

**The plight of teachers on the twice-a-month salary release: Financial literacy and survival**

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Corresponding Author e-mail: [maapril.amado@deped.gov.ph](mailto:maapril.amado@deped.gov.ph)**Received:** 10 January 2026**Revised:** 27 February 2026**Accepted:** 14 March 2026**Available Online:** 16 March 2026**Volume I (2026), Issue 1, P-ISSN – 3116-3785; E-ISSN - 3116-3793**<https://doi.org/10.63498/ijabms2>**Abstract****Aim:** This study aimed to examine the financial well-being of teachers receiving salaries on a twice-a-month basis, with particular emphasis on their financial literacy levels and survival strategies. It also sought to determine how this salary release system influenced teachers' financial management practices and stability.**Methodology:** The study employed a descriptive survey design involving 115 teachers from Claveria North District during SY 2023–2024. Data were collected using a validated structured questionnaire (Cronbach's  $\alpha = 0.88$ ) measuring financial well-being, financial management practices, financial literacy, and coping strategies. The data were analyzed using weighted mean and percentage distribution.**Results:** Findings revealed that the twice-a-month salary release generally contributed to improved short-term financial planning and perceived financial stability among teachers. Respondents demonstrated proactive financial management practices, including budgeting, prioritization of essential expenses, and seeking supplementary income. Financial literacy emerged as a significant factor influencing teachers' ability to manage finances effectively, although intermittent financial stress and timing-related challenges were still experienced between pay periods.**Conclusion:** The study concluded that while the twice-a-month salary release system supports better short-term financial management, it does not fully eliminate financial stress among teachers. Financial literacy plays a crucial role in strengthening teachers' financial resilience and survival strategies. These findings underscore the need for targeted financial literacy programs and institutional support mechanisms to enhance teachers' long-term financial stability.**Keywords:** *twice-a-month salary release, teachers' financial well-being, financial literacy, financial management, survival strategies***INTRODUCTION**

In recent years, the global discourse regarding educators has transitioned from an exclusive focus on classroom performance to an examination of their economic viability. Although teachers are identified as fundamental pillars of social infrastructure, many experience chronic financial instability. Research indicates that the frequency of salary disbursement is as significant a factor as the total compensation amount. However, a critical gap persists in current literature: while the financial difficulties of teachers are documented, there is a lack of explicit analysis regarding how the bi-monthly (15th and 30th) salary cycle functions as a structural determinant of specific economic survival behaviors. Previous studies are insufficient because they often treat financial literacy as a static pedagogical trait—a binary skillset—without accounting for the fact that mid-month liquidity constraints may render conventional budgeting strategies functionally inaccessible. This study is necessary to move beyond descriptive summaries and investigate the "inter-payday period" as a psychological and economic stressor that dictates teacher resource management.

This issue is deeply situated within the national and local context of the Philippines. Within the Department of Education (DepEd), the "15/30" schedule represents more than a chronological marker; it is a cyclical period of liquidity fluctuation that characterizes the Filipino teaching experience. Despite extensive general research on poverty, the specific national crisis—in which DepEd personnel collectively hold over ₱319 billion in debt (DepEd, as cited in Reysio-Cruz, 2019)—is frequently analyzed only through aggregate statistics.

The local relevance of this study is established by examining educators in urban districts who face a disproportionately high cost of living. In these jurisdictions, the "debt trap" is viewed as a normalized, institutionalized response to structural conditions. Teachers frequently mitigate the gap between paychecks through recursive debt cycles, wherein new credit is secured primarily to service the interest on existing obligations. By grounding the study in these empirical conditions, the research provides a localized analysis that generic international studies overlook.

Furthermore, the technical novelty of this research lies in its integrated analysis of salary frequency, financial literacy, and actual survival strategies as a tripartite analytical framework. This approach diverges from traditional financial literacy studies by shifting the focus from theoretical knowledge to observable behaviors manifested under the pressure of a staggered pay cycle. The study holds academic significance by challenging traditional Financial Resilience Theory, suggesting that "disbursement timing" and "normalized debt" are critical variables that have been largely marginalized in behavioral economics. This manuscript serves as an analytical inquiry into how administrative and disbursement structures may inadvertently constrain the financial autonomy of the workforce.

Ultimately, the contribution of this research to policy and practice constitutes its primary utility. It is insufficient to provide generic financial literacy programming focused on "savings" when teacher salaries are often encumbered prior to disbursement. This study provides the empirical data required for DepEd policymakers and local administrators to design interventions synchronized with the actual cash-flow realities of the profession. By identifying specific survival mechanisms—ranging from informal *paluwagan* systems to high-interest "5-6" lending practices—the research offers a framework for developing institutional policies that support the financial well-being of educators, allowing for a primary focus on pedagogical duties rather than subsistence management.

