

Enhancing the Integration of Financial Literacy in the Accountancy, Business, and Management Curriculum

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Abstract

Financial literacy is a critical skill in today's complex economic environment, particularly for senior high school students in the Accountancy, Business, and Management (ABM) strand. Despite being prepared for roles in finance and business, many students demonstrate limited financial knowledge and skills, which may hinder their ability to make informed financial decisions. This mixed method study aimed to assess and enhance the effectiveness of financial literacy integration among six administrators, 12 ABM teachers, and 160 ABM students in the first district of Albay Division through a structured questionnaire and interview guide questions. By evaluating the respondents' financial knowledge, skills, and attitudes, the study found that administrators, the teachers and the students revealed the need for deeper content, better resources, and more real-world application to truly prepare learners for today's financial challenges. Existing gaps included a clear demand from students for a more responsive, practical, and future-ready financial curriculum while the teachers revealed substantial improvements necessary for the curriculum to meet the evolving needs of both students and the curriculum it provides. The study also revealed a strong preference among educators for instructional activities that promote experiential and practical learning in financial literacy. The study recommends that the ABM curriculum should include more localized, real-life financial scenarios and embed financial literacy, digital tool integration, and assessment strategies to enhance teaching and curriculum delivery. It also suggests implementing continuous professional development programs and providing targeted workshops and capacity-building sessions for teachers and students focused on digital financial tools (e-wallets, online banking), investment options, fraud prevention, and tax compliance.

INTRODUCTION

Background

The need for comprehensive financial concepts has become increasingly clear in recent years, as studies have shown that many young adults lack basic financial knowledge and struggle to make effective money management decisions (Gaurav Sinha, et al 2018). Traditional education often focuses on academic subjects while overlooking practical financial learnings, leaving many young adults unprepared for real-world financial challenges. As traditional education often overlooks this critical life skill, many students graduate without the knowledge necessary to manage personal finances effectively. This educational shift responds to growing concerns about rising personal debt, inadequate retirement savings, and general financial instability among younger generations.

Financial literacy is crucial across various aspects of life, influencing personal finance management, economic stability, and overall well-being particularly for students in the Accountancy, Business and Management (ABM) strand. It encompasses the knowledge, skills, and attitudes necessary to make

informed financial decisions, manage personal finances, and understand economic principles. Lusardi and Mitchell (2014) conducted a comprehensive global study on financial literacy. They found that financial illiteracy has been widespread, even in advanced economies with well-developed financial markets. Their research indicated that young adults, who would include ABM students, consistently scored lower on financial literacy tests compared to middle-aged adults. Many students enrolled in the Accountancy, Business, and Management (ABM) strand lack sufficient financial literacy, particularly in areas such as personal finance, budgeting, saving, investing, and debt management. This deficiency can impede their ability to make informed financial decisions (Saripada et al., 2024).

"Possessing the skills and knowledge on financial matters to confidently takes effective action that best fulfills an individual's personal, family, and global community goals" is the definition of financial literacy provided by the National Financial Educators Council, the leading provider of money management education, products, and services. But according to the S&P (Standard and Poor's Ratings Services) Global Financial Literacy Survey, the world's largest, most comprehensive global measurement of financial literacy, just one-third of people worldwide possess financial literacy. With just 57% of the respondents completing the financial literacy test, the United States (henceforth, the US) came in as the fourteenth-best nation. The survey was based on interviews with more than 150,000 adults in over 140 countries.

In recent times, there has been an increased emphasis on financial inclusion as a primary objective and instrument for policy. Financial inclusion is emphasized by the World Bank (2022) as a critical facilitator for lowering severe poverty and increasing shared prosperity. The 2030 Sustainable Development Goals (SDGs) have also been acknowledged by the United Nations Capital Development Fund (UNCDF) as being made possible by financial inclusion. Financial inclusion is supported by Bangko Sentral ng Pilipinas, the central bank of the Philippines, as a means of establishing the foundation for just and sustainable national growth. A well-informed population with a basic understanding of economic and financial principles, according to the central bank, could make wise decisions that improve loan utilization, asset accumulation, saving, and overall economic and financial well-being. Moreover, the BSP desires four key outcomes: reduced disparities in financial inclusion, improved financial health and resilience, more financially capable and empowered consumers, and increased access to finance for micro, small, and medium enterprises (BSP, 2022). The BSP's efforts, demonstrated through various programs and research activities, show financial inclusion's significance to their overall mandate.

Indeed, the inclusion of financial literacy as a subject in the Philippine educational system is governed by law. Republic Act No. 10922 or the "Economic and Financial Literacy Act", which was enacted on July 22, 2016, is largely responsible for this. With the goal of improving the economic and financial literacy of the Filipino people, particularly among students and the youth, this law designates the second week of November as Economic and Financial Literacy Week each year. Republic Act No. 10922's Section 4 requires state and private colleges and universities, together with all public and private primary and secondary schools, to host programs that encourage financial and economic literacy. This entails putting up book corners, planning forums and training sessions, and teaching fundamental lectures on financial and economic management. The Department of Education (DepED) is also encouraged to assess and revise the high school economics curriculum to ensure that economic and financial education becomes an integral part of formal learning.

The Organization for Economic Cooperation and Development (OECD, 2017) reported that many students across countries lack essential financial knowledge and skills. The PISA (Programme for International Student Assessment) 2015 report emphasized that financial literacy should be integrated into national

curricula to prepare students for real-world financial challenges. The OECD recommended that financial education programs be designed to be engaging and relevant, highlighting the importance of understanding personal finances, particularly in younger populations. This claim outlines the researcher's effective integration of financial literacy concepts into the ABM strand.

The interpretation of financial literacy requirements in educational standards places emphasis on integrating financial literacy into the curriculum at all levels, especially within the framework of the "Youth Entrepreneurship Act" (Republic Act No. 10679). The Act defines financial literacy as a component of the larger requirements and competencies that include entrepreneurial attitudes, knowledge, and abilities. This covers subjects like accounting and financial literacy, which are crucial for encouraging young people to have an entrepreneurial perspective. The Act requires the Department of Education to make sure that courses on financial literacy and entrepreneurship are included in the K–12 curriculum.

This study encompasses the assessment of current financial literacy status among ABM teachers and students, the needs and gaps in the curriculum related to financial literacy and the competencies along knowledge, skills and attitudes which results to the formulation of instructional activities for integration into the ABM program. These instructional activities aim not only to enhance students' understanding of financial principles but also to foster responsible financial behavior that can lead to improved economic outcomes for individuals and communities alike. The research was specifically delimited to public schools within the first district of the Albay division that caters ABM strand. Specifically, Malinao National High School, Naga National High School, Pili National High School, San Jose National High School, Sto. Domingo National High School and Tiwi Agro-Industrial School. This focused exclusively on senior high school students enrolled in the ABM strand within these institutions. The study did not include public schools outside the Albay division or other academic strands besides ABM.

Rationale

The lack of financial literacy in the Accountancy, Business, and Management (ABM) curriculum leaves students ill-prepared to manage personal and professional financial challenges. Many young adults struggle with basic financial concepts, as seen in a Bangko Sentral ng Pilipinas survey where only 8% of Filipinos could correctly answer three basic financial literacy questions. This situation highlights the urgent need for educational institutions to prioritize financial literacy.

As educators, their primary goal is to ensure that they prepare students for real-world careers, especially those in ABM strand. However, personal finance, a critical life skill, is often overlooked in accountancy, business and management program. Research shows that while over 80% of higher education institutions offer personal finance courses, only 37% require them, leaving financial literacy up to student choice rather than institutional priority (Crain, 2013). Moreover, studies suggest that financial literacy education rarely changes students' financial behaviors (Fernandes, Lynch, & Netemeyer, 2014). This gap in financial literacy education is particularly concerning given the growing demand for personal financial advice in the accounting profession.

This study aimed to address the financial literacy gap by proposing an instructional activity that incorporates strategic session guides for specific topic. It sought to contribute to accounting and business education by offering an advanced approach that benefits students, while also meeting industry demands for ABM graduates to possess stronger financial literacy education. In doing so, ABM graduates will be better equipped to help their firms meet the growing demand for personal financial advice in the accounting, business and management profession.

Partnerships with real-world applications are encouraged to ensure students adequately prepared for their future. Financial literacy education is not merely beneficial but critical for producing financially literate professionals in the fields of accountancy, business, and management. Through systematic integration of financial literacy into the curriculum, students are better positioned to make sound financial decisions, both in their careers and personal lives, ensuring long-term success in an increasingly complex economic environment.

Ultimately, this study has been motivated by the need to align with DepEd's push to integrate financial literacy in the K to 12 curricula, address specific needs by ABM students by helping them manage their finances better and avoid impulsive spending, empower them for future financial decision-making, and contribute to the broader economic development of the region through financially literate citizens.

Current State of Research in the Field

Challenges in Financial Literacy

One major obstacle to financial inclusion is financial illiteracy. Many people are locked out of the financial markets because they lack the information necessary to access banking and financial services and financial products. Financial literacy is therefore highly important to people's financial well-being and to the overall health of a country's economy. Higher levels of financial knowledge and expertise are linked to better investing behavior and higher levels of long-term savings, according to the OECD (2015). Lusardi (2019), however, contends that there is a fundamental lack of financial literacy worldwide. Financial inclusion is still a challenge, and this problem is made worse in underdeveloped nations where financial literacy is even lower (Cicchello, Kazemikhasragh, Monferra, & Giron, 2021).

Financial literacy is crucial for informed decision-making and financial well-being, yet low levels persist globally, particularly among women, the poor, less educated, and youth (Women and Financial Education, 2013). A conceptual framework linking financial literacy, education, and experience suggests that both education and experience can enhance financial literacy (Chabaeffe & Qutieshat, 2024). Factors influencing financial literacy include behavioral, psychological, economic, and financial aspects (Firli, 2017).

According to Lucas, "The financial literacy of Filipinos is still alarmingly caused by perennial problems of poor childhood education that continues to the adult years." Humarang (2015) echoed this, stating that although saving habits among Filipinos have improved recently, they are still insufficient. Less than 10% of Filipinos save, which is much less than other nations like China, Singapore, Malaysia, and Thailand, who save around 30% of their GDP. Additionally, a study conducted by the Central Bank of the Philippines revealed that adults in the country could only respond to three of the seven questions about financial literacy.

Some studies also found that there is no contribution to gender and senior high school strands in the correlation between financial literacy, and entrepreneurial characteristics but further studies still warranted (Sarsale, 2021). Recent calls, for example, recommend embedding financial literacy in secondary school accounting curricula to make the subject more relevant and to foster essential capabilities (Samkin et al., 2012). But other studies have pointed out that financial literacy levels among business management undergraduates is generally low or moderate, in which case it appears an increased effort is needed regarding the inclusion of finance in the curriculum (Desello & Agner, 2024).

Strategies for Financial Literacy Education Integration

Given the importance of financial literacy both in the professional and personal lives, research on integra

ting financial literacy has been gaining momentum especially for students from academic disciplines like accountancy and business and management. There have been investigations on integrating financial literacy in accounting A curriculum to enhance the preparedness of the future professionals (Loyola E-Commons & Rakow, 2019).

Several studies have documented successful educational initiatives and frameworks that integrate financial literacy into academic programs. Universities that have embedded financial literacy into their broader curricula report improved financial behaviors among students, including lower student loan delinquency rates and higher completion rates for financial aid applications. Research has also identified best practices from institutions that have effectively integrated financial literacy into their programs. DePaul University offers a comprehensive curriculum that includes online modules, workshops, and one-on-one counseling. Other institutions, like Ramapo College, use hands-on learning techniques such as stock market simulations to enhance students' understanding of complex financial concepts. Peer education programs, like Northeastern University's Finance for the Community club, have also proven successful by using peer-to-peer teaching to improve financial literacy among both college and high school students.

However, despite these advancements, challenges remain. There is a lack of standardized curricula across institutions, resulting in inconsistencies in the quality and accessibility of financial education. Additionally, many educators lack sufficient training on how to effectively teach financial literacy concepts. Future research emphasizes the need for stronger curricular integration of financial literacy across accounting, business, and management disciplines, collaboration with educators to establish mandatory financial literacy courses, and continuous assessment of program effectiveness to ensure educational strategies are meeting student needs.

As a result, just 2% of adult Filipinos provided accurate answers to every financial literacy question. The youth of the Philippines are still having financial difficulties in the earliest stages, as Manotoc noted that they spend more money on wants than needs. Filipino Millennials also embraced a more independent approach to money management, believing that money should be used for self-gratification and to release tension rather than for financial gain.

Lusardi and Mitchell (2018), updated their research on financial literacy, emphasizing its growing importance in the digital age and its relevance to business and management education. Kaiser and Menkhoff (2017), in their meta-analysis suggest that financial education programs can be effective, especially when targeted at students in secondary education. Furthermore, Hensley (2020), offered updated strategies for making financial literacy education more engaging and relevant to high school students, particularly those in business-oriented tracks.

Moreover, effective financial education programs targeted at secondary education students have shown promise in improving financial literacy outcomes (Kaiser & Menkhoff, 2017). The Journal of Financial Literacy and Wellbeing (2023) highlights that many young people still lack basic financial knowledge. In the Philippine context, studies by Cordero and Pedrosa (2019) advocates for integrating financial literacy into educational systems to prepare future professionals adequately. Overall, enhancing financial literacy is crucial for fostering individual well-being and contributing to broader economic stability.

According to the Journal of Financial Literacy and Wellbeing (Ansar, Klapper, and Singer, 2023), financial literacy is an essential skill, particularly among the young, many young people lack knowledge of basic financial concepts. Incorporating Financial Literacy into Accounting Education (2019) highlights that many accounting programs fail to include personal finance topics, which are essential for preparing students for real-world challenges. The study recommended incorporating basic personal finance

education into existing accounting courses to better equip students with essential life skills, though successful implementation depends on curricular adjustments and active teacher involvement to maximize impact. Ansar, Klapper, and Singer (2023) emphasize the importance of financial literacy education for young people and its positive effects on long-term financial skills.

Studies on Financial Literacy in Specific Population

The review incorporates research specific to the Philippine context, such as Cordero and Pedrosa (2019) and Abarquez, and Ramos (2021), which directly address the integration of financial literacy into the country's educational system of future professionals.

Young professionals in Metro Manila who possess financial literacy are more likely to experience financial well-being and development. Sarsale (2021) even asserts that financial literacy has a positive correlation with entrepreneurial characteristics. Regarding determinants of financial literacy, age (Sanglay, Apat, Sumague, & Tec 2021), educational attainment (Sucuahi, 2013; Bangco et al., 2022; Guliman, 2015), marital status (Bangco et al., 2022), and gender (Sanglay et al., 2021) are demographic factors found to have a significant positive correlation.

Improving financial literacy is still a struggle in the Philippines. According to the World Bank (2022), basic financial concepts are not well-known among Filipinos as a nation. Subsequent BSP polls arrive to the same result (BSP, 2019; BSP, 2022). However, there has been some research done on how financial literacy affects Filipinos' financial behavior. Teachers in public schools who practice financial record-keeping, a sign of financial literacy, are less likely to make impulsive purchases (Jabar & Delayco, 2021). Despite various initiatives, financial literacy levels among business management undergraduates remain low to moderate (Pham et al., 2021), necessitating increased efforts to embed finance education in curricula. Studies have also identified demographic factors—such as age, educational attainment, marital status, and gender—as significant determinants of financial literacy (Sanglay et al., 2021; Bangco et al., 2022). Recent literature underscores the growing importance of financial literacy in the digital age and its relevance to business education (Lusardi & Mitchell, 2018).

Outcomes and Importance of Financial Literacy

The current state of research reflects a growing recognition of the importance of financial literacy in equipping students with essential skills for managing their personal and professional finances. Studies consistently emphasize that financial literacy is crucial for managing tasks like budgeting, saving, and investing. For example, a survey by the Bangko Sentral ng Pilipinas found that only 8% of Filipinos could answer basic financial literacy questions correctly, highlighting the need for educational institutions to prioritize financial education in their curricula.

As the Central Bank of the Philippines has strongly recommended, financial literacy must be incorporated and strengthened in the K–12 Curriculum despite the efforts and endeavors made by various institutions and groups.

Students equipped with financial education do not find it difficult to address these problems. It teaches students how to plan their finances effectively and eventually make good life decisions. Financial literacy does not only result to a prepared individual financially, but it also creates students to do business. Many people in the Philippines suffer from the high unemployment rate, but if they have sound financial knowledge, they can launch a business without completing a college degree program

According to Warren Buffett (2020), an American businessman, “Do not save what is left after spending; instead, spend what is left after saving.” Saving is simply the act of keeping monetary and other resources

for future purposes. On the other hand, spending makes use of monetary resources in exchange for a product or service.

Faulkner (2017) explored the significance of financial literacy for students in business-related courses, highlighting its impact on future career success and personal financial management.

Problem in the field

The absence of financial literacy from school curriculum presents significant challenges for both individuals and society. Without a solid understanding of financial principles, individuals often struggle to manage their finances effectively, leading to issues such as overspending, accumulating debt, and difficulty in achieving financial goals. This can result in financial instability, increased stress, and even bankruptcy. Additionally, a lack of financial knowledge restricts access to essential financial products and services, such as loans and investments, thereby hindering wealth-building opportunities and informed decision-making. Financially illiterate individuals are also more vulnerable to scams and fraudulent activities, as they may lack the skills to recognize or avoid such schemes, which can result in substantial financial losses and damage to their credit history.

Moreover, the lack of financial literacy concept that aligns with real-world organizational settings presents a significant concern. As ABM students are future business leaders, entrepreneurs, and professionals, their ability to apply financial knowledge in workplace contexts is critical. However, the current curriculum often fails to emphasize financial decision-making within organizational frameworks—such as managing business finances, understanding taxation, interpreting financial statements, and making investment choices. This limits students' preparedness for financial roles in actual business environments.

The absence of experiential learning tools, such as simulations, case studies, or digital finance platforms, further contributes to the challenge. Schools often lack access to innovative resources and teacher training programs that can make financial literacy both engaging and practically relevant. As a result, there is a pressing need to redesign financial literacy education in a way that not only teaches financial concepts but also allows students to experience and apply them in real-life and organizational contexts. This study addresses this problem by exploring ways to enhance the financial literacy education within the ABM curriculum in the Albay Division, ensuring it is both practically applicable and organizationally relevant.

Synthesis of the Art

The literature and studies serve direction to the researcher in carrying out the current study, considering their similarities, differences, and relationships to the present topic.

The literature highlights financial illiteracy as a key barrier to financial inclusion, pointing out that a lack of understanding around banking and financial services limits individuals' access to economic opportunities. OECD (2015) and Lusardi (2019) both emphasize that financial literacy is integral to economic well-being, with the OECD noting a positive link between financial literacy and effective investment and savings behavior. Lusardi (2019) further underscores the global scale of financial illiteracy, pointing out that this issue is particularly pronounced in developing countries, as shown by Cicchiello et al. (2021), where economic limitations hinder individuals from acquiring essential financial knowledge.

Demographically, financial literacy gaps persist globally, especially among women, youth, and those with limited education and income (Chabaeffe & Qutieshat, 2024). Additionally, these disparities are shaped by a range of factors, including behavioral, psychological, economic, and financial elements, which Firli (2017) argues need to be better understood to improve financial education approaches. In the Philippines,

poor childhood education has been attributed to long-term financial illiteracy, resulting in low saving rates—far below those of neighboring countries (Lucas; Humarang). A Central Bank of the Philippines survey highlights the extent of this issue, showing that most adults struggle to answer basic financial literacy questions.

