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Integrating Financial Education in the Philippine Junior High School Curriculum: Sustainable Program

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ABSTRACT

This research aimed to identify the significant relationship between the basic financial literacy of grade 10 students in terms of money management and the competencies they learned in math, science, and araling panlipunan subjects. It also aimed to develop a lesson plan that would effectively improve their financial knowledge and behavior. The survey was conducted in two schools of District 6 in DepEd Lapu-Lapu. The study involved 18 Math, Science, and Araling Panlipunan teachers and 96 students from Gun-ob High School and Basak Night High School as respondents. The instrument used was based on the instrument of Earvin John Medina and the Financial Literacy Survey Questionnaire for PISA 2018, which assesses learners' money management in terms of earning, budgeting, saving, spending, and investing. Pearson Correlation Coefficient Analysis was employed to determine the significant relationship between learners' personal financial management practices and the competencies they learned in Math, Science, and Araling Panlipunan. The survey found that there were weak to moderate associations between financial behaviors and competency, but these relationships were not consistent across different types of financial behaviors or academic measures.

***KEYWORDS*:** Financial Literacy, Philippine Education System, Money Management, Competency, Personal Financial Management Practices, Sustainable Program, Daily Lesson Plan with Financial Literacy Integration, District 6 DepEd Lapu-Lapu, Development Education, Cebu Technological University

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1. THE PROBLEM AND ITS RESEARCH DESIGN

INTRODUCTION

Rationale of the Study

Financial literacy is the term for individuals who are well-versed in finance and can make beneficial financial decisions for themselves. Financial literacy is defined by (Sami, Hussain, and Fatima 2021) as "the ability to comprehend, analyze, and utilize financial knowledge and skills to make informed financial decisions." Once one is financially literate, the knowledge can be applied to any financial situation, such as choosing between mortgage loans or investments, or understanding how long it will take an investment to grow. We have to make financial decisions all of our lives. People who are financially literate have the information, abilities, and tools necessary to confidently make sound financial decisions, effectively manage their personal wealth, and demand better financial services. As people with higher levels of financial literacy are better equipped to access financial services and products that can improve their financial well-being, (Angela C. Lyons, 2020) emphasizes the significance of financial literacy in promoting financial inclusion and reducing wealth disparities. By giving all students an equal chance to gain financial knowledge and skills, financial education in the classroom can assist to overcome social and economic inequities (Gallagher, E., & Urban, C. 2020). It is crucial that young people have the knowledge, abilities, and attitudes necessary to make wise financial decisions given the complexity of contemporary financial institutions and the growing significance of financial decision-making in daily life. Financial literacy plays a crucial role in fostering financial stability and lowering financial stress, according to (Sami, Hussain, and Fatima 2021), since people who are better able to handle their finances are less likely to run into financial troubles or turn to expensive borrowing choices.

Financial literacy is crucial in today's complicated financial environement, where people must carefully evaluate and analyze a wide range of financial products and services (Kim, Lee, and Park 2019). The need to increase young people's financial literacy is growing. The issue is that a lot of kids nowadays, particularly those who are graduating from high school, lack the knowledge and abilities required for healthy money management. Since the government doesn't focus enough on it, the majority of people still lack basic financial literacy; they have no idea how to create a budget or save money. Currently, there is widespread concern about junior high school students lack of financial literacy. Junior high school students do not receive the financial education required for success in the fast-paced job of today.

There is evidence that illustrates school-based financial education programs are a very effective policy tool to increase financial knowledge and behavior among children and adolescents. Personal finance education should start early at both home and school. (Zia, 2019) conducted a study in China and found that individuals who received financial education in childhood were more likely to exhibit positive financial behaviors and attitudes in adulthood. Ideally, students should begin learning about personal finance in elementary school and continue through high school and college. Counting is the initial step in math, then addition and subtraction, division, and multiplication. You must learn the alphabet before you can read. As a cumulative process, age-appropriate topics in personal finance education should be presented throughout the academic year. According to Wagner (2019), people who received financial education of any kind were more likely to have higher financial literacy ratings than people who did not receive it. The reality is that a lot of states and school districts don't start teaching about personal finance until high school. As early as junior high school, students should be taught the foundations of personal financial planning in the classroom. This entails instructing children on the worth of money, how to earn it, save, invest, and spend it, as well as how to avoid wasting it (Sayao, n.d.).

The researcher conducted this study to highlight the significance of financial literacy. The findings of the survey will assist the respondents in learning about financial literacy so they can manage their wealth and understand the fundamentals of making financial decisions. People need more than just a job and a paycheck. Additionally, it matters where they invest their money and how they allow it to grow.

Theoretical Background

Behavioral economics and social learning theoretical frameworks are commonly utilized to increase knowledge and confidence, enhance financial skills, and explain human behavior. The main method of learning, according to the social learning theory, is social contact (Bandura, 1977; Perry, Baranowski, & Parcel, 1990). According to this theory, people acquire information and values through observation, imitation, and reinforcement from a variety of environmental influences, such as those from their family, friends, religion, school, the government, and the media (Timothy Bustamante, 2020).

The social learning hypothesis has been used to analyze how people pick up financial beliefs, attitudes, knowledge, and behaviors. Particular socialization agents that have been found to affect people's financial literacy include family, peers, the media, and schools (Danes & Brewton, 2014; Duflo & Saez, 2003). (Danes & Brewton, 2014; Duflo & Saez, 2003; Gudmunson & Danes, 2011) have explored the effects of formal versus informal financial literacy training. Additionally, it has been demonstrated that social environment and peer influence have an impact on retirement behaviors and program participation (Duflo & Saez, 2003). (2011) Holden and Kock. Additionally, according to the social learning theory (Koonce et al., 2008), it is crucial to support learning communities that establish accountability, involve adults, and encourage good behavior (Jinhee Kim, 2017).

The theory of planned behavior (Ajzen, 1991) is concerned with the elements that influence people's actual behavioral decisions. This theory holds that behavioral intentions are influenced by three variables: the valence of attitudes toward the target conduct, subjective norms, and perceived behavioral controls. Then, behavioral aim affects behavior patterns (Ajzen, 1991; Ajzen & Fishbein, 1980). A person's attitude toward a relevant behavior, which is comprised of their salient beliefs about the expected outcomes of engaging in that behavior, is their positive or negative assessment of that behavior. A subjective norm is a person's view of whether significant referents approve or disapprove of a behavior. In order to account for non-volitional characteristics of behavior that are typically overlooked by traditional attitude-behavioral models (e.g., Fishbein & Ajzen 1975), the theory of planned behavior introduces a new variable—perceived behavioral control. The perceived behavioral control,

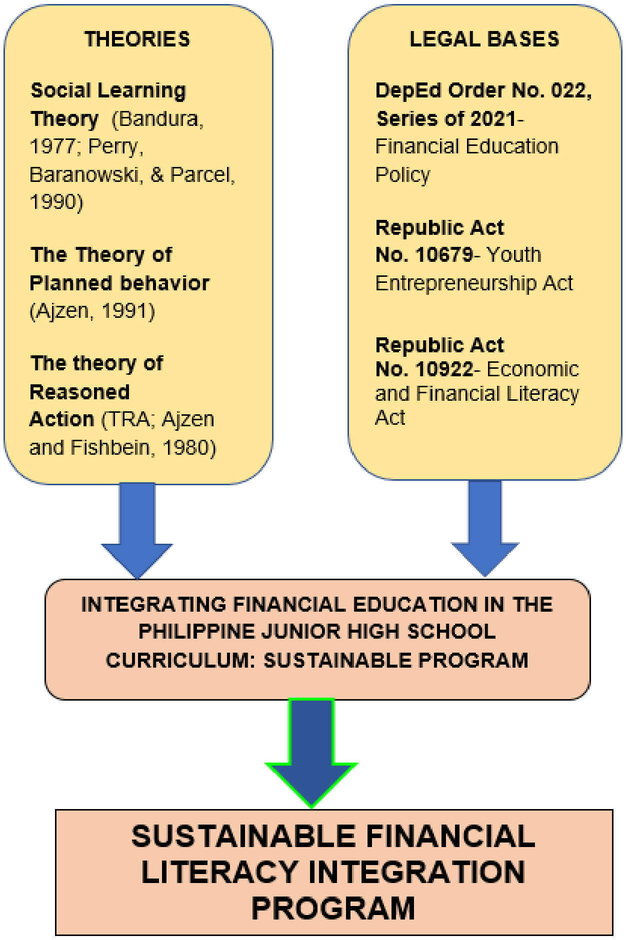

Figure 1. Theoretical Framework

which takes into consideration both prior experiences and potential barriers, shows how challenging the behavior is judged to be to carry out. A more positive attitude toward engaging in an action is frequently connected with the greater perceived social approval, perceived ease of execution, and stronger behavioral intention. With behavioral intention, a behavior is more likely to be carried out. The perception of control may also have an immediate effect on behavior (Ajzen, 1991). Weight loss, occupational preferences, family planning, consumer behavior, voting, alcoholism, hunting, the purchase of genetically modified foods, technology adoption, consumer complaints, and online surveys are just a few of the topics that have been explained by the theory of planned behavior and its predecessor, the theory of reasoned behavior (Bosnj). Numerous meta-analyses have looked at the efficacy of the theory of planned behavior and its predecessor, the theory of reasoned behavior. Intention and volition control behavior, according to the theory of reasoned action (TRA; Ajzen and Fishbein, 1980). According to TRA, people are more likely to engage in the advised conduct if they feel that others want them to (subjective norm) and have a higher intention (motivation). Numerous studies have shown a strong correlation between behavioral intention and conduct, subjective norms, and attitudes (Sheppard et al., 1998). However, the results of numerous studies reveal a weakness in this theory: behavioral intention does not always translate into actual behavior. (Cameron, Rebecca, 2012).

Through the Bureau of Curriculum Development (BCD), the Department of Education (DepEd) has improved the financial literacy and capability of its students, teachers, and staff, enabling them to achieve financial health and financial inclusion. Financial education is now more deeply integrated into the K–12 Basic Education Curriculum. Building a nation that is financially savvy, is being done. According to recent studies, Filipinos have trouble understanding basic financial concepts. Only 8% of Filipinos can accurately respond to all three questions on financial literacy, according to a Bangko Sentral ng Pilipinas (BSP) poll, and 41% of people can only answer one of the three questions. As a result, DepEd issued DepEd Order No. 022, Series of 2021, the Financial Education Policy, which aims to help students, teaching staff, and non-teaching staff make wise financial decisions by incorporating financial education into all lessons and extracurricular activities for students as well as by providing opportunities for skill development for both groups. Teachers, leaders, Teachers-in-Training, and Non-Teaching Personnel will receive the appropriate capacity and competency building activities in accordance with the said policy from the National Educators Academy of the Philippines (NEAP), the Teacher Education Council (TEC) Secretariat for Teachers-in-Training, and the Bureau of Human Resource and Organizational Development (BHROD). The trainings will target the personal and professional training needs of DepEd staff members and give them the knowledge, resources, and tools they need to improve their own financial management abilities. This is predicated on DepEd's intention to create a financially literate and debt-free teaching and non-teaching workforce. (Press Release, 2021).

