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Influence of Financial Literacy on the Financial Management System of Schools: A Quantitative Inquiry

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ABSTRACT

This study assessed the financial management system and financial literacy of the 57 school heads, 30 administrative officers II, and six administrative assistants III who comprise the Loreto North District. The study employed the quantitative-correlational and causal-comparative research design to explore the relationship between financial literacy and financial management among school leaders. The study used an adapted survey questionnaire from the Organization for Economic Cooperation and Development (OECD) in 2017. The data gathered in this study were analyzed using descriptive statistics of frequency and percentage, while the statistical tools used to treat the data were Analysis of Variance and Pearson Product-Moment Correlation Coefficient. Findings revealed that respondents often manifest financial literacy with an overall mean of 2.72 (SD 0.41). On the other hand, financial management systems among the schools are often compiled with an average of 3.29 (SD 0.75). Furthermore, the null hypothesis was tested at a 0.05 level of significance to test the correlation and differences among variables. Results show that there is no significant difference in the level of financial literacy and financial management when grouped by profiles. On the other hand, there is a significant relationship and strong positive correlation between financial literacy and financial management among schools, which has a Pearson's r of 0.208 and a p-value of 0.045. In conclusion, if the respondents are financially literate, they can make informed, strategic financial decisions that enhance resource management, transparency, and overall school effectiveness. On the other hand, if the respondents have a high level of financial management, they can efficiently plan, allocate, and monitor resources to support educational goals and ensure institutional sustainability. in addition, Financial literacy is positively associated with financial management in schools, and as the financial knowledge of administrators and faculty increases, budgeting, spending, and resource allotment become more accurate and effective. Enhanced financial literacy leads to better decision-making, long-term financial planning, and overall institutional sustainability.

Keywords: Education Administration, Financial Literacy, Financial Management, Financial Knowledge, correlational, difference, causal-comparative, Philippines

INTRODUCTION

The Problem and Its Background

Financial literacy is essential for school administrators to make sound judgments and manage resources efficiently. Schools that lack sufficient financial knowledge frequently have poor budgeting, fund misallocation, and financial instability (Srinivana et al., 2025). Administrators manage government monies intended to improve education; financial literacy is crucial. However, many schools continue to deal with delayed fund disbursement, erroneous budgeting, a lack of documentation, and ineffective monitoring. Untrained people and insufficient internal controls can result in financial fraud and audit concerns. Sometimes, money is diverted to non-essential projects, leaving critical programs unfunded. These issues are exacerbated by restricted budgetary autonomy and a lack of trustworthy data for decision-making, particularly in rural schools. School leaders must receive more financial literacy and management training to overcome these issues and ensure accountability and efficient resource utilization.

Teaching financial literacy to students offers long-term benefits. According to Salsabila et al. (2024), incorporating financial education into the curriculum can significantly influence students' financial behavior, resulting in more informed financial decisions in maturity. Globally, especially in the United States, educational programs' performance significantly relies on how efficiently administrators handle financial resources Allgood et al., 2016). However, financial mismanagement is a pervasive concern, as reported by UNESCO (2017), which highlights similar issues such as a lack of transparency and insufficient control in many school systems worldwide. This highlights the need for better training and support for school financial management.

In the Philippines, laws such as Republic Act No. 10922 and Republic Act No. 10679 seek to promote financial literacy at all educational levels. Nonetheless, many public schools struggle financially due to delayed funding, inadequate planning, and a shortage of trained people (Macdon et al., 2023; Dizon, 2020). Even with training initiatives like the recent sessions in Agusan del Sur and Davao City, issues including funding delays and dependency on personal money remain Fetalsana, 2024; Bantilan et al., 2023). These recurring difficulties underline the importance of more effective and consistent financial literacy education for school leaders. As a researcher, I am highly driven to conduct this study. Having previously worked as a Senior Bookkeeper at the Loreto District Department of Education in Agusan del Sur, I witnessed firsthand the frequent misallocation of funds, poor budgeting practices, and redirection of project budgets, all of which highlight the critical need for improved financial management in schools.