### Review of Related Literature and Studies

The contemporary teaching profession is increasingly defined by a silent, systemic struggle: the collision between a vocation of high social value and a reality of "burgeoning financial responsibilities." In the Philippines, Casingal and Ancho (2022) and Ferrer (2018) describe a landscape where public school teachers, despite their pivotal role in nation-building, face widespread dissatisfaction with income levels. This financial gap often forces educators into a cycle of "debt traps," where they resort to high-interest loans to meet basic household obligations. This isn't merely a matter of poor budgeting; it is a manifestation of "financial vulnerability" that stems from a lack of formal empowerment. This scenario underscores a desperate human necessity: teachers require more than just a salary—they require strategies for effective personal and household financial management to reclaim their peace of mind.

This vulnerability is not a localized phenomenon but a persistent global challenge. Mukuka and Mambwe (2019) provide essential regional grounding by assessing secondary school teachers in Lusaka, Africa. While their study is slightly dated for such a dynamic economic concept, it remains a critical anchor, highlighting that teachers are often expected to serve as "financial role models" for their students and communities while simultaneously struggling with significant shortcomings in their own understanding of personal finance. This global "expectations gap" creates a unique psychological burden, where the very people tasked with shaping the future are often the least equipped to manage their own.

The human cost of this illiteracy extends directly into the classroom, where financial anxiety acts as a "silent distractor." Matey et al. (2020) emphasize that financial stress leads to "diminished classroom effectiveness," as teachers are forced to divert their mental energy toward "alternative financial strategies" just to stay afloat. Conversely, there is a clear professional silver lining: Lingcob (2023) and Amante (2024) demonstrate a direct relationship between enhanced financial literacy and improved work engagement. When teachers gain mastery over their finances, their professional development and teamwork flourish. By reducing the noise of debt and anxiety, educators are empowered to fulfill their educational responsibilities with greater efficiency and presence.

Ultimately, while the current body of research—from Amante (2024) to Delmo, Sarmiento, and Bugador (2023)—successfully summarizes the challenges faced by public school personnel, there remains a pressing need for a stronger synthesis toward a research gap. Most reviewed studies identify the symptoms of financial mismanagement but do not explicitly link these to a long-term roadmap for fiscal responsibility and job satisfaction. This present study seeks to bridge that gap by establishing a clear, actionable linkage between financial literacy interventions and the specific variables of teacher well-being and professional efficacy, moving from a general acknowledgment of debt to a proactive model of financial empowerment.

### Theoretical Framework

The theoretical foundation of this study is built upon a multidisciplinary intersection of knowledge, psychology, and social influence. At the primary level, this investigation is anchored in Financial Literacy Theory, which posits that an individual's financial decisions are a direct reflection of their underlying knowledge and skills. As established by the foundational work of Lusardi and Mitchell (2014), literacy is the essential toolkit required for managing debt and planning for long-term stability. For the modern teacher, this theory suggests that the "income irregularities" they face are not just economic hurdles, but cognitive ones; by enhancing their financial literacy, we empower them to transform a volatile salary into a resilient household economy.

However, human beings do not always act logically, which necessitates the inclusion of Behavioral Finance Theory. Building on Thaler and Sunstein's (2008) "Nudge" theory, this framework recognizes that psychological biases and emotions—like the panic of an unpaid bill—often lead to irrational financial choices. In this context, financial literacy programs act as a "nudge," gently steering teachers toward better habits and helping them override the emotional stress that often leads to predatory borrowing. This acknowledges the "human" element of the teacher's experience: they are not just data points, but individuals making high-stakes decisions under emotional pressure.

To address the emotional toll of these financial fluctuations, the study incorporates Stress and Coping Theory. The classical work of Lazarus and Folkman (1984) remains highly relevant here, explaining how individuals navigate hardship through specific coping mechanisms. For an educator, financial planning and education are not just academic exercises; they are active coping strategies that mitigate the psychological weight of salary delays. By improving their financial "survival strategies," teachers can protect their mental well-being, ensuring that their personal financial burdens do not diminish their professional performance in the classroom.

Finally, the social dimension of this transformation is explained through Bandura's (1986) Social Cognitive Theory. This theory emphasizes that learning is a social act—it occurs through observation, imitation, and modeling. By incorporating financial literacy into the professional environment, schools provide a social context where better financial behaviors can be modeled and internalized. When teachers see their peers successfully navigating financial hurdles through informed management, they are more likely to adopt those same practices. Collectively, these four theories move the study beyond a simple academic inquiry, framing it instead as a holistic approach to educator empowerment, resilience, and social change.