Learners will also be taught the fundamental financial ideas and skills linked to earning, saving, spending, budgeting, donating, investing, planning, consumer protection, and entrepreneurship. They will also be taught the value of money and resources, how they are acquired, how to plan for and manage assets, as well as how to save and share. According to BCD Director Jocelyn Andaya, the K–12 Basic Education Curriculum must be maintained while incorporating the fundamental financial principles and messaging. Each learning area's content requirements must remain constant throughout the integration process. Drills, exercises, activities, examples of real-life financial experiences and concepts, valuing the process of making financial decisions, contextualized financial situations, and environment, as well as other performance output, were other recommendations made by Director Andaya for teachers to use when presenting lessons. All students in elementary, junior, and senior high schools, as well as learning centers for special education (SPEd), alternative learning systems (ALS), indigenous learning systems, and the madrasah education program, are covered by the policy, which is also encouraged to be adopted by the laboratory schools of state colleges and universities (SUCs) and local colleges and universities (LUCs). Teachers and administrators at both public and private schools can use the policy as a reference. (Press Release, 2021.

Youth Entrepreneurship Act of 2015, also known as Republic Act No. 10679, is a law that encourages financial literacy and entrepreneurship among young Filipinos. All educational levels across the country will incorporate a program to encourage young people to start businesses and become financially literate. The Department of Education (DepED) shall guarantee that the K–12 curricula and will be supplemented by programs on entrepreneurship and financial literacy in accordance with Section 5 of Republic Act No. 10533, or the "Enhanced Basic Education Act of 2013": At the elementary school level, the programs mentioned should primarily concentrate on the ideal ideals required to become great entrepreneurs. Programs on entrepreneurship and financial literacy will be promoted, according to the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED) (Republic Act No. 10679, 2015).

The Economic and Financial Literacy Act, officially known as Republic Act No. 10922 of 2016, aims to raise economic and financial literacy awareness among the general people. In accordance with Section 4, all public and private elementary and secondary schools under the DepEd, state and private colleges and universities under the CHED, the Technical Education and Skills Development Authority (TESDA), and the City of New York are required to carry out awareness-raising and knowledge-expanding activities on economic and financial literacy, including the following: In order to make the updated high school economics curriculum more age-appropriate and to make sure that economic and financial education becomes a mandatory component of formal education, the DepEd is also urged to evaluate it. (Development Information Staff, 2021).

THE PROBLEM

Statement of the Problem

This research assessed the basic financial literacy of Grade 10 students in Lapu-Lapu City District 6, Lapu-Lapu City Cebu during the School Year 2022-2023 as basis for sustainable financial literacy integration program. Specifically, it sought to answer the following problems.

1. What is the profile of the respondents regarding the following:

1.1. teachers'
1.1.1. age
1.1.2. gender;
1.1.3. civil status;
1.1.4. highest educational attainment;
1.1.5. number of years in service;
1.1.6. training and seminars attended relative to financial literacy

1.2. Grade 10 Students
1.2.1. Age
1.2.2. gender;
1.2.3. learnings at school about money?

2. What is the basic financial literacy of junior high school students in terms of money management as to:

2.1. earnings;
2.2. budgeting;
2.3. savings;
2.4. spending;
2.5. investing?

3. What is the extent of integration of the indicated basic financial literacy in the teaching-learning competencies of:

3.1. Math;
3.1.1. solve problems involving polynomial functions
3.1.2. graph Polynomial Functions

3.2. Science;
3.2.1. Explain how species diversity increases the probability of adaptation and survival of organisms in changing environment
3.2.2. Explain the relationship between population growth and carrying capacity

3.3. Araling Panlipunan?
3.3.1. nasusuri ang implikasyon ng anyo ng globalisasyon sa lipunan.
3.3.2. napahalagahan ang iba't-ibang tugon sa pagharap sa epekto ng globalisasyon.

4. Is there a significant correlation between the learners' group respondents' practices and basic financial literacy as to the competencies of Math, Science, and Araling Panlipunan subjects?

5. As perceived by the respondent groups, what is their perception of the integration of financial literacy in the aforementioned learning areas?
6. What are the challenges and barriers that teachers encounter in the integration of financial literacy in Math, Science, and Araling Panlipunan subjects?
7. Based on the findings, what sustainable financial literacy integration program can be developed?

Statement of the Null Hypothesis

There is no significant correlation between the learners' respondents' practices and basic financial literacy as to the competencies of Math, Science, and Araling Panlipunan subjects.

Significance of the Study

Assessing the financial literacy of junior high school students has a profound benefit to the following:

Department of Education. They will benefit since the findings of the study will help the stakeholders in looking into creative strategies to integrate financial literacy into the lesson that might affect positively the quality of instruction of the school itself.

School Heads. They are presented with the real scenario in supporting the undertaking of the teachers handling subjects making sure and overseeing the improvement in the money management among the learners to prepare them for higher money management learning.

Curriculum Developer. The output of this study is of great help to curriculum developers to update and revise the junior high school curriculum to achieve education standards and produce academically and financially competitive graduates.

Teachers. They play an important role in developing financial literacy among the learners under them. They will also gain knowledge of the level of financial literacy among the learners.

Students. They are the direct beneficiaries of the said undertaking and whatever programs would improve their level of financial literacy. Learners learn the ability to make better financial decisions, effectively management of money and debt, and greater equipped to reach financial goals.

Researchers. This study will serve as additional information to the researcher in the improvement of the level of financial literacy among junior high school students and would be the basis for the financial literacy proposed integration plan in the Philippine Junior High School Curriculum.

Future Researchers. This study will serve as an added reference if they make research similar in nature.

RESEARCH METHODOLOGY

This presents the methodology used in conducting the study. It includes the design, flow of the study, environment, respondents, instruments, data gathering procedures, statistical treatment of data, scoring procedures, and definition of terms.

Design

The design that the researcher utilized was the descriptive method of research in the gathering of important data on the assessment of the level of basic financial literacy in terms of money management and competencies of grade 10 students' in Lapu-Lapu City District 6.

Flow of the Study

The input of the study included the relevant information on the teacher respondent groups' age, gender, civil status, highest educational status, length of service, and relevant trainings and seminars attended related to financial literacy as well as students' age, gender, and learnings at school about money. This also covered the correlation between students' basic financial literacy practices and the competencies they learned in Math, Science, and Araling Panlipunan. students' and teachers' perceptions on the integration of financial l also included.

The process of the study included the research procedure that was strictly followed and guided by the research approach it employed which was the descriptive design of research.

The output of the study is the basis for a sustainable financial literacy integration Program in the Philippine Junior High School Curriculum.

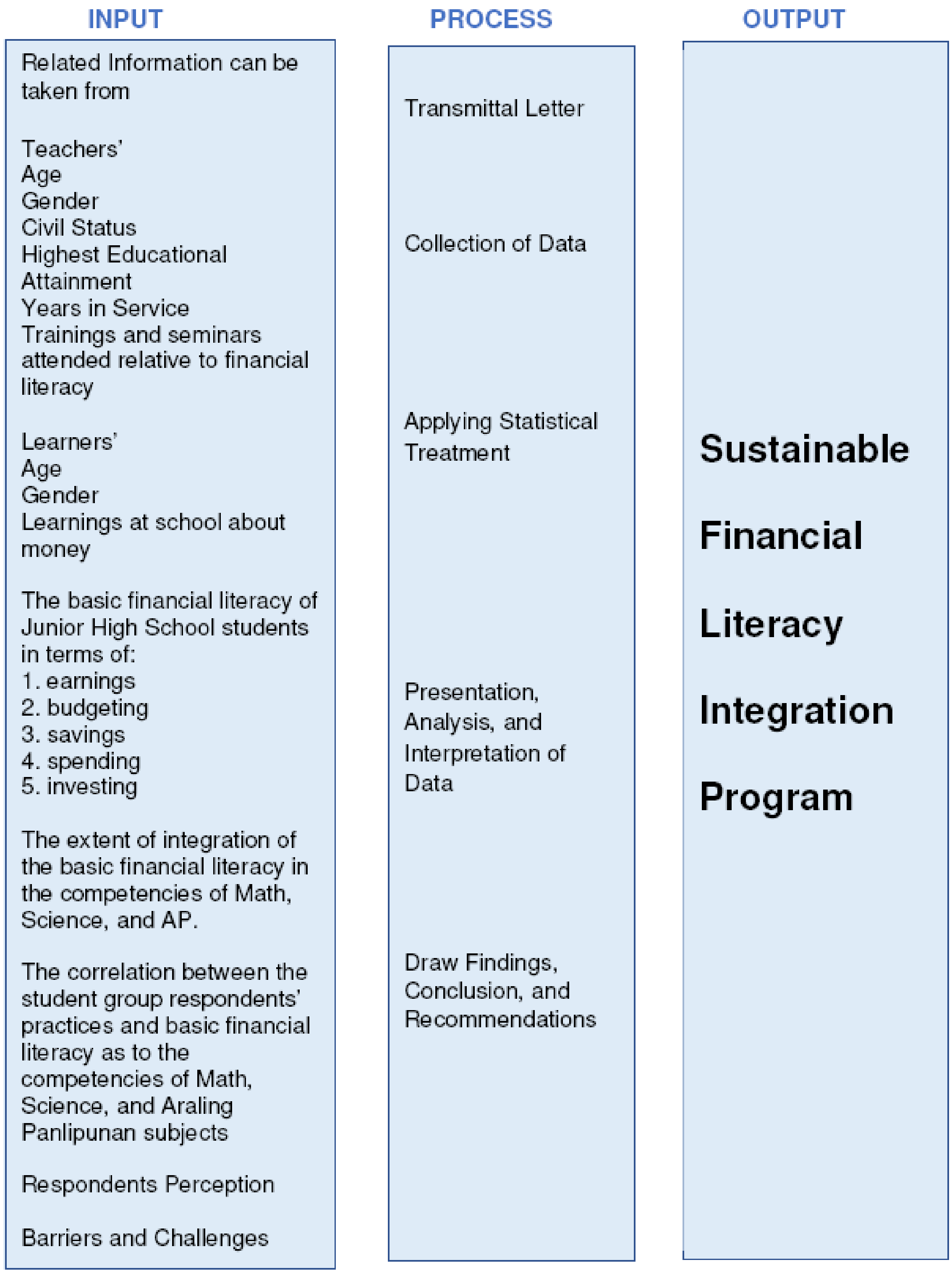

Figure 2. Flow of the Study

Environment

This study was administered at Gun-ob High School and Basak Night High School. These schools belong to District six in Lapu-Lapu City Division, Lapu-Lapu City Cebu. Dr. Wilfreda D. Bongalos CESO V, the superintendent of the Lapu-Lapu City division, is backed by a group of administrators, instructors, and staff who collaborate to guarantee that every student receives a top-notch education. Miss Mercedita Sumalinog is the superintendent of District 6, one of the 12 school districts in Lapu-Lapu City, Cebu, Philippines, that fall under the Department of Education's (DepEd) purview. Students in kindergarten through senior high school must receive their education from DepEd District 6.