Education is widely recognized as a remedy, yet integrating financial literacy effectively remains challenging. Studies recommend embedding financial literacy into curricula as early as secondary school, especially in accounting and business education, to foster essential skills (Samkin et al., 2012). For instance, though Sarsale (2021) found no specific gender or academic strand-related influence on financial literacy's impact on entrepreneurial characteristics, research points out low to moderate financial literacy levels among business management students (Pham et al.). Therefore, a stronger curricular emphasis on finance, along with targeted educational approaches, is essential to build a foundation for long-term financial competence and inclusivity.

Research underscores the critical need for financial literacy in both personal and professional contexts, particularly for students pursuing fields like accounting, business, and management. Integrating financial literacy into educational curricula has been shown to improve essential financial behaviors, including reducing student loan delinquency and improving financial aid application rates (Loyola E-Commons & Rakow, 2019). Successful models, such as those at DePaul University, which include online modules, workshops, and counseling, and Ramapo College, which uses simulations, exemplify effective integration approaches. Northeastern University's peer-education model also illustrates how peer-to-peer teaching can be impactful, especially among younger audiences.

Despite these advancements, challenges remain. The absence of standardized curricula leads to inconsistencies in both quality and access, while many educators lack adequate training in financial literacy pedagogy. Consequently, there is a growing call for stronger, unified curricular integration, especially in business-related disciplines, and for the inclusion of mandatory financial literacy courses to ensure consistent learning outcomes (Lusardi & Mitchell, 2018). Additionally, research stresses the need for continuous assessment to measure the effectiveness of these programs and ensure they evolve to meet changing financial landscapes.

In the Philippines, a particularly low level of financial literacy persists, especially among youth, who struggle with managing their finances from an early age. Studies reveal that Filipino Millennials often view money management as a means of immediate gratification rather than for financial growth, a trend that underscores the need for early intervention (Manotoc, 2018). Recent research by Cordero and Pedraja (2018) supports integrating financial literacy in the Philippine education system to help bridge this gap. Similarly, Ansar, Klapper, and Singer (2023) note that many young people globally lack basic financial skills, which has significant implications for their long-term financial stability and well-being.

Overall, enhancing financial literacy through education is crucial for fostering individual well-being, professional readiness, and broader economic stability. As Kaiser and Menkhoff (2017) highlight, targeted financial education programs for secondary students can be particularly effective, suggesting that educational institutions should prioritize these integrations, supported by collaborative efforts to ensure relevance and accessibility across student demographics.

Research on financial literacy within the Philippine context highlights a significant need to improve financial knowledge, particularly among young professionals and students in business-related fields. Studies by Cordero and Pedraja (2018) emphasize integrating financial literacy into the educational system, recognizing its role in fostering financial well-being and economic participation among future

professionals. Desello (2022) show that financially literate young professionals in Metro Manila tend to experience greater financial stability, while Sarsale (2021) notes a positive correlation between financial literacy and entrepreneurial characteristics, underlining the role of financial knowledge in fostering entrepreneurship.

Determinants of financial literacy among Filipinos, including age, educational attainment, marital status, and gender, have shown a statistically significant impact on financial knowledge levels (Sucuahi, 2013; Bangco et al., 2022; Sanglay et al., 2021). However, financial literacy across the nation remains low, as confirmed by World Bank data and polls from the Bangko Sentral ng Pilipinas (BSP, 2019; BSP, 2022). Efforts to improve financial literacy are further supported by evidence that teachers in public schools who practice financial record-keeping—a skill indicative of financial literacy—demonstrate more prudent spending habits, such as avoiding impulsive purchases (Jabar & Delayco, 2021).

Despite these insights, financial literacy among business management students is still generally low to moderate (Pham et al., 2021). This signals a need to prioritize finance education in curricula, especially as financial literacy has become more essential in the digital age, influencing not only personal financial well-being but also business acumen (Lusardi & Mitchell, 2018; Faulkner, 2017). Addressing these gaps in education could improve long-term financial behaviors and foster economic growth by equipping individuals with the knowledge to make informed financial decisions.

Current research underscores the essential role of financial literacy in empowering students with the skills necessary to handle personal and professional financial responsibilities, such as budgeting, saving, and investing. The Bangko Sentral ng Pilipinas reports that only 8% of Filipinos answered basic financial literacy questions correctly, signaling a critical need for more robust financial education in the curriculum. This need has led to calls for incorporating financial literacy into the Philippine K-12 curriculum, where it can provide young people with foundational knowledge to make sound financial decisions, a sentiment echoed by the Central Bank of the Philippines.

Studies suggest that financial literacy equips students to navigate financial challenges effectively, facilitating both personal financial stability and entrepreneurial ventures, even for those without formal business degrees. As Warren Buffett emphasized, prioritizing saving before spending is a key principle, underscoring the foundational importance of disciplined financial habits.

Furthermore, Faulkner (2017) highlights that financial literacy is particularly impactful for students pursuing business-related studies, as it not only enhances personal financial management but also contributes to future career success. For the Philippine context, the broader integration of financial education could address high unemployment rates by encouraging financially literate students to explore entrepreneurship, ultimately contributing to both individual and national economic stability.

Gap Bridged by the Study

Various studies shown were relevant to the integration of financial literacy however, there is no research study conducted specifically focused on enhancing the integration of financial literacy through formulation of instructional materials. A significant gap exists due to the lack of a standardized approach to financial literacy concepts in ABM programs. While some schools incorporate financial literacy components, there is often no organized subject that consistently addresses personal finance, budgeting, investing and other important topics relevant to financial literacy education.

Despite its recognized importance, financial literacy in the current curriculum faces several limitations. Many existing programs lack real-life application, making it difficult for students to connect theoretical

concepts with everyday financial situations. Additionally, the shortage of adequately trained teachers in financial education leads to inconsistent implementation and student engagement. Some students also perceive financial topics as overly technical or abstract, which further reduces interest and retention. These gaps emphasize the need for more localized, relevant, and interactive approaches to teaching financial literacy in the ABM strand.

Objectives of the Study

This study focused on enhancing the integration of financial literacy in the accountancy, business, and management curriculum with the following key objectives:

1. To assess the current status of financial literacy concepts in the ABM curriculum within the Albay division;
2. To identify the needs and gaps in the curriculum related to financial literacy education;
3. To determine the current financial literacy competencies of ABM teachers and students within the Albay division along:
 - a. knowledge,
 - b. skills,
 - c. attitudes; and
4. To formulate instructional activities for integration in existing financial related subjects in the ABM curriculum.

Theoretical Framework

This study is anchored on the following key principles and theories. Central to this framework is Social Learning Theory (1977) proposed by Albert Bandura, which suggests that individuals learn behaviors through observation and modeling. He suggests that people learn new behaviors by observing and imitating others. In the context of financial literacy, students can acquire effective financial management skills by observing their instructors, peers, and successful professionals. Complementing this is Human Capital Theory (1960), articulated by Theodore Schultz, which emphasizes that investments in education and training enhance individuals' knowledge and skills, ultimately improving their productivity and earning potential. Human Capital Theory, initially formulated by Becker (1962) and Rosen (1976), argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education. By integrating financial literacy into the ABM curriculum, students are empowered to develop critical financial competencies that are essential for their future careers. Additionally, the Financial Capability Model (2010), introduced by Michael Sherraden, expands the concept of financial literacy by incorporating both the ability to act, encompassing knowledge, skills, and confidence and the opportunity to act, which includes access to beneficial financial products and services. This dual focus highlights the importance of addressing both personal capabilities and institutional barriers to achieve true financial well-being. This model emphasizes the importance of financial knowledge, skills, and access to appropriate financial products and services in enabling individuals to make informed financial decisions and achieve financial well-being. The integration of financial literacy into academic programs aims to foster these key components of financial capability among students.

Furthermore, Experiential Learning Theory, as proposed by David Kolb (1984), suggests that learning occurs through a cycle of concrete experiences followed by reflection, conceptualization, and active

participation. This theory supports the inclusion of hands-on activities such as simulations and case studies in the curriculum, allowing students to apply financial concepts in real-world scenarios.

Conceptual Framework

The conceptual framework shown in Figure 1, is anchored on the Social Learning Theory, Human Capital Theory, Financial Capability Model, and Experiential Learning Theory.

The conceptual framework for this study is centered around the integration of financial literacy into the academic program of Accountancy, Business, and Management students that begins with establishing foundational skills that encompass basic financial concepts and practices. These core concepts and specific knowledge and skills should be carefully curated to include essential topics in accounting, business, and management, to emphasize their long-term value. By focusing on core components of financial literacy and employing effective integration strategies, educational institutions can empower students with essential skills for their personal and professional futures. The anticipated outcomes not only benefit individuals but also contribute to a more financially literate society capable of making sound economic decisions.

However, the effective delivery of financial literacy concepts often faces gaps and needs, including resource limitations, a lack of specialized teacher training, and sometimes even a lack of emphasis within the broader curriculum. These create inconsistencies in students' learning experiences and outcomes, particularly when teachers are not adequately prepared to teach financial topics. To mitigate these issues, Experiential Learning becomes a vital component. By engaging students in real-world financial scenarios through simulations, case studies, and practical exercises, experiential learning enables students to internalize and apply financial concepts in a meaningful way. This approach enhances both retention and engagement, allowing students to experience firsthand the complexities of economic management. skills. A structured strategy or curriculum can be crafted by prioritizing foundational skills, core concepts, specific knowledge and skills, and experiential learning, while also offering guidance for students, educators, and administrators. This strategy or design equips students with the competencies they need to manage financial challenges effectively, laying the groundwork for lifelong financial stability and responsible citizenship.

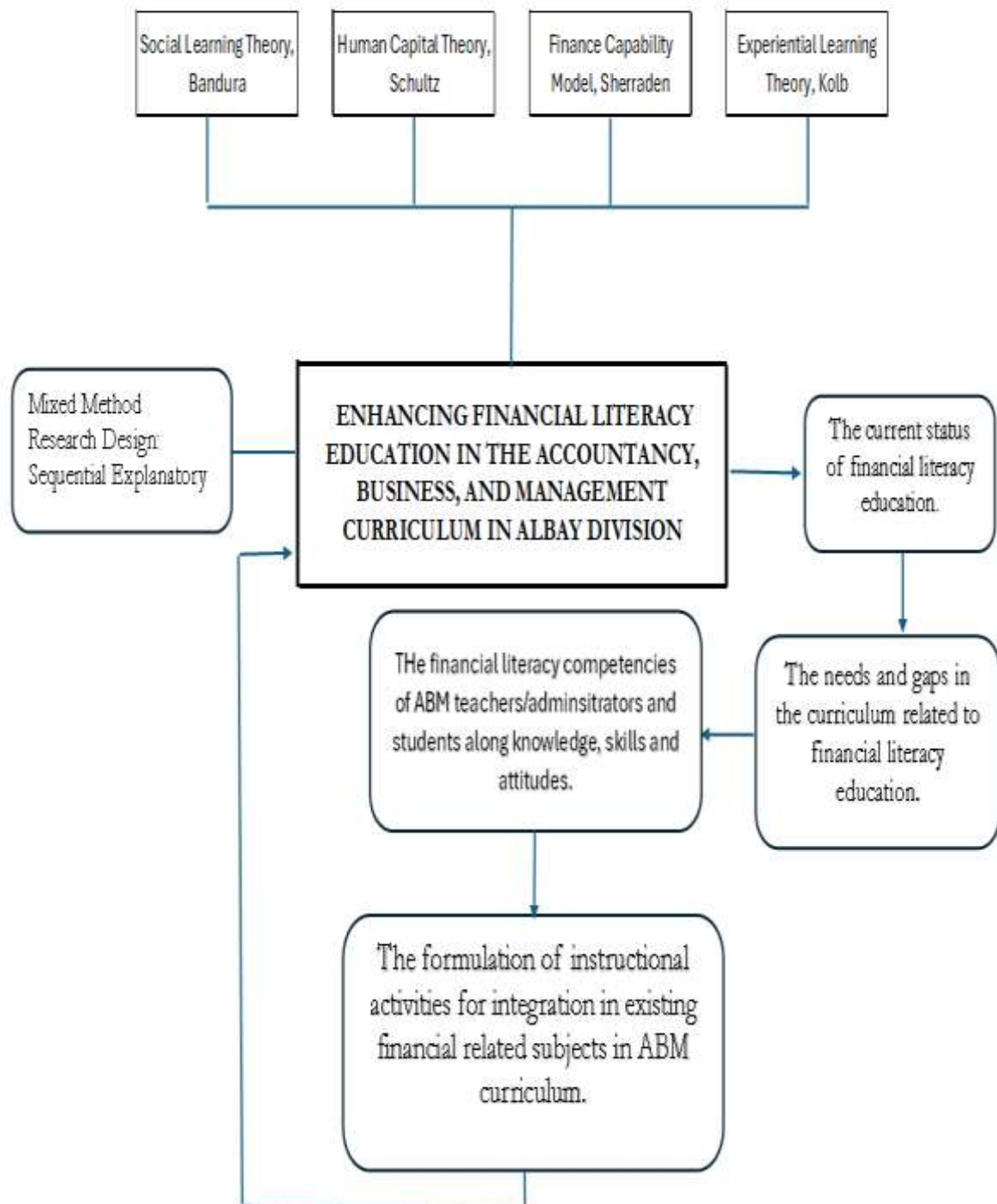


Figure 1. Conceptual Framework

METHODS

This chapter presents the study's operational framework, detailing the research methods and procedures used to justify and validate its objectives from a financial literacy concepts perspective. It specifically covers the research method, data sources, participants, and research instruments.

Research Design

This study employed an explanatory sequential design using a mixed-methods approach, integrating both quantitative and qualitative research techniques. According to Mohammad Abu Sayed Toyon (2021), the

mixed-methods approach not only involves sequencing data collection but also addresses challenges related to data processing and presentation. He highlights the importance of ensuring clarity in how qualitative insights build upon quantitative results. Similarly, Creswell and Plano Clark (2018) describe the explanatory sequential design as a mixed-methods approach in which quantitative data is collected and analyzed first, followed by qualitative data to further explain or expand upon the quantitative findings. This design emphasizes the integration of both data types to enhance the overall understanding of research outcomes.

This approach provided a comprehensive perspective on the perception, implementation, and sustainability of financial literacy education within educational settings. It enabled an in-depth examination of its integration into the ABM curriculum, offering valuable insights into the current state, existing needs and gaps, the financial literacy competencies of teachers and ABM students in terms of knowledge, skills, and attitudes and instructional activities for integration in existing financial related subjects in the ABM curriculum.

Quantitative research utilizes surveys and structured questionnaires to gather numerical data and then analyzed using statistical methods. Meanwhile, qualitative research involves conducting in-depth interviews with students, teachers and school administrators to explore their perspectives, experiences, and insights on financial literacy education. The qualitative data is analyzed through thematic analysis to identify key themes and codes of practice.

Population

The study encompassed a diverse range of educational stakeholders, with ABM students serving as the primary respondents. These students provided valuable perspectives into financial literacy education, sharing insights into their current status on financial literacy education, the gaps and needs within the ABM curriculum, and individual competencies in terms of knowledge, skills, and attitudes.

The teachers within the ABM strand and school administrators provided similar information, along with potential instructional materials that can be incorporated into the current curriculum.

The study's total population distribution across the six participating public schools is presented in Table 1, while Table 2 provides a detailed breakdown of the actual number of respondents who participated in the research.

NAME OF SCHOOL	NUMBER			TOTAL
	ADMINISTRATOR	ABM TEACHER	ABM STUDENTS	
Malinao National High School	1	2	53	56
Naga National High School	1	2	50	53
Pili National High School	1	2	32	35
San Jose National High School	1	2	51	54
Sto. Domingo National High School	1	2	50	53
Tiwi Agro-Industrial School	1	2	30	33
TOTAL	6	12	266	284

Table 1 Total Population

The researcher employed two sampling methods to look for the participant count. To ensure a suitable sample size across all participating schools, Slovin's formula was applied to determine 160 students' representatives from the total population of 266 across the six participating schools. Meanwhile, total enumeration was used for ABM teachers and administrators to guarantee comprehensive representation from these groups.

NAME OF SCHOOL	NUMBER			TOTAL
	ADMINISTRATOR	ABM TEACHER	ABM STUDENTS	
Malinao National High School	1	2	32	35
Naga National High School	1	2	29	32
Pili National High School	1	2	19	22
San Jose National High School	1	2	30	33
Sto. Domingo National High School	1	2	29	32
Tawi Agro-Industrial School	1	2	21	24
TOTAL	6	12	160	178

Table 2
Respondents

Distribution of Respondents

Figure 3 below illustrates the distribution of the respondents, which includes Grade 11 and 12 ABM students, teachers, and administrators from six different schools in the first district of the Albay division. The respondents consisted of 160 students, 12 ABM teachers, and six administrators, totaling 178 participants.

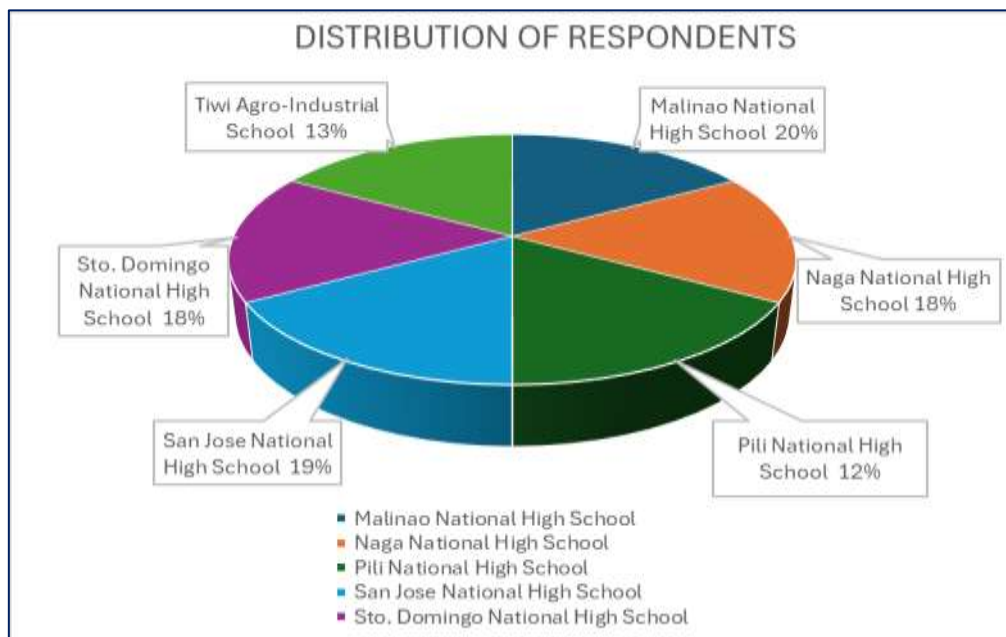


Figure 2. Distribution of Respondents

Research Instrument

The researcher collected data utilizing two instruments: a structured survey with various indicators followed by an interview guide question. The survey and interview questions differed for students, while the questions for teachers and administrators were the same. A modified version of Zadrozny's (2020) survey questionnaire to collect structured data from the sample population was used.

The instrument includes a structured questionnaire in which respondents evaluate the given indicators. Data analysis was conducted using weighted mean, frequency, and percentage based on a 5-point Likert scale. A checklist was utilized to identify instructional activities that can be integrated into the current curriculum, with frequency and ranking applied for analysis and interpretation.