### Conceptual Framework

The conceptual framework of this study is built on the premise that a teacher's financial stability is not just a matter of how much they earn, but how the timing of that income interacts with their financial literacy. At its core, this framework seeks to map the ripple effects of the twice-a-month salary release system. Instead of looking at the salary in isolation, the study focuses on the human experience: how teachers navigate the gaps between salaries, the specific survival strategies they develop, and the weight of the advantages or disadvantages they perceive. By systematically organizing these experiences through narrative and data-driven analysis, the framework aims to bridge the gap between current financial struggles—like reliance on informal lending—and the necessary institutional support. The ultimate goal of this conceptual flow is to move beyond simply identifying the "plight" of these educators and toward a structured output that offers real-world recommendations for financial education and long-term well-being.

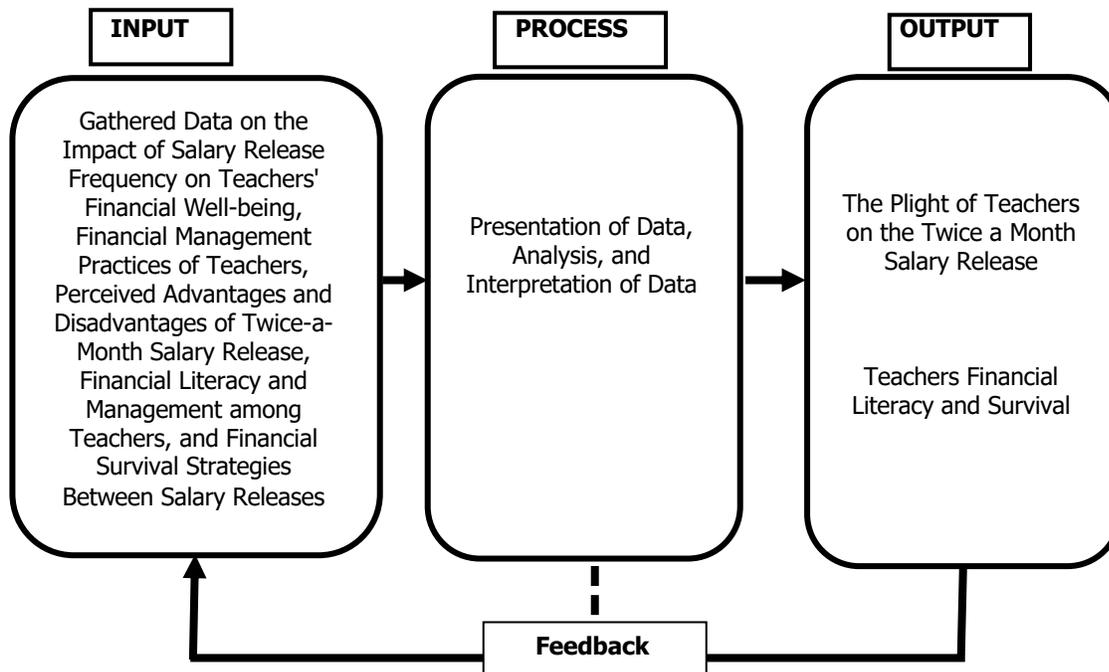


Figure 1. Conceptual Framework Diagram

### Statement of the Problem

Teachers operating under a twice-a-month salary release system continue to experience financial challenges related to income timing, budgeting constraints, and intermittent financial stress. While segmented salary releases are intended to promote regular cash flow, they may also create difficulties in long-term financial planning, particularly among teachers with limited financial literacy. Existing studies have largely examined teachers' financial literacy or financial behavior in isolation, with limited attention given to how salary release frequency interacts with financial literacy and survival strategies to influence financial well-being. Moreover, there remains a lack of empirical evidence that integrates these variables within the context of a twice-a-month salary release system, particularly at the local level.

This gap in the literature underscores the need for a comprehensive investigation into how teachers manage their finances under such a salary structure and how financial literacy serves as a mitigating factor against financial stress. Addressing this issue is significant, as persistent financial instability among teachers may affect not only their personal well-being but also their professional performance and job satisfaction. Hence, this study sought to examine the plight of teachers receiving salaries twice a month, focusing on their financial well-being, financial literacy, and survival strategies, to generate evidence-based insights that may inform institutional support mechanisms and policy interventions.

### Research Objectives

#### General Objective:

To examine the impact of a twice-a-month salary release system on teachers' financial well-being, with emphasis on financial literacy and survival strategies.

#### Specific Objectives:

1. To determine how the twice-a-month salary release system impacts teachers' financial well-being and stability.
2. To identify the financial management practices employed by teachers to cope with the challenges posed by a twice-a-month salary release system.