Currently run by Mrs. Lorna T. Tumulak, Gun-ob High School is a public high school in Gun-ob, Lapu-Lapu City, Cebu, Philippines. It is one of the city's oldest high schools and was established in 1954. The Lapu-Lapu

City Schools Division of the Department of Education (DepEd) has jurisdiction over it and it provides instruction to students in grades 7 through 12. The school features a large, immaculate campus with up-to-date amenities like a library, science labs, computer rooms, and athletic facilities. Mrs. Perpetua Padayao is the principal of Basak Night High School, a public high school in Basak, Lapu-Lapu City, Cebu, Philippines. The school offers instruction to students who, for a variety of reasons, such as employment, family obligations, or other personal circumstances, are unable to attend regular daytime lessons. Classes at Basak Night High School are held in the evenings from Monday through Friday and offer a two-year secondary

Figure 3. Map of the Study

school program. The school is staffed with skilled and experienced teachers who are dedicated to giving their kids a high-quality education, and it offers a customizable curriculum that complies with DepEd standards. The school's main objective is to educate adults and out-of-school adolescents who wish to finish high school and pursue further education. The school also provides a variety of programs to aid students in honing their talents and getting ready for the workforce or higher education.

Both Basak Night High School and Gun-ob High School provide extracurricular activities and community-based initiatives in addition to academic programs to improve the general wellbeing of its pupils. Activities like sports, music, the arts, and culture are among them, as are services like guidance and counseling, health and wellness initiatives, and community outreach initiatives.

Respondents

The table showed that the teacher respondents were 15.8 percent of the total respondents, and the grade 10 students respondents were 84.2 percent which gave a total of one hundred percent.

Table 1 Distribution of Respondents

Respondents	Frequency	Percentage (%)
Teachers	18	15.8%
Learners	96	84.2%
Total	**114**	**100%**

Instruments

The teachers and learners were surveyed regarding their demographic profile and their perception of integrating financial literacy into the Junior High School curriculum. The learners were also asked about their learnings at school related to money. Items 1 to 17 of this instrument were adapted from the Financial Literacy for PISA 2018 instrument, while the questions about personal financial management practices were based on the instrument developed by Earvin John Medina Draft 2 and the Financial Literacy Survey Questionnaire, which assess learners' money management in terms of earning, budgeting, saving, spending, and investing habits. The instruments were tested with a small group of respondents to determine their validity.

Data Gathering Procedure

The researcher collected the data for this study through the following process:

Asking for Permission to Conduct the Study: A letter of request was sent to the superintendent of the Lapu-Lapu city division to seek permission for conducting the study in District 6. After receiving approval, the researcher submitted the approved letter to the district supervisor of District 6, as well as the school principals of Gun-ob High School and Basak Night High School, and the data-gathering process commenced.

Administration and Retrieval of the Questionnaire: The questionnaires were distributed to 96 grade 10 students and 18 grade 10 Math, Science, and Araling Panlipunan teachers. Purposive interviews were conducted with the teachers to understand how they integrate financial literacy into their lessons. Confidentiality of the responses and respondents' information was strictly maintained. The researcher personally collected the data after the respondents provided their answers to the questions.

Tabulation and Interpretation of Data: The data on profile, self-efficacy, and performance were tallied and tabulated for statistical analysis.

Statistical Treatment

The following statistical tools were used for computing, analyzing, and interpreting the data obtained from the respondents in this study:

1. **Percentage:** This was used for processing and analyzing the demographic profile of the respondents.
2. **Weighted mean and Standard Deviation:** These were utilized to analyze the perceived knowledge of grade 10 students about financial education. They were also used to assess the perception of both teachers and learners regarding the integration of financial literacy in the Philippine junior high school curriculum.
3. **Pearson Correlation Coefficient Analysis:** This was employed to analyze the strength and direction of the linear relationship between financial behaviors (budgeting, savings, spending, investing) and academic performance in three subjects (math, science, and AP).

Scoring Procedure

The data gathered were processed using appropriate tools, and for assessing the students' financial management practices, the following numerical descriptive ratings were employed.

Weight	Numerical Range	Category	Verbal Description
5	4.21 –5:00	Very Low	The Learner doesn't know anything about finances.
4	3.41 –4.20	Low	The Learner doesn't have good financial management practices.
3	2.61 –3.40	Mediocre	The Learner has mediocre financial management practices.
2	1.81 –2.60	High	The Learner has good financial management practices.
1	1.00 –1.80	Very Good	The Learner has superb financial management practices.

To know the perception of the respondents on the integration of financial literacy into the Philippine Junior High School curriculum, the following numerical descriptive ratings were used.

Weight	Numerical Range	Category	Verbal Description
5	4.21 –5:00	Very Low	The respondents have a very negative perception of financial literacy integration.
4	3.41 –4.20	Low	The respondents have a negative perception of financial literacy integration.
3	2.61 –3.40	Mediocre	The respondents have a little positive perception of financial literacy integration.
2	1.81 –2.60	High	The respondents have a positive perception of financial literacy integration.
1	1.00 –1.80	Very high	The respondents have a very positive perception of financial literacy integration.

DEFINITION OF TERMS

The following terms are operationally defined as follows:

Competency. The combinations of attitudes, abilities, and knowledge—for successful learning, living, and working.

Compounding. The process whereby interest is credited to an existing principal amount as well as to interest already paid.

Debt management. A way to get your debt under control is through financial planning and budgeting.

Diversification. A strategy that mixes a wide variety of investments within a portfolio in an attempt to reduce portfolio risk.

Factors. Something that helps produce or influence a result.

Cultural Factors. This refers to buying behavior according to culture, subculture, and social class.

Personal Factors. This refers to a buyer's money-decision behavior influenced by personal characteristics such as the age and life-cycle stages, occupation, economic situation, lifestyle, and personality and self-concept.

Psychological Factors. It refers to the factors that talk about the psychology of an individual that drives his actions to seek satisfaction.

Social Factors. It includes factors of buying behavior according to the reference group, role in society, and social status.

Societal Factors. Things that affect someone's lifestyle are social factors. Wealth, religion, spending patterns, educational attainment, family size and structure, and population density are a few examples.

Financial Decisions. The decisions that managers take with regard to the finances of a company for its financial well-being.

Financial Goal. A scientifically defined financial milestone that you plan to achieve or reach.

Financial Literacy. This refers to the possession of the set of skills and knowledge that allows an individual to make informed and effective decisions with all of their financial resources.

Financial Stress. A condition that is the result of financial and/or economic events that create anxiety, worry, or a sense of scarcity, and is accompanied by a physiological stress response.

Inflation. This refers to the rate at which the general level of prices of goods and services is rising and, consequently, the purchasing power of currency is falling.

Integration Plan. It describes what components are integrated at each step and gives a general idea of what threads of the operational capabilities [requirements] are covered.

Loan Guarantee. A promise by one party to assume the debt obligation of a borrower if that borrower defaults. A guarantee can be limited or unlimited, making the guarantor liable for only a portion or all of the debt.

Money Management. The processes of budgeting, saving, investing, spending, or otherwise overseeing the capital usage of an individual or group.

Earnings. The sum of money that a person or organization receives over a specific time period.

Budgeting. The process of making a spending plan.

Savings. The amount of money earned that is not used for immediate expenses is saved. In other words, it refers to money that is stored away for later use rather than being immediately spent.

Spending. The act offering money in exchange for goods and services

Investing. Purchasing assets that appreciate in value over time and offer returns in the shape of income checks or capital gains is the practice of investing.

Personal Financial Management Practices. The habit of getting knowledge of your financial condition to maximize your resources in day-to-day living while making future plans.

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter entails the review of relevant literature from articles, journals, books, and publications on financial literacy among junior high students. This chapter also forms the theoretical and empirical basis upon which the study is conducted. The chapter, therefore, considers the academic theories and the various views expressed by scholars on the topic. The review of these ideas provided a better understanding of the research leading to the proposal of integration of financial literacy education into the junior high school curriculum for the betterment of the learners' financial literacy.

Related Literature

Being able to manage your money well is one of the most important things you can do to live a long, happy, and secure life. How well you comprehend the principles of setting a budget, setting aside money for savings, paying off debt, and investing will have an impact on every element of your life. According to Frazier (2019), it might represent the difference between wealth and poverty. The ability to understand and successfully use different financial skills, such as saving, budgeting, and personal financial management, is known as financial literacy. People must develop their self-sufficiency through financial literacy in order to obtain financial security. Hauff, Carlander, Garling, and Nicolini (2020) came to the conclusion that policies integrating appropriate financial education in the different stages of a person's life could lead to an increase in financial literacy. They emphasized the observation that having sufficient knowledge of finance has an impact on how a person plans their retirement, saves for their retirement, and manages the savings they would have in the future. Financial literacy also requires an understanding of concepts and ideas related to money, such as money-time value, debt management, compound interest, and financial planning. Financial management skills may suffer from poor financial judgments brought on by financial illiteracy. Some of the key steps to improving financial literacy include learning how to create a budget, keep track of expenses, discover debt-reduction strategies, and properly plan for retirement. Another illustration of this strategy is financial advisor counseling (Sujaini, 2023). Financial education includes learning how money works, defining and achieving financial goals, and overcoming both internal and external financial challenges. Financially literate people ought to be able to answer questions concerning transactions, such as if something is required, accessible, an asset or a liability. This category reveals a person's perspective on money in light of their daily routines and spending habits. The capacity to manage finances reveals an adult's decision-making process. This information will help someone create a financial road map that details their obligations, expenses, and sources of money. This problem also affects small business owners, who significantly contribute to economic growth and stability. Analphabetism in financial concerns has an effect on people of all ages and socioeconomic backgrounds. Financially analphabetic borrowers frequently become victims of predatory lending, subprime mortgages, fraud, and high interest rates, which can lead to poor loans, bankruptcies, or foreclosures. (2023 Sujaini). A person's poor decisions on borrowing, investing, and saving could be the result of a lack of basic financial literacy. The literature that has been published is replete with knowledge on the negative consequences of financial illiteracy. For instance, according to study by Lusardi and Mitchell (2017), those who are less financially literate are less likely to create retirement plans.