Weighted averages calculate the mean by multiplying values with their corresponding weights and finding their sum, which helps account for the varying importance of different data points in educational and financial analysis (Frost, Jim). The weighted mean is computed using the formula:

where:

x = weighted mean

$\sum fx$ = summation of the product of frequency and corresponding weight of each item under consideration

$\sum f$ = summation of the frequency

A 5-point Likert scale provides respondents with a range of five response options: two on each extreme, two intermediate choices, and one neutral option. A 5-point Likert Scale measures attitudes by having people indicate their level of agreement with statements using five response options that range from negative to positive positions, with a neutral midpoint. This structured approach provides more detailed insights into respondents' views than simple yes/no questions (Mentimeter, 2024).

The analysis employs a five-point Likert scale where participants evaluate each factor using both numerical values (1-5) and corresponding descriptive labels. These paired numerical and verbal anchors are detailed in Table 3.

SCALE	RANGE	ADJECTIVAL DESCRIPTION
5	4.50 – 5.00	Fully Agree
4	3.50 – 4.49	Highly Agree
3	2.50 – 3.49	Moderately Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Fully Disagree

Table 3
Interpretation Rating_ Current Status

The current status corresponds to the distinct capabilities of administrators, teachers, and students in financial literacy education. At the fully agree level (extremely evident), the students, the teachers and the administrators demonstrated sophisticated financial knowledge and competencies, allowing them to handle intricate financial matters with confidence. Those with highly agree (very evident), financial literacy possessed solid comprehension of financial principles, enabling them to make well-reasoned financial decisions. Moderately agree level (evident), reflects fundamental financial awareness, though

students may struggle to apply these concepts practically. When financial literacy is disagreed (Slightly Evident), students show minimal grasp of financial fundamentals, which can lead to suboptimal financial decisions. At the fully disagree level (Not at all Evident), the students lacked even basic financial understanding, making it difficult to manage routine financial matters effectively.

SCALE	RANGE	ADJECTIVAL DESCRIPTION
5	4.50 – 5.00	Strongly Needed
4	3.50 – 4.49	Needed
3	2.50 – 3.49	Somewhat Needed
2	1.50 – 2.49	Minimally Needed
1	1.00 – 1.49	Not Needed

Table 4
Interpretation Rating_Needs and Gaps

SCALE	RANGE	ADJECTIVAL DESCRIPTION
5	4.50 – 5.00	Highly Competent
4	3.50 – 4.49	Competent
3	2.50 – 3.49	Moderately Competent
2	1.50 – 2.49	Less Competent
1	1.00 – 1.49	Not Competent

Table 5
Interpretation Rating_Competencies as to Knowledge, Skills and Attitude

The adjectival description scale is commonly used in educational and social science research in the article "A note on the usage of Likert Scaling" by Jamora et al. (2010), various Likert scale intervals are discussed, highlighting the importance of consistent interval differences and descriptive interpretations in survey research.

Additionally, Marquette University's Division of Student Affairs provides examples of Likert-type scale response anchors, demonstrating how adjectival descriptors correspond to numerical ranges in survey instruments. These references support the validity of using adjectival descriptions like "Strongly Needed" for the 4.20–5.00 range, "Needed" for 3.40–4.19, and so on, in Likert scale-based assessments.

To address Objective 2, the ABM administrators, teachers and students completed a five-point Likert Scale designed to assess curriculum needs and gaps followed by a semi-structured interview. Operationally, needs represent the fundamental requirements or conditions necessary to attain improved financial literacy education—these are the things that individuals, organizations, or communities must have to function effectively or improve. Gaps, on the other hand, are the discrepancies between the current level of financial literacy education and the desired or required standard. They highlight what is lacking or inadequate in

fulfilling those needs. Essentially, identifying needs sets the target, while identifying gaps helps to understand what is preventing that target from being met.

Furthermore, in objective 3, a five-point Likert Scale was used to assess the financial literacy competencies of the ABM students, teachers and administrators in the Albay division, focusing on their financial knowledge, skills, and attitudes.

In alignment with the fourth objective, the findings from the data analysis informed the design and developed a set of instructional activities that can be seamlessly integrated into existing finance-related subjects within the Accountancy, Business, and Management (ABM) curriculum. These activities were structured to enhance students' understanding of financial concepts, improve their practical application skills, and align with contemporary industry standards. The objective also includes ensuring that the instructional activities support experiential learning, critical thinking, and problem-solving in real-world financial scenarios, thereby enriching the overall learning experience and employability of ABM students.

Sources of Data

The data for analysis were obtained through both primary and secondary sources. The participants from public schools within the first district of Albay division that offer the ABM strand served as the primary data.

Secondary data were drawn from various sources including academic literature (books, journals), media publications (magazines), online resources, unpublished research (theses and dissertations), and official documents (department memoranda and republic acts).

Data Gathering Procedures

The data collection process began with securing formal permission from the six school administrators through written requests. After approval, the researcher completed the research instruments: survey questionnaire, checklist, and structured interview guide. School visits were scheduled for data gathering, during which printed survey questionnaires were distributed and then retrieved to participants.

The collected data underwent a systematic process of handling, which included processing, recording, and tabulation. After these initial steps, the data were carefully evaluated and interpreted to extract meaningful insights. This analytical process served as the foundation for the study's findings and subsequent discussion, ensuring that the results were well-supported and thoroughly examined.

Validation of the Research Instrument

The research instrument underwent a validation process that involved consulting internal and external experts to assess its quality and suitability. A formal request letter was sent to a qualified validator, inviting their professional evaluation of the research tool. The letter specifically sought a thorough review, requesting constructive feedback in the form of comments and suggestions. This input was essential for refining and improving the instrument, ensuring its effectiveness and alignment with the study's objectives.

Statistical Tools and Analysis

Appropriate statistical measures were employed to quantify the collected data in alignment with the study's objectives. The data gathered through surveys and interviews were analyzed using frequency, percentage distribution, ranking and mean rating. The mean rating was computed to determine the average response

or rating for each indicator or question. All collected materials were descriptively tallied, analyzed, and interpreted, with interview data serving to support the findings and discussions.

Ethical Considerations

The researcher ensured that informed consent was obtained from all participants while maintaining confidentiality throughout the research process. The study complied with Republic Act No. 10173, also known as the Data Privacy Act of 2012 (DPA), which safeguards individuals' personal information. Participation in the study was entirely voluntary, and respondents had the freedom to withdraw at any time without facing any consequences. All collected data were securely stored and used exclusively for research purposes. Furthermore, the findings were shared with stakeholders to support the integration of instructional activities into existing financial-related subjects within the ABM curriculum.

RESULTS AND DISCUSSIONS

This section presents the current status of the ABM curriculum from the lenses of students, teachers, and administrators. The needs and gaps from the participants along the ABM curriculum are also presented as well as the current financial literacy competencies of ABM teachers and students within the Albay division along knowledge, skills, and attitudes.

Current Status of Financial Literacy Concepts in the Accountancy, Business, and Management Curriculum

The absence of financial literacy concepts from the school curriculum poses significant challenges for students, particularly those in the Accountancy, Business, and Management (ABM) strand. Without a foundational understanding of financial principles, students may struggle to manage their personal finances, leading to habits such as impulsive spending, poor saving discipline, and unwise debt accumulation. Without meaningful integration of financial literacy education into the curriculum, students are likely to face significant challenges in understanding and managing personal finances. This lack of foundational knowledge can hinder their ability to make informed financial decisions, such as budgeting, saving, investing, and understanding credit. Furthermore, this knowledge gap increases their vulnerability to scams, fraudulent schemes, and financial exploitation, as they may not possess the critical thinking skills or financial awareness needed to identify and avoid such risks. Embedding financial literacy in the curriculum equips students with the tools to navigate real-world financial situations confidently and responsibly.

Presented in Table 1 is the current status of financial literacy concepts in the ABM curriculum as perceived by teachers across the Albay Division. With a total mean score of 2.71, teachers moderately agreed that financial literacy is evidently present in the curriculum. However, a closer look at the indicators revealed varying levels of integration and support, highlighting strengths in curriculum content but also revealing gaps in implementation and teacher development.

Table 6

Current Status of Financial Literacy Concepts in the ABM Curriculum (Teachers/Administrators)

INDICATOR	MEAN	DESCRIPTION
1. Financial literacy education is well- integrated into the ABM curriculum.	3.06	Moderately Agree
2. Financial literacy topics are aligned with real-world applications.	2.94	Moderately Agree
3. Assessment methods effectively measure financial literacy learning.	2.89	Moderately Agree
4. Technology is utilized in teaching financial concepts.	2.83	Moderately Agree
5. My school provides sufficient teaching resources (books, modules, online tools).	2.72	Moderately Agree
6. Students are engaged and interested in financial literacy topics.	2.72	Moderately Agree
7. Learning materials for financial literacy are readily available.	2.67	Moderately Agree
8. Financial concepts are regularly taught in our classes.	2.61	Moderately Agree
9. Financial literacy concepts are integrated across different subjects.	2.39	Disagree
10. There are regular training/workshops for teachers on financial literacy education.	2.22	Disagree
Total	2.71	Moderately Agree

Fully Agree - 4.50-5.00 Highly Agree- 3.50-4.49 Moderately Agree- 2.50-3.49 Disagree 1.50-2.49 Fully Disagree - 1.00-1.49

The highest-rated statement in the table was, "Financial literacy education is well-integrated into the ABM curriculum," with a mean of 3.06. This suggests that teachers recognize financial literacy as a central theme in the ABM strand, possibly through core subjects such as Applied Economics, Business Ethics, and Fundamentals of Accounting. Its visibility in the curriculum design was clear to most teachers, making this a "very evident" aspect of instruction.

The integration of financial literacy education into the Accountancy, Business, and Management (ABM) curriculum has been significantly advanced by the Department of Education (DepEd) in the Philippines. In 2021, DepEd issued DepEd Order No. 022, Series of 2021, which mandates the incorporation of financial education across various disciplines within the K to 12 Basic Education Curriculum. This policy aims to enhance the financial literacy and capability of learners, teachers, and personnel, enabling them to make sound financial decisions and achieve financial health and inclusion.

The second highest-rated item, "Financial literacy topics are aligned with real-world applications," with a mean of 2.94, demonstrated that there was some effort to link financial literacy to practical, real-life scenarios. This reflects efforts to ensure that classroom instruction mirrors real-life financial scenarios, preparing students for practical situations such as budgeting, investing, and making informed financial decisions. It implies that educators are mindful of contextualizing their lessons to heighten financial literacy.

The findings are similar to the study by Barrot et al. (2024) who examined the experiences of teachers and school leaders in integrating financial literacy into the K-12 curriculum. The study found that educators' implementation of financial literacy education was influenced by various learner, learning, and contextual factors. Despite facing challenges, teachers and school leaders demonstrated positive attitudes toward incorporating financial literacy, recognizing the importance of contextualizing lessons to enhance relevance and effectiveness.

Assessment methods for financial literacy, with a mean of 2.89, were also deemed "Evident". This indicates that teachers perceive the assessment strategies in place as somewhat effective in measuring students' understanding of financial literacy concepts. While assessments may be sufficient in evaluating basic understanding, this score also suggests room for improvement in crafting more authentic and performance-based evaluation tools. This is supported by the study of Nicolini (2021) emphasizes the importance of incorporating diverse assessment methodologies, including scenario-based tasks and behavioral observations, to evaluate practical financial skills more effectively. These methods provide a more comprehensive understanding of students' financial literacy by assessing their decision-making processes and behaviors in context.

The statement, "Technology is utilized in teaching financial concepts," received a mean of 2.83, suggesting that digital tools and resources were used to some degree in the teaching of financial literacy. "My school provides sufficient teaching resources (books, modules, online tools)" received a mean of 2.72, which reflects a perception that, while resources were somewhat available, there may be limitations in the accessibility, quality, or variety of these materials. This score implies that digital tools are being utilized, though to a moderate extent which may be in forms of PowerPoint presentations, online quizzes, financial literacy apps, and multimedia resources. While the integration of technology was evident, not all teachers likely had access to advanced tools or sufficient training to maximize their potential.

Moreover, the data revealed that teachers were not adept at technological competence, considering that some of the schools lacked resources and even an unstable connection. As supported by the claims of Al-Shammari (2022), limited technological competence and infrastructure hinder the effective integration of digital tools in teaching, including financial literacy. The study emphasizes that many educators, particularly in developing regions, face barriers such as unstable internet connectivity, insufficient digital resources, and lack of training, which directly affect their ability to incorporate technology into financial education. This situation restricts students' exposure to relevant digital financial tools, which are essential in today's economy.

The statement, "Students are engaged and interested in financial literacy topics," with a mean of 2.72, indicates that while students show some level of engagement, there is still work to be done in capturing their full interest. In terms of the availability of learning materials, the statement "Learning materials for financial literacy are readily available" received a mean of 2.67.

This indicates that while materials and student interest exist, they may not be fully optimized. Teachers may have basic access to resources such as textbooks or modules, but may lack updated materials, interactive content, or localized financial literacy guides. This is similar to the findings of Annamalai and Manaf (2021) that while teachers may have access to basic instructional resources, many lack updated, culturally relevant, or interactive materials that resonate with students' experiences. This insufficiency can result in lower student interest and engagement, ultimately reducing the impact of financial literacy programs in schools.

The statement, "Financial concepts are regularly taught in our classes," scored a mean of 2.61 while the lowest-rated item, "Financial literacy concepts are integrated across different subjects," received a mean of 2.39. While this implies that financial education is a consistent part of classroom discussions, teachers may be following the curriculum but may need more support to deliver lessons with depth and clarity. This insight is echoed in the study by Lusardi and Mitchell (2020), which emphasizes that while financial literacy topics are often included in the curriculum, the effectiveness of delivery heavily depends on teacher preparedness and instructional support. The study noted that simply embedding financial concepts into classroom discussions is not enough—teachers require proper training, ongoing professional development, and access to pedagogical tools to ensure that these lessons are delivered with sufficient depth and clarity to foster real understanding among students.

Meanwhile, the final statement, "There are regular training/workshops for teachers on financial literacy education," had the lowest score of 2.22. These findings highlighted the critical gaps in cross-curricular collaboration and professional development. The lack of integration suggests that financial literacy is often taught in isolation rather than being embedded across disciplines such as Math, Social Studies, or ICT.

The following themes were derived from the responses of the key informants of the study. These themes revealed the status of the ABM curriculum from the perspectives of teachers.

The integration of financial literacy into the ABM curriculum is generally viewed as present but still developing. The first theme, Curriculum Gaps in Financial Literacy Topics, surfaced strongly in the responses. The teachers recognized the value of teaching financial skills, yet many felt that the current curriculum did not go far enough. To note, one teacher pointed out the need for topics like credit management and loan terms, saying, "Students need to know how debt works before they get into it." This concern matches the data, where the statement "Financial literacy education is well-integrated into the ABM curriculum" earned a moderately high mean score of 3.06. While this suggests that financial literacy is part of classroom instruction, it may still lack depth and practicality in some areas. Another teacher mentioned, "Insurance, taxes, and even online banking should be covered," reflecting a strong desire for more real-world applications—an area rated with a mean of 2.94, indicating it is evident but not yet strong. Another important issue raised was the availability and usefulness of instructional materials. Several teachers shared that they often relied on outdated textbooks, which limited their ability to teach financial concepts in an engaging and relevant way. One teacher shared, "I wish we had more interactive tools, like budgeting apps." The data supports this challenge: ratings for the availability of learning materials and sufficiency of school resources were relatively low, with mean scores of 2.67 and 2.72 respectively. The teachers also expressed concern over unequal access to technology, particularly for students who do not have reliable internet or digital devices at home. This digital gap directly affects how financial literacy lessons are delivered and absorbed, making resource improvement a key priority.

The second theme, Accessibility and Relevance of Instructional Resources, was reflected from the responses of the teachers that students respond better when lessons are connected to real-life scenarios. As one teacher said, "Students become interested when we use real-life examples or simulations, but engagement tends to drop with textbook-only approaches." While the mean score for student engagement was 2.72, it showed room for improvement. There was also a sense that assessments are not fully capturing what students are learning. As one teacher noted, "We assess through quizzes, but these don't always reflect practical understanding." This comment highlights the gap between theoretical knowledge and applied skills, especially in areas like financial decision-making or planning, which are essential in real life but harder to measure through traditional tests.

A third key theme is Student Engagement and Assessment Practices. Beyond the classroom, the teachers also raised concerns about the limited integration of financial literacy across other subjects and the lack of professional development opportunities. The lowest scores in the data were for cross-subject integration (2.39) and teacher training workshops (2.22), which were both rated as only “slightly evident.” While these themes were less directly mentioned in the qualitative responses, they reflect a broader challenge: financial literacy is often treated as a stand-alone topic rather than a skill woven into different aspects of learning and daily life. Without regular training and collaboration, teachers may struggle to update their methods and make lessons more relevant to students’ futures.

In conclusion, both the numbers and the responses of the teachers revealed that financial literacy was present in the ABM curriculum, but there was still much to improve. The teachers were doing their best with the tools they had, but they saw the need for updated content, modern teaching strategies, and more support—both in materials and training. Their insights highlighted a shared goal: to equip students not just with knowledge, but with the practical financial skills they’ll need in the real world.

While foundational concepts were taught, modern and applicable topics such as digital finance, taxation, and personal risk management were lacking, making it difficult for students to apply their learning to daily decisions. There is a clear call for more relevant, accessible, and engaging resources. Both the teachers and students struggled with limited access to up-to-date materials, which affected the consistency and depth of financial literacy instruction.

Table 7 reveals the status of financial literacy education in the ABM Curriculum as perceived by the students. Among the 10 indicators, the statement, “I can distinguish between needs and wants” got the highest mean score, $M=3.42$. This suggests that they possess a basic understanding of financial topics. This finding is supported by the study of Amagir et al. (2020), which found that secondary students often display moderate levels of financial literacy, indicating foundational awareness but lacking deeper understanding and application. The study highlighted that while students may be exposed to financial concepts in school, the instruction often does not progress beyond surface-level knowledge, which limited their ability to make informed financial decisions in real-life situations.

Table 7
Current Status of Financial Literacy Concepts in the ABM Curriculum (Students)

INDICATOR	MEAN	DESCRIPTION
1. I can distinguish between needs and wants	3.42	Highly Agree
2. I am aware of good vs. bad debt	3.18	Moderately Agree
3. I understand simple and compound interest	3.08	Moderately Agree
4. I have the knowledge of different types of insurance (health, life, property, business)	3.07	Moderately Agree
5. I am aware of pension plans, retirement funds, and long-term savings	2.99	Moderately Agree
6. I consistently save a portion of my money	2.96	Moderately Agree
7. I have the ability to create and follow a budget plan	2.94	Moderately Agree
8. I recognize and avoid online financial scams	2.85	Moderately Agree
9. I understand the different investment options (stocks, bonds, mutual funds)	2.66	Moderately Agree
10. I understand insurance premiums and coverage	2.53	Disagree
Total	2.97	Moderately Agree

Fully Agree - 4.50-5.00 Highly Agree- 3.50-4.49 Moderately Agree- 2.50-3.49 Disagree 1.50-2.49 Fully Disagree - 1.00-1.49

Table 7 revealed the status of financial literacy concepts in the ABM Curriculum as perceived by the students. Among the 10 indicators, the statement, *I can distinguish between needs and wants* got the highest mean score, $M=3.42$. This is followed by the statement, *I am aware of good vs. bad debt*, to which students moderately agreed. This skill forms the foundation of personal finance, as it helps young individuals prioritize expenses and make conscious decisions. This strength may reflect both personal experiences and what students have passively learned through family conversations or daily life. This means that the ABM curriculum presents the start of a deeper financial learning.