3. To examine teachers' perceived advantages and disadvantages of receiving salaries twice a month.
4. To analyze how teachers' levels of financial literacy influence their financial management under a twice-a-month salary release system.
5. To identify the strategies teachers use to ensure financial survival between salary releases.

### Assumptions

This study is based on the following assumptions:

1. The frequency of salary release, specifically on a twice-a-month basis, negatively impacted on the financial well-being and stability of teachers. This payment schedule led to financial stress and difficulties in managing expenses.
2. Teachers employed a variety of financial management practices to cope with the challenges posed by the twice-a-month salary release system. These practices included meticulous budgeting, prioritizing essential expenses, and using savings or credit to bridge financial gaps.
3. Teachers perceived both advantages and disadvantages of receiving salaries twice a month. The perceived advantages included more frequent access to funds, while the disadvantages included challenges in managing long-term financial commitments and savings.
4. Teachers' levels of financial literacy significantly influenced their ability to effectively manage their finances under a twice-a-month salary release system. Those with higher financial literacy were better equipped to handle their finances, whereas those with lower financial literacy struggled more.
5. Teachers utilized various strategies to navigate financial challenges and ensure their financial survival between salary releases. These strategies included seeking additional income sources, reducing non-essential expenses, and relying on social support networks for financial assistance.

### METHODS

#### Research Design

The study utilized a descriptive survey design, selected as the most appropriate research design because it allowed for the systematic collection of quantitative data to map the current financial landscape of educators without experimental interference. This design was uniquely suited to capturing the financial conditions of teachers under the twice-a-month salary release system, as it prioritized the "what" and "how" of their reality over the "why" of policy. By adopting this approach, the research could effectively quantify the "plight" of the participants, transforming subjective financial stress into a clear, numerical snapshot of well-being and management practices.

The choice of a descriptive survey aligned directly with the study's research questions, which sought to establish the baseline of financial literacy levels and the structure of coping strategies among teachers. Because the research objectives required a broad overview of a specific population's behaviors—specifically how they navigate the gaps between paychecks—the survey provided the necessary breadth to identify patterns that a smaller, purely qualitative study might miss. The structured questionnaire served as the primary instrument, intentionally designed to translate the complex, often emotional challenges of salary delays into measurable data points. This ensured that the gathered information on survival mechanisms was both objective and directly calibrated to answer the study's core inquiries regarding financial vulnerability and institutional needs.

#### Population and Sampling

The heartbeat of this study lies with the educators of Claveria North District during the School Year 2023–2024. This specific district was selected as the research locale because its teaching community represents a diverse cross-section of professionals who are all navigating the same institutional pay cycle, providing a focused environment to study financial behaviors. To ensure the study was both manageable and statistically sound, the researcher began with a total population of 162 teachers. Using Taro Yamane's formula to maintain a 95% confidence level, the target was set at a precise sample of 115 respondents.

Rather than choosing participants at random, a simple random sampling technique was employed to ensure every teacher had an equal voice, thereby minimizing bias and making the findings more representative of the district as a whole. To ensure the data reflected true "lived experience," strict inclusion criteria were applied: participants had to be full-time permanent teachers who had navigated the twice-a-month system for at least one year. Conversely, the study excluded those on long-term leave or newly hired staff who had not yet experienced a full cycle of the salary system's rhythm. This careful selection process ensures that the "plight" described in the following pages is grounded in the consistent, day-to-day financial realities of those most affected by the system.

### Instruments

The data collection process centered on a structured questionnaire specifically designed to capture the nuances of teachers' financial lives. To ensure the instrument was both relevant and rigorous, it underwent a comprehensive development and validation phase before reaching the final respondents.

Initially, the survey was developed by the researcher. It was organized into distinct sections to measure key variables, including demographic profiles, financial literacy levels, management practices, and coping strategies. Each of these variables was assessed through a specific set of items to ensure no single factor was overlooked. To maintain consistency in how teachers reported their experiences, a 5-point Likert scale was used, with anchors ranging from "Strongly Disagree" to "Strongly Agree".

Before the full rollout, the questionnaire's "internal engine" was thoroughly tested. It was first submitted for content validation to a panel of 3 experts, who refined the phrasing to ensure the questions resonated with the local teaching context. This was followed by a formal pilot test with a small group of teachers outside the main sample. This pilot wasn't just a trial run; it allowed for a Cronbach's Alpha reliability test, which resulted in a score of 0.88. This statistical "stamp of approval" confirmed that the questions were consistent and reliable, giving us confidence that the data collected would truly reflect the financial realities of the educators involved.

