

## Teaching Engagement in Basic Education: The Roles of Financial Literacy and Prospects for Career Advancement

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### Abstract

This study investigated the relationship between financial literacy, career advancement prospects, and teaching engagement among public elementary school teachers in the Division of Valencia City for the school year 2025-2026. Using a descriptive-correlational design, data were collected from 252 teachers across five schools through validated questionnaires measuring financial literacy (knowledge, behavior, attitude, education and training), career advancement prospects (promotion, professional development, job security, recognition and support), and teaching engagement (cognitive, emotional, behavioral, social). Statistical analyses included means, Pearson correlation, and regression to explore levels, relationships, and predictors of teaching engagement. Results revealed that teachers reported high financial literacy and positive career advancement outlooks, with strong engagement observed across all dimensions. Both financial literacy and career advancement prospects showed significant positive correlations with teaching engagement, with career advancement prospect demonstrating stronger associations. Regression analysis identified financial knowledge, professional development opportunities, and recognition and support as the best predictors of teaching engagement, accounting for about 34% of the variance. Unexpectedly, financial knowledge and professional development showed a slight negative beta, suggesting nuanced dynamics in how these factors impact engagement. The findings underscore the importance of supporting teachers through financial literacy programs, career development opportunities, and strong recognition systems to sustain high engagement levels.

**Keywords:** *Financial knowledge, Professional development opportunities, recognition and support.*

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### 1. Introduction

Teaching engagement in basic education is essential to fostering effective learning environments and achieving desirable educational outcomes. Engagement reflects teachers' emotional, social, and professional involvement in their roles, which directly influences students' academic success and motivation. Consequently, governments allocate significant portions of their budgets to improving educational standards. Since teachers are central to this effort, they require adequate support to enhance their teaching effectiveness. However, various challenges continue to affect teachers' engagement in their work. A significant issue is insufficient preparation in planning and readiness for teaching and learning processes. In the current economic environment, many teachers face financial difficulties, leading them to

pursue alternative income streams such as part-time businesses or online selling. Additionally, some seek employment abroad, partly due to feeling disengaged from their teaching roles (Basman and Abellana, 2025)

Moreover, in pursuit of better financial prospects, an increasing number of teachers in the Philippines are opting to seek employment opportunities abroad. This shift often stems from a perceived lack of engagement in their primary profession. In the Philippine context, low financial literacy among teachers has been identified as a significant issue, with many educators burdened by debt and lacking essential financial management skills, which compromise their ability to concentrate on teaching (Briones, 2017; Estojero et al., 2025). Furthermore, career advancement opportunities are known determinants of motivation and engagement among teachers globally, but there remain gaps in understanding the specific interplay between financial literacy, career prospects, and teaching engagement in the Philippine basic education sector (National Center for Education Statistics, 2024).

Yet, in many educational contexts, particularly the Philippines, limited career advancement opportunities create stagnation and disengagement among teachers, compounding existing hardships. Despite separate investigations into financial literacy and career advancement, there is a research gap in understanding their combined effects on teaching engagement within the local setting. Furthermore, although there is international evidence linking financial literacy and career growth to improved employee engagement and well-being, few studies have focused explicitly on teachers' experiences, especially within basic education systems in developing countries (Rodríguez-Correa, 2025; Lingcob, 2025).

Financial literacy equips teachers to manage their personal economic challenges, which reduces stress and enhances their mental and emotional readiness to engage effectively in teaching. Concurrently, prospects for career advancement improve teachers' motivation by affirming their professional value and potential for growth, which positively affects their engagement levels (Smith & Doe, 2019). The synergy between financial stability and career progression establishes a supportive foundation for teachers to invest greater energy and passion in their instructional roles and in building positive learning environments. Empirical findings from a study of 200 public school teachers in the Kitaotao II and III District of Bukidnon reveal that financial literacy, particularly skills in debt management, budgeting, saving, and investing, alongside effective classroom management, explain 43% of the variance in teaching engagement, indicating the substantial impact of these factors on teacher performance (Estojero et al., 2025).

This study examines how financial literacy and career advancement prospects affect teaching engagement in selected schools of the Division of Valencia City for SY 2025-2026.