Third on the list is understanding simple and compound interest with a mean score of 3.08, close to the statement, *I have the knowledge of different types of insurance (health, life, property, business)* with $M=3.07$. This indicates that while students may have known how to manage day-to-day expenses, they were unfamiliar with long-term financial tools that can secure their future. Without this knowledge, students might enter adulthood unaware of how to grow or protect their financial assets.

The table also shows a dip in students' confidence and understanding toward more practical and advanced applications—such as budgeting, saving, and long-term planning. The scores in these areas remained just below the overall average. This observation aligns with the findings of Lopus et al. (2021), who emphasized that students often possess theoretical knowledge of financial concepts like budgeting but face challenges in applying them practically.

The students had limited awareness of online financial scams, which scored only 2.85. In an increasingly digital world, this knowledge gap puts students at risk. This finding is supported by the study of Walstad and Rebeck (2021), which emphasized that while students are increasingly engaged in digital financial activities, many lack the critical awareness to recognize and avoid online financial scams. The authors found that digital financial literacy, particularly regarding cybersecurity and fraud prevention, is often underrepresented in school curricula. This gap leaves students vulnerable in the digital financial space, underscoring the need for targeted instruction on safe online financial behavior.

Meanwhile, understanding of insurance and investments, garnered the lowest scores in the survey, 2.53 and 2.66, respectively. The overall mean score of 2.97 with the description “Moderately Agree” and interpretation “Evident” suggests that financial literacy education is perceived as present and observable within the ABM curriculum, although not yet fully optimized or consistently implemented across schools. This rating indicates that students acknowledge the existence of financial literacy topics in their academic experience. However, the “Moderately Agree” description implies that such integration may still be surface-level or sporadic in delivery. The education they receive is meaningful enough to be noticed but may lack the depth, consistency, or practical application needed to make a significant impact on their financial behavior and confidence.

The result implies that while there are efforts to embed financial concepts in the curriculum, these may not yet be fully standardized or supported with adequate resources, teaching strategies, or real-life applications. Students likely encounter financial literacy through certain lessons or projects, but it may not be sufficiently emphasized or assessed in a way that solidifies understanding.

Furthermore, the interpretation “Evident” suggests that financial literacy is visible to learners, yet this visibility may vary depending on the school, teacher, or subject area. It also hints at potential gaps in engagement or relevance—students may be aware of the topics, but these may not always feel applicable or deeply connected to real-world financial situations.

Based on participant interviews, the researcher identified key themes that highlighted the current status of students in financial literacy education. Budgeting and Spending Habits emerged as a central theme in understanding students' current financial literacy. The highest-rated indicator, "I can distinguish between needs and wants" (Mean = 3.42, Very Evident), affirmed that students were developing a foundational awareness of responsible spending. This is echoed in a student's reflective strategy: "To know if something is a need or a want, I ask myself if I can live without it." Such insights suggest that learners are thinking critically about their spending decisions, especially when navigating personal and school-related expenses. However, the slightly lower rating for the ability to create and follow a budget plan (Mean = 2.94) pointed to challenges in application. One student candidly shared, "I find it hard to stick to a budget because sometimes unexpected expenses come up, like school projects or family needs," revealing how real-life constraints hinder consistent budgeting practices despite their awareness.

The theme Savings and Interest also surfaced strongly in both qualitative and quantitative results. Students scored 3.08 on the indicator "I understand simple and compound interest," and several responses reflected this growing awareness. One remarked, "Compound interest makes your money grow faster," showing an understanding of how savings can work over time. Additionally, learners acknowledged the benefits of saving early and choosing accounts with better interest returns. Despite this, their average score on consistently saving a portion of money was slightly lower (2.96), indicating that while they recognized the importance of saving, maintaining the habit was still inconsistent. One student shared, "I save 20% of my allowance, but it depends on my expenses that week," capturing how income variability and financial priorities affect saving behavior.

Under the theme Debt and Credit, the findings suggest that students are beginning to grasp the complexities of borrowing. The indicator "I am aware of good vs. bad debt" scored 3.18, which is notably strong and suggests a general understanding of responsible borrowing. The students emphasized this in their reflections: "Debt becomes bad when it adds interest that you can't pay," and "Even a credit card can be good if used properly." These statements demonstrate a nuanced view—that debt is not inherently negative but becomes problematic when mismanaged. The students' comments also reflected a sensitivity to the risks of accumulating unnecessary debt, and they showed an early awareness of credit management, which is a critical life skill.

The study of financial literacy among senior high school students in the ABM strand revealed profound insights into their understanding, challenges, and decision-making processes related to money management. The responses gathered from the interview revealed recurring themes such as budgeting difficulties, decision-making in saving and spending, limited financial planning, and confusion over technical financial terms. These findings offered valuable perspectives when analyzed through the lens of the current ABM curriculum.

Needs And Gaps in the Curriculum Related to Financial Literacy Education

Despite the efforts to incorporate financial literacy into the senior high school curriculum, there is growing concern about whether the current content and delivery are adequately equipping students with the knowledge and skills they need. Both the students and the teachers expressed various insights and observations pointing to gaps in the curriculum, ranging from outdated materials and lack of contextual relevance to insufficient real-life applications and digital readiness. These concerns highlighted the need for a more responsive, updated, and experience-based approach to teaching financial literacy in the ABM strand.

This section explores the specific needs and gaps identified by both the students and the teachers regarding financial literacy education. By analyzing their perceptions, this study uncovered which areas require improvement and how the curriculum can be enhanced to better prepare learners for real-world financial responsibilities. Understanding these perspectives is crucial in ensuring that the financial literacy component of the curriculum remains relevant, practical, and aligned with current industry and societal demands.

Table 10 provides an overview of teachers' perceptions of the needs and gaps in the current ABM financial literacy curriculum. Based on the teachers, the overall indicators revealed a total mean of 2.31, interpreted as "Minimally Needed".

Table 8
Needs and Gaps in The Curriculum Related to Financial Literacy Education Based on the Teachers/Administrators

INDICATOR	Mean	Description
1. Financial literacy topics should cover entrepreneurship and investment strategies.	3.44	Needed
2. More hands-on activities (business simulations, financial planning exercises) should be included.	3.39	Needed
3. Financial literacy education should include digital financial tools (e.g., mobile banking, online investments).	3.28	Needed
4. There is a need for updated teaching materials (books, digital resources) for financial literacy.	3.17	Needed
5. Topics are appropriate for the grade level.	2.94	Needed
6. The curriculum lacks practical financial literacy applications.	2.78	Needed
7. Content meets industry standards.	2.78	Needed
8. Examples used are locally contextualized.	2.72	Needed
9. Digital resources are accessible for teaching.	2.39	Minimally Needed
10. Assessment tools are adequate.	2.17	Minimally Needed
Total	2.31	Minimally Needed

Strongly Needed - 4.20-5.00 Needed- 3.40-4.19 Somewhat Needed - 2.60-3.39 Minimally Needed 1.80-2.59 Not Needed - 1.00-1.79

At the top of the list is the statement "Financial literacy topics should cover entrepreneurship and investment strategies," which received the highest mean of 3.44, interpreted as "Needed." This reflects the teachers' recognition that the current curriculum does not sufficiently address business ownership and investment, a core component of the ABM strand. The teachers seemed acknowledge that students must be taught how to grow wealth, evaluate risks, and build long-term financial plans. This finding is supported by the study of Lusardi and Mitchell (2020), who highlighted that financial education must go beyond

basic budgeting and saving to include deeper concepts such as entrepreneurship, investment strategies, and risk management.

The second-highest indicator, "More hands-on activities (business simulations, financial planning exercises) should be included," earned a mean of 3.39 and was interpreted as "Somewhat Needed." It can be inferred that the teachers believed that experiential learning could enhance student understanding and make learning more engaging. This finding aligns with the study of Amagir et al. (2020), hands-on activities not only enhance comprehension but also prepare students to deal with real-world financial challenges more confidently.

Also rated as "Somewhat Needed" is the indicator "Financial literacy education should include digital financial tools (e.g., mobile banking, online investments)" with a mean of 3.28. Similarly, the need for "updated teaching materials (books, digital resources)" was identified, with a mean of 3.17. The teachers acknowledged the shift toward a cashless and digital economy, and they believed that students should be introduced to modern tools they will use when they grow up.

The indicator "Topics are appropriate for the grade level" received a mean of 2.94, interpreted as "Somewhat Needed." Indicators such as "The curriculum lacks practical financial literacy applications" and "Content meets industry standards" were both rated at 2.78, indicating that these areas were also "Somewhat Needed." While this suggests moderate alignment with students' academic levels, it also implies there is room to improve how age-appropriate and skill-appropriate the content is. This is supported by the study of Kasman and Heuberger (2020), which found that mismatched content—either too complex or too simplistic—can reduce student engagement and hinder meaningful learning in financial education. Appropriateness of content plays a vital role in ensuring comprehension, particularly for younger learners or those without prior financial knowledge.

The statement "Examples used are locally contextualized" earned a mean of 2.72, showing that while teachers find the examples partially relevant, more contextualized case studies that reflect the local economy, culture, and businesses are also interpreted as "Somewhat Needed." Localizing financial content helps students relate better and apply what they learn in their own communities. This finding is supported by the work of Villanueva and Soriano (2021), who emphasized that localized financial education fosters greater relevance and engagement among students.

Two indicators were rated as "Minimally Needed": "Digital resources are accessible for teaching" (Mean = 2.39) and "Assessment tools are adequate" (Mean = 2.17). This suggests that teachers may have access to digital tools and assessments, but these may lack interactivity, variety, or alignment with learning outcomes. Based on the interview with the participants, the researcher came up with the following themes.

These themes revealed the needs and gaps in the ABM curriculum as perceived by the teachers.

Many teachers voiced a clear concern that the ABM curriculum lacks emphasis on essential, day-to-day financial skills. One teacher pointed out, "Students need to learn how to file taxes, create budgets, and understand how interest works in the real world," emphasizing that what is currently taught does not prepare learners for actual financial responsibilities. Another educator shared, "We barely touch investment and entrepreneurship; it's too theoretical. They need exposure to actual business scenarios."

These responses reflected a need to ground financial literacy in life-centered instruction rather than in academic abstraction. This theme suggests that to genuinely empower students, the curriculum must be redesigned to include core competencies in personal finance such as saving, borrowing, and emergency planning—skills that are rarely covered in depth.

Another recurring theme is the outdated nature of learning materials and the lack of relevance to current financial realities. Teachers shared frustrations such as, "We're still using handouts from five years ago. They don't reflect current market trends or technology." This illustrates how obsolete content can hinder meaningful learning, especially in a fast-evolving financial environment. A more modern approach, according to one teacher, should include "topics like freelancing income, online businesses, and passive income to make lessons more relevant." These comments highlight the importance of teaching financial literacy as a living, adaptive subject—one that mirrors the current economy and anticipates students' future realities, including the gig economy, digital finance tools, and entrepreneurship.

The teachers also emphasized the need for experiential learning to make financial concepts stick. One shared, "A budgeting project using mock incomes and expenses really helps students grasp the concept," while another noted, "Simulations, like running a mini business, make financial topics more engaging and meaningful." These insights revealed that interactive methods—not rote memorization or quizzes—drive student understanding and interest. One teacher also critiqued current assessment practices: "Assessment should include real-life tasks like comparing loans or evaluating investment risks, not just definitions." This feedback makes it clear that without applied learning strategies, students may gain knowledge but lack the ability to transfer that knowledge to real-world contexts.

Table 9
Needs and Gaps in The Curriculum Related to Financial Literacy Education (Students)

INDICATOR	Mean	Description
1. I need more knowledge about digital financial tools (e-wallets, online banking).	3.91	Needed
2. I need more financial literacy lessons in school.	3.79	Needed
3. Financial literacy should include real-world applications (taxes, business investments).	3.68	Needed
4. The curriculum should include more discussions on financial scams and fraud prevention.	3.61	Needed
5. I need more hands-on financial literacy activities (case studies, budgeting exercises).	3.56	Needed
Total	3.71	Needed

Strongly Needed - 4.20-5.00 Needed- 3.40-4.19 Somewhat Needed - 2.60-3.39 Minimally Needed 1.80-2.59 Not Needed - 1.00-1.79

The data presented in the table highlights the most pressing gaps and needs of Accountancy, Business, and Management (ABM) students regarding their financial literacy education. With an overall mean of 3.71, interpreted as "Needed" on the 5-point Likert scale, the responses indicate a clear demand from students for a more responsive, practical, and future-ready financial curriculum.

The most strongly emphasized gap was seen in the indicator "I need more knowledge about digital financial tools (e-wallets, online banking)", which earned the highest mean of 3.91. This implies that students recognize the urgent need to understand and effectively use financial technologies. This aligns

with the findings of Taneo and Peralta (2022) that many senior high school students frequently use digital platforms for transactions but lack comprehensive knowledge of how these tools function, the security measures involved, and how to use them responsibly.

Next, the statement "I need more financial literacy lessons in school" received a mean of 3.79, showing that students found the current integration of financial literacy in the curriculum insufficient. This implies that students need better integration of key financial concepts. This underscores their eagerness to develop essential life skills and emphasizes that the current curriculum may not be providing the volume or depth of instruction they need. Students expressed a strong desire for more comprehensive lessons that would prepare them for real-life financial decisions, echoing the need for a more robust and practical approach to financial education (Garcia & Reyes, 2021).

A similar gap is shown in the statement "Financial literacy should include real-world applications (taxes, business investments)", with a mean score of 3.68. ABM students are particularly attuned to the real-world demands of financial management and entrepreneurship. This score reflects a desire for topics that move beyond the classroom and equip students for real-world responsibilities. Moreover, the curriculum should include more discussions on financial scams and fraud prevention.

With a mean of 3.61, the indicator "The curriculum should include more discussions on financial scams and fraud prevention" reveals another significant need. The statement "I need more hands-on financial literacy activities (case studies, budgeting exercises)", rated at 3.56, reflects a strong need for experiential learning.

The students acknowledged the increased risks of online fraud, phishing scams, and deceptive investment schemes in today's financial landscape. This awareness calls for a curriculum that includes financial protection, consumer rights, and digital safety as core elements of instruction. This assertion is reinforced by the study of Ramlall (2022), who emphasized the growing vulnerability of youth to online financial scams due to increased digital financial activity.

Based on the interview with the participants, the researcher came up with the following themes. These themes revealed the needs and gaps in the ABM curriculum as perceived by the students.

The first theme, Gaps in Real-World Financial Topics, the students consistently expressed that the ABM curriculum did not adequately cover essential real-world financial topics. One student shared, "We never really discussed how to file taxes or even how SSS and PhilHealth work," highlighting the disconnect between classroom learning and adult financial responsibilities. This concern is echoed in another response: "Handling loans and understanding interest was just a small part of one lesson... loans are a big part of life." These insights emphasize the need to deepen and expand instruction on critical financial matters like taxes, social services, and credit management. Without this foundational knowledge, the students felt unprepared to handle the financial responsibilities that come with them.

Another theme, Insufficiency of Practical, Experiential Learning, can be reflected on the lack of hands-on, experiential learning. One remarked, "We had one budgeting activity, but it felt like a worksheet, not something I could apply in real life." The desire for more realistic simulations was strong, as another student explained, "Case studies or mock business planning would've helped me understand how to make smart decisions with money." This theme underscores a critical gap between theoretical lessons and practical applications. The students were asking for learning experiences that mirror real-life decision-making—activities that would help them manage allowances, track spending, or simulate running a business. Without these applied strategies, financial literacy remains abstract and disconnected from their daily lives.

Lastly, the students also identified a growing need for education on digital financial tools. As one shared, "I use e-wallets for school stuff, but I'm not really sure how secure they are." Another commented, "Online banking still confuses me... I wish we had a walkthrough or demo during class." In an era when financial transactions are increasingly digital, students are navigating platforms like e-wallets, online banking, and even cryptocurrency with little formal guidance. This lack of instruction places them at risk of security breaches and misinformation. Their responses call for the integration of digital safety, app literacy, and fintech awareness in the curriculum to equip them for modern financial environments. This encompasses the theme, Digital Financial Literacy Needs.

Based on the themes generated, the students felt unprepared for adult financial responsibilities due to missing topics in the curriculum. This leads to uncertainty and poor confidence when making real-life financial decisions. Students believe financial literacy lessons were too theoretical. They expressed a strong preference for hands-on learning strategies to bridge the gap between classroom concepts and real-life financial skills.

The students expressed those crucial financial topics like taxes, credit scores, government contributions, and loans were either barely discussed or not covered at all. This gap leaves them feeling unprepared for real-life responsibilities. The curriculum's focus on theoretical knowledge created uncertainty in making important financial decisions, highlighting the need for practical and updated content.

Current Financial Literacy Competencies of Abm Teachers and Students within the Albay Division

The current state of research reflects a growing recognition of the importance of financial literacy in equipping students with essential skills for managing their personal and professional finances. Studies consistently emphasize that financial literacy is crucial for managing tasks like budgeting, saving, and investing.

The table presents the self-assessed financial literacy competencies of ABM teachers in the Albay Division specifically in the domain of knowledge. With an overall mean of 3.33, the data reveals that teachers are moderately competent in understanding core financial concepts.

Table 10
Financial Literacy Competencies of ABM Teachers/Administrators along Knowledge

INDICATOR	Mean	Description
1. I understand financial concepts such as budgeting, saving, and investing.	3.72	Competent
2. I understand the importance of emergency funds.	3.67	Competent
3. I know the risk and benefits of loans and debts.	3.56	Competent
4. I am familiar with financial markets, loans, and credit management.	3.33	Moderately competent
5. I am aware of financial fraud and scams.	3.22	Moderately competent
6. I understand tax-related matters for individuals and businesses.	2.94	Moderately competent
7. I know different types of financial instruments (stocks, bonds, insurance).	2.83	Moderately competent
Total	3.33	Moderately competent

Highly Competent - 4.20-5.00 Competent- 3.40-4.19 Moderately Competent- 2.60-3.39 Less Competent- 1.80-2.59 Not Competent - 1.00-1.79

The highest-rated indicator is teachers' understanding of financial concepts such as budgeting, saving, and investing, with a mean of 3.72, placing it within the competent range. Closely following is their understanding of the importance of emergency funds, which received a mean score of 3.67, also falling under the competent category.

The third highest rating, knowledge of the risks and benefits of loans and debts, scored a mean of 3.56. Moreover, the teachers reported moderate competence in being familiar with financial markets, loans, and credit management, with a mean of 3.33. While this still indicates an acceptable level of knowledge, it suggests some uncertainty or limited depth in understanding how broader financial systems operate. Competency in awareness of financial fraud and scams also fell within the moderately competent range (mean = 3.22).

The indicators with the lowest mean scores pointed to technical or specialized knowledge gaps. Understanding tax-related matters for individuals and businesses scored 2.94, while knowledge of financial instruments such as stocks, bonds, and insurance scored even lower at 2.83. Both fell under moderately competent.