To close these gaps, the Department of Education should increase its efforts to teach school leaders. Strengthening financial management skills can help to guarantee that school funds are used properly and that school improvement plans are implemented successfully. This study will look at how financial literacy influences the utilization of financial resources in schools in the Loreto District, Agusan del Sur.

Review of Related Literature

It is clear that the concept “Financial Literacy and Financial Management” has a broad range of applications. Since this is such a broad issue, finding relevant research publications might be challenging. This chapter presents the related literature both from foreign and local that provides the conceptual basis of the study.

Financial Literacy as defined by PISA (2017), is the knowledge and understanding of financial concepts and risk, as well as the skills, motivation, and confidence to apply such knowledge and understanding to make decisions across a variety of financial contexts, to improve one's own and society's financial well-being, and to enable participation in the economy. There are two components to the definition. The first speaks to the type of behavior and ideas that are typical of the area. The second section discusses how crucial it is to cultivate a certain literacy. Moreover, Adam et. al (2017) defines financial literacy as the

basic need for every individual to avoid financial difficulties and to manage finances in financial decision making.
Financial literacy is defined by the Organization for Economic Cooperation and Development as having the knowledge and understanding of financial concepts and risks as well as the abilities, drive, and self-assurance to apply that knowledge and understanding to make wise decisions in a variety of financial situations, enhance one's own and society's financial well-being, and enable participation in the economy. There are four indicators of financial literacy which are financial knowledge, financial behaviors, and financial attitudes Lusardi (2019).
Savings as the portion of income not spent on current consumption, is still an important topic in personal and household finance management. Recent research emphasizes the importance of financial literacy, behavioral factors, and technology advancements in affecting savings habits. According to Lusardi et.al (2023), higher financial literacy is associated with higher savings rates and better preparedness for financial emergencies. Their research shows that understanding basic financial concepts allows people to grasp the need of saving money for future needs, hence increasing financial resilience.
Behavioral economics continues to shape our understanding of saving patterns. Choi et.al (2022) found that automatic enrollment and default settings in workplace savings plans can significantly increase participation and contribution rates. The authors point out that inertia and procrastination frequently prohibit people from actively saving, but nudges like automatic deductions and reminders can assist overcome these obstacles.
Digital financial services have also transformed saving habits. According to Demirgüç-Kunt et al. (2022), the development of mobile banking and digital savings platforms has made it easier for people, particularly those in developing countries, to open accounts, track savings, and set up automatic transfers. These innovations have helped to increase financial inclusion and encourage more consistent saving among previously disadvantaged communities.
Budgeting is a fundamental financial management activity that entails planning and regulating the allocation of resources to fulfill corporate or individual goals. According to Covaleski et.al (2022), efficient budgeting systems allow firms to define priorities, track performance, and adjust proactively to changing financial conditions. Their research shows that participatory budgeting, which involves stakeholders in the planning process, promotes transparency, commitment, and budget estimate accuracy.
Recent research also looks on the impact of digitalization on budgeting. According to Becker et.al (2023), the integration of digital technologies and data analytics has expedited budgeting processes, enabling real-time monitoring, scenario analysis, and better-informed decision-making. These tools help to eliminate manual errors, improve forecasting accuracy, and make budgets more adaptable in dynamic circumstances.
Despite these advances, difficulties such as rigid budgeting systems, limited flexibility, and a proclivity to focus on short-term goals remain, particularly in traditional businesses Hope et.al (2021). The literature recommends using rolling forecasts, zero-based budgeting, and continuous review procedures to solve these limitations and improve the relevance and efficacy of budgeting methods.
Investing is the process of allocating resources, usually money, to generate revenue or profit over time. The investing literature covers a wide range of issues, including financial markets, investment techniques, risk management, and behavioral finance. The Modern Portfolio Theory (MPT), established by Markowitz in 1952, is a core investment theory. MPT stresses diversity, implying that investors can create a "efficient frontier" of optimal portfolios that provide the highest expected return for a given degree of risk. This

hypothesis paved the way for subsequent research on asset allocation and risk management. Behavioral finance is another prominent topic in investment literature. Scholars such as Kahneman et. al (1979) established that investor behavior frequently deviates from the rational assumptions of conventional finance. Their Prospect Theory explains how people evaluate probable losses and benefits, which often results in illogical financial behaviors like loss aversion and overconfidence.