### Data Collection

During the actual distribution phase, which took place over the exact period of September to October 2023, the teacher-respondents were provided with clear, standardized instructions and a specific timeframe to complete the survey. This two-month window allowed for a systematic approach to reaching the participants and ensured that the data reflected their financial status during a consistent fiscal period. Great care was taken to ensure that each participating teacher fully understood the study's purpose and the method of data collection before they began. This personal engagement helped guarantee the sincerity and accuracy of the responses from the educators, as the researchers were available to clarify any ambiguities in the instrument in real-time.

The selection of this specific timeframe was critical, as it coincided with the standard academic calendar, ensuring that the teachers were actively engaged in their professional duties under the twice-a-month salary release system at the time of the inquiry. By maintaining this structured schedule, the study avoided potential seasonal biases and provided a focused snapshot of the respondents' financial literacy and survival strategies during a peak period of the school year.

### Treatment of Data

Once the completed questionnaires were gathered from the teacher-respondents, the data were systematically coded and entered into a statistical software program for rigorous analysis. This stage involved a thorough quantitative examination designed to uncover patterns and relationships, focusing primarily on how the frequency of salary releases directly impacted the teachers' financial literacy and their chosen survival strategies.

To process the information gathered, specific statistical methods were employed, most notably the weighted mean and percentage. These allowed the researcher to identify key trends and provide precise quantitative descriptions of the teachers' financial experiences. The specific formulas for calculating both the weighted mean and the percentage were utilized within the study to ensure the highest level of detail in these analyses. This structured approach culminated in the compilation of findings into a detailed report, offering targeted insights and recommendations aimed at enhancing the financial management skills and overall well-being of the educators involved. The formulas are presented below:

Weighted Mean

$$Mn = \frac{\sum fx}{\sum f} = \frac{f_1x_1 + f_2x_2 + f_3x_3 \dots + f_nx_n}{f_1 + f_2 + f_3 \dots + f_n}$$

Where: **Mn** – the weighted mean

**$\sum fx$**  – summation of the product

**$\sum f$**  – total number of frequencies

The percentage is compute using the formula

$$\text{Percentage (\%)} = \frac{f}{N} \times 100$$

where: P is the percentage

f is the frequency

N is the total number of respondents

To provide a clear quantitative description of the teachers' financial experiences, the responses were analyzed using a 5-point Likert scale. Each numerical mean obtained from the data was interpreted through a specific scale range, which assigned a corresponding adjectival description to the results. This allowed for a consistent and objective evaluation of the teachers' literacy levels, management practices, and survival strategies.

The following scale outlines the criteria used for interpreting the weighted means:

| Scale Range | Adjectival Description |
|-------------|------------------------|
| 4.50 – 5.00 | Strongly Agree         |
| 3.50 – 4.49 | Agree                  |
| 2.50 – 3.49 | Neutral                |
| 1.50 – 2.49 | Disagree               |
| 1.00 – 1.49 | Strongly Disagree      |

### Ethical Considerations

This study adhered to established ethical standards in professional educational research. Prior to data collection, formal approval was obtained from the participating school authorities. Informed consent was secured from all teacher-respondents, who were briefed on the study's objectives and their right to voluntary participation, including the option to withdraw at any time without penalty.

The rights of the educators to confidentiality and anonymity were strictly upheld throughout the process. No personal identifiers were linked to the individual responses; instead, data were analyzed in aggregate to ensure that the findings reflected the group's financial experiences rather than those of any specific individual.

To ensure long-term data security, all collected information was stored in a password-protected digital environment and locked physical files, accessible only to the researcher. In compliance with data privacy protocols, these records were maintained for a duration of 3 months following the completion of the study. After this period, all physical documents were shredded, and digital files were permanently deleted to ensure the complete disposal of sensitive information.

### RESULTS and DISCUSSION

This section presented the analysis and interpretation of the data gathered during the study. It detailed the discussion of the results and provided answers to the research questions posed.

#### Impact of Twice-a-Month Salary Release on Teachers' Financial Well-Being and Stability

This section provides an examination of the impact of twice-a-month salary releases, revealing significant implications for teachers' financial well-being and overall stability.