Table 11
Financial Literacy Competencies of ABM Students Along Knowledge

INDICATOR	Mean	Description
1. I understand basic financial concepts (budgeting, saving, and investing).	3.29	Moderately competent
2. I know how to manage my personal expenses.	3.22	Moderately competent
3. I understand the importance of emergency funds.	3.13	Moderately competent
4. I know how to manage personal debt responsibly.	3.09	Moderately competent
5. I know the risks and benefits of using credit cards and loans.	2.94	Moderately competent
6. I am aware of different financial instruments (insurance, loans, investments).	2.53	Less competent
Total	3.03	Moderately competent

Highly Competent - 4.20-5.00 Competent- 3.40-4.19 Moderately Competent- 2.60-3.39 Less Competent- 1.80-2.59 Not Competent - 1.00-1.79

Table 11 reflects the financial literacy competencies of ABM students. The findings of this study revealed a moderate level of financial literacy knowledge among ABM students in the Albay Division. With an overall mean of 3.03, the respondents demonstrated a moderately competent understanding of key financial concepts.

Among the indicators assessed, the highest mean score was recorded in the understanding of basic financial concepts such as budgeting, saving, and investing, with a mean of 3.29. Closely following was the competency in managing personal expenses, with a mean rating of 3.22. This competency reflects positively on their ability to teach basic financial decision-making to their students. This implies that the ABM teachers can teach students well with concepts such as budgeting, saving, and investing. This

observation aligns with the findings of Fernandes, Curto, and Ghazal (2022), who noted that teacher competence in financial literacy is critical in effectively delivering financial education.

Understanding the importance of emergency funds garnered a mean score of 3.13, also within the range of moderate competence. Meanwhile, knowledge in managing personal debt responsibly received a slightly lower mean score of 3.09. This suggests that teachers not only recognize the theoretical value of saving for emergencies but may also personally practice this form of financial preparedness, modeling positive behavior for their students. This finding is supported by the study of Lusardi and Mitchell (2021), which emphasized that educators who understand and practice financial preparedness.

The lowest mean score among the moderately competent indicators was in understanding the risks and benefits of using credit cards and loans, which registered a mean of 2.94. The lowest-scoring item overall was awareness of different financial instruments—such as insurance, loans, and investments—which yielded a mean of 2.53, classified as less competent. This finding is echoed by the study of Amagir et al. (2020) that educators who can confidently explain the implications of various types of debt help students develop more responsible attitudes toward borrowing and financial decision-making, especially in business-oriented strands like ABM.

The moderate level of financial knowledge revealed that the teachers seemed confident in basic financial literacy but less so in technical financial systems and instruments. These findings emphasize the necessity for ongoing learning and training programs, particularly in taxation, and financial fraud awareness, to ensure that teachers are fully equipped to provide a comprehensive financial education to their students.

Meanwhile, the financial literacy competencies of ABM students revealed a moderate level of financial literacy knowledge among ABM students in Albay Division. With an overall mean of 3.03, the respondents demonstrated a moderately competent understanding of key financial concepts. This suggests that while foundational knowledge exists, there is room for growth and targeted instruction to strengthen essential financial competencies.

This observation is supported by the study of Villanueva and Reyes (2021), which found that senior high school students, particularly those in the business and management track, generally possess moderate financial literacy. Their research emphasized that while students can grasp basic financial concepts such as budgeting and saving, they often lack depth in areas like investments, insurance, and long-term planning.

In terms of students' understanding of basic financial concepts such as budgeting, saving, and investing, had a mean of 3.29. This implies that the majority of the respondents applied financial practices and recognized their importance in managing finances. Their responses reflected a foundational awareness of financial behaviors essential in both personal and business contexts.

Managing personal expenses, with a mean rating of 3.22 indicates that the respondents felt moderately confident in tracking, organizing, and allocating their financial resources. The ability to manage expenses is a crucial life skill and suggests that many ABM students practice some form of financial discipline in their daily routines.

The students also recognized the value of setting aside funds for unexpected financial disruptions. This awareness is essential, especially in light of economic uncertainties, though it also suggests the need for deeper practical strategies on how to build and sustain emergency savings. This insight is supported by the findings of Canlas and Dizon (2022), who reported that senior high school students in the Philippines showed awareness of the importance of emergency funds but lacked specific strategies for maintaining them. Their study emphasized that while students value financial preparedness, schools should integrate

more practical modules that guide learners in systematically building emergency savings, especially amid increasing economic volatility.

Handling debt efficiently was also evident in the findings as the students scored low in this criterion. Given that debt management is a vital part of financial stability, this finding revealed an opportunity to enhance educational content focusing on responsible borrowing, interest rates, and repayment strategies.

Understanding the risks and benefits of using credit cards and loans, which registered a mean of 2.94 and the awareness of different financial instruments—such as insurance, loans, and investments—which yielded a mean of 2.53, classified as less competent suggest that the students were unfamiliar of the tools available to help them manage financial risk and build wealth. This finding is on the same vein with the study by Bernardo and Sarmiento (2021), which found that many senior high school students in the Philippines lack sufficient understanding of financial instruments, particularly credit, insurance, and investment products.

The results indicated that ABM students in Albay Division were moderately competent in terms of financial literacy. While many understood fundamental practices such as budgeting and saving, their grasp of more complex topics—like credit management and financial instruments—remained underdeveloped. This underscores the importance of a more comprehensive and practical approach to financial literacy education within the ABM curriculum.

Table 12
Financial Competencies of ABM Teachers/Administrators along Skills

INDICATOR	Mean	Description
1. I promote financial stability and preparedness.	3.5	Competent
2. I handle loans wisely and repay them on time.	3.5	Competent
3. I develop money management, critical thinking, goal setting, and financial discipline.	3.28	Moderately competent
4. I acquire essential financial skills like credit management, risk management and decision-making	3.28	Moderately competent
5. I develop essential financial skills that enhance security and decision-making.	3.28	Moderately competent
6. I am compliant to tax laws and ensures proper filing of returns.	3.22	Moderately competent
7. I develop the ability to evaluate market trends and make informed investment decisions.	2.89	Moderately competent
Total	3.28	Moderately competent

Table 12 highlights the self-assessed financial literacy skills of the ABM teachers in the Albay Division. With an overall mean of 3.28, the teachers rated themselves as moderately competent in applying practical financial skills.

The two indicators with the highest mean scores, both at 3.50, fell within the competent category. These included the ability to promote financial stability and preparedness, and to handle loans wisely and repay them on time. The teachers' scores in promoting financial stability and preparedness, and handling loans wisely and repay them on time indicated that most teachers were confident in managing their financial obligations and modeling responsible borrowing behavior. Their perceived competence in these areas is crucial, as it positions them as credible sources of financial guidance for ABM students. This claim is supported by a study conducted by Lantican and Tolentino (2022), which emphasized that teachers who

demonstrate responsible financial behaviors, such as timely loan repayment and effective financial planning, serve as positive financial role models for students.

Moreover, three indicators tied with a mean of 3.28, each falling under moderately competent. These included the development of money management, critical thinking, goal setting, and financial discipline; acquisition of essential financial skills like credit and risk management; and development of skills that enhance financial security and decision-making.

Teachers also rated themselves moderately competent in terms of compliance with tax laws and proper filing of returns, with a mean score of 3.22. The lowest-rated indicator was teachers' ability to evaluate market trends and make informed investment decisions, which received a mean of 2.89.

Based on the results, the teachers were moderately competent on the development of money management, critical thinking, goal setting, and financial discipline; acquisition of essential financial skills like credit and risk management; and development of skills that enhance financial security and decision-making. These results reflect a moderate level of practical application and awareness among teachers.

While they exhibited the foundational abilities needed to navigate financial situations, they may lack confidence or depth in applying these skills in more complex or professional contexts. A study by Lusardi and Mitchell (2020) supports this finding, indicating that while many educators possess foundational financial knowledge, they often struggle with the application of more advanced or nuanced financial concepts such as risk assessment, investment strategies, and long-term financial planning.

Teachers also rated themselves moderately competent in terms of compliance with tax laws and proper filing of returns, with a mean score of 3.22. This proves a basic understanding of tax-related responsibilities. Enhancing competence in this area would be highly beneficial as it is included in the curriculum of ABM as what Mandell and Klein (2020) revealed in their study that while educators may have a general understanding of tax laws and filing procedures, more focused and practical training is necessary to enhance their knowledge and teaching capacity in this area.

The moderate competence of the ABM teachers in Albay demonstrated a sound understanding of basic financial skills, the data revealed a need to strengthen more technical and forward-looking competencies, such as investment decision-making and risk analysis. The results suggest that teachers were financially responsible and capable of promoting stability but may benefit from capacity-building programs to deepen their skills and apply them confidently in classroom instruction and beyond.

Table 13
Financial Competencies of ABM Students along Skills

INDICATOR	Mean	Description
1. I have the ability to understand and manage money effectively.	3.43	Moderately competent
2. I have the ability to track, control, and allocate resources efficiently.	3.21	Moderately competent
3. I allocate income wisely to ensure savings for emergencies.	3.13	Moderately competent
4. I understand how to borrow responsibly and repay debts on time.	3.04	Moderately competent
5. I find solutions to pay off debt efficiently while maintaining financial health.	2.95	Moderately competent
6. I understand various financial products and their function.	2.64	Moderately competent
Total	3.07	Moderately competent

Highly Competent - 4.20-5.00 Competent- 3.40-4.19 Moderately Competent- 2.60-3.39 Less Competent- 1.80-2.59 Not Competent - 1.00-1.79

It can be gleaned from Table 8 that the ABM students in the Albay Division possessed a moderate level of competence in applying financial literacy skills, as evidenced by the overall mean of 3.07. The highest-rated indicator, with a mean score of 3.43, was the statement, *I have the ability to understand and manage money effectively*.

Students' ability to understand and manage money effectively suggests that most respondents were confident in their basic money management skills. It reflected their ability to budget, make sound purchasing decisions, and perhaps avoid impulsive spending as what Lusardi and Mitchell (2020) revealed that early exposure to money management concepts such as budgeting and prudent spending decisions can significantly impact individuals' financial behaviors throughout their lives.

The second-highest score of 3.21 pertains to the ability to track, control, and allocate resources efficiently. The ability to allocate income wisely for emergencies yielded a mean score of 3.13, suggesting an awareness of financial preparedness. This suggests that respondents can monitor their financial activities and direct their resources toward necessary expenses. The ABM students seemed to understand the importance of setting aside funds for unexpected expenses. This finding is similar to the findings of Xiao et al., (2020) that while students demonstrate a moderate understanding of how to manage their resources effectively, challenges remain in consistently applying these skills.

Meanwhile, the competency in borrowing responsibly and repaying debts on time received a mean score of 3.04. Closely related is the indicator on finding solutions to pay off debt efficiently while maintaining financial health, which had a mean of 2.95. This score, though still in the moderate range, pointed to a need for greater emphasis on debt education. Respondents may know the importance of meeting debt obligations but may not be equipped with the financial planning tools.

Furthermore, the lower score on finding solutions to pay off debt efficiently while maintaining financial health, which had a mean of 2.95 suggests that although they understand the importance of managing debt, they may lack knowledge of effective strategies such as budgeting for repayments, prioritizing high-interest loans, or negotiating with creditors. This is supported by the study of Mandell and Klein (2020) that many individuals, including students, struggle with understanding how to prioritize debt payments, use budgeting techniques, or take proactive steps such as negotiating with creditors. The lowest-rated item was understanding various financial products and their functions, which registered a mean of 2.64.

The ABM Students in Albay Division possessed a moderate level of competence in applying financial literacy skills, as evidenced by the overall mean of 3.07. This suggests that while many respondents applied financial concepts in their daily lives, there remained significant potential for improvement, especially in more complex financial tasks. These results reflect not only what students and teachers know, but also how they apply this knowledge to real-life financial decisions.

These findings reflect an urgent need to enhance the ABM curriculum's practical financial literacy components. Real-world applications, simulation activities, and exposure to real financial instruments could bridge the gap between theory and practice. Educators could also benefit from targeted training to equip them with up-to-date financial strategies, ensuring they can effectively transfer these skills to students.

The financial attitudes demonstrated by ABM teachers/administrators in Albay Division, focusing on how these attitudes influenced their financial behaviors and decision-making are presented in Table 14. The top three indicators, all with a mean score of 3.61, reflect a shared value system grounded in responsibility as

reflected in the statements, I believe that financial literacy will lead to a better financial decisions and long-term stability, I am responsible and accountable in managing my debts/credits and I manage money carefully to meet repayment deadlines.

The lowest-rated item was understanding various financial products and their functions, which registered a mean of 2.64.

Table 14
Financial Competencies of ABM Teachers/Administrators Along Attitudes

INDICATOR	Mean	Description
1. I believe that financial literacy will lead to a better financial decisions and long-term stability.	3.61	Competent
2. I am responsible and accountable in managing my debts/credits.	3.61	Competent
3. I manage money carefully to meet repayment deadlines.	3.61	Competent
4. I can analyze and make sound financial choices.	3.56	Competent
5. I have a forward-thinking mindset for my overall financial well-being.	3.56	Competent
6. I foster responsibility and take ownership of my financial obligations.	3.44	Competent
7. I am cautious and vigilant in every transaction.	3.39	Moderately competent
Total	3.54	Moderately competent

Highly Competent - 4.20-5.00 Competent- 3.40-4.19 Moderately Competent- 2.60-3.39 Less Competent- 1.80-2.59 Not Competent - 1.00-1.79

The financial attitudes demonstrated by the ABM teachers/administrators in Albay Division, focusing on how these attitudes influenced their financial behaviors and decision-making are presented in Table 9. The top three indicators, all with a mean score of 3.61, reflect a shared value system grounded in responsibility as reflected in the statements, *I believe that financial literacy will lead to a better financial decisions and long-term stability, I am responsible and accountable in managing my debts/credits and I manage money carefully to meet repayment deadlines.*

Two other indicators followed closely, with a mean of 3.56: the ability to analyze and make sound financial choices and having a forward-thinking mindset regarding financial well-being. The statement *“I foster responsibility and take ownership of my financial obligations”* scored 3.44, interpreted as Competent.

The lowest-rated value-based indicator was *“I am cautious and vigilant in every transaction”*, which received a mean score of 3.39, still within the moderately competent range.

The overall mean of 3.54 suggests that teachers were moderately competent in upholding attitudes related to financial responsibility, prudence, and long-term well-being. This highlights a strong valuable foundation that supports their financial choices and, in turn, their ability to influence and guide students effectively.

Table 15
Financial Competencies of ABM Students Along Attitudes

INDICATOR	Mean	Description
1. I recognize the importance of meeting financial obligations on time.	3.26	Moderately competent
2. I take ownership of their financial decisions and understand the consequences of spending and saving.	3.22	Moderately competent
3. I maintain a positive outlook, knowing that financial stability is achievable through smart decisions.	3.21	Moderately competent
4. I have a control on my spending habits and prioritize saving over impulsive purchases.	3.19	Moderately competent
5. I practice self-control in spending and resource allocation.	3.13	Moderately competent
6. I am independent in managing and growing my financial resources.	2.73	Moderately competent
Total	3.12	Moderately competent

Highly Competent - 4.20-5.00 Competent- 3.40-4.19 Moderately Competent- 2.60-3.39 Less Competent- 1.80-2.59 Not Competent - 1.00-1.79

Table 15 shows the financial competencies of the ABM students along attitudes. It can be gleaned from the table that the statement with the highest mean $M=3.26$, was the recognition of the importance of meeting financial obligations on time. The teachers strongly agreed that financial literacy contributes to better decision-making and long-term stability, that they are responsible and accountable in managing debts, and that they carefully manage money to meet repayment deadlines. These responses indicate that teachers not only understand financial concepts but also live by values that promote fiscal discipline and accountability - the very qualities they are likely to pass on to their learners.

A mean of 3.22 was recorded for the attitude of taking ownership of financial decisions and understanding the consequences of spending and saving. Maintaining a positive financial outlook was also notable, with a mean of 3.21. Along with the teachers' ability to analyze and make sound financial choices and having a forward-thinking mindset regarding financial well-being, the results underscored that teachers value strategic thinking and proactive financial planning. This mindset is critical not only for their own financial health but also for their role in cultivating future business leaders among the ABM students. Educators who possess strong financial literacy skills are better equipped to teach their students the value of long-term financial planning (Loke & Pang, 2021).

The value of controlling spending habits and prioritizing savings over impulsive purchases earned a mean of 3.19, still within moderate competence. A related value—practicing self-control in spending and resource allocation—garnered a slightly lower mean of 3.13. Moreover, the teachers were competent in fostering responsibility and taking ownership of their financial obligations, scoring 3.44, interpreted as Competent. This reflects that most teachers not only act responsibly out of necessity, but because they hold themselves accountable for their financial actions. This ability of teachers to demonstrate responsibility and ownership over their financial obligations is consistent with research by Zhang and

Wang (2020), who argue that educators who actively manage their finances model responsible financial behaviors to their students.

The lowest-rated indicator was financial independence, with a mean score of 2.73. The results revealed that ABM students in Albay Division demonstrated a moderate level of financial attitudes, with an overall mean of 3.12. The lowest-rated value-based indicator was “I am cautious and vigilant in every transaction”, which received a mean score of 3.39, still within the moderately competent range. While this suggests that most teachers were careful with their transactions, the slightly lower score may reflect gaps in being careful on complex tasks such as online banking or investments.

The overall mean of 3.54 suggests that the teachers were competent in upholding values related to financial responsibility. The results revealed that the ABM teachers in Albay possessed a solid value foundation that supports financially sound behavior. Their high levels of responsibility, planning, and accountability aligned well with the expectations of financial literacy education.

Moreover, the students valued financial responsibility and accountability. They understood that settling debts and dues promptly is not only a financial necessity but also a reflection of integrity and trustworthiness. This implies that the students had healthy financial habits and their decision was sound. This claim is supported by the findings of Xiao et al. (2021) that when young individuals associate financial behaviors with personal attitude like integrity and trust, they are more inclined to make sound financial decisions.

Students also believed that financial stability is possible through disciplined and informed choices, reflected in the statement, maintaining a positive financial with a mean of 3.21. This optimism is essential as it can drive motivation and persistence, particularly for students preparing to enter fields where financial decision-making is critical.

The value of controlling spending habits and prioritizing savings over impulsive purchases earned a mean of 3.19, still within moderate competence. This indicates that while students and teachers value financial discipline, they may sometimes struggle to put it into practice. External influences such as peer pressure, marketing strategies, or personal desires may challenge their ability to consistently prioritize long-term financial health over short-term satisfaction.

A related attitude—practicing self-control in spending and resource allocation—garnered a slightly lower mean of 3.13. This revealed that while there is an awareness of the need for self-control, its actual application may still be developing. Their findings suggest that individuals with higher levels of self-control tend to exhibit more responsible financial behaviors, such as avoiding impulsive purchases and adhering to budget plans.

Along with financial independence, the students obtained a mean score of 2.73. This may reflect dependence on family, lack of income, or limited access to financial opportunities, and points to a key area for growth in fostering financial maturity.

Taken together, these findings illustrate that while core financial attitudes were present among the ABM respondents, they were not yet fully internalized. The consistency of the moderate scores across all indicators suggests a developing sense of financial character that can be further enhanced through targeted interventions and values integration within the curriculum.

These results underscore the importance of explicitly incorporating values education in financial literacy programs. Beyond teaching knowledge and skills, students must be guided in reflecting on their habits, motivations, and long-term goals to develop attitudes that will guide responsible financial behavior for life.

In conclusion, the moderate competency level in financial attitudes is a promising foundation. With sustained guidance, practical activities, and mentorship from financially literate role models, the students in the ABM strand can evolve into financially responsible individuals who not only make sound decisions but are also anchored in strong financial ethics and attitudes.