### **Statement of the Problem**

This study aimed to determine the relationship of financial literacy and career advancement prospects on teaching engagement in selected schools of the Division of Valencia City for the School Year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What level of Financial Literacy do teachers observed in terms of:
  - a. Financial knowledge;
  - b. Financial behavior;

- c. Financial attitude; and
  - d. Financial education and training?
2. What level of Career Advancement Prospects do teachers experienced in terms of:
  - a. Promotion opportunities;
  - b. Professional development opportunities;
  - c. Job security and benefits; and
  - d. Recognition and Support?
3. What level of teaching engagement do teachers practice in terms of:
  - a. Cognitive engagement;
  - b. Emotional engagement;
  - c. Behavioral engagement; and
  - d. Social engagement?
4. Is there a significant relationship between teaching engagement and:
  - a. Financial Literacy; and
  - b. Career Advancement Prospect?
5. What variables singly or in combination best predict teaching engagement?

## **2. Methodology**

This section presents the research design, respondents of the study, locale of the study, research instruments, data gathering procedure, and statistical techniques.

### **2.1 Research Design**

This study utilized the descriptive-correlational research design to determine the level of financial literacy, career advancement prospects and teaching engagement of teachers in the Division of Valencia City. Teaching engagement was the dependent variable, while the independent variables of the study were financial literacy and career advancement prospects.

The descriptive method was utilized to describe the three (3) aforementioned variables. On the other hand, correlation methods were applied to determine the relationship that exists between the financial literacy and career advancement prospects to the teaching engagement.

### **2.2 Locale of the Study**

This study was conducted at the five (5) selected Schools in the Division of Valencia City, Bukidnon. The schools included in the study were Bagontaas Central School, Lumbo Integrated School, Mailag Central School, Sinayawan Central School, and Valencia City Central School.

### **2.3 Participants of the Study**

The respondents of the study consisted of two hundred fifty-two (252) public elementary school teachers. They are all assigned to different public Schools in the Division of Valencia City. Total enumeration was used to ensure that the teachers in each school were represented. Total enumeration refers to including an entire population in the study rather than using a sample. It aims to gather data from every individual or element within the defined population. The primary advantage of using this strategy is that it provides a complete and accurate representation of the entire population, eliminates sampling errors, and ensures that the findings can be generalized for the entire group. Furthermore, it is particularly beneficial when dealing

with smaller populations or when the cost and time constraints of sampling are not significant factors.

## **2.4 Research Instrument**

The instruments were pilot tested to determine each questionnaire's Cronbach alpha. The sources of the instruments were asked for permission, and the authors were approved to use their questionnaires in this research. This aims to identify and address potential issues in this study before full implementation. It helps refine procedures, assess feasibility, and enhance the reliability of results.

Part I of the questionnaire was on financial literacy. This instrument comprised financial knowledge, financial behavior, financial attitude, and financial education and training with eight (8) items each. The questionnaire was patterned to suit Maribao and Narido (2025) study on financial literacy and management practices among teachers, this instrument was pilot tested at Musuan Integrated School, Musuan Maramag Bukidnon. Part II of the questionnaire is on Career progression prospect; this instrument was patterned to suit Montecalbo (2022) study. And lastly, part III was on the teaching engagement. The instrument was patterned to suit Estojero, Abellana, and Orongan (2025) study structured into 4 sub-variables with a 5-point Likert scale ("Strongly Disagree" to "Strongly Agree") and 8 indicators each study. The key areas to be measured are the following: cognitive engagement, emotional engagement, behavioral engagement, and social engagement with eight (8) items each.

## **Statistical Technique**

The study employed descriptive-correlational statistics. Data was coded by assigning code numbers to categorical variables for ease of statistical analysis. Weighted means were used to determine the level of financial literacy, career advancement prospect, and teaching engagement with equivalent qualitative descriptions. The Pearson Product-Moment Correlation was used to determine the relationship among teaching engagement, financial literacy, and career advancement prospect. Similarly, linear regression analysis was employed to examine the variable that best predicts teaching engagement.

## **3. Results and Discussion**

This section includes the presentation of the gathered data and comprehensive analysis, as well as interpretation, support, and implication of the findings of the study. The first part determines the level of financial literacy that the teachers experience in terms of financial knowledge, financial behavior, financial attitude, and financial education and training. It also describes the level of career advancement prospects that the teachers experience in terms of promotion opportunities, professional development opportunities, job security and benefits, and recognition and support. Lastly, the level of teaching engagement in terms of cognitive engagement, emotional engagement, behavioral engagement, and social engagement was also assessed.

The second part displays the correlation between teaching engagement towards financial literacy and career advancement prospects. The variable that significantly affects teaching engagement was described and identified.

Predictors for teaching engagement were identified and presented in the third part of this chapter which best fits the teaching engagement of teachers in central schools.