Table 1. Impact of Twice-a-Month Salary Release on Teachers' Financial Well-Being and Stability

| Indicators   | Mn<br>Weighted<br>Mean | Adjectival<br>Description |
|--|------------------------|---------------------------|
| 1. I feel financially secure when my salary is released twice a month.                           | 4.21                   | Agree                     |
| 2. The frequency of salary release affects my ability to manage my monthly expenses effectively. | 4.23                   | Agree                     |
| 3. Having a salary released twice a month helps me plan for short-term financial goals.          | 4.24                   | Agree                     |

| Indicators   | Mn<br>Weighted<br>Mean | Adjectival<br>Description |
|--|------------------------|---------------------------|
| 4. The frequency of salary release influences my level of stress regarding financial matters.                              | 4.09                   | Agree                     |
| 5. I feel more financially stable with a salary released twice a month compared to other frequencies (e.g., once a month). | 4.13                   | Agree                     |
| Overall  | 4.18                   | Agree                     |

| Scale Range | Adjectival Description |
|-------------|------------------------|
| 4.50-5.00   | Strongly Agree         |
| 3.50-4.49   | Agree                  |
| 2.50-3.49   | Neutral                |
| 1.50-2.49   | Disagree               |
| 1.00-1.49   | Strongly Disagree      |

The results presented in Table 1, yielding an overall weighted mean of 4.18, indicated that teachers generally perceived the twice-a-month salary release system as a beneficial intervention for their financial well-being, suggesting that this structure provided a functional "nudge" toward better cash flow management and supported short-term planning. This finding aligned with the regional grounding provided by Mukuka and Mambwe (2019), who identified an "expectations gap" where educators often struggled to serve as financial role models; the segmented salary release appeared to offer a practical tool to help bridge this gap by improving the regularity of monthly expense management. However, the data also revealed that salary frequency continued to influence teachers' financial stress levels, as evidenced by a mean of 4.09, suggesting that while segmented releases improved regularity, they did not entirely eliminate the "silent distractor" of financial anxiety. This persistent strain echoed the concerns of Matey et al. (2020) regarding "diminished classroom effectiveness" due to diverted mental energy, and further reinforced the arguments of Lingcob (2023) and Amante (2024) that structural changes alone are insufficient. Ultimately, the results bridged a critical research gap—previously identified by Delmo, Sarmiento, and Bugador (2023)—by demonstrating that while a twice-a-month system was perceived as helpful, it must be paired with enhanced financial literacy to move educators from a general acknowledgment of debt toward a proactive model of professional empowerment and long-term fiscal responsibility.

### Financial Management Practices Employed by Teachers Coping with Twice-a-Month Salary Releases

This section shows the financial management practices employed by teachers coping with twice-a-month salary releases.

Table 2. Financial Management Practices Employed by Teachers Coping with Twice-a-Month Salary Releases

| Indicators   | Mn<br>Weighted<br>Mean | Adjectival<br>Description |
|--|------------------------|---------------------------|
| 1. I actively budget my expenses to ensure my finances last between each salary release.   | 4.32                   | Agree                     |
| 2. I make use of savings or emergency funds to cover unexpected expenses between salary releases.  | 4.27                   | Agree                     |
| 3. I engage in additional income-generating activities (e.g., tutoring, freelance work) to supplement my income between salary releases. | 3.76                   | Agree                     |

| Indicators  | Mn            | Adjectival Description |
|---|---------------|------------------------|
|   | Weighted Mean |                        |
| 4. I prioritize essential expenses (e.g., rent, utilities, groceries) over non-essential expenses between salary releases.  | 4.46          | Agree                  |
| 5. I seek assistance or financial advice from colleagues, friends, or financial professionals to manage my finances effectively with a twice-a-month salary release system. | 3.83          | Agree                  |
| Overall   | 4.13          | Agree                  |

The results presented in Table 2, which yielded an overall weighted mean of 4.13 (82.60%), indicated that teachers employed proactive financial management practices to cope with the twice-a-month salary release system, aligning with the "vulnerability" landscape described by Casingal and Ancho (2022) where educators must navigate systemic financial gaps. The high level of engagement in budgeting (4.32) and the strategic utilization of savings or emergency funds (4.27) suggested that teachers were attempting to reclaim the "peace of mind" mentioned by Ferrer (2018) through structured personal management. Furthermore, the prioritization of essential expenses (4.46) and the pursuit of supplemental income through tutoring or freelance work (3.76) showcased the "adaptability and resourcefulness" necessary to avoid the "debt traps" identified in existing literature.

While the willingness to seek financial advice (3.83) showed a positive move toward the formal empowerment advocated by Lingcob (2023), the reliance on "alternative financial strategies" to stay afloat mirrored the findings of Matey et al. (2020) regarding the mental energy diverted toward survival. These results bridged the research gap highlighted by Amante (2024) by demonstrating that while teachers were highly tactical in their day-to-day survival, there remained a persistent need to transition these reactive "coping mechanisms" into the long-term roadmap for fiscal responsibility and professional efficacy that characterizes true financial literacy.

### Teachers' Perspectives on the Advantages and Disadvantages of Receiving Salaries Twice-a-Month

This section presents the teachers' perspectives on the advantages and disadvantages of receiving salaries twice-a-month.