Instructional Activities for Integration in Existing Subjects in the ABM Curriculum

Table 16

Frequency of Instructional Activities for Integration in Existing Financial Related Subjects in The ABM Curriculum Among Teachers/Administrators

ACTIVITIES	%
Budgeting Activities	19%
Real World Simulation	16%
Practical Exercises	16%
Hands-On-Banking and Saving Activities	15%
Case Studies	13%
Group Discussion	11%
Project Based Learning	10%

Based on the identified instructional needs, the following are the proposed lesson exemplars designed to address those needs. These exemplars aim to enhance the teaching and learning experience within the Accountancy, Business, and Management (ABM) strand and can be seamlessly incorporated into the existing curriculum to support more effective and relevant instruction.

The most frequently suggested instructional activity for integrating financial literacy into the ABM curriculum is Budgeting Activities (19%). Integrating budgeting activities across Business Mathematics helps students to develop quantitative skills essential for financial planning and analysis. By engaging in budgeting exercises, students learn to make informed financial decisions, a competency crucial for success in the business world.

The Real-World Simulations (16%). Integrating real-world simulations across Business Enterprise Simulation (BES) subject encourages the students to engage in activities such as identifying business opportunities, developing products or services, forming and organizing businesses, implementing and controlling operations, and conducting management reporting. As a culminating activity, BES integrates key concepts from accounting, business, and management through real-life business operations.

Practical Exercises (16%) can be combined across Organization and Management subject to ensure that ABM students explore organizational structures, leadership styles, and management functions. Practical exercises include creating organizational charts, role-playing managerial scenarios, and developing business plans, which cultivate leadership and organizational skills.

Other commonly recommended activities include Hands-On Banking and Saving Activities (15%). In the current Accountancy, Business, and Management (ABM) strand curriculum, this can be effectively be included into Business Finance to help students develop decision-making skills related to saving and investing, fostering a deeper understanding of financial planning and enhance students' financial literacy

and practical skills and ensures that students not only understand theoretical financial concepts but also develop the practical skills necessary for effective personal and business financial management.

Case Studies (13%) can be merged to the current Applied Economics subject to help students understand the impact of economic factors on business operations and societal outcomes. It will not only enrich the learning experience but also equip the ABM students with the analytical tools necessary to navigate complex business environments.

Less frequently mentioned but still valuable are Group Discussions (11%) and Project Based Learnings (10%). Group Discussions can be added to the existing Business Ethics and Social Responsibility subject. Here, students explore ethical principles and corporate social responsibility (CSR). Engaging in group discussions on ethical dilemmas and CSR initiatives encourages students to consider multiple viewpoints, enhancing their moral reasoning and ethical decision-making skills.

Project-Based Learning (PBL - 10%) can be included into Principles of Marketing subject that covers market research, product development, and promotional strategies. Through PBL, students can design and implement marketing campaigns for fictional products, allowing them to apply marketing theories in a practical context.

The proposed Lesson Exemplars are modeled after the standardized Daily Lesson Log (DLL) format utilized by Senior High School (SHS) educators, as outlined in the Department of Education's (DepEd) policy guidelines. This format encompasses essential components such as objectives, content, learning resources, procedures, and reflections, ensuring alignment with curriculum standards and promoting effective instructional planning.

In crafting these exemplars, the author has drawn upon personal expertise and experience, tailoring the content to meet the specific needs of SHS learners. This personalized approach not only ensures relevance and applicability but also enhances the potential for student engagement and learning outcomes.

By adhering to the established DLL structure and infusing it with individualized content, the Lesson Exemplars serve as practical tools for educators, facilitating organized lesson delivery and fostering an environment conducive to student success.

LESSON 1



"Personal and Business Budgeting"

Lesson Introduction:

Dear Educators,

In the ever-evolving economic landscape, it is essential that educators prepare students not only with theoretical knowledge but also with the practical life skills required to navigate personal and business finances effectively. Budgeting is one such essential skill—foundational to both responsible personal finance and successful business operations. For Accountancy, Business, and Management (ABM) educators, teaching budgeting is more than helping students track income and expenses; it is about fostering financial discipline, encouraging goal setting, and nurturing a mindset geared toward financial independence and entrepreneurial resilience.

The lesson on Personal and Business Budgeting equips ABM learners with a dual perspective—understanding how to manage their own resources responsibly and how to apply similar principles in a business context. In a personal sense, budgeting empowers students to take control of their financial behaviors, build emergency funds, manage debt, and make sound decisions that align with their life goals. In business, budgeting becomes a tool for forecasting, planning, controlling expenses, and making data-informed decisions that impact sustainability and growth.

This lesson also aligns with the Philippine financial literacy mandate as per DepEd Order No. 22, s. 2021, which promotes the integration of financial education in the K–12 curriculum. By teaching budgeting in ways that are contextualized, relatable, and empowering, educators contribute directly to this national goal while addressing the immediate needs and realities of Filipino learners.

With this foundation, learners are not merely trained to fill out budgeting templates but are prepared to critically evaluate their financial actions, understand long-term implications, and carry these skills beyond the classroom into every aspect of their lives.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	Personal and Business Budgeting
OBJECTIVES				
A.Content Standard	Demonstrates understanding of personal and business financial planning and resource management.			
B.Performance Standard	Creates and evaluates a realistic monthly budget plan aligned with income, savings, and expenses.			
C.Learning Competencies / Objectives	Students will be able to: a. Identify the components of a budget.			

	<p>b. Create a monthly personal or business budget using provided income and expense data.</p> <p>c. Analyze budgeting decisions and reflect on financial priorities</p>
CONTENT	
LEARNING RESOURCES	
A. References	DepEd Financial Literacy Curriculum Guide SHS Personal Finance Modules
B. Learners' Materials	Budgeting worksheet (personal/business template) Sample income and expense scenarios Calculators Manila paper and markers
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
<p>A. Reviewing previous lesson or presenting the new lesson Begin with a short discussion: "What would you do with PHP 10,000 a month? Ask students about common expenses they or their families face.</p> <p>Introduce the concept of budgeting and why it is important in both personal and business finance.</p>	
<p>B. Establishing a purpose for the lesson Present a sample income and a list of common expenses. Discuss fixed vs. variable expenses, savings, emergency funds, and the 50/30/20 rule.</p>	
<p>C. Presenting examples/ instances of the new lesson Distribute budgeting worksheets. Students are given a scenario (e.g., "You are a student earning PHP 12,000/month as a freelancer.") In groups, they will create a budget plan for the month. They must include rent, food, transport, leisure, savings, and unexpected expenses.</p>	
<p>D. Discussing new concepts and practicing new skills #1 Students group and compute their allocations. They create pie charts using graph paper or manila paper to represent budget proportions.</p>	
<p>E. Discussing concepts and practicing new skills #2 Each group presents their budget. Discuss the rationale behind each group's budget plan and reflect on variations.</p>	

<p>F. Developing mastery (Leads to Formative Assessment 3)</p> <p>Individual Task: Students complete a guided reflection titled "Smart Spending in My Life." Answer questions like: What was the most difficult expense to reduce? What will I prioritize if I earn my own money?</p>
<p>G. Finding practical applications of concepts and skills in daily living Students identify real-life situations where budgeting will help them, such as allowances, family income, or savings goals.</p>
<p>H. Making generalizations and abstractions about the lesson Conclusion (15 minutes): Budgeting is essential for goal setting and financial responsibility. Income may be limited, but smart planning maximizes its use.</p>
<p>I. Evaluating learning Assessment: Submission of group budget worksheet and pie chart. Individual reflection paper on budgeting priorities. Rubric-based evaluation of group presentation. Accomplish the Exit Ticket</p>

Attachment 1.1

Budgeting Worksheet

Name: _____

Date: _____

1. Income

Source of Income	Amount
Salary/Wages	_____
Allowance	_____
Other (e.g., part-time job, gift)	_____
Total Income	_____

2. Expenses

Category	Amount
Housing (rent/mortgage, utilities)	_____
Transportation (gas, public transport)	_____

Category	Amount
Food (groceries, dining out)	_____
Insurance (health, car, etc.)	_____
Entertainment (movies, subscriptions)	_____
Education (books, supplies, tuition)	_____
Personal Expenses (clothes, toiletries)	_____
Savings (retirement, emergency fund, etc.)	_____
Other Expenses	_____
Total Expenses	_____

3. Savings Goal

Goal	Target Amount	Amount Saved	Remaining Amount
Emergency Fund	_____	_____	_____
Vacation Fund	_____	_____	_____
Other Goal (e.g., car, house)	_____	_____	_____

4. Summary

Item	Amount
Total Income	_____
Total Expenses	_____
Remaining Balance	_____

Reflection

- Did your expenses exceed your income? If so, which areas could you cut back on?
- How much money are you setting aside for savings? Is it enough to reach your goals?
- How can you adjust your budget for next month to stay on track?


Attachment 1.2

Group Presentation Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Content Accuracy & Relevance	All information is accurate, relevant, and well-researched	Most information is accurate and relevant	Some information is inaccurate or irrelevant	Information is mostly inaccurate or off-topic	

Organization & Clarity	Clear, logical structure with smooth transitions	Mostly organized and easy to follow	Somewhat organized, but transitions need work	Disorganized and hard to follow	
Visual Aids	Visually appealing, enhances understanding	Clear and relevant	Basic and somewhat helpful	Lacks relevance or is distracting	
Delivery & Speaking Skills	Confident, clear, with excellent pacing and eye contact	Generally clear and engaging	Uneven delivery, needs more eye contact or clarity	Mumbled, unclear, or read from notes	
Teamwork & Participation	All members contribute equally and effectively	Most members contribute well	Unequal participation	One or more members did not participate meaningfully	
Engagement with Audience	Actively engages audience with questions, energy, or interaction	Occasionally engages audience	Minimal audience interaction	No effort to engage audience	
Response to Questions	All questions answered thoroughly and accurately	Most questions answered well	Some answers incomplete or unclear	Unable to answer questions appropriately	

Total Score: _____ / 28

Attachment 1.3

EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

Two new things that I have learned:	One thing I want to learn more about is:
1.	1.
2.	

LESSON 2



Lesson Title:

"Business Decision Making Through Real-World Simulation"

Lesson Introduction:

Dear Educators,

In the fast-paced world of business, success hinges on the ability to make timely, informed, and strategic decisions. For educators in the Accountancy, Business, and Management (ABM) strand, cultivating this competency in students is crucial. The lesson on Business Decision Making Through Real-World Simulation aims to bridge the gap between theory and practice by engaging learners in authentic, scenario-based learning environments that mirror the challenges and responsibilities of real-world entrepreneurship and financial management.

Simulations are powerful teaching tools because they replicate real business operations in a controlled, risk-free setting. Through role-playing, market analysis, and resource allocation exercises, students are given the chance to “run” a business—from managing budgets to reacting to market shifts, handling competition, and adjusting to customer feedback. These activities allow them to experience the weight and complexity of business decisions in a dynamic environment where every choice has consequences.

For ABM educators, simulations offer a multi-dimensional approach to teaching. They reinforce core competencies in finance, marketing, operations, and organizational behavior while promoting soft skills like teamwork, leadership, adaptability, and critical thinking. Instead of passively learning through textbooks, students become active participants, engaging in strategic planning, problem-solving, and reflective thinking—all of which are aligned with real business functions.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	Business Decision- Making Through Real- World Simulation
OBJECTIVES				
A.Content Standard	Demonstrates understanding of basic entrepreneurial principles and financial decision-making in business operations.			
B.Performance Standard	Simulates a small-scale business scenario, applying financial decisions that affect operations and profitability.			
C.Learning Competencies / Objectives	Students will be able to: <ol style="list-style-type: none"> Understand the financial decisions involved in operating a small business. Experience the impact of budgeting, marketing, and operational choices on business success. Analyze profit and loss outcomes based on financial strategies applied during the simulation. 			

CONTENT	
LEARNING RESOURCES	
A. References	DepEd Financial Literacy Curriculum Guide SHS Personal Finance Modules
B. Learners' Materials	Simulation kits (product cards, expense tokens, role cards) Budget tracker forms and recording sheets Manila paper or visual materials for presentation
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson Recap of budgeting principles and how they relate to entrepreneurial operations. Pose the question: "What would you prioritize if you were starting your own business with PHP 20,000?"	
B. Establishing a purpose for the lesson Explain the goal of the activity: to simulate real-world business scenarios where teams manage finances and make decisions to maximize profits.	
C. Presenting examples/ instances of the new lesson Demonstrate a sample simulation setup: choosing a product, allocating budget for marketing, operations, and stock. Show a sample tracking form for calculating profit or loss.	
D. Discussing new concepts and practicing new skills #1 Students form groups and assume roles (Finance Officer, Operations Manager, Marketing Head). Each team receives a startup budget of PHP 20,000 and selects a product from a set of cards (e.g., milk tea, handmade accessories). Begin Round 1: allocate funds across product purchase, packaging, and marketing..	
E. Discussing concepts and practicing new skills #2 Round 2: introduce unexpected market scenarios (e.g., price change, supplier issue). Round 3: calculate profit/loss using recorded sales vs. expenses.	
F. Developing mastery (Leads to Formative Assessment 3) Individual Task: Students complete a guided reflection titled "Smart Spending in My Life."	

Answer questions like: What was the most difficult expense to reduce? What will I prioritize if I earn my own money?

G. Finding practical applications of concepts and skills in daily living

Teams prepare a brief business summary poster showing:

- Product chosen
- Budget allocations
- Challenges faced
- Net profit/loss

H. Evaluating learning

Assessment:

- Group submission of profit/loss tracking sheet.
- Rubric-based evaluation of decision-making, collaboration, and final outcomes.
- Accomplish the Exit Ticket

Attachment 2.1

Rubric-Based Evaluation: Decision-Making, Collaboration, and Final Outcomes

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Decision-Making	Consistently makes informed, effective decisions with strong rationale	Usually makes good decisions with appropriate justification	Occasionally makes sound decisions but lacks consistent rationale	Rarely contributes to decision-making or lacks clarity in reasoning	
Collaboration	Actively listens, shares ideas, and encourages others	Contributes to discussion and supports team efforts	Participates but with minimal engagement or teamwork	Limited participation or disrupts team dynamics	
Final Outcome/Output Quality	Final product exceeds expectations; insightful and well-executed	Meets expectations with minor issues	Adequate outcome but lacks depth or polish	Below expectations; incomplete or low quality	

LESSON 3



Lesson Title:

"Understanding Interest and Loan Options"

Lesson Introduction:

Dear Educators,

ABM educators play a key role in contextualizing these concepts, ensuring that students not only perform interest calculations but also critically evaluate when, why, and how to borrow responsibly. This lesson focuses on developing practical decision-making skills: comparing loan offers, understanding repayment schedules, reading the fine print, and calculating the true cost of borrowing. Students are encouraged to assess interest-bearing products not just through mathematical formulas, but also through the lens of risk, affordability, and long-term financial impact.

The lesson on Understanding Interest and Loan Options introduces learners to the mechanics and implications of borrowing money. It begins with the foundational distinction between simple and compound interest, enabling students to compute costs over time and see how even small changes in rates and terms can significantly affect total repayments. From there, the lesson expands into real-world applications, including personal loans, credit card debt, business loans, and buy-now-pay-later schemes—highlighting both their usefulness and the potential financial traps they may present. As educators, our role is to facilitate these explorations, guiding students as they navigate complex topics and develop their own perspectives. Together, let's inspire curiosity, ignite passion, and empower our students to become informed, thoughtful participants in the digital age.

To make this lesson more engaging and realistic, educators can introduce **loan comparison tables**, **graphical interest growth charts**, and even mock interviews with loan officers or credit counselors. Through practical exercises and reflection, students begin to understand the trade-offs of credit—how borrowing can be a powerful financial tool when used wisely, and a long-term burden when mismanaged. Beyond computation, this topic also serves as a platform for value formation. Students are prompted to explore questions like: “Is it worth going into debt for wants rather than needs?” or “What should you consider before co-signing a loan?” These discussions help instill financial responsibility and ethical thinking—qualities that are as important as numerical accuracy in shaping future financial behavior.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	
OBJECTIVES				
A.Content Standards	Demonstrates understanding of financial computations related to interest and debt management.			

B. Performance Standards	Calculates interest and evaluates loan options based on financial terms.
C. Learning Competencies / Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> a. Differentiate between simple and compound interest. b. Compute interest and total repayment on various loan offers. c. Interpret the implications of loan terms on financial decision-making.
CONTENT	
LEARNING RESOURCES	
A. References	Business Mathematics Curriculum Guide Financial Literacy Education Toolkit (DepEd Commons)
B. Learners' Materials	Interest computation worksheet Calculators Loan scenario handouts
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
A. Revising previous lesson or presenting the new lesson	
Quick review of budgeting principles and income allocation. Ask: "Would you take a loan for a business venture? What factors would you consider?"	
B. Establishing a purpose for the lesson	
Explain that today's lesson will teach how interest affects borrowing and the importance of evaluating loan terms. Provide a K-W-L chart.	
C. Presenting examples/ instances of the new lesson	
Introduce formulas: Simple Interest: $I = P \times R \times T$ Compound Interest: $A = P(1 + r/n)^{nt}$	
D. Discussing new concepts and practicing new skills #1	

Distribute loan comparison table:

Loan Option	Principal (PHP)	Interest Rate	Term	Type
A	10,000	10% annually	2 yrs	Simple
B	10,000	8% annually	2 yrs	Compound

E. Discussing concepts and practicing new skills #2

Discuss pros and cons of each loan based on computation.
Highlight how time and rate influence repayment.

F. Developing mastery

(Leads to Formative Assessment 3)

Application Task: Loan Decision Case Study

- Students are given 3 personal or business loan cases (e.g., buying a motorcycle for delivery service, tuition loan, or startup capital).
- In pairs, they will compute total interest and decide which loan option is best for each scenario.
- Each student then reflects in writing:
What financial risks are involved?
How can interest reduce your savings over time?
Which loan would you personally choose and why?

Graphical Task: Students draw bar graphs comparing loan growth over time to visually interpret results.

G. Finding practical applications of concepts and skills in daily living

Students relate borrowing decisions to daily realities like phone installment plans, educational loans, and credit cards.

H. Making generalizations and abstractions about the lesson

Understanding how interest works helps individuals make smarter financial decisions.

I. Evaluating learning

Submission of worksheets with interest calculations.
Reflection paper with personal insights.

Rubric assessment for graphing and decision-making accuracy.

Attachment 3.1

Rubric Assessment: Graphing and Decision-Making Accuracy


Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Graph Accuracy	Graph is accurate, correctly labeled, and error-free	Graph is mostly accurate with minor errors	Graph contains several errors or lacks clarity	Graph is inaccurate or incomplete	
Data Representation	Data is represented clearly and effectively supports analysis	Data is mostly clear and somewhat supports analysis	Data representation is confusing or lacks relevance	Data is misrepresented or not related to the task	
Use of Graph in Decision-Making	Graph is effectively used to make sound, well-justified decisions	Graph is used to support decisions with minor lapses in reasoning	Graph is minimally used in decision-making or justification is weak	Graph is not used or does not inform decisions	
Interpretation of Results	Interpretation is thorough, logical, and well-articulated	Interpretation is mostly clear and logical	Interpretation is somewhat unclear or lacks depth	Interpretation is incorrect or missing	
Neatness and Presentation	Graph is neat, visually appealing, and well-organized	Graph is neat and organized with minor issues	Graph is somewhat disorganized or difficult to read	Graph is messy or hard to interpret	

Total Score: _____ / 20

Attachment 3.2. KWL Worksheet

What I Know?	What I want to Know?	What I've Learn?