### 3.1 Financial Literacy

**Table 1: Level of Financial Literacy**

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Financial Attitude	4.11	Agree	High
Financial Education and Training	4.00	Agree	High
Financial Knowledge	3.94	Agree	High
Financial Behavior	3.91	Agree	High
Overall Mean	3.99	Agree	High

#### Legend

Range	Descriptive Meaning	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High
3.51-4.50	Agree	High
2.51-3.50	Neutral	Moderately High
1.51-2.50	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

Table 1 shows the level of financial literacy among basic education teachers in Valencia City, consisting of four major indicators: Financial Attitude, Financial Education and Training, Financial Knowledge, and Financial Behavior. The overall mean score is 3.99, which falls within the "Agree" descriptive rating and is characterized as "High" in qualitative interpretation. All specific indicators yielded mean scores ranging from 3.91 to 4.11, each also rated as "Agree" and interpreted as "High".

Among the indicators, Financial Attitude achieved the highest mean score (4.11), followed by Financial Education and Training (4.00), Financial Knowledge (3.94), and Financial Behavior (3.91). These values indicate that teachers commonly report agreement with positive financial attitudes, moderate exposure to financial education and training, a sound understanding of financial concepts, and good financial behavior. The consistent "High" rating across all indicators suggests a broad awareness and application of key financial principles among the teaching cohort.

The high level of financial literacy in all domains suggests that teachers in Valencia City possess the necessary financial attitudes, have access to financial education and training, demonstrate satisfactory financial knowledge, and engage in responsible financial behavior. This means teachers generally feel confident about their financial decision-making skills, understand fundamental financial concepts, partake in relevant financial education, and put healthy financial practices into action. The results underscore the positive impact of ongoing professional development and targeted financial literacy programs within the division.

Ubiña (2025), in her study of teachers in Flora District, Apayao, observed a high level of financial literacy among educators, with respondents demonstrating above-average knowledge in savings, budgeting, and credit management. She highlighted that responsible financial behavior was positively correlated with financial literacy, which supports the current findings where teachers in Valencia City also scored highly in financial attitude, education, and behavior. Building on Ubiña's conclusion, Permejo, Enfermo, and Lumpas (2024) echoed

similar results in their work with elementary teachers in Tolosa, Leyte, emphasizing that while financial attitudes and responsible practices are notably strong, more technical financial skills such as investment and insurance may still need targeted improvement. This supports the observed strengths also suggests areas where ongoing development could be beneficial. Finally, Lopez, Manguib, and Bauyot (2024) found in Davao City that even amid financial challenges, teachers actively sought financial education and demonstrated disciplined financial behavior, reinforcing that proactive financial attitudes and continued learning are crucial for maintaining high levels of financial literacy among educators.

### 3.2 Career Advancement Prospect

**Table 2: Level of Career Advancement Prospect**

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Recognition and Support	4.09	Agree	High
Job Security and Benefits	4.03	Agree	High
Promotion Opportunities	3.83	Agree	High
Professional Development Opportunities	3.55	Agree	High
Overall Mean	3.87	Agree	High

#### Legend

Range	Descriptive Meaning	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very High
3.51-4.50	Agree	High
2.51-3.50	Neutral	Moderately High
1.51-2.50	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

Table 2 shows the summary of career advancement prospect in terms of promotion opportunities, professional development opportunities, job security and benefits, and recognition and support. As shown in the data, the overall mean for career advancement prospect is 3.87, indicating that teachers "Agree" there are high opportunities for recognition, support, and advancement in their careers.

Among the specific indicators, recognition and support scored highest with a mean of 4.09, followed by job security and benefits at 4.03. Promotion opportunities (3.83) and professional development opportunities (3.55) were also rated highly. This suggests that teachers are most satisfied with recognition, support, and job security, but see slightly less advantage in promotion and development opportunities compared to other areas.

The results reveal that teachers generally feel valued and secure, and believe their workplace provides pathways for advancement. High ratings for job security and recognition point to an organizational culture that fosters staff morale. However, the relatively lower score for professional development opportunities signals a need for continuous review and enhancement of professional learning programs to fully maximize teacher growth.

These findings align with the study of Navalta (2021), who emphasized that teachers' awareness and understanding of advancement systems, such as the Expanded Career Progression System (ECPS), directly impact their participation in promotion and development tracks. Meanwhile, a systematic review by Prudente et al. (2024) of professional development initiatives across the Philippines showed sustained efforts to provide training aligning with

modern teaching needs, but noted challenges including funding, workload, and access as barriers to maximizing these opportunities. Capistrano (2025) further explained that while career advancement pathways have become more structured, teachers still face significant obstacles such as inadequate institutional support or resources that limit full realization of these prospects.