Table 3. Teachers' Perspectives on the Advantages and Disadvantages of Receiving Salaries Twice-a-Month

| Indicators   | Mn            | Adjectival Description |
|--|---------------|------------------------|
|  | Weighted Mean |                        |
| <b>Perceived Advantages</b>  |               |                        |
| 1. Receiving salaries twice a month helps me better manage my expenses by spreading them out over the month.                 | 4.25          | Agree                  |
| 2. Having a salary released twice a month provides a sense of financial security and stability.                              | 4.20          | Agree                  |
| 3. Twice-a-month salary release allows me to plan and save more effectively for short-term financial goals.                  | 4.23          | Agree                  |
| Overall  | 4.23          | Agree                  |
| <b>Perceived Disadvantages</b>   |               |                        |
| 1. Receiving salaries twice a month makes it challenging to cover expenses during the first half of the month.               | 3.65          | Agree                  |
| 2. The twice-a-month salary release system increases the likelihood of financial stress and uncertainty between pay periods. | 3.63          | Agree                  |

| Indicators  | Mn            | Adjectival Description |
|---|---------------|------------------------|
|   | Weighted Mean |                        |
| 3. I find it difficult to adjust to the timing of expenses due to the bi-monthly salary release schedule. | 3.23          | Neutral                |
| Overall   | 3.50          | Agree                  |

The data in Table 3 reflected a nuanced view among teachers regarding the advantages and disadvantages of receiving salaries twice a month. On the side of advantages, teachers generally agreed, with an overall weighted mean of 4.23, that the bi-monthly salary release helped them manage expenses more effectively by allowing them to spread costs over the month. This schedule also contributed to a sense of financial security and stability, with a mean of 4.20, and facilitated better planning and saving for short-term financial goals, evidenced by a mean of 4.23.

Conversely, while the advantages were appreciated, the teachers also acknowledged several disadvantages associated with the twice-a-month payment structure. The perils included challenges in covering expenses during the first half of the month and an increased likelihood of encountering financial stress and uncertainty between pay periods, reflected in means of 3.65 and 3.63, respectively. Teachers expressed a neutral stance, with a mean of 3.23, towards difficulties adjusting expense timing to align with the salary releases, which suggests mixed experiences with this aspect.

Overall, the perspective among teachers suggested a balancing act between leveraging the benefits of regular income and contending with the timing-related challenges it introduced. These insights highlighted the complexity of the salary system's impact, pointing to both its role in enhancing financial planning while also contributing to periodic financial strain. This dichotomy underscored the importance of developing supportive financial management strategies and resources to assist teachers in optimizing the benefits and navigating the challenges more effectively.

### Influence of Financial Literacy Levels on Teachers' Financial Management under a Twice-a-Month Salary System

This section explores the direct influence of teachers' financial literacy levels on their financial management practices, specifically under a twice-a-month salary system.

Table 4. Influence of Financial Literacy Levels on Teachers' Financial Management under a Twice-a-Month Salary System

| Indicators  | Mn            | Adjectival Description |
|---|---------------|------------------------|
|   | Weighted Mean |                        |
| <b>Financial Literacy</b>   |               |                        |
| 1. I feel confident in my understanding of financial concepts such as budgeting, saving, and investing.   | 4.17          | Agree                  |
| 2. I actively seek out financial education resources to improve my financial knowledge and skills.  | 3.92          | Agree                  |
| 3. I am comfortable making financial decisions, such as managing debt or planning for retirement.   | 3.99          | Agree                  |
| Overall   | 4.03          | Agree                  |
| <b>Financial Management Under Twice-a-Month Salary Release</b>  |               |                        |
| 1. My level of financial literacy positively influences my ability to effectively manage my finances under a twice-a-month salary release system. | 4.11          | Agree                  |

|   |      |       |
|---|------|-------|
| 2. I find it easier to budget and plan for expenses between salary releases because of my financial literacy skills.  | 4.16 | Agree |
| 3. Teachers with higher levels of financial literacy are better equipped to handle financial challenges, such as unexpected expenses, with a twice-a-month salary release system. | 4.37 | Agree |
| Overall   | 4.21 | Agree |

The data presented in Table 4 underscored the significant influence of financial literacy on teachers' financial management within a twice-a-month salary system. With regard to financial literacy itself, teachers generally agreed on feeling confident in their understanding of key financial concepts—such as budgeting, saving, and investing—with a mean of 4.17. They also actively sought financial education resources to enhance their financial knowledge and felt comfortable making critical financial decisions, reflected in means of 3.92 and 3.99, respectively. The overall agreement, with a mean of 4.03, highlighted a solid foundation of financial literacy among teachers.

