

# Instructional Leadership and Financial Management on Teachers' Job Satisfaction

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**Abstract:** This study examined the relationship between instructional leadership and financial management on teachers' job satisfaction within the 3rd Southern District Schools of Bukidnon. Using a descriptive-correlational design, 250 teacher-respondents were surveyed to assess levels of instructional leadership and financial management, determine job satisfaction levels, and explore their interrelationships. Results indicated no significant correlation between instructional leadership and job satisfaction. However, financial management—particularly financial planning and financial behavior—showed significant predictive relationships with job satisfaction, with financial planning as the strongest predictor. The findings highlight the importance of equipping educational leaders with financial management competencies alongside instructional strategies to enhance teacher satisfaction.

**Keywords:** *Financial Planning, Financial Behavior, Job Satisfaction, Correlation, Regression.*

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## I. INTRODUCTION

Teacher job satisfaction is a critical determinant of school performance and student success. In the Philippines, teacher satisfaction is challenged by inadequate professional growth, poor working conditions, and administrative burdens, leading to high stress and attrition (PIDS, 2022; DepEd, 2023). The COVID-19 pandemic has further exacerbated these issues by increasing workloads and highlighting systemic inequities (UNESCO, 2021).

Instructional leadership, which involves school leaders supporting teaching quality through supervision, coaching, and professional development, is known to foster positive work environments and improve teacher satisfaction (Haller, 2011). Concurrently, financial management skills among teachers, including financial knowledge, behavior, and planning, influence their well-being and job satisfaction, especially in contexts of modest salaries (Moneva, 2021; Manapsal & Omilig, 2022).

This study addresses the gap in empirical research on how instructional leadership and financial management jointly relate to teacher job satisfaction in the Philippine educational context, focusing on the 3rd Southern District Schools of Bukidnon.

### ➤ Statement of the Problem

This study aimed to determine the connection between instructional leadership and financial management in relation

to teacher job satisfaction within the 3rd Southern District Schools of Bukidnon for S.Y 2024-2025. Specifically, it sought to address the following questions:

- What is the level of the instructional leadership of teachers in terms of:
  - ✓ *Developing and Communicating Shared Goals;*
  - ✓ *Monitoring and Providing Feedback; and*
  - ✓ *Promoting Professional Development?*
- What is the level of the financial management of teachers in the following areas of?
  - ✓ *Knowledge;*
  - ✓ *Behavior; and*
  - ✓ *Planning?*
- What is the level of the job satisfaction of teachers in the following aspects of?
  - ✓ *Job security;*
  - ✓ *Work Environment; and*
  - ✓ *Job Responsibilities?*
- Is there a significant relationship that exist between job satisfaction with:
  - ✓ *Instructional Leadership, and*
  - ✓ *Financial Management?*

- Which variable, singly or in combination best predicts teachers' job satisfaction?

#### ➤ Objectives of the Study

This research explored the connection between instructional leadership, financial management, and teacher job satisfaction in the 3rd Southern Districts of Bukidnon. Specifically, it sought to:

- Determine the level instructional leadership of teachers in terms of:
  - ✓ Developing and communicating shared goals;
  - ✓ Monitoring and providing feedback; and
  - ✓ Promoting professional development.
- Assess the level of financial management teachers have in the following areas of
  - ✓ Knowledge;
  - ✓ Behavior; and
  - ✓ Planning.
- Ascertain the level of the job satisfaction of teachers in the following aspects of
  - ✓ Job security;
  - ✓ Work environment; and
  - ✓ Job responsibilities.
- Correlate teacher's job satisfaction with:
  - ✓ Instructional leadership, and
  - ✓ Financial management.
- Identify the independent variable, singly or in combination that best predicts teachers' job satisfaction.

#### ➤ Significance of the Study

The findings provide valuable insights for the Department of Education, school administrators, teachers, and stakeholders by informing policies and leadership practices that enhance teacher welfare. It emphasizes integrating financial management competencies into leadership development and encourages teachers to improve their financial literacy to boost job satisfaction. The study also serves as a foundation for future research on teacher well-being.