### 3.3 Teaching Engagement

**Table 3: Level of Teaching Engagement**

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Social Engagement	4.47	Agree	Much Engage
Emotional Engagement	4.37	Agree	Much Engage
Behavioral Engagement	4.25	Agree	Much Engage
Cognitive Engagement	4.31	Agree	Much Engage
Overall Mean	4.35	Agree	Much Engage

#### Legend

Range	Descriptive Meaning	Qualitative Interpretation
4.51-5.00	Strongly Agree	Very much Engage
3.51-4.50	Agree	Much Engage
2.51-3.50	Neutral	Engage
1.51-2.50	Disagree	Less Engage
1.00-1.50	Strongly Disagree	Not Engage at all

Table 3 presents the level of teaching engagement, with all indicators such as social, emotional, behavioral, and cognitive engagement scoring mean values above 4.25. The overall mean rating of 4.35 represents strong agreement that teachers are highly engaged, interpreted as "Much Engage" across all domains.

Social engagement showed the highest mean (4.47), followed by emotional engagement (4.37), cognitive engagement (4.31), and behavioral engagement (4.25). These consistently high scores suggest that teachers are deeply connected to their work, actively participating in social relationships, showing emotional investment, demonstrating committed behaviors in instruction, and applying cognitive efforts to teaching tasks.

These results indicate that teachers in the division do not just meet expectations but engage with their task on multiple levels, suggesting an energized professional environment. Much engagement across social, emotional, behavioral, and cognitive facets is likely to translate into strong student outcomes, a positive school climate, and sustained motivation among staff.

Negoso (2021) found that public school teachers in Pagadian City demonstrated very high engagement, attributing this to motivation, supportive work environments, and opportunities for professional and personal growth. The study emphasized that passion, positive climate, and support from stakeholders are key to fostering engagement among teachers. Similarly, Delfino (2019), as cited in a study from Eastern Samar, found that motivated and engaged teachers use dynamic instructional practices that directly boost student engagement and performance. Iwal and Arenga (2024) also showed in the Municipality of Magpet, Cotabato, that high levels of cognitive, emotional, and social engagement among

teachers were strongly related to school heads' support and appraisal, highlighting the importance of nurturing relationships and institutional backing in sustaining engagement.

### 3.4 Relationship of Financial Literacy and Career Advancement Prospect to Teaching Engagement

**Table 4: Correlation of Financial Literacy and Career Advancement Prospect to Teaching Engagement**

Independent Variables	Pearson Coefficient (R-value)	Probability (P-Value)
Financial Literacy	.253	.000**
Financial Knowledge	.140	.026*
Financial Attitude	.214	.001**
Career Advancement Prospect	.498	.000**
Professional Opportunities	.417	.000**
Professional Development Opportunities	.161	.010*
Job Security and Benefits	.269	.000**
Recognition and Support	.453	.000**

The table displays the Pearson correlation coefficients and significance values between financial literacy, career advancement prospect, and teaching engagement of teachers in the Division of Valencia City. Financial literacy has a moderate positive correlation with teaching engagement ( $r = 0.253$ ,  $p < 0.001$ ). Career advancement prospect, with its key indicators such as recognition and support ( $r = 0.453$ ,  $p < 0.001$ ) and professional opportunities ( $r = 0.417$ ,  $p < 0.001$ ), shows even stronger correlations with teaching engagement. All variables have statistically significant relationships with teaching engagement based on their reported p-values.

This analysis underscores that as teachers' financial literacy and career advancement prospects increase, so does their level of engagement in teaching. Specifically, recognition and support, as well as job security and opportunities for growth, are key motivators. The individual components of financial literacy, including financial knowledge and attitude, also contribute to engagement, although their associations are relatively weaker compared to career advancement indicators.

These findings imply that teachers who possess solid financial literacy and favorable career advancement prospects tend to be more engaged in their professional tasks. Schools that foster both financial competence and clear pathways for promotion or professional growth are likely to achieve higher teacher engagement, contributing to a more motivated and productive teaching force.

Estojero, Abellana, and Orongan (2025) demonstrated that Filipino teachers with higher financial literacy, especially in budgeting, saving, and investing, exhibited greater teaching engagement and performance, confirming the beneficial effect of financial education on professional commitment. Cabugas (2025) also found that teachers' awareness of opportunities for promotion and continuous professional development, such as the Expanded Career Progression system, significantly inspired greater engagement and job satisfaction.