Financial literacy and economic prosperity go hand in hand. For emerging nations like the Philippines, this is especially true. Financial literacy is crucial to the long-term health of an economy. In order to preserve our investments and make the right financial decisions in light of the various market forces that are impacting the regional and global economies, we must arm ourselves with knowledge and information about financial concerns. Numerous studies have shown that young adults and college students lack financial literacy (Goyal and Kumar 2021; Mandel 2008; Chen and Volpe 1998; Goyal et al.2021). Minorities, women, and students from disadvantaged backgrounds frequently do worse than other groups on financial literacy tests (Arellano et al. 2018; Cameron et al. 2914; West and Worthington 2018). However, surveys of young adults show a desire and interest in learning more about finance, and financial education is regularly touted as a way to help people make better financial decisions (Salinas and Hidrowoh 2018; Totenhagen et. al. 2015). One challenge in the effort to raise financial literacy is the complexity of the development of financial knowledge and abilities. Unfortunately, only 25% of Filipinos were able to accurately respond to questions about financial literacy in polls, showing that the majority of people in our nation are almost completely unaware of what financial literacy is. This is normally alarming because financial knowledge is crucial to the sustainability of the Philippine economy. In 595 municipalities across the country as of 2014, there were no banks, according to data from the Bangko Sentral ng Pilipinas (BSP). This one, out of a total of 1,490 municipalities around the country. However, as of the end of December 2014, there were 10,315 domestic banking locations, up from 7,585 at the beginning of 2001. At the end of December 2014, there were 15,562 automated teller machines in use, up from 3,882 at the beginning of 2001. Therefore, a sizeable proportion of the population still lacks financial literacy even though it may be widely distributed among Filipinos. Nowadays, a lot of Filipinos are still susceptible to many sophisticated frauds that easily steal their hard-earned money. These include high-yielding pyramid schemes that are unable to provide the expected earnings due to a lack of sufficient resources. Financial misinformation has the potential to destroy people's finances, houses, financial institutions, and even entire economies in a cascade of destruction. The most obvious solution to this financial problem, however, is to encourage financial literacy on all levels, irrespective of a person's social standing and income level. Filipinos can learn how to make sound financial plans, manage savings and expenses, and set up both short- and long-term financial goals, such as retirement planning, life insurance, and pension funds, which can significantly help the population's aging population, through financial literacy programs in the Philippines. (2022 Mirror). In previous research, family background characteristics such as parental education levels, childhood socioeconomic status, and employment prior to age 15 have been utilized as indicators of family financial literacy (Behrman et al. 2012). Additionally, qualitative interviews show that young individuals look to their parents' guidance and examples when deciding how much money to save for retirement (Robertson-Rose 2020).

The majority of the research in the related literature has primarily examined four issues: measuring financial literacy level, valuing the effects of financial literacy on financial behaviors and attitudes, identifying unique characteristics that have a significant impact on financial literacy level, and assessing the efficacy of the curriculum in schools or educational programs. Although a lot of study has been done on teenagers' spending habits and other financial behaviors, relatively few studies have been done to determine how financially literate university students are. In fact, despite the clear connection between financial literacy and financial stability, the majority of the other studies came to the conclusion that teenagers and university students lack the necessary financial literacy to manage their finances on a daily basis. The findings may be summed up as follows: University students lacked sufficient knowledge of personal investing, female students lacked greater investing knowledge than male students, and non-business majors lacked greater investing knowledge than business majors.

As a condition for inclusive growth, Fanta and Makina (2019) stressed the importance of an inclusive financial system. They asserted that inclusive financial services guarantee every "unbanked" population access to, availability of, and use of formal financial services.

Financial inclusion, according to the United Nations (2006) in Fanta and Makina (2019), plays two crucial roles in economic development: (1) ensuring that customers have access to a variety of formal financial services, from small credit and savings services to insurance and pensions services; and (2) ensuring that customers have access to more than one financial services provider, creating competition among the service providers. Three basic generating mechanisms can be identified in the empirical literature. The first group looks at how microcredit and microfinancing affect education and savings in rural communities. The second examines how financial inclusion in general affects household income and poverty. The third category, which is the newest, uses indicators like bank branches and account penetration to analyze how financial inclusion affects macroeconomic growth. Previous research have shown that financial inclusion has a positive impact on economic growth. However, some research began to issue warnings against such too optimistic views in 2015. For instance, Sahay et al. (2015) hypothesized that, in some industrialized nations, the effect of increased financial access for businesses and households will plateau or perhaps become negative after a certain level. They go so far as to caution against uncontrolled and excessive financial access. They stated that expanding financial access, other than through loans, promotes financial stability and economic prosperity. Using quantile regression on 73 countries, Sukmana and Ibrahim (2018) hypothesized that financial access only alleviates poverty in nations with low income inequality. This suggests that raising financial access may not be beneficial in nations with significant wealth disparity unless infrastructure quality is raised. The effects of financial inclusion in the MENA region piqued the interest of Emara and Mohieldin (2020). They also discovered that financial inclusion has a positive and considerable impact on economic growth. The most recent study, Khan et al. (2021), used panel data to assess the effects of financial inclusion on poverty, income inequality, and financial stability for 54 African nations between 2001 and 2019.

Financial literacy, according to Fernandes, Lynch, and Netemeyer (2014), helps a person be more knowledgeable and confident while making financial decisions. Financial literacy, it was added, fosters sound financial behavior that makes it easier for people to manage their money. Therefore, according to this study, financial literacy is crucial for everyone since it teaches people how to allocate their resources wisely. Fong, Koh, Mitchell, and Rohwedder (2021) confirm that the relationship between financial literacy and the three expensive financial behaviors—paying off credit card debt on time, investing in stocks, and using an age-based glide path for risky investments—does not explain why different financial behaviors can be observed in a given person. Additionally, it was shown that older respondents were more in line with their credit card balances and invested more in stocks, although they were less inclined to take risk into account when making investments because of the value of their primary residence, which they owned. In their conclusion, Hauff, Carlander, Garling, and Nicolini (2020) emphasized the observation that having sufficient knowledge of finance has an impact on how a person plans their retirement, saves for their retirement, and manages the savings they would have in the future. They also discussed how an increase in financial literacy could be achieved through policies integrating proper financial education in the different phases of a person's life. Lusardi (2012) noted how concerning the financial literacy of older generations is, and went on to note that financial illiteracy is frequently observed, particularly in older women and older generations as a whole, with evidence that these people frequently experience subpar results when it comes to managing debt and assets with a significant increase in the risk of fraud and scams. It is crucial to address these issues if you want to have financial security in the future. Although elderly people generally have poor levels of financial literacy, there are clear gender disparities in financial literacy (Lusardi, 2012).

Furthermore, the OECD later endorsed the high-level Standards on National Methodologies for Fiscal Related Instruction, embraced through a G20 assembly, reflecting the Philippines' recognition of financial literacy as an important aspect of stability and financial development (OECD, 2013). Nevertheless, there are certain gaps in some important areas of financial literacy. The main factor is the fact that "financial literacy" has frequently been used as a synonym for information about finances despite the conceptual differences between these two structures. This can cause problems because financial literacy neglects such instruction. According to Huston (2010), there are two ways to measure a person's skill with money: their understanding, which refers to their knowledge of personal finances, and their utilization, which refers to how they put that knowledge to use in their financial decisions. The observable evidence of financial literacy's connection to statistical and financial aspects is a crucial viewpoint regarding the subject. A few studies have further investigated how to differentiate between these relationships. Women are less financially literate than men, according to findings from Lusardi and Mitchell (2011), Atkinson and Muddled (2012), the OECD (2013), and Brown and Graf (2013). Furthermore, Thaler (2013) advises that greater and higher-quality education should be used because financial literacy is strongly correlated with other factors. Messy (2012) noted that financial literacy is typically lower in children and the elderly and tends to be higher in adults who are in the midst of their life cycle. Devlin's findings from 2003 suggested that unaccompanied people are generally more likely than couples to have less financial literacy instruction. According to research by Monticone (2010) and Atkinson and Messy (2012), lower financial literacy is associated with lower salary levels. Additionally, Chen and Volpe (1998) and Devlin (2003) found that those who have been in the workforce for a longer period of time are more financially savvy.

Related Studies

Youths deal with money on a daily basis. They make online purchases as well as use financial services including bank accounts and internet banking (OECD, 2017). For people who can't resist the pull of online goods like gambling and shopping, this gives potential but also disadvantages (Amagir, 2020). Social media can influence people to purchase more: according to Intrum (2019), 51% of young adults between the ages of 18 and 21 say they feel pressured to buy more than they need. Due to the ease with which loans may be obtained via cellphones, young people are more likely to engage in poor financial management (Intrum, 2019). The financial context in which today's youth are raising themselves is also getting more and more complicated. There is evidence that young people's financial conditions may be problematic. For instance, the proportion of secondary school pupils in the Netherlands who are struggling financially went from 43% in 2016 to 55% in 2020. (NIBUD, 2020). Secondary vocational education students in the Netherlands are a financially vulnerable category. Over the age of 18, vocational students make up 37% of those who are in debt, and 48% of them also owe money on student loans (NIBUD, 2015a).

Borrowing by students is becoming increasingly widespread since the basic grant was replaced in the Netherlands by a study advance that enables students to borrow an amount equal to the basic grant (ResearchNed, 2020). Since the loan system was put in place, many students, especially those whose parents are less well off, are experiencing financial challenges (ResearchNed, 2020). According to Amagir et al. (2020), kids in the lowest Dutch secondary school track (VMBO) and the top track showed considerably different levels of financial literacy (VWO) at the age of 15. The findings of the PISA study of 15-year-olds (OECD, 2017), which showed that the Netherlands and Beijing-Shanghai-Jiangsu-Guangdong (China) had the largest knowledge gaps between the lowest and highest performing students, are consistent with these major discrepancies. Additionally, according to Amagir et al. (2020, OECD, 2017), Dutch students in the lowest secondary school track spend their money less wisely and are less likely to think twice before making a purchase. 19% of secondary school students in the Netherlands don't save money (NIBUD, 2020). Most students also claim that they don't purposefully save money or that they don't have a saving goal (NIBUD, 2020). Students in the Netherlands with high socioeconomic status (SES) and those whose moms have college degrees have superior financial literacy (Amagir et al., 2020; OECD, 2017). In other words, there is a growing need to improve the financial literacy of young people. According to the research, school-based financial education programs are a highly effective instrument for influencing public policy in terms of enhancing young people's financial literacy and behavior. Financial education in schools has a considerable impact on children and adolescents' financial conduct (+0.07 SD) and, to a greater extent, their financial knowledge (+0.33 SD), according to Kaiser and Menkhoff's meta-analysis from 2019. Similar to educational interventions in other subject areas, such as arithmetic and reading, financial education has a similar impact on financial comprehension (Kaiser and Menkhoff, 2019). According to a recent meta-analysis by Kaiser et al. (2020), financial education programs often show positive causal treatment effects on financial knowledge and financial behaviour. The vast majority of evaluation studies don't provide guidance on how to impart financial literacy to students (Amagir et al., 2018a). The best strategies to link curricula to knowledge improvement and, more significantly, to better financial behavior need to be determined through further research as well (Danes et al., 2013). Poor money management on the side of anyone, whether they are workers or students, unquestionably causes financial stress. In order to produce people who are fully aware of their financial situations and find solutions to avoid financial troubles, American Financial Solutions [9] contends that financial literacy should be taught from a young age. Lessons on how to successfully maintain money management ideas and use them in daily life can be introduced early on in the basic education process. If these and other concepts aren't effectively taught in schools, advice like "choosing necessities over desires," "making good priorities," "contemplating the benefits and drawbacks of a purchase," and "practicing delayed gratification" won't be very helpful.