## II. METHODOLOGY

#### ➤ Research Design:

This quantitative correlational study employed a survey method to collect data from 250 randomly selected teachers in the 3rd Southern District Schools of Bukidnon during the 2024–2025 academic year.

#### ➤ Participants:

The sample consisted of 250 teachers from various public schools within the district, representing diverse teaching experiences and backgrounds.

#### ➤ Instruments:

A structured questionnaire was developed, comprising sections on:

- *Instructional Leadership:*

measuring developing and communicating shared goals, monitoring and providing feedback, promoting professional development.

- *Financial Management:*

assessing knowledge, behavior, and planning.

- *Job Satisfaction:*

evaluating job security, work environment, and job responsibilities. Validity and reliability were established through expert review and pilot testing.

- ✓ *Data Collection:*

Surveys were distributed and collected within the school year, ensuring anonymity and voluntary participation.

- ✓ *Data Analysis:*

Descriptive statistics (means, percentages) described levels of variables. Pearson correlation and multiple regression analyses examined relationships and predictors of job satisfaction.

#### ➤ Hypothesis of the Study

The following null hypotheses were formulated in this study and were tested at a 0.05 level of significance:

- Ho1: There is no significant relationship among Instructional Leadership, Financial Management, and Teachers' Job Satisfaction.
- Ho2: There is no variable, singly or in combination, which best predicts the job satisfaction of teachers.

## III. RESULTS AND DISCUSSION

Instructional leadership was found to be generally perceived positively by teachers, with particularly high correlations among its components: Developing and Communicating Shared Goals by 0.905\*\*, Monitoring and Providing Feedback by 0.888\*\*, and Promoting Professional Development by 0.851\*\*. However, its correlation with overall job satisfaction of  $r = .056$  and  $p > .05$  was not statistically significant, suggesting that while strong instructional leadership is present, it alone does not strongly predict job satisfaction.

Financial management showed a more robust and statistically significant relationship with teacher job satisfaction. Financial Planning by  $r = .293^{**}$  and  $p < .01$  had the strongest positive correlation, followed by Financial Behavior by  $r = .229^{**}$  and  $p < .01$ , while Financial Knowledge had a negative but non-significant correlation of  $r = -.046$ . This indicates that the practical application of financial planning and behavior more effectively contributes to teachers' satisfaction than mere financial literacy.

Teachers' job satisfaction was evaluated across three key dimensions; job security with a mean of 3.29, work environment with a mean of 3.28, and job responsibilities with a mean of 3.33. The overall mean was 3.30, suggesting a "Satisfied" level and a fair level of job satisfaction. The highest-rated item under job responsibilities was "the chance to do the things that don't harm my co-workers" with a mean of 3.66 reflecting the value of ethical and collegial work.

The correlation analysis highlighted significant associations between teacher job satisfaction and components of financial management. Most notably, financial planning showed the strongest positive correlation by  $r$  value of .293\*\* and  $p$  value of  $< .01$ . Furthermore, regression analysis revealed that financial planning significantly predicts job satisfaction by  $B = .176$ ,  $t = 4.823$ ,  $p < .001$ , accounting for 8.6% of the variance. This means that for every one-unit increase in financial planning, teacher job satisfaction increases by approximately 0.176 units.

#### ➤ *Instructional Leadership:*

Teachers reported moderate levels of instructional leadership in developing shared goals, monitoring feedback, and promoting professional development. Rated as "Always observed," with strong practices in shared goal development ( $M=4.57$ ), monitoring and feedback ( $M=4.54$ ), and professional development ( $M=4.59$ ).

#### ➤ *Financial Management:*

Financial knowledge, behavior, and planning varied, with financial planning showing Financial planning ( $M=4.12$ ) and behavior ( $M=4.08$ ) were high, while financial knowledge scored lower ( $M=3.98$ ). The strongest association with job satisfaction.

#### ➤ *Job Satisfaction:*

Teachers experienced moderate satisfaction regarding job security, work environment, and responsibilities.