Attachment 3.3

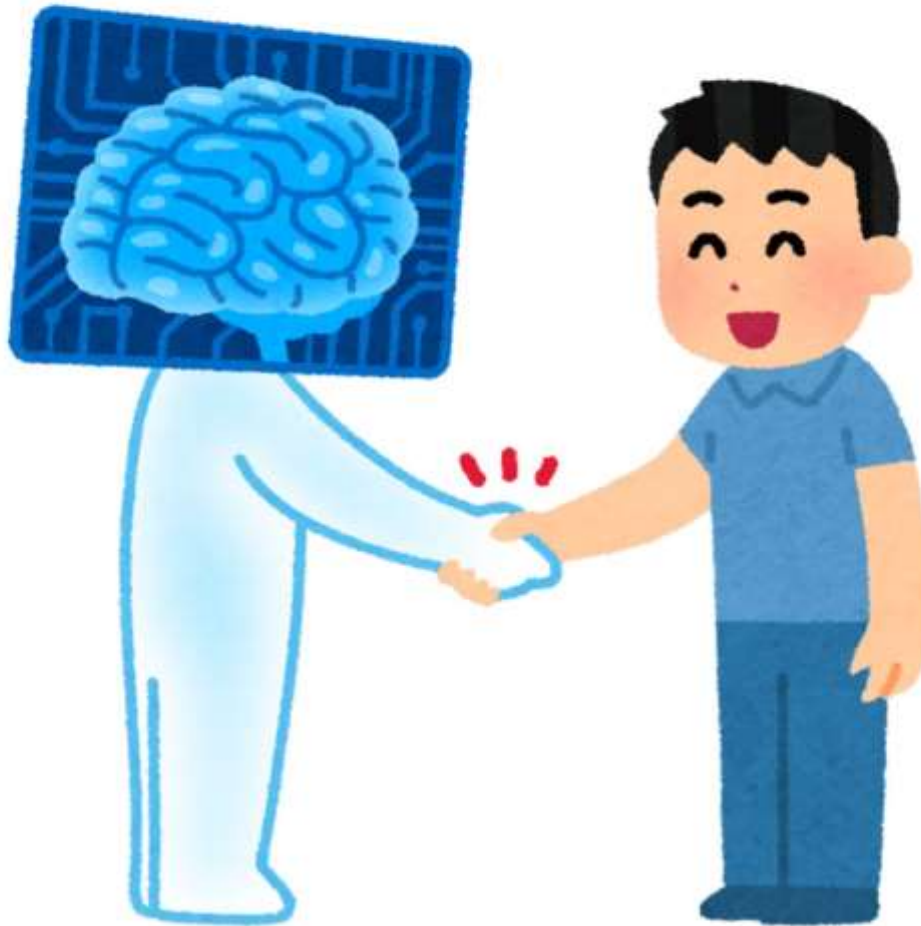


EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

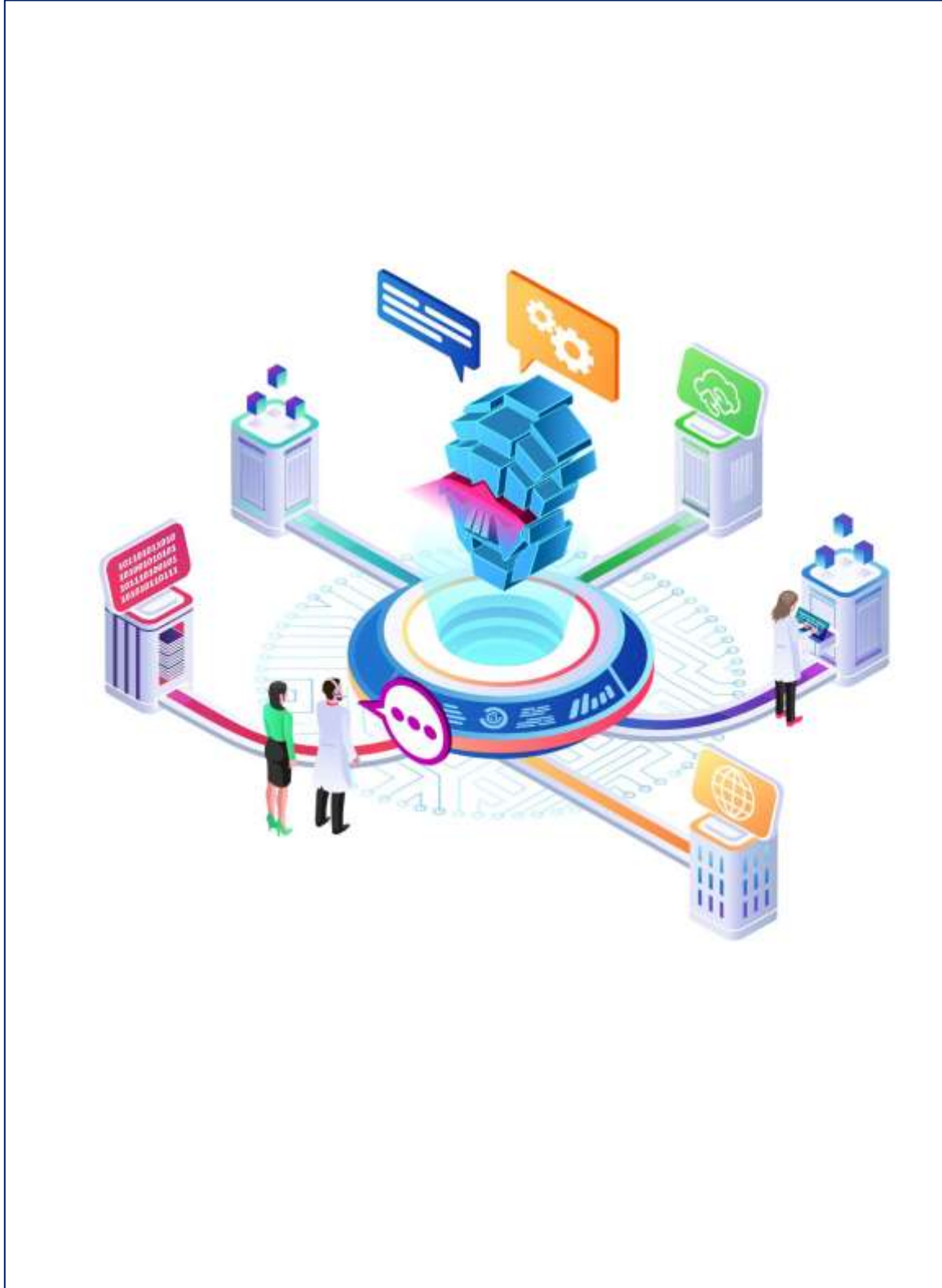
<p>Two new things that I have learned:</p> <p>1.</p> <p>2.</p>	<p>One thing I want to learn more about is:</p> <p>1.</p>
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Attachment 3.3.2 Future Scenarios on Banking and Finance

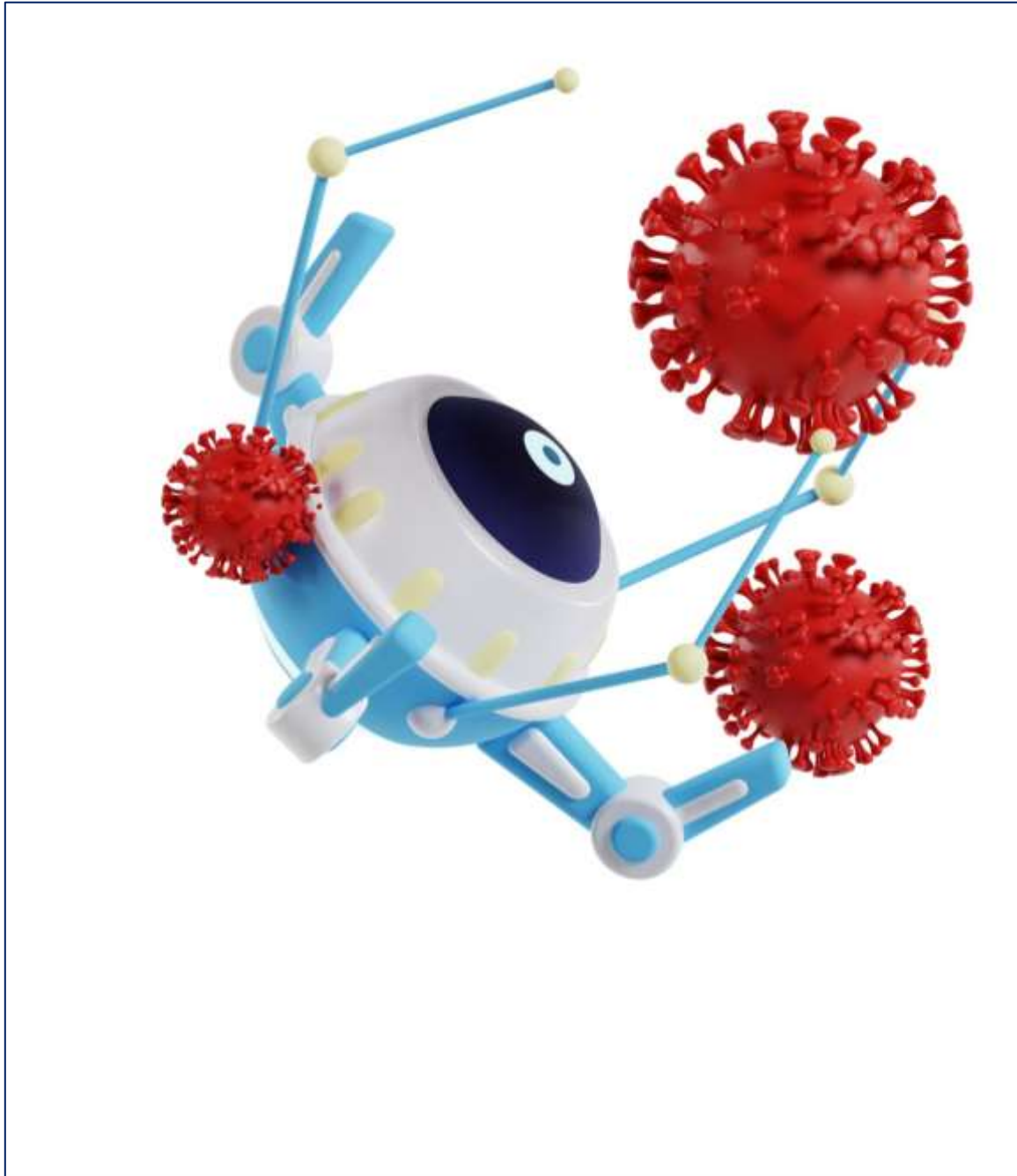




Attachment 3.3.3 Future Scenarios on Education



Attachment 3.3.4 Future Scenarios on Health and Safety



LESSON 4



Lesson Title:

"Hands-On Banking and Saving Activities"

Lesson Introduction:

Dear Educators,

In a world where financial transactions are increasingly cashless and digitally driven, equipping students with hands-on experience in banking and saving is more important than ever. For Accountancy, Business, and Management (ABM) educators, this lesson offers a unique opportunity to move beyond theoretical knowledge and immerse learners in real-life financial processes that are essential for both personal well-being and entrepreneurial readiness.

The lesson on Hands-On Banking and Saving Activities focuses on practical engagement with both traditional banking tools—like deposit and withdrawal slips, passbooks, and account forms—and digital financial platforms, including e-wallets, online banking, and mobile finance apps. The goal is to demystify financial systems and provide learners with the skills to interact confidently with banking institutions and technologies they will use throughout their lives.

For many senior high school students, especially in underserved or rural areas, exposure to actual banking procedures is limited. This lesson aims to close that gap by allowing learners to simulate tasks such as opening a savings account, depositing money, transferring funds, and setting up automatic savings. These tasks can be carried out through classroom simulations, guided walkthroughs using real forms, or partnerships with local banks that provide access to demos or resource persons.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	
OBJECTIVES				
A.Content Standards	Demonstrates understanding of financial tools and systems related to banking, saving, and digital finance.			
B.Performance Standards	Applies knowledge and skills in managing bank transactions, saving strategies, and digital financial tools responsibly.			
C.Learning Competencies / Objectives	By the end of the lesson, students will be able to: <div><div>A.</div><div>Identify and distinguish traditional and digital banking tools.</div></div> <div><div>B.</div><div>Simulate the use of deposit and withdrawal slips and digital financial platforms.</div></div> <div><div>C.</div><div>Analyze benefits and risks associated with various saving and banking options.</div></div>			
CONTENT				

LEARNING RESOURCES	
A. References	DepEd Curriculum Guide in Financial Literacy BSP's Financial Consumer Protection Primer
B. Learners' Materials	Sample bank forms (deposit/withdrawal slips) Screenshots or simulations of mobile banking apps Saving goal tracker worksheet
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson Pre-reading Activities (15 minutes): Ask students: "Have you ever deposited money in a bank or used an e-wallet? What was your experience?" Review concepts of financial goals and the importance of saving.	
B. Establishing a purpose for the lesson Introduction (15 minutes): Explain the importance of understanding both traditional and modern financial systems for future security.	
C. Presenting examples/ instances of the new lesson Activity 1: Show samples of deposit and withdrawal slips and walk through how they are filled out. Demonstrate features of a mobile banking app and e-wallet interface	
D. Discussing new concepts and practicing new skills #1 Students fill out mock bank forms based on given scenarios (e.g., saving for college, sending allowance). Introduce the concept of "saving goals" and explain how automation (e.g., scheduled transfers) supports this.	
E. Discussing concepts and practicing new skills #2 Students use a sample app interface (printable or projected) to simulate:	

Checking balance
Transferring funds
Paying bills

F. Developing mastery

Scenario-Based Simulation:

Each student is assigned a role (e.g., working student, online seller, OFW family member). Based on their profile, students decide how they would save, where to store money (bank vs. e-wallet), and how to allocate savings over 6 months.
Use a table to plan monthly saving targets.

Month	Income (PHP)	Savings Target	Method (Bank/E-wallet)	Notes
1	4,000	800	Bank	Save for school fees
2	4,500	900	E-wallet	For medical emergency

G. Finding practical applications of concepts and skills in daily living

Students reflect on questions:

- Which method is more secure for your situation?
- What financial habits can help reach your savings goals?

H. Making generalizations and abstractions about the lesson

Conclusion (15 minutes):

Review key insights and responses on savings tools that empower individuals to manage money wisely and choosing the right platform depends on lifestyle and goals.


I. Evaluating learning

Activity 4: Guided Writing Activity on Personal Contributions (15 minutes):

Completion of mock forms and saving tracker.

Reflection journal: “How will I start saving now, and what tool will I use?”

Group oral sharing and Q&A on pros and cons of digital vs. traditional banking.

Attachment 4.1

EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

Two new things that I have learned:	One thing I want to learn more about is:
1.	1.
2.	



LESSON 5



Lesson Title:

" Case Studies on Financial Decision-Making"

Lesson Introduction:

Dear Educators,

Financial decisions, whether personal or business-related, are often made in the face of uncertainty, risk, and incomplete information. For Accountancy, Business, and Management (ABM) educators, the challenge is to prepare students not only to understand financial concepts but to apply them in real-world contexts where judgment, ethics, and strategy intersect. The lesson on Case Studies on Financial Decision-Making meets this challenge by immersing learners in real or realistic financial scenarios where they must think critically, evaluate options, and justify decisions.

Unlike traditional lectures or computational exercises, case studies engage students in complex, nuanced financial problems. These may involve individuals managing debt, startups facing funding dilemmas, or companies navigating financial crises. By analyzing these cases, students learn to assess variables such as risk, return, liquidity, timing, and ethical implications—skills that are essential for entrepreneurs, managers, and financially literate citizens.

This lesson places students in the role of decision-makers. They are tasked to examine a situation, identify problems, propose financial strategies, and reflect on possible outcomes. Through guided questions and structured analysis, learners develop a framework for evaluating trade-offs and making reasoned financial choices. This process strengthens their ability to balance short-term needs with long-term goals, a foundational skill in both personal finance and business operations.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	
OBJECTIVES				
A.Content Standards	Demonstrates understanding of the real-world application of financial principles through case-based analysis.			
B.Performance Standards	Analyzes and evaluates financial decision-making situations using real-world case studies.			
C.Learning Competencies / Objectives	By the end of the lesson, students will be able to: <ul style="list-style-type: none"> A. Students will be able to identify financial issues in specific case scenarios B. Evaluate the decisions made by the individuals involved C. Justify their own financial recommendations based on evidence and reasoning. 			

CONTENT	
LEARNING RESOURCES	
A. References	Case-based modules in Senior High School Financial Literacy; DepEd Personal Finance Teacher's Guide
B. Learners' Materials	Photocopied or digital case studies; case response worksheet; rubric for evaluation of analysis
C. Additional Materials from Learning Resources Portals	News articles, blogs, or videos on recent financial success and failure stories
PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson Pre-reading Activities (15 minutes): Begin with a quick oral review: What makes a good financial decision? Ask students to share a time they made a smart or risky financial move, no matter how small. Use this as a segue into explaining that today, they'll put themselves in someone else's financial shoes through a real-world story.	
B. Establishing a purpose for the lesson Introduction (15 minutes): Explain that understanding financial decision-making through real examples helps us learn not only from our own experiences, but also from others' choices—both good and bad. Today's lesson will challenge students to think critically, ethically, and practically.	
C. Presenting examples/ instances of the new lesson Activity 1. Distribute copies of the featured case study. Briefly provide background: the individual's financial condition, goals, challenges, and actions taken. Read the case aloud or allow students to take turns reading. Highlight key facts using the whiteboard or projector.	

D. Discussing new concepts and practicing new skills #1

Guide the class in identifying the core problem in the case study. Ask guiding questions such as: What was the major financial decision made? What were the alternatives? What were the consequences? Clarify any unfamiliar terms such as “investment risk,” “compound debt,” or “opportunity cost.”

E. Discussing concepts and practicing new skills #2

Activity 2: Character Analysis (15 minutes):

Group students into 4 or 5. Each group will analyze the case using a worksheet that prompts them to evaluate the decision, identify risks, and propose an alternative financial action. They must also provide supporting reasons for their choice and predict possible outcomes.

F. Developing mastery

(Leads to Formative Assessment 3)

Allow each group to present their analysis and solution. While one group presents, others take notes to prepare questions or counterarguments. After each presentation, open a short forum where classmates may challenge or support the proposal. Use this platform to emphasize ethical financial behavior, responsible decision-making, and real-life relevance.

G. Finding practical applications of concepts and skills in daily living

Activity 4: Societal Transformation (20 minutes):

Ask students to reflect on how the case study connects to real-life decisions they or their families face. Examples could include borrowing money from friends or lending it, saving for a gadget vs. investing in something long-term, or spending wisely when given a windfall.

H. Making generalizations and abstractions about the lesson

Conclusion (15 minutes):

Review key insights and responses generated during the discussion. Allow students to share their reflections and written responses with the class.

Sum up the key lesson: Financial choices are never just about numbers—they involve personal goals, values, risk tolerance, and long-term consequences. Good decisions rely on both logic and ethics.

I. Evaluating learning

Students will submit their completed group worksheet and a personal reflection using a photo essay.

“What did I learn from this case study that I can apply to my life?”

Use a rubric to assess depth of analysis, clarity of reasoning, and creativity of proposed solutions.