In Ghana, Opuko studied senior high school students' financial literacy and discovered that they lack the skills necessary for personal financial planning and are likely to face financial issues in the future. In order for kids to develop a high degree of financial literacy, Opuko also stated that policies must be put in place. Planning a budget and using resources wisely, as suggested by Newcastle's Northumbria University, won't be effective without a change in the way that financial education is taught in schools. As soon as the kids start school, where they absorb concepts and theoretical knowledge and put them to use in their daily lives, it is essential that these concepts are taught.

The United States of America is seeking to address the issue with financial education that has persisted for years by attempting to teach financial education before students are allowed to graduate. As a result, financial literacy programs are already available in several states. In some states, this is taught independently from social studies, whereas in others, it is taught as a component of math. However, the situation is different in the Philippines. These financial literacy principles are given in numerous contexts without a clear and unified structure, which results in a weak financial literacy heritage.

A study on the personal financial management habits of teachers in rural areas was done by Acedillo (2018). The purpose of this study was to address the growing issue that public school instructors who were in debt were performing poorly. The collected data revealed that public school elementary instructors have subpar financial management abilities. Therefore, it was clear from the study that instructors with higher net incomes shown some improvements in their financial behavior. According to Adentunji and David-West (2019), an individual's use of financial services may be influenced by their income level and level of financial literacy. The results demonstrated a strong correlation between financial knowledge and income levels. This implies that a person tends to be more financially knowledgeable the higher their income. Additionally, Altintas (2011) made the argument that one's money is crucial to their daily lives. He added that university students from low-income families demonstrated poor financial literacy since they lacked the resources to practice and utilize the services that are accessible. Based on the information they received regarding the respondents' methods for sending and receiving money, Sani (2020) asserted that financial technology is only barely employed in East Java. Due to people's lack of knowledge and education about the new financial technology available, cash is still the most common form of payment. They came to the conclusion that programs should be implemented to increase financial literacy, inclusivity, and the usage of financial technology in the aforementioned capital because these issues are still at the grassroots level (Bangco, 2022).

The OECD governments started a comprehensive campaign on financial education in 2002 after seeing the growing significance of financial literacy. They created the International Network on Financial Education (INFE) in 2008, which holds twice-yearly meetings to exchange experiences, talk about strategic priorities, and create policy answers to pressing problems. Over 240 governmental entities, including central banks, financial regulators and supervisors, ministries of finance, and ministries of education, are high-level members of the OECD/INFE, which has members in 130 different countries. Leaders of the G20 and other international and regional fora have endorsed and/or supported the OECD/INFE methodology and high-level principles on financial education. Aiming to support governments in fostering financial resilience and well-being through a comprehensive approach that includes improved financial access, adequate consumer protection, and regulatory frameworks, the OECD Council Meeting at the Ministerial level adopted the OECD Recommendation on Financial Literacy in 2020. They underlined the value of giving young people financial knowledge at the conclusion of the annual conference because they are currently more vulnerable than previous generations. Supporting the younger generation is the responsibility of policymakers, and accomplishing this requires collaboration among all stakeholders. In addition to ongoing monitoring and program assessment, the work on financial education should continue to be supported by data and frameworks for financial competencies (Policies, good practices, and difficulties in the new digital world, 2020).

In accordance with Orton, there are three components that make up financial literacy: (i) financial knowledge and comprehension; (ii) financial skills and competence; and (iii) knowledge and awareness of financial responsibility. Widdowson and Hailwood list the following characteristics of financial literacy: (i) a basic awareness of the advantages and hazards of various financial decisions; (ii) the capacity to comprehend when and where to seek professional guidance; and (iii) basic numeracy and basic arithmetic skills. Remund divides financial literacy into five categories: (i) financial knowledge, which refers to knowledge of financial concepts and products; (ii) financial communication, which refers to communication skills related to financial concepts; (iii) financial ability, which refers to the capacity to use knowledge to make necessary financial decisions; (iv) financial behavior, which refers to the actual use of various financial instruments; and (v) financial confidence, which refers to people's confidence in their prior financial performance. Financial literacy is described by Atkinson and Messy as awareness, knowledge, skills, attitude, and behaviors. The concept of financial literacy is used in the literature in a variety of ways. The Robson approach, which was adopted from Kempson, was found to be one of the most appropriate in their article, which was the result of primary research conducted with the involvement of representatives involved in financial education and the promotion of financial knowledge. This is because it presents financial literacy as a collection of financial knowledge, financial behavior, and financial attitude. In addition to the foregoing, Swiecka et al. additionally present the demand for financial information and abilities. They stated that the definition of financial literacy should be expanded and that research should take into account the ideas of financial behavior, attitude, knowledge, and skills, as well as the demand for financial information. The Program for International Student Assessment (PISA) is the largest international study of adolescents (15-year-old students). Since 2000, it has been administered every three years in every member of the OECD as well as other partner nations. This financial literacy study was carried out for the first time in 2012. Poland has participated in the PISA study since 2000, which is when it first began. A sample of 29,000 15-year-old students from 13 OECD nations were used in a 2012 study on financial literacy. One of the goals of the study was to determine whether the 15-year-olds possess the knowledge and skills essential to enhance their livelihood. An average of six out of ten students have a bank account and/or prepaid card in the ten OECD nations that are participating.

In Australia, the Flemish Community of Belgium, the provinces of Canada, Italy, the Netherlands, Spain, and the United States, more than half of the students have a bank account and/or prepaid card. Additionally, students can make some money from part-time occupations outside of the classroom. Polish 15-year-olds achieved 485 points in the PISA 2015 study compared to 510 points in the PISA 2012 survey. The OECD average score was 489 points, therefore this score fell short of it. Chinese players scored the most points in 2015 (566 as opposed to 603 in 2012), and Belgian players scored 541 both years. Poland performed better than the USA, Russia, France, Slovenia, Spain, Croatia, Israel, Slovakia, Italy, and Colombia in 2012. However, only Italy, Spain, Lithuania, the Slovak Republic, Chile, Peru, and Brazil scored lower than Poland in the subsequent poll, which was performed in 2015, and the USA and Russia both scored higher than Poland, with 587 and 512 points, respectively. A variety of factors influence financial literacy. Gender is one among them. Males score higher on financial literacy tests than females do in the majority of research cited in the literature. Males demonstrated a higher level of financial literacy than females in both the research on households and the studies on students. According to some research on college students, gender has little bearing on financial literacy. Studies have shown that female students had a greater level of financial literacy than male students in a small number of instances. Given that women have equal access to school and are interested in financial matters, the authors of this study observed that this might be attainable. According to Mottola's research, women are more likely to engage in more expensive credit card activities because they typically have lower incomes, lower levels of financial literacy, and lower confidence in their math abilities. Gender equity must be addressed as a key issue that extends beyond the economics of personal finance in order to address the issue of financial literacy. The authors contend that social justice should be applied to this problem. Family and education play a role in financial literacy as well. They are essential to education, including the development of financial understanding. These are the two fundamental settings where young people learn about a variety of topics, including finance. The child's growth is typically greatly influenced by the family and the school. They serve as a source of knowledge and experiences and are an important connection in the educational process. The findings of the primary research, which showed that the majority of participants said they got their information mostly from family (30.3%), the internet (9.4%), and school (7.1%), made it evident that the family plays a vital role in financial education. Surprisingly little is done in schools to promote financial literacy, but this is easily explained by the fact that few subjects are taught in schools that specifically address finances. The fact that young people most commonly (74%) look to their family for advice when they need to handle a financial difficulty further emphasizes the importance of the family. Although they are aware of the value of financial planning, Portuguese university students have little knowledge of banking concerns and choose to keep their money in checking accounts rather than investing it.

It was discovered that university students in non-quantitative academic subjects performed better on financial quizzes than other pupils. Another study suggests that age may contribute to differences in financial behavior. Objective financial knowledge was more significantly associated with long-term financial behavior, such as saving and investing for retirement, in the older age groups.

A new financial knowledge measure that will allow researchers to confidently compare financial knowledge across studies, populations, and time was developed by Knoll et al. The item response theory (IRT), a 20-item scale measuring financial knowledge, was developed psychometrically. 2020-01-18 (Beata Swiecka).

3. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data collected and its interpretation in the course of the research. It shows the data that answer the questions raised in the research. This section analyzes, discusses, and interprets the findings. Data presented is the demographic profile of Grade 10 Math, Science, and AP teachers in terms of age, gender, civil status, highest educational attainment, number of years in service and training, seminars attended relative to financial literacy as well as their perception on the integration of financial literacy in the Philippine Junior High School curriculum. Also included is the demographic profile of grade 10 students in Lapu-Lapu City District 6 in terms of age, gender, learnings at school about money, and money management which includes earnings, budgeting, savings, spending, and investing; competencies in Math, Science, and A.P., and their perception on the integration of financial literacy in the Philippine Junior High School Curriculum.

Teachers

This part of the study shows the demographic profile of the Grade 10 Math, Science, and A.P teachers including their age, gender, civil status, highest educational attainment, number of years in service and training, seminars attended relative to financial literacy as well as their perception on the integration of financial literacy in the Philippine Junior High School curriculum.

Age

Based on Table 3, it is evident that the majority of the respondents in the sample fall within the 41 to 45 age range, accounting for 22.2% of the total sample. The next most common age range among the participants is 36 to 40, comprising 16.7% of the sample. This information provides valuable insights into the age distribution of the respondents in the study. The higher representation of individuals in the 41 to 45 age range suggests that this demographic group is prominent within the surveyed population.