When it came to applying this literacy within the context of a bi-monthly salary release, teachers strongly agreed that their financial literacy positively impacted their ability to manage finances effectively, with an overall mean of 4.21. Notably, they expressed ease in budgeting and planning for expenses between salary releases, demonstrating the practical utility of their financial skills, as evidenced by a mean of 4.16. Moreover, teachers with higher financial literacy levels were seen as better equipped to handle financial challenges, particularly unexpected expenses, which was highlighted by a mean of 4.37.

These insights pointed to financial literacy as a crucial enabler of effective financial management under a twice-a-month salary system, reinforcing its role in fostering financial resilience. The findings suggested that enhancing financial literacy through education and resources could further empower teachers to optimize their financial strategies and reduce stress associated with salary schedule constraints. This underscored the need for continued investment in financial literacy programs, aimed at equipping teachers with the skills required to navigate complex financial landscapes confidently.

### Strategies Utilized by Teachers for Financial Survival between Salary Releases

This section meticulously examines the practical strategies teachers employ to navigate and manage their financial resources effectively during the periods between their salary releases.

Table 5. Strategies Utilized by Teachers for Financial Survival between Salary Releases

| Indicators   | Mn            | Adjectival Description |
|--|---------------|------------------------|
|  | Weighted Mean |                        |
| 1. I create and stick to a strict budget to manage my finances effectively between salary releases.  | 4.13          | Agree                  |
| 2. I prioritize essential expenses (e.g., rent, utilities, groceries) over non-essential expenses to make ends meet between salary releases.                     | 4.37          | Agree                  |
| 3. I seek out additional sources of income (e.g., part-time jobs, freelance work) to supplement my salary between releases.                                      | 3.87          | Agree                  |
| 4. I dip into savings or emergency funds to cover unexpected expenses between salary releases.   | 4.09          | Agree                  |
| 5. I actively seek assistance or financial advice from colleagues, friends, or financial professionals when facing financial challenges between salary releases. | 3.90          | Agree                  |
| Overall  | 4.07          | Agree                  |

The data in Table 5 revealed the various strategies utilized by teachers to ensure financial survival between salary releases. The indicators indicated a strong agreement among teachers regarding the effectiveness of their financial strategies, with a weighted mean of 4.07 overall. Teachers consistently reported adhering to a strict budget to effectively manage their finances, as shown by a mean of 4.13. This strategic budgeting enabled them to prioritize essential expenses, such as rent, utilities, and groceries, with a notable mean of 4.37, highlighting the emphasis on financial prioritization to make ends meet.

Additionally, teachers commonly sought supplementary income through part-time jobs or freelance work, evidenced by a mean of 3.87, demonstrating their adaptability and resourcefulness in enhancing financial stability. The occasional need to dip into savings or emergency funds to address unexpected expenses was also indicated, with a mean of 4.09, suggesting that teachers maintained contingency plans for financial unpredictability. Furthermore, the data showed that teachers actively sought assistance or financial advice from peers and professionals, with a mean of 3.90, indicating a willingness to leverage social and professional networks to overcome financial challenges.

Interpretation of these findings highlighted the proactive measures teachers employed to mitigate the financial difficulties associated with twice-a-month salary releases. Their strategic approach to budgeting, prioritization, and seeking additional income and advice exemplified resilience and a commitment to maintaining financial stability. The results underscored the importance of supporting teachers with comprehensive financial education and resources to further bolster their financial planning efforts, ultimately contributing to their overall well-being and professional satisfaction.

### Conclusions

The findings of the study indicated that a twice-a-month salary release system generally supported teachers' short-term financial planning and perceived financial stability. However, the results also showed that financial stress persisted, particularly in managing expenses between pay periods and addressing long-term financial obligations. Teachers demonstrated adaptive financial behaviors, such as budgeting, prioritizing essential expenses, and seeking supplementary income, which were influenced by their levels of financial literacy. These findings suggested that while salary frequency played a role in financial management, financial literacy remained a critical factor in enhancing teachers' financial resilience and overall well-being.

### Recommendations

Based on the findings of this study, educational institutions may consider implementing financial literacy programs tailored to teachers' needs, with an emphasis on budgeting, saving, debt management, and long-term financial planning. Schools and districts may also explore offering financial workshops and counseling services to support teachers in navigating the challenges associated with a twice-a-month salary release system. Additionally, educational administrators may find it beneficial to promote the use of financial management tools and investigate flexible salary release arrangements that align with teachers' financial circumstances, while future researchers may conduct longitudinal or mixed-method studies to further examine the long-term financial effects of segmented salary systems.

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