Attachment 5.1. Analytic Rubric for Photo Essay on HIV Prevention and Awareness

Directions: Create a compelling photo essay about “What did I learn from this case study that I can apply to my life? Your photo essay should aim to inform, educate, and inspire action. It should highlight key messages such as spending money wisely.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score
Content Relevance	Photos and captions are highly relevant to the theme; all key messages are clearly and effectively conveyed.	Photos and captions are mostly relevant; most key messages are conveyed effectively.	Photos and captions are somewhat relevant; some key messages are conveyed but may lack clarity.	Photos and captions lack relevance; key messages are not clearly conveyed.	
Creativity	Exceptionally creative and original; unique perspectives and compositions enhance the message.	Creative and original; good use of perspectives and compositions to enhance the message.	Somewhat creative; attempts at originality are evident but may not fully enhance the message.	Lacks creativity and originality; perspectives and compositions do not enhance the message.	
Impact	Highly impactful; evokes strong emotional and	Impactful; evokes emotional and	Somewhat impactful; evokes limited	Lacks impact; fails to evoke emotional or	

	informational responses, inspiring action and awareness.	informational responses, inspiring awareness.	emotional and informational responses.	informational responses.	
Technical Quality	Photos are of excellent quality; clear, well-composed, and professionally edited.	Photos are of good quality; clear, well-composed, and adequately edited.	Photos are of fair quality; may lack clarity, composition, or proper editing.	Photos are of poor quality; unclear, poorly composed, and lack proper editing.	
Narrative Flow	Photos and captions are logically arranged; narrative flows smoothly and cohesively from start to finish.	Photos and captions are mostly logically arranged; narrative flows adequately.	Photos and captions have some logical arrangement; narrative may lack smooth flow.	Photos and captions are poorly arranged; narrative lacks logical flow and coherence.	
Accuracy	Information presented in captions is accurate and well-researched; enhances the credibility of the essay.	Information is mostly accurate and well-researched; generally credible.	Information has some inaccuracies or lacks thorough research; somewhat credible.	Information is inaccurate or poorly researched; lacks credibility.	
Total					

Total Score: _____ / 24

Descriptors:

Excellent (4): Exemplifies outstanding achievement, creativity, and adherence to the task requirements.


Good (3): Demonstrates a good understanding and execution of the task with minor errors or omissions.

Fair (2): Shows basic understanding and execution but with several errors or omissions.

Needs Improvement (1): Fails to meet the basic requirements of the task; significant errors or omissions.
Comments:

Provide specific feedback highlighting strengths and areas for improvement for each criterion.

Attachment 5.2



EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

Two new things that I have learned:	One thing I want to learn more about is:
1.	1.
2.	

LESSON 6



Lesson Title:

"Group Discussion on Financial Values: Needs vs. Wants and Spending Behavior"

Lesson Introduction:

Dear Educators,

Financial literacy is not just about managing money—it is deeply rooted in values, attitudes, and decision-making habits. For Accountancy, Business, and Management (ABM) educators, the opportunity to teach students how values influence financial behavior is both a responsibility and a powerful tool for shaping financially responsible individuals. The lesson on Group Discussion on Financial Values: Needs vs. Wants and Spending Behavior addresses this human side of financial literacy by creating a space where students reflect on personal priorities, cultural influences, and the consequences of everyday financial choices. Understanding the difference between needs and wants is fundamental to budgeting and saving, yet many students struggle with this distinction due to societal pressures, marketing influences, and peer behavior. This lesson invites students to unpack their spending decisions by asking key questions: “Why do I buy what I buy?”, “What influences my financial habits?”, and “What does financial responsibility look like at my age?” These discussions encourage introspection and make abstract financial concepts relatable to students' real lives.

For educators, this lesson goes beyond computation and into values clarification, encouraging learners to examine the motivations behind their financial actions. Through structured group discussions, students learn to articulate their views, listen to others, consider different perspectives, and debate in a respectful, evidence-based manner. This builds both communication skills and emotional intelligence—critical competencies in both personal finance and future workplace settings.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	
OBJECTIVES				
A.Content Standard	Demonstrates understanding of the role of values in shaping financial behaviors, especially in decision-making between needs and wants.			
B.Performance Standards	Participates in value-driven group discussions and self-assessments focused on developing responsible financial habits.			
C.Learning Competencies / Objectives	By the end of the lesson, students will be able to: a. Differentiate between needs and wants b. Evaluate the impact of impulsive spending c. Reflect on personal values influencing financial decisions.			
CONTENT				

LEARNING RESOURCES	
A. References	DepEd Senior High Financial Literacy Curriculum Guide; Psychology of Spending (Financial Literacy Series)
B. Learners' Materials	Self-assessment worksheet on spending triggers; group discussion guide; manila paper and markers
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson (10 minutes): Begin by reviewing a few financial terms learned in the previous lesson such as budgeting and saving. Ask: "Have you ever bought something you didn't need and regretted it later?"	
B. Establishing a purpose for the lesson (5 minutes): Tell students that today's lesson will explore how our values influence our financial decisions and how understanding our needs and wants can help us build better financial habits.	
C. Presenting examples/instances of the new lesson (10 minutes): Show an infographic or play a short video contrasting needs (e.g., food, rent, transport) with wants (e.g., latest gadgets, branded shoes). Write a few key questions on the board: "What motivates us to buy?" "Are all wants bad?" "Can we train ourselves to save before spending?"	

D. Discussing new concepts and practicing new skills #1 (10 minutes):

Distribute the personal reflection worksheet. Students fill out a chart where they list their recent purchases, categorize each as a need or want, and rate the importance and regret level (on a scale of 1–5). Encourage honest and thoughtful answers.

E. Discussing concepts and practicing new skills #2 (10 minutes):

Organize students into groups of five. Each group will discuss questions from the discussion guide:

- What spending habits are common among teens?
- How does peer pressure affect spending?
- How can we align our spending with our values and goals? Each group creates a mini-poster summarizing their top three “Smart Spending Habits for Teens.”

F. Developing mastery (10 minutes):

Each group presents their poster in front of the class. After each presentation, the teacher facilitates a short Q&A to reinforce key messages and challenge students to relate the habits to their own lives. Mastery is shown through students’ ability to articulate and defend their proposed values-based habits.

G. Finding practical applications of concepts and skills in daily living (5 minutes):

Ask students to identify one bad spending habit they commit and share a simple plan to change it. Example: “Instead of spending PHP 100 daily on milk tea, I’ll save it in a coin jar for a monthly reward.”

H. Making generalizations and abstractions about the lesson (5 minutes):

Conclude with a reflection: Financial literacy starts with self-awareness. Recognizing the difference between needs and wants is the first step to becoming financially responsible. Financial discipline is a skill—and it begins with values.

I. Evaluating learning (5 minutes):

Evaluation includes submission of personal self-assessment worksheets, group discussion output, and class participation. Use a rubric assessing clarity of thought, depth of reflection, and group collaboration.
Accomplish the Exit Ticket.

Attachment. Rubric for Collaborative Writing

Attachment 6.1

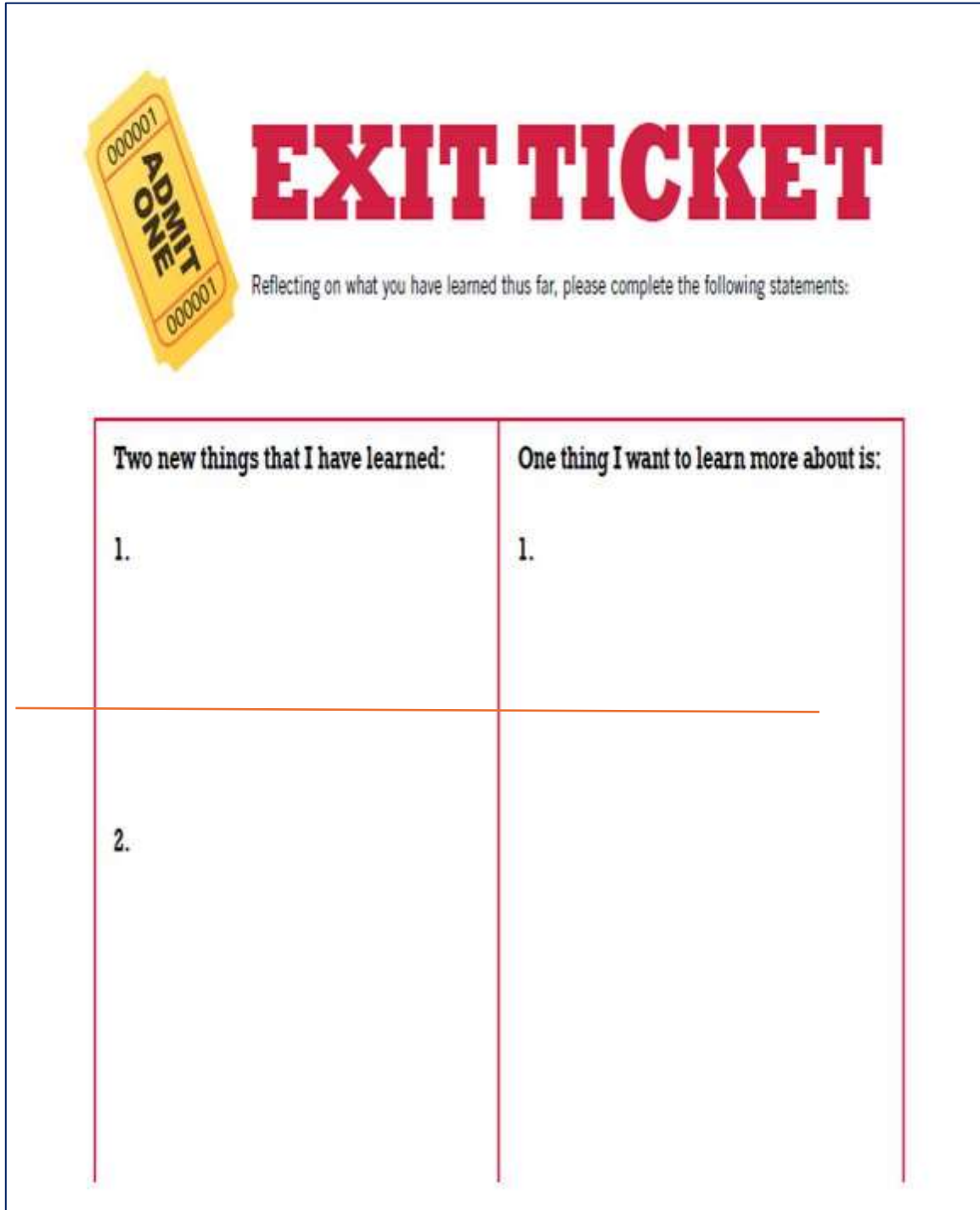
Rubric for Collaborative Writing

Score	Description	Score
75-100 points	The writing task excellently aligns with the stated objectives, thoroughly engages and is relevant to the intended audience, provides insightful and well-researched socio-political content, and demonstrates exceptional use of language and mechanics with minimal errors. The collaborative effort is evident, and the work reflects a high level of critical thinking and creativity.	
50-74 points	The writing task aligns well with the objectives, engages the intended audience appropriately, provides relevant socio-political content with good research, and shows strong use of language and mechanics with few errors. The collaborative effort is clear, and the work demonstrates solid critical thinking and creativity.	
26-49 points	The writing task somewhat aligns with the objectives, has moderate relevance to the intended audience, provides basic socio-political content with some research, and shows acceptable use of language and mechanics with several errors. The collaborative effort is present but not fully effective, and the work shows moderate critical thinking and creativity.	
1-25 points	The writing task poorly aligns with the objectives, has little relevance to the intended audience, provides minimal socio-political content with insufficient research, and shows weak use of language and mechanics with numerous errors. The collaborative effort is minimal, and the work demonstrates limited critical thinking and creativity.	
Total Points		

Adapted and Modified from

https://www.readwritethink.org/sites/default/files/resources/30860_rubric.pdf

Attachment 6.2. Exit Ticket Template



The template features a yellow 'ADMIT' ticket graphic on the left with the number 000001. To its right, the title 'EXIT TICKET' is written in large, bold, red capital letters. Below the title, a prompt asks the user to reflect on their learning. The form is divided into two columns by a vertical red line. The left column is titled 'Two new things that I have learned:' and contains two numbered lines (1. and 2.) for writing. The right column is titled 'One thing I want to learn more about is:' and contains one numbered line (1.) for writing. A horizontal red line is positioned below the first numbered line in both columns.

EXIT TICKET

Reflecting on what you have learned thus far, please complete the following statements:

Two new things that I have learned:	One thing I want to learn more about is:
1.	1.
2.	

Generated from <https://padlet.com/loveforaesthete/lesson-plan-pre-writing-strategies-xf5v1dduxw8o27ow/wish/2996437698>

LESSON 7



Lesson Title:

"Project-Based Learning: Building a Personal or Business Financial Plan"

Lesson Introduction:

Dear Educators,

One of the most empowering outcomes of financial literacy education is the ability to translate knowledge into real, actionable strategies. In the Accountancy, Business, and Management (ABM) curriculum, this vision comes to life through Project-Based Learning (PBL)—a method that transforms passive learning into active problem-solving. The lesson on Building a Personal or Business Financial Plan allows students to consolidate everything they have learned about budgeting, saving, income generation, and financial goal-setting into a comprehensive, life-relevant project.


Through this lesson, learners step into the role of real financial planners—tasked with designing a working financial plan that reflects their actual needs, goals, and values. Whether they choose to craft a plan for their personal life (e.g., saving for college, buying a gadget, or starting an emergency fund) or for a microbusiness venture (e.g., a food cart, online reselling, or school-based enterprise), they must apply a full range of skills: forecasting income, allocating resources, managing expenses, and anticipating risks.

Unlike textbook exercises, this project emphasizes the development of critical 21st-century skills: decision-making, creativity, collaboration, and digital literacy. Students analyze real or simulated data, use spreadsheets or budgeting apps, create financial graphs and charts, and present their plans using both visual and verbal formats. Each plan must include clear financial goals, monthly income and expense breakdowns, savings strategies, and, in the case of business plans, a reinvestment or growth proposal.

DAILY LESSON LOG SENIOR HIGH SCHOOL	School		Grade Level & Quarter	
	Teacher		SHS Track	
	Inclusive Dates		Learning Area	
	Scheduled Time		Topic	
OBJECTIVES				
A.Content Standard	Demonstrates understanding of financial planning and application of budgeting, saving, and investment strategies in real-world settings.			
B.Performance Standard	Develops and presents a comprehensive financial plan for personal use or a microbusiness, integrating budgeting, saving, and investment concepts.			
C.Learning Competencies / Objectives	By the end of the lesson, students will be able to: <ol style="list-style-type: none"> Students will be able to construct a practical and detailed financial plan based on a given scenario Apply financial knowledge to propose actionable solutions Present their outputs using visual and written forms. 			

	d.
CONTENT	
LEARNING RESOURCES	
A. References	Personal Finance Curriculum Guide (DepEd); Real-world Financial Planning Templates from Financial Literacy Toolkits
B. Learners' Materials	Project brief and rubric; financial planning template; calculators; sample scenarios (students, young entrepreneurs)
C. Additional Materials from Learning Resources Portals	
PROCEDURES	
A. Reviewing Previous Lesson or Presenting the New Lesson Begin by recalling previous activities where students practiced budgeting and savings calculations. Ask: "If you were to use these skills to run your finances or start a small business, what would your plan look like?" This leads into today's main task: developing a real-life applicable financial plan.	
B. Establishing a Purpose for the Lesson (5 minutes) Explain that the project will bring together everything they have learned. The goal is to create something practical they can apply or adapt in real life—whether it's saving for college or launching a food cart business.	
C. Presenting Examples/Instances of the New Lesson (10 minutes) Show students a sample personal and small business financial plan. Highlight the key components: goal, income source, estimated monthly budget, emergency fund, and projections. Review a model using a spreadsheet or chart showing monthly savings and profit.	
D. Discussing New Concepts and Practicing New Skills #1 (10 minutes) Distribute the project brief. Students will choose or be assigned a scenario: a student saving for college, a small food vendor, or an online seller. In groups, they start planning by identifying financial goals, expected income, and anticipated costs.	

<p>E. Discussing New Concepts and Practicing New Skills #2 (10 minutes)</p> <p>Groups compute a detailed monthly budget and create visual aids such as pie charts for expenses and bar graphs for projected growth or savings. They decide on savings strategies, optional investment actions, and a timeline for achieving their goals.</p>
<p>F. Developing Mastery (Leads to Formative Assessment 3) (20 minutes)</p> <p>Each group finalizes a financial plan document and prepares a visual presentation (poster or slide deck).</p> <p>They practice their presentation by rehearsing how to explain their plan's logic, financial projections, and decision-making process.</p> <p>Students are guided to answer:</p> <p>What financial decisions did you make and why?</p> <p>How did you address risks?</p> <p>What will be your success indicators?</p>
<p>G. Finding Practical Applications of Concepts and Skills in Daily Living (5 minutes)</p> <p>Students reflect on how their financial plan mirrors their own current or future realities. They discuss in pairs what part of their project they will apply personally</p>
<p>H. Making Generalizations and Abstractions about the Lesson (5 minutes)</p> <p>Students reflect on how their financial plan mirrors their own current or future realities</p>
<p>I. Evaluating Learning (10 minutes)</p> <p>Groups present their plans. The rubric will evaluate creativity, accuracy of financial calculations, feasibility, visual presentation, and oral delivery. Each student submits an individual reflection on their learning journey during the project.</p>

Attachment 7.1

Reflecting on what you have learned thus far, please complete the following statements:

Two new things that I have learned:	One thing I want to learn more about is:
1.	1.
2.	

Conclusions

Based on the findings, the following conclusions were drawn:

1. While financial literacy is clearly part of the ABM curriculum, both teachers and students see the need for deeper content, better resources, and more real-world application to truly prepare learners for today's financial challenges.
2. Teachers and students recognize the need to address gaps such as hands-on activities, localized content, digital resources, and stronger focus on real-world financial skills such as budgeting, investments, and fraud prevention.
3. Both ABM teachers and students possess a moderate level of financial literacy across knowledge, skills, and attitudes.
4. The percentage data reveal a strong preference among educators for instructional activities that promote experiential and practical learning in financial literacy.

Recommendations

Based on the conclusions, the following are recommended:

1. The ABM curriculum should include more localized, real-life financial scenarios and embed financial literacy across multiple subjects, not just core ABM areas.
2. Professional development programs focused on financial literacy, digital tool integration, and assessment strategies to support effective teaching and curriculum delivery should be continuously executed.
3. Provide targeted workshops and capacity-building sessions for teachers and students that focus on digital financial tools (e-wallets, online banking), investment vehicles, fraud prevention, and tax compliance.
4. The ABM curriculum can be integrated with interactive strategies that help students connect financial concepts to real-life scenarios.

Future researchers may explore to tackle other areas that were not included in this study such as: Entrepreneurship development among senior high school students, specifically examining their entrepreneurial mindset and intentions. Another area worth exploring is the growing impact of digital marketing, particularly how students perceive and apply social media marketing strategies and e-commerce trends. Business ethics and corporate social responsibility (CSR) is also a valuable topic, especially in understanding how students view ethical business practices in real-world scenarios. Additionally, the study of employability and work readiness skills, such as communication, leadership, and teamwork, can help evaluate how prepared students are for the workforce. These areas not only support the development of practical knowledge and skills but also strengthen the relevance of the ABM curriculum to the local context in Albay.

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