Table 3 Teacher Respondents Age

Age	Number (N)	Percentage (%)
56 to 60	3	16.7%
51 to 55	1	5.6%
46 to 50	3	16.7%
41 to 45	4	22.2%
36 to 40	3	16.7%
31 to 35	1	5.6%
26 to 30	2	11.1
22 to 25	1	5.6%
TOTAL	**18**	**100 %**

Gender

Table 4 indicates that out of the total 18 respondents in the sample, 13 were female, while the remaining 5 were male. This breakdown provides valuable insights into the gender distribution of the participants in the study. The higher representation of females in the sample suggests that they are the predominant gender among the surveyed individuals.

Table 4 Gender

Gender	Number (N)	Percentage (%)
Female	13	72.22 %
Male	5	27.78 %
TOTAL	**18**	**100 %**

Civil status

Table 5 shows that majority of respondents, comprising 66.7% of the sample, are married. This indicates that married individuals are the predominant marital status category within the surveyed population. Conversely, the remaining 33.3% of respondents are reported as single, representing a significant proportion of the sample. This finding suggests that single individuals are also well-represented in the study. Understanding the distribution of marital status among the respondents provides valuable insights into the demographic composition of the sample. Marital status can have implications for various aspects of individuals' lives, including financial decisions, lifestyle choices, and priorities.

Table 5 Civil status

Civil Status	Number (N)	Percentage(%)
Single	6	33.3%
Married	12	66.7%
TOTAL	**18**	**100%**

Highest Educational Attainment

Table 6 reveals the educational qualifications of the student respondents. The majority of the sample, accounting for 66.7%, holds a Bachelor's degree. Additionally, 22.2% of the respondents possess a Master's degree, indicating a significant portion of the sample with advanced education. Furthermore, 5.6% of the respondents hold a Doctorate degree, representing a smaller yet notable segment of highly educated individuals within the sample. This distribution highlights the educational diversity among the participants.

Table 6 Highest Educational Attainment

Highest Educational Attainment	Number (N)	Percentage (%)
Doctorate Degree Holder	12	5.6%
Doctorate (Car Only)	1	5.6%
Masters (Car Only)	4	22.2%
Bachelors Degree	1	66.7%
TOTAL	**18**	**100%**

Years in Service

Table 7 indicates that the most common range for years in service among the respondents is one to five years, accounting for 27.8% of the sample. The second most common range is 11-15 years, comprising 22.2% of the sample. These findings shed light on the distribution of years in service among the surveyed individuals. The higher representation of respondents within the one to five-year range suggests that this group constitutes a significant proportion of the sample. The second most common range being 11-15 years indicates another notable segment of the respondents' work experience. Understanding the distribution of years in service is valuable for assessing the level of experience and tenure within the surveyed population. It can provide insights into factors such as career progression, expertise, and potential influence on decision-making processes.

Table 7 Years in service

Years in Service	Number (N)	Percentage(%)
31-35 years	1	5.6%
26-30 years	3	16.7%
21-25 years	1	5.6%
16-20 years	2	11.1%
11-15 years	4	22.2%
6-10 years	2	11.1%
1-5 years	5	27.8%
TOTAL	**18**	**100%**

Trainings and Seminars relative to financial literacy

Table 8 illustrates the extent of training and seminars related to financial literacy among the respondents. The data reveals that a significant majority, comprising 77.8% of the sample, have not received any such training or seminars. This suggests a potential gap in financial education among the participants. On the other hand, only 22.2% of the respondents have received training in financial literacy, indicating a smaller subset of individuals who have sought out or been exposed to educational opportunities in this domain. These findings underscore the need for increased efforts in promoting and providing financial literacy training to enhance the knowledge and skills of the broader population.

Table 8 Training

Training	Number (N)	Percentage (%)
Yes	4	22.2%
No	14	77.8%
TOTAL	**18**	**100%**

Students

This part of the study shows the demographic profile of the Grade 10 learners in terms of age, gender, and learnings at school about money.

Age

Table 9 reveals that within the sample, the most prevalent age group is 16, comprising 54.2% of the respondents. Following closely is the age group of 15, making up 35.4% of the sample. On the other hand, the age group of 18 is the least common, with only one person representing 1% of the total respondents. These findings provide valuable insights into the age composition of the surveyed population. The high representation of 16-year-olds suggests that they are the dominant age group within the sample, while the significant presence of 15-year-olds reinforces their prominence as well. The low representation of 18-year-olds indicates their relative rarity within the sample.

Table 9 Age

Age	Number (N)	Percentage (%)
20	1	1%
19	3	3.1%
18	1	1%
17	5	5.2%
16	52	54.2%
15	34	35.4%
TOTAL	**96**	**100%**

Gender

Table 10 displays the gender distribution among the students participants. The data reveals that the majority of the sample, comprising 60.4%, identifies as female. The remaining 39.6% of participants identify as male. This breakdown provides valuable insights into the gender composition of the learner population, highlighting the higher representation of females in the sample. Understanding gender distribution is important for addressing any potential gender-related disparities or tailoring educational interventions to meet the specific needs and experiences of different genders.

Table 10 Gender

Gender	Number (N)	Percentage (%)
Male	38	39.6%
Female	58	60.4%
TOTAL	**96**	**100%**

Learnings at School About Money

Table 11 presents the responses of grade 10 learners regarding their knowledge about money. Each item in the table represents the percentage of respondents who selected "yes" for that specific item. Notably, item number 15 stands out with the highest percentage of "yes" responses at 87.5%. It indicates a strong understanding among the learners in that particular area. Following closely is item 1, with 82.3% of respondents selecting "yes," indicating a relatively high level of knowledge in that aspect as well. On the other hand, item 2 received the lowest percentage of "yes" responses at 28.1%, suggesting an area where learners may require additional support or education.

Overall, the sample primarily consists of female learners and teenagers, emphasizing the importance of providing targeted financial education to this specific demographic. Analyzing the responses helps identify both areas of strength and potential areas for improvement, allowing educators and policymakers to tailor interventions to enhance financial literacy among grade 10 learners.

Table 11 Learnings at School About Money

Learnings At School About Money	Number (N)	Percentage (%)
I learned how to manage money in a subject at school.	79	82.3%
I have/had a specific textbook on money matters.	27	28.1%
I know what is Income Tax.	45	46.9%
I know what is Interest payment	62	64.6%
I know what is Compound interest	45	46.9%

I know what is Exchange rate.	50	52.1%
I know what is Depreciation.	41	42.7%
I know what is Share/stock.	56	58.3%
I know what is Return on investment.	56	58.3%
I know what is I know what is Dividend.	30	31.3%
I know what is Diversification.	35	36.5%
I know what is Debit card.	61	63.5%
I know what is Bank loan.	72	75.0%
I know what is Pension plan.	62	64.6%
I know what is Budget.	84	87.5%
I know what is Wage.	43	44.8%
I know what is Entrepreneur.	53	55.2%

BASIC FINANCIAL LITERACY OF JUNIOR HIGH SCHOOL STUDENTS IN TERMS OF MONEY MANAGEMENT

Budgeting, saving, investing, and spending money sensibly are all parts of the process of money management. It entails making wise financial decisions that support your objectives and values while also avoiding wasteful spending and debt. High school kids can learn the fundamentals of investing, how to set up and follow a budget, and how to stay out of debt and overspending by studying about money management. Additionally, they can learn how to make wise purchases and form good saving habits. According to Braunstein & Welch (2002), "Teaching young people about money management is critical for their future financial success and independence." The table below displays the students' money management habits at Basak Night High School and Gun-ob High School.

Personal Financial Management Practices

Personal financial management is, at its most basic, the process of assessing your financial condition in order to maximize your resources in both your current life and your future planning. (Batten, 2023) Even the most financially astute person may become confused or oblivious due to this onerous and ongoing chore. Financial management is a trickier notion than ever before in a world when assets and investments move swiftly, we connect our bank accounts to countless services, and we can make purchases at the press of a button. Your ability to maximize your financial resources depends on your ability to stay alert and think strategically.

The tables below show the personal financial management practices of the grade 10 learners in terms of earning, budgeting, saving, spending, and investing.

Earnings (Source of Allowance)

According to research by Wang et al. (2010), working a part-time job improves students' social networks and school experiences. Additional evidence for this claim is provided by earlier research conducted by Mussie et al. (2014), which found that, when students worked fewer than ten hours per week, labor had a beneficial impact on both satisfaction and GPA. Part-time employment may thus not always be detrimental to students' fulfillment. This is due to the fact that a part-time job can aid students in meeting their living expenses, lowering their financial stress, increasing their work experience and, consequently, increasing their employability after graduation, boosting their confidence, allowing them to gain competence and skills, expanding their networks, and improving their social lives. (Hongyu Wang, 2010)

Table 12 shows that the majority of grade 10 students, constituting 75% of the respondents, receive their allowance from their parents. This finding suggests that parental support is the primary source of income for a significant portion of the learners. On the other hand, a noteworthy 25% of the respondents obtained their allowance through part-time jobs, indicating a subset of learners who actively earn income outside of parental support. This distribution reveals the diverse financial situations among grade 10 learners, with a majority relying on parental allowance and a notable minority engaging in part-time employment to meet their financial needs. Understanding these sources of earnings is valuable for informing financial literacy initiatives and helping students develop responsible financial habits based on their unique circumstances.

Table 12 Earnings (Source of Allowance)

Earnings (Source of Allowance)	Number (N)	Percentage (%)
Parents	72	75%
Part-time Job	24	25%
TOTAL	**96**	**100%**

Budgeting

The process of making a spending plan is known as budgeting. Budget refers to this plan for spending money. Making this spending plan enables you to estimate your financial situation in advance and decide whether you will have enough money to accomplish your goals. Budgeting ensures that you will always have enough money for the things you need and the things that are important to you by allowing you to plan out how you will spend your money. Maintaining a budget or spending plan will also help you avoid debt or, if you already have it, work your way out of it. (Credit Counseling Society, 2023) (CCS, 2023)

Table 13 indicates the practices and corresponding percentages of grade 10 learners in relation to budgeting. A significant percentage of respondents, 92.7%, stated that they compare prices between a physical shop and an online shop, showcasing their awareness of different shopping platforms and their potential cost variations. In terms of waiting for price reductions, 69.8% of learners reported practicing this behavior, suggesting a level of patience and financial prudence when making purchasing decisions. Additionally, 79.2% of respondents indicated that they only buy items when necessary, highlighting a conscious effort to avoid impulsive or unnecessary spending. Overall, the data portrays positive financial practices among the surveyed grade 10 learners, including comparing prices, waiting for better deals, making necessary purchases, and exhibiting thoughtful spending habits. These practices indicate a level of financial awareness and responsibility among the learners, which is essential for fostering good financial management skills and long-term financial well-being.

