth. Among the domains, Self-Obligation ranked highest (mean = 3.40, SD = 0.63), showing teachers' strong sense of accountability, discipline, and commitment to both personal and professional responsibilities, which

enhanced their financial and work performance. Personal Wealth (mean = 3.28, SD = 0.67) was also rated very high, suggesting financial stability but limited capacity to increase wealth due to fixed income and living costs. While some teachers showed strong financial confidence, others were more cautious in long-term planning. Overall, teachers' sound money management promoted well-being and productivity, emphasizing the importance of continuous financial education to strengthen economic security and professional effectiveness.

Problem 4: Is there a significant relationship between the respondents' Financial Competence and their Productivity?

Table 4

Result of the Test on Relationship between the Respondents' Financial Competence and their Productivity

Financial Competence	Teachers' Productivity			Overall Pearson r p-value Interpretation
	Teaching Learning Process Pearson r p-value interpretation	Student Outcome Pearson r p-value Interpretation	Professional Growth and Development Pearson r p-value Interpretation	
Knowledge	0.514 <0.001 S	0.515 <0.001 S	0.562 <0.001 S	0.598 <0.001 S
Behavior	0.432 <0.001 S	0.508 <0.001 S	0.545 <0.001 S	0.557 <0.001 S
Attitude	0.440 <0.001 S	0.425 <0.001 S	0.441 <0.001 S	0.490 <0.001 S
Resilience	0.498 <0.001 S	0.512 <0.001 S	0.606 <0.001 S	0.608 <0.001 S

Table 4 reveals a significant relationship between teachers' financial competence and productivity, with Pearson r values from 0.490 to 0.608 ($p < 0.001$), leading to the rejection of the null hypothesis. This means teachers with higher financial competence reflected in knowledge, behavior, attitude, and resilience tend to be more productive, organized, and focused in their work. Financial stability reduces stress, enhances time management, and encourages professional growth. Financial knowledge had the strongest correlation, indicating that teachers who plan, budget, and manage debt effectively perform better in teaching and professional development. Financial behavior also showed a strong link, as disciplined money management supports concentration and work efficiency. Attitude showed a moderate correlation,

suggesting that while a positive financial mindset helps, it must be paired with knowledge and responsible habits. Resilience was also strongly associated with productivity, showing that financially stable teachers cope better with challenges and maintain performance. Overall, the study emphasizes that financial competence enhances teachers' focus, confidence, and productivity. Strengthening financial literacy and resilience training among teachers can improve both their professional performance and personal well-being.

Problem 5. Is there a significant relationship between the respondents' Financial Competence and their Economic Worth?

Table 5

Result of the Test on Relationship between the Respondents' Financial Competence and their Economic Worth

Financial Competence	Economic Worth			Overall Pearson r p-value Interpretation
	Personal Wealth	Individual Needs and Dependencies	Self-Obligation	
	Pearson r p-value Interpretation	Pearson r p-value Interpretation	Pearson r p-value Interpretation	
Knowledge	0.399	0.451	0.413	0.462
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S
Behavior	0.616	0.530	0.507	0.607
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S
Attitude	0.584	0.578	0.585	0.640
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S
Resilience	0.633	0.550	0.588	0.650
	<0.001	<0.001	<0.001	<0.001
	S	S	S	S

Table 5 reveals a significant relationship between teachers' financial competence and economic worth, with Pearson r values ranging from 0.462 to 0.650 ($p < 0.001$). This means that financially competent teachers those with strong knowledge, responsible behavior, positive attitudes, and resilience tend to have higher economic worth. They manage their finances effectively, meet personal and family needs, and

maintain stability even amid challenges. Financial knowledge was strongly linked to economic worth, showing that teachers who understand budgeting, saving, and investing make wiser decisions and improve their financial standing. Financial behavior also showed a high correlation, indicating that consistent saving, spending control, and budgeting lead to greater stability and reduced stress. Financial attitude contributed positively, as teachers with optimistic and proactive views about money were more likely to achieve financial security. Resilience had the highest correlation, emphasizing that teachers who can recover from financial setbacks maintain stronger economic stability. Overall, the results demonstrate that improving teachers' financial literacy and resilience enhances their economic confidence, reduces financial stress, and supports both personal and professional growth. Strengthening financial education and management skills among teachers is vital to ensuring long-term financial stability and well-being.

5. Conclusion and Recommendations

Conclusion

The respondents of the study have a positive financial attitude, prioritizing preparedness and security in personal finances. They value stable income for maintaining teaching performance and delivering quality instruction, which in turn enhances student outcomes. Teachers also exhibit financial accountability, taking responsibility for their saving and spending patterns, reflecting a strong sense of self-obligation, contributing to greater independence and financial stability. This concludes that teachers' financial competence is correlated with their productivity and economic worth, emphasizing its crucial role in enhancing personal and professional effectiveness.

Recommendations

Based on the study's findings, it is recommended that schools promote financial literacy and stability among teachers by organizing regular consultations with certified financial experts and conducting workshops to improve financial habits and reduce risks. Schools may also allocate MOOE funds to provide additional support or subsidies for essential teaching materials, thereby improving the quality of instruction. Teachers should actively engage in financial literacy and security programs that focus on budgeting, savings, investments, entrepreneurship, and retirement planning. Moreover, school heads are encouraged to strengthen teachers' financial competence through continuous training that fosters responsible financial behavior, positive attitudes, and resilience. Lastly, teachers should personally commit to enhancing their financial management skills and maintaining financial discipline to ensure stability, productivity, and professional growth.

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