#### ➤ *Correlation and Regression:*

Instructional leadership did not significantly correlate with job satisfaction. In contrast, financial management—especially financial planning and behavior—showed significant positive correlations and predictive power for job satisfaction. Financial planning emerged as the strongest predictor, underscoring the role of financial competencies in enhancing teacher morale. No significant correlation was found between instructional leadership and job satisfaction. However, financial behavior and planning were significantly correlated. Financial planning emerged as the strongest predictor of job satisfaction ( $\beta = 0.652$ ,  $p < 0.01$ ), followed by financial behavior ( $\beta = 0.411$ ,  $p < 0.05$ ).

These findings suggest that while instructional leadership remains important, addressing teachers' financial needs and capabilities is critical in improving job satisfaction in the Philippine context

## IV. CONCLUSIONS

### ➤ *The Results Provide Meaningful Understanding of How Various Aspects of Leadership and Financial Practices Affect Teachers' Professional Well-Being.*

- Teachers exhibited consistently high levels of instructional leadership across all evaluated areas. They were actively involved in setting and communicating shared objectives, closely monitoring instructional activities while offering constructive feedback, and encouraging ongoing professional growth. These behaviors were commonly practiced, highlighting a strong dedication to upholding quality standards and supporting continuous progress within their respective schools.
- Teachers displayed varying levels of financial management across the areas of knowledge, behavior, and planning. While there was evidence of sound financial behavior and proactive financial planning among many teachers, the level of financial knowledge was less pronounced. This suggests that while teachers are generally able to manage and plan their finances effectively, there may be gaps in foundational financial literacy that could be addressed through targeted support.
- Teachers reported a generally positive level of job satisfaction, particularly in relation to their job security, work environment, and job responsibilities. They expressed satisfaction with the ethical and collegial aspects of their roles and valued the opportunities provided by their professional responsibilities and workplace conditions.
- The study found that while instructional leadership was highly regarded and consistently practiced, it did not have a significant direct relationship with overall job satisfaction. In contrast, financial management—especially financial planning and behavior—showed a meaningful and positive relationship with job satisfaction. This indicates that teachers' satisfaction is more closely linked to their ability to manage and plan their finances than to leadership practices alone.
- Among the variables examined, financial planning emerged as the strongest single predictor of teacher job satisfaction. This suggests that when teachers feel confident and capable in planning their finances, their overall satisfaction with their jobs is enhanced more than by other factors considered in the study.

## RECOMMENDATIONS

### ➤ *The following recommendations are offered to School Administrators, Educational Leaders, Policymakers, Teachers, and Future Researchers to Further Enhance Teacher Job Satisfaction and Professional Well-Being in the 3rd Southern District Schools of Bukidnon and Similar Educational Contexts.*

- School administrators may continue to foster and support high standards of instructional leadership within their schools. While instructional leadership alone may not directly increase job satisfaction, its consistent practice may help create a collaborative, goal-oriented, and professionally nurturing environment. Encouraging ongoing professional development, regular feedback

sessions, and the establishment of clear, shared objectives may help maintain a culture of excellence and continuous improvement.

- Educational leaders and policymakers may recognize the importance of financial management in the lives of teachers and may develop and implement programs that focus on enhancing teachers' financial literacy. This may be achieved through workshops, seminars, or partnerships with financial experts who may provide practical guidance on financial planning, budgeting, and investment strategies tailored for educators. Third, teachers themselves may take proactive steps to improve their financial knowledge and planning skills. They may seek out available resources, participate in financial education programs, and engage in peer discussions about effective financial practices. By strengthening their financial management abilities, teachers may increase their sense of security and satisfaction in both their professional and personal lives.
- School divisions and human resource departments may consider integrating financial wellness initiatives into their employee support services. Providing access to financial counseling, planning tools, and regular financial health check-ups may empower teachers to make informed decisions and reduce stress related to financial matters. Such initiatives may contribute significantly to overall job satisfaction and well-being.
- Curriculum developers and teacher training institutions may embed financial management education into pre-service and in-service training programs. Equipping teachers with essential financial skills early in their careers may lay the foundation for long-term satisfaction and stability, which may positively impact their engagement and effectiveness in the classroom.
- Future researchers may expand on this study by exploring additional variables that may influence teacher job satisfaction, such as work-life balance, recognition, and career advancement opportunities. Longitudinal studies and comparative research across different regions or educational levels may yield deeper insights and inform more comprehensive strategies for enhancing teacher satisfaction and retention.

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