Table 13 Budgeting

Practices	Number (N)	Percentage (%)	Mean	sd
BUDGETING				
I compare prices in different shops.	83	86.5%	4.17	0.96
I compare prices between a shop and an online shop.	89	92.7%		
I wait until the product gets cheaper before buying it.	67	69.8%		
I buy items only when it is necessary.	76	79.2%		
I think a lot of times before spending my money.	85	88.5%		

Saving

According to Warren Buffet people's biggest mistake is not learning the habit of saving properly. Saving refers to the practice of intentionally spending less than one makes and investing the difference in a savings account, investment, or other financial instrument. Savings can give individuals and families a financial safety net, help them achieve long-term goals like buying a house or funding education, and help them prepare for unexpected expenses. According to AIA's Save Smarter Study 2021, the covid-19 pandemic has caused up to 77 percent of Filipinos 25 years of age and older to say that they now plan to put more money aside for savings. They realize how important savings is amid the pandemic. That is, it is very crucial that as early as possible, students should learn how to save money properly.

Table 14 shows that the majority of respondents (96.9%) believe that saving money is necessary. Additionally, a high percentage of individuals save a portion of their allowance regularly (93.8%) and prioritize buying necessary items (82.3%). A significant proportion (87.5%) also genuinely recognize the value of saving money. However, it is worth noting that a smaller percentage (74.0%) currently have savings. Overall, these findings indicate a positive attitude towards saving money, with a high level of awareness and willingness to prioritize saving.

Table 14 Saving

Practices	Number (N)	Percentage (%)	Mean	sd
SAVING				
I believe that saving money is necessary.	93	96.9%	4.34	0.94
I save a portion of my allowance regularly.	90	93.8%		
I prioritize buying the items that are necessary.	79	82.3%		
I genuinely recognize the value of saving money.	84	87.5%		
I have some savings right now.	71	74.0%		

Spending

Financial literacy encompasses a wide range of topics, including insurance, savings, and investing. 2012 (Rashid). Credit management is a key component of financial literacy when it comes to spending. It may include advice on how to purchase items that are truly necessary or desirable rather than just for achieving the goal

(Dwiastanti, 2015). Spending is a crucial component of managing one's finances and budget. It entails making decisions on how to divide up scarce resources to satisfy pressing demands and wants. Effective spending frequently entails striking a balance between income and expenses, giving priority to necessities, and taking long-term financial objectives and priorities into account.

Table 15 indicates that a majority of respondents (88.5%) believe they can independently decide what to spend their money on. A similar percentage (88.5%) also stated that they can spend small amounts of money independently, but for larger amounts, they need to seek permission from their parents or guardians. However, a smaller percentage (58.3%) indicated that they always need to ask for permission before spending any money on their own. Furthermore, a significant proportion of respondents (94.8%) reported that they know the purpose and uses of money, while a slightly lower percentage (91.7%) indicated an understanding of the difference between spending money on needs and wants. Overall, these findings suggest that a majority of respondents have a level of independence in decision-making regarding their spending, but there is still a considerable number who rely on parental or guardian permission, particularly for larger amounts. It is encouraging to see that most respondents have knowledge about the purpose and uses of money, as well as an understanding of distinguishing between needs and wants.

Table 15 Spending

Practices	Number (N)	Percentage (%)	Mean	sd
SPENDING				
I can decide independently what to spend my money on.	85	88.5%	4.22	0.80
I can spend small amounts of my money independently, but for larger amounts, I need to ask my parents or guardians for permission.	85	88.5%		
I need to ask my parents or guardians for permission before I spend any money on my own.	56	58.3%		
I know the purpose and uses of money.	91	94.8%		
I know the difference between spending money on needs and wants.	88	91.7%		

Investing

Investing is the process of putting money to work over time in a project or endeavor with the goal of achieving positive returns (earnings that outweigh the initial expenditure). It's the act of allocating resources, typically capital (i.e., money), with the hope of making money, making gains, or making a profit (PICARDO, 2022). One can engage in a variety of activities (directly or indirectly), such as utilizing capital to launch a business or buying assets like real estate with the intention of renting it out and/or selling it at a profit in the future.

It can be observed in Table 16 that a relatively small percentage of respondents (18.8%) reported investing in mutual funds. This indicates that a significant majority of respondents do not currently engage in mutual fund investments. Regarding knowledge about compound interest, 44.8% of respondents indicated that they know what compound interest is. However, the majority of respondents (71.9%) reported listening to the suggestions of their parents before making any investment decisions. This suggests a reliance on parental guidance in the investment domain. Moreover, 42.7% of respondents stated that they consider the interest or earnings before making an investment. This demonstrates an understanding of the importance of considering the potential returns before committing to an investment. Overall, the findings suggest that a relatively small percentage of respondents currently invest in mutual funds, but there is a varying degree of knowledge and engagement in investment-related concepts. There is a reliance on parental guidance, and some respondents have already experienced earning interest from their investments. However, the majority of respondents may need further education and exposure to investment opportunities to increase their participation in this financial practice.

Table 16 Investing

Practices	Number (N)	Percentage (%)	Mean	sd
INVESTING				
I invest in mutual funds.	18	18.8%	2.14	1.36
I know what is Compound interest.	43	44.8%		
I listen to the suggestions of my parents before I invest.	69	71.9%		
I already earned interest from my investments.	34	35.4%		
I need to consider the interest or the earnings before I invest.	41	42.7%		

THE EXTENT OF INTEGRATION OF THE INDICATED BASIC FINANCIAL LITERACY IN THE COMPETENCIES OF MATH, SCIENCE, AND ARALING PANLIPUNAN.

Competencies are combinations of attitudes, abilities, and knowledge—for successful learning, living, and working. Integrating financial literacy into the competencies of Math, Science, and Araling Panlipunan in the Philippine curriculum can help students develop the necessary knowledge and skills to make informed decisions about personal finance that can help students develop critical thinking skills and make informed decisions about their financial future. It can also help promote financial inclusion and reduce poverty in the Philippines.

The data below shows the distribution of responses in a survey regarding the extent of integration of financial literacy in the teaching practices of faculty members. The responses are categorized into three areas: (1) the extent of integration of financial literacy in Math (M1-M5), (2) the extent of use of financial literacy in Science (S1-S5), and (3) the extent of use of financial literacy in Araling Panlipunan (AP1-AP5).

Math

Based on the provided data, it can be observed that the majority of respondents demonstrate competency in Math. Specifically, 88.5% of the respondents (85 individuals) scored positively on the first question (M1). Additionally, a significant percentage of respondents scored positively in other Math competencies as well: 84.4% in M2, 69.8% in M3, and 90.6% in M5. However, it is worth noting that there is a lower percentage of respondents demonstrating competency in M4, with only 21.9% scoring positively. This suggests that M4 may be a more challenging area for the surveyed individuals. The mean scores provide a measure of the average competency level across the different Math areas. For example, the mean score for M1 is 3.55, indicating a moderate competency level on average. The standard deviation (sd) provides a measure of the dispersion of scores around the mean.

Table 17 Math Competencies

Competencies Math	Number (N)	Percentage%	Mean	Sd
M1	85	88.5%	**3.55**	**1.11**
M2	81	84.4%		
M3	67	69.8%		
M4	21	21.9%		
M5	87	90.6%		

Science

Based on the provided data, it can be observed that the majority of respondents demonstrate competency in Science. Specifically, 42.7% of the respondents (41 individuals) scored positively in Science competency (S1). Moreover, a significant percentage of respondents scored positively in the other Science competencies as well: 77.1% in S2, 60.4% in S3, 89.6% in S4, and 95.8% in S5. The mean scores provide an indication of the average competency level across the different Science areas. For instance, the mean score for S1 is 3.66, suggesting a relatively high level of competency on average. The standard deviation (sd) provides a measure of the dispersion of scores around the mean.

Overall, the data suggests that a majority of the respondents have demonstrated competency in Science, with varying degrees of proficiency across different Science areas. The high percentage of respondents scoring positively in S2, S4, and S5 indicates a relatively strong competency in those areas. However, S1 and S3 have lower percentages of positive scores, indicating areas where improvement may be needed. It's important to interpret these findings within the context of the specific competencies being measured and the sample surveyed. Additionally, it's worth noting that the mean scores and standard deviations can provide insights into the overall performance and variability within the sample.

Table 18 Science Competencies

Competencies Science	Number (N)	Percentage%	Mean	Sd
S1	41	42.7%	**3.66**	**0.79**
S2	74	77.1%		
S3	58	60.4%		
S4	86	89.6%		
S5	92	95.8%		

Araling Panlipunan

Among the respondents, 31.3% (30 individuals) scored positively in AP1, indicating a competency level in that specific area. The mean score for AP1 is 2.96, suggesting a moderate competency level on average, with a standard deviation of 1.01 indicating some variability in the scores. For AP2, 52.1% of the respondents (50 individuals) scored positively, indicating a relatively higher competency level in that area compared to AP1. However, the mean score and standard deviation for AP2 are not provided, making it difficult to determine the average competency level and the dispersion of scores. A significant percentage of respondents scored positively in AP3, with 86.5% (83 individuals) demonstrating competency in that area. Similarly, for AP4, 35.4% (34 individuals) scored positively, and for AP5, 90.6% (87 individuals) achieved a positive score. However, the mean scores and standard deviations for AP3, AP4, and AP5 are not provided, limiting further analysis of the average competency levels and score distributions.

Overall, the data suggests that the competencies in AP among the respondents vary across the different areas. While the percentages indicate the proportion of individuals demonstrating competency in each area, the availability of mean scores and standard deviations would provide a more comprehensive understanding of the average competency levels and score distributions. It's important to note that these findings are specific to the sample analyzed in the study and may not be representative of the broader population or specific AP exams.

Table 19 Araling Panlipunan Competencies

Competencies AP	Number (N)	Percentage%	Mean	sd
AP1	30	31.3%	**2.96**	**1.01**
AP2	50	52.1%		
AP3	83	86.5%		
AP4	34	35.4%		
AP5	87	90.6%		

The data above shows the distribution of responses in a survey regarding the extent of integration of financial literacy in the teaching practices of faculty members. The responses are categorized into three areas: (1) the extent of integration of financial literacy in Math (M1-M5), (2) the extent of use of financial literacy in Science (S1-S5), and (3) the extent of use of financial literacy in Araling Panlipunan (AP1-AP5).

Looking at the data, it is interesting to note that the highest percentage of responses falls under the highest level of integration, particularly in the areas of M1, M5, S5, AP3, and AP5, with percentages ranging from 84.4% to 95.8%. This indicates that a significant number of faculty members have fully integrated financial literacy into their teaching practices in math, science and araling panlipunan.