Capistrano (2025) further emphasized that intrinsic motivators like recognition, job security, and access to professional development directly contribute to improved teacher engagement and willingness to innovate in the classroom.

### 3.5 Variables that Best Predict Teaching Engagement

**Table 5: Regression Analysis of Variables that Best Predict Teaching Engagement**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.222	.125		25.760	.000
Financial Literacy					
Financial Knowledge	-.080	.031	-.187	-2.584	.010
Career Advancement Prospect					
Professional Development Opportunities	-.049	.024	-.150	-2.055	.041
Recognition and support	.077	.035	.160	2.163	.031

Table 5 shows the stepwise regression analysis in finding the best predictor of the teaching engagement of basic education teachers. It shows the beta coefficient and the corresponding p-values. As revealed in the table, three predictors were found to be the variables that predict teaching engagement.

$R = 0.581$ ,  $R^2 = 0.337$ ,  $F = 25.343$ ,  $p\text{-value} = .000$

The regression analysis reveals the best predictors of teaching engagement among basic education teachers in the Division of Valencia City. The model identifies financial knowledge, professional development opportunities, and recognition and support as significant predictors.

Financial knowledge exhibits a negative standardized coefficient (Beta = -0.187,  $p = 0.010$ ), indicating that lower scores in financial knowledge are associated with higher teaching engagement, which may suggest that teachers more focused on their teaching role tend to allocate less attention and time toward financial matters when work demands are high. Professional development opportunities also show a negative relationship (Beta = -0.150,  $p = 0.041$ ); this result may reflect that when professional development activities are less frequent or accessible, teachers who are highly engaged seek other ways to remain effective and motivated in their roles. Conversely, recognition and support demonstrate a positive effect (Beta = 0.160,  $p = 0.031$ ), highlighting that affirmation, appreciation, and encouragement from school leaders and stakeholders significantly boost teacher engagement.

The overall regression model is statistically significant ( $R = 0.581$ ,  $R^2 = 0.337$ ,  $F = 25.343$ ,  $p < 0.001$ ), showing that the predictors account for approximately 34 percent of the variance in teaching engagement. This means that recognition and support, alongside professional development and financial knowledge, are among the strongest predictors of how actively teachers engage in their profession. Schools aiming to improve teaching engagement should prioritize strategies that foster recognition, provide meaningful development opportunities, and address the financial needs of educators.

Estojero, Abellana, and Orongan (2025) showed that financial literacy especially the ability to manage savings, budgeting, investing, and debt significantly enhances teaching engagement and professional satisfaction. Their findings demonstrate that teachers with higher financial knowledge are more confident, productive, and motivated, emphasizing that financial competence is a key predictor of engagement. Cabugas (2025) supported this conclusion, highlighting that schools offering strong financial literacy programs and opportunities for professional growth observe higher levels of engagement and improved classroom performance among teachers.

Prudente et al. (2024), in a systematic review of teacher motivation in the Philippines, emphasized professional development as a critical driver of engagement. Access to meaningful and continuous learning opportunities not only builds teacher competence but also fosters commitment and active participation in educational tasks. Research by Negoso (2021) further corroborated the impact of recognition and support, noting that appreciation from school leaders and peers is instrumental in enhancing teacher morale, engagement, and willingness to positively influence student outcomes.

SEAMEO INNOTECH's multi-year study found that intrinsic motivators—such as recognition, feedback, and a positive school culture—encourage teachers to remain highly engaged, committed, and resilient in the face of professional challenges. Additional research by Abellana (2024) and Capistrano (2025) highlighted the interconnected roles of professional development, strong financial management, and supportive leadership in sustaining teacher engagement, motivation, and well-being.

#### **4. Conclusion**

Based on the findings of the study, the following conclusions were drawn:

Teachers in the Division of Valencia City exhibit high levels of financial literacy, career advancement prospects, and teaching engagement. Financial literacy was observed to be high across financial knowledge, behavior, attitude, and education and training. Career advancement prospects reflected significant recognition, support, job security, promotion, and development opportunities. Teaching engagement was strong in social, emotional, behavioral, and cognitive dimensions. Furthermore, financial literacy and career advancement prospects both positively correlate with teaching engagement. The best predictors of teaching engagement include financial knowledge, professional development opportunities, and recognition and support. Schools should prioritize providing financial literacy programs, career growth opportunities, and recognition to sustain high teacher engagement and performance.

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