However, there are also areas with lower levels of integration, particularly in S1, S3, and AP1, with percentages ranging from 31.3% to 60.4%. This suggests that there is still room for improvement in the integration of financial literacy in science and araling panlipunan.

It is also worth noting that there is a significant gap between the highest and lowest levels of integration in M4, with only 21.9% of faculty members indicating full integration in this area. This area pertains to the use of financial literacy in the design and delivery of instruction, which is a critical aspect of effective financial literacy integration in teaching practices. This indicates that there may be a need for more support and training for faculty members to fully integrate financial literacy in this area.

Overall, the data suggests that while a significant number of faculty members have integrated financial literacy into their teaching practices, there is still room for improvement in some areas. It is important for institutions to continue providing support and training for faculty members to fully harness the potential of financial literacy in teaching and learning.

SIGNIFICANT RELATIONSHIP BETWEEN THE STUDENT GROUP RESPONDENTS' PRACTICES AND BASIC FINANCIAL LITERACY AS TO THE COMPETENCIES OF MATH, SCIENCE, AND ARALING PANLIPUNAN SUBJECTS

Presented in this section was the significant relationship between the learner group respondents' practices and basic financial literacy as to the competencies of Math, Science, and Araling Panlipunan subjects.The table below shows the correlations between budgeting, savings, spending, and investing with math, science, and AP. The correlations are measured using Pearson correlation coefficient and their significance level is also reported using p values.

Table 20 Significant Correlation

		Math	Science	AP
budgeting	Pearson Correlation	0.012	-0.021	0.072
	p value	0.911	0.841	0.485
Savings	Pearson Correlation	-0.053	0.189	0.137
	p value	0.611	0.065	0.184
Spending	Pearson Correlation	.242*	-0.013	-0.119
	p value	0.018	0.900	0.249
Investing	Pearson Correlation	-0.022	0.053	-.225*
	p value	0.831	0.605	0.028

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As shown in the table budgeting has a very weak and statistically insignificant correlation with all three measures of competency (math, science, and AP). Similarly, savings have a weak and insignificant correlation with math and AP performance, but a moderate positive correlation with science performance, although the significance level is borderline ($p = 0.065$).

Spending, on the other hand, has a statistically significant moderate positive correlation with math performance ($p = 0.018$) but a weak and insignificant correlation with science and AP performance. Finally, investing has a statistically significant moderate negative correlation with AP performance ($p = 0.028$) but weak and insignificant correlations with math and science performance.

Overall, the results suggest that there are **some weak to moderate associations between financial behaviors and competency**, but the relationships are not consistent across different types of financial behaviors or academic measures. It is also important to note that correlation does not imply causation, and other variables that were not measured in this study could be affecting both financial behaviors and competency.

PERCEPTION OF THE RESPONDENTS OF THE INTEGRATION OF FINANCIAL LITERACY IN THE PHILIPPINE JUNIOR HIGH SCHOOL CURRICULUM

The table represents the mean and standard deviation of the perceptions of integration. The overall perception mean is 1.41 with a standard deviation of 0.38, indicating a very high overall perception of integration. Each of the specific perceptions (P1-P5) also has a mean and standard deviation, with all of them falling into the "very high" interpretation category.

Table 21 Perception

Perception	mean	sd	Interpretation
P1	1.23	0.47	Very High
P2	1.42	0.52	Very High
P3	1.48	0.70	Very High
P4	1.58	0.75	Very High
P5	1.35	0.65	Very High
Overall	1.41	0.38	Very High

LEGEND:

Weight	Numerical Range	Category
5	4.21 –5:00	Very Low
4	3.41 –4.20	Low
3	2.61 –3.40	Mediocre
2	1.81 –2.60	High
1	1.00 –1.80	Very high

The fact that all of the perceptions have means in the "very high" range suggests that the participants generally have a positive perception of integration. However, it is also worth noting the variability indicated by the standard deviations. For example, P4 has a higher standard deviation than the others, which suggests that there may be more variability in how participants perceive that aspect of integration.

Overall, this table suggests that the participants have a positive perception of integration, but more detailed analysis could be done by looking at the responses of individual participants and identifying any patterns or outliers.

CHALLENGES AND BARRIERS THAT TEACHERS ENCOUNTER IN THE INTEGRATION OF FINANCIAL LITERACY INTO THE PHILIPPINE JUNIOR HIGH SCHOOL CURRICULUM

This section presents the challenges that teachers encounter in the integration of financial literacy into the Philippine junior high school curriculum. integrating financial literacy into the Philippine Junior

High school curriculum is important to prepare students for the real world and to promote financial stability and economic growth in the country.

Table 22 Teachers' Challenges and Barriers

Teachers'challenges And Barriers n=18	Frequency (f)	Percentage (%)
Lack of training	18	100%
Perceived irrelevance	16	88.89
Policy and administrative support	16	88.89
Time Constraints	15	83.33
Limited access to materials and resources	15	83.33
Teacher confidence and comfort level	14	77.78
Cultural and societal factors	12	66.66

Table 22 shows the different challenges and barriers that the teachers encountered in the integration of financial literacy to their subjects. Teachers mentioned about lack of training, perceived irrelevance, policy and administrative support, time Constraints, limited access to materials and resources, teacher confidence and comfort level, and cultural and societal factors.

All of the respondents said that they do not have the necessary training to teach financial literacy effectively. This can result in a lack of confidence and competence in delivering financial literacy lessons. "Providing financial literacy training to teachers is critical to ensuring that students have the foundational skills necessary to navigate the increasingly complex financial landscape." - Dr. Annamaria Lusardi, George Washington University (2021). 66.66 % of the respondents said that cultural and societal factors also hinder the integration. There may be cultural and societal factors that affect the teaching and learning of financial literacy, such as attitudes toward money and financial decision-making. 83.33 % of the respondents were concerned about limited access to materials and resources. It is not vague that the Philippines has limited access to financial literacy materials and resources, such as textbooks, workbooks, and online resources.

To address these challenges, it is important for the government and educational institutions to provide support to teachers in terms of training and resources. Teachers can also collaborate with financial institutions and experts to gain access to relevant materials and resources. In addition, it is important to raise awareness among students and parents about the importance of financial literacy and its relevance to their daily lives.

4. SUMMARY OF THE FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations which may serve as a guide for teachers, administrators, supervisors, and other constituents.

SUMMARY OF THE FINDINGS

A total number of 118 respondents were surveyed for this study. There were 18 grade 10 math, science, and araling panlipunan teachers and 96 grade 10 learners. For grade 10 teachers, the majority of the respondents are in the 41 to 45 age range, making up 22.2% of the sample. The next most common age range is 36 to 40, making up 16.7% of the sample. The majority of the respondents are married, making up 66.7% of the sample. The majority of the respondents hold a Bachelor's degree, making up 66.7% of the sample. 22.2% of the respondents hold a Master's degree, while 5.6% hold a Doctorate degree. The most common range for years in service is 1-5 years, making up 27.8% of the sample. The second most common range is 11-15 years, making up 22.2% of the sample. 77.8% of the respondents have not received any training. 22.2% of the respondents have received training. For grade 10 learners, the most common age group is 16, making up 54.2% of the sample. Most of the sample identifies as female, making up 60.4% of the sample.

Most of the learner respondents' scale for their personal financial management practices ranges from 2.14 to 4.34, which means high to very low. As to the extent of integration, the highest percentage of responses falls under the highest level of integration, particularly in the areas of M1, M5, S5, AP3, and AP5, with percentages ranging from 84.4% to 95.8%. This indicates that a significant number of faculty members have fully integrated financial literacy in their teaching practices, including course content and instruction, assessment, and administrative and professional activities. However, there are also areas with lower levels of integration, particularly in S1, S3, and AP1, with percentages ranging from 31.3% to 60.4%. It means that there is still room for improvement in the integration of financial literacy in Science and Araling Panlipunan. The results suggest that there are some weak to moderate associations between financial behaviors and competency, but the relationships are not consistent across different types of financial behaviors or academic measures.

Furthermore, there are various challenges and barriers during the integration of financial literacy into the curriculum. Some challenges and barriers they mentioned were limited time, lack of training, cultural and societal factors, complex concepts, age appropriateness, lack of resources, and limited access to materials and resources. To address these challenges, it is important for the government and educational institutions to provide support to teachers in terms of training and resources. Teachers can also collaborate with financial institutions and experts to gain access to relevant materials and resources. In addition, it is important to raise awareness among students and parents about the importance of financial literacy and its relevance to their daily lives.

The study proposed an integration plan for financial education in the Philippine junior high school curriculum. The research aimed to identify the correlation between grade 10 students basic financial literacy and the competencies they learned in math, science and araling panlipunan subjects and to develop a lesson plan that will effectively improve their financial knowledge and behavior. The researcher conducted the survey among 18 grade 10 math, science, and araling panlipunan teachers and 96 grade 10 learners in Gun-ob High School and Basak Night High School in Lapu-Lapu City, District 6. Based on the results, the study suggests integrating financial education into the current curriculum by adding financial literacy topics to existing subjects and offering workshops to teachers. The proposed integration plan includes making daily lesson plans with financial literacy integration, training teachers, and providing support to schools in implementing the plan. The study highlights the importance of financial education in improving the financial literacy of students, which can lead to better financial decision-making in the future.

CONCLUSION

Based on the aforementioned findings of the study, it is concluded that the respondents' perception of the integration of financial literacy to math, science, and araling panlipunan is positive. They perceive that by equipping students with the necessary knowledge and skills to manage their finances, they can make informed decisions that will benefit them throughout their lives. Financial education can also help students understand the importance of saving, investing, and budgeting, which can contribute to their financial stability and success in the future.

The proposed integration plan should consider the appropriate level of complexity and relevance to the students' current level of education. It is also important to consider the qualifications and training of the teachers who will be delivering the financial education curriculum. Proper implementation and monitoring can ensure the effectiveness of the integration plan and its positive impact on the students.

Overall, integrating financial education in the Philippine junior high school curriculum can be a worthwhile effort that can lead to better financial literacy and decision-making skills for the next generation.

RECOMMENDATION

Based on the findings and drawn conclusion, the following are highly recommended:

1. Further studies should be conducted in order to validate the findings of this study in different contexts. Doing so will generate new outcomes.
2. The school administration, in collaboration with the local government unit or other organizations should work together to support and provide the necessary adequate training and support for teachers: This can include training sessions, workshops, and access to relevant materials and resources that will help them teach financial literacy more effectively.
3. The output of this study, Daily Lesson Plan with Financial Literacy Integration can be utilized to help Math, Science, and AP teachers integrate financial literacy in their lessons.

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