Recent research investigates the impact of technical improvements on investing. For example, the advent of robo-advisors and algorithmic trading has changed the way individuals and institutions approach portfolio management and trade execution Sironi (2016). These technologies improved market efficiency while also raising worries about market volatility and systemic risk. Finally, sustainability and ethical concerns have gained prominence in investment decisions. Environmental, Social, and Governance (ESG) investing is gaining traction, with research indicating that companies with strong ESG policies may outperform their peers over time Friede et.al (2015).

Financial Knowledge understanding financial issues is known as financial knowledge. People must comprehend fundamental concepts of everyday finance, including saving, investing, credit, interest rates, inflation, and product pricing, as well as the micro- and macroeconomic environments. As a result, financial literacy is a sort of financial knowledge issues Khan et. al, (2016). Financially literate people are those who can utilize their knowledge to decide what actions to take to manage their financial resources in an effective way Asaad (2015).

For the purpose of measuring objective Financial Knowledge, Lusardi et.al(2014) defined three fundamental domains: (1) numeracy and ability to calculate interest rates, (2) comprehension of inflation, and (3) understanding of risk diversification. Numerous studies have evaluated how well-informed people are about finances, including young people, adults, and students. In all cases, the results are the same: financial knowledge is relatively poor among the participants. Contradictory outcomes have been attained, despite the fact that this has motivated a number of authors to become interested in financial knowledge as a method of enhancing financial behavior. In 2011, Xiao et al., 2016, Allgood et. al. (2020) discovered a link between financial conduct and financial knowledge, whereas financial behavior cannot be changed by financial knowledge alone, according to research by Tang et al. (2015).

Financial Behavior refers to how a person manages their financial resources, spending, and investments. These are human behaviors that are associated with managing money, including using cash, saving money, and borrowing money Xiao et al., (2014). According to Garman et.al (2014), in a wider view, financial behavior includes broad concepts including investment behavior for short-term and long-term, savings behavior, credit usage, and expenditure behavior. Saurabh et.al (2018) explained that Financial Behavior is defined as the way a person manages their income and financial condition, their attitude toward common financial issues, and their capacity to manage their resources in order to succeed in life.

A household or individual's ability to effectively manage their financial resources, such as savings, budgeting, insurance, and investments, is another definition of financial behavior. How well someone handles his money, debt, savings, and other costs is a good indicator of his financial behavior. Financial behavior pertaining to the handling, administration, and utilization of one's own financial resources. People with responsible financial habits are more likely to be successful with their money, whether it is by earning income, budgeting, and regulating spending, saving, or making on-time payments for services Hasibuan et.al., (2018).

Financial Attitude according to Rajna et.al. (2011), financial attitude is the use of financial principles for generating and sustaining value via choice decisions and effective resource management. Financial

Attitude is a state of mind or a psychological propensity of an individual's judgment and opinion that is conveyed while assessing financial management techniques. Arifin (2018) explained that financial attitude influences financial satisfaction in a favorable way. If one has a positive attitude about money, their level of contentment will rise.

According to research done by Amanah et al. (2016), the financial attitude influences financial management behavior in part. The idea that financial attitude has a favorable impact on financial management behavior is also put out by Mien and Thao (2015) and Herdjiono and Darmanik (2016). Contrary to previous research, Novita and Maharani (2016) contend that financial attitude has no bearing on financial management behavior. Effective management, planning, and financial control are signs of good financial behavior. The attitude with which one manages the outflow of money can reveal good financial behavior. The competence and knowledge of financial ideas, or financial literacy, is a key factor in determining whether financial management is wise or not. Each individual view and handles money in a different way. According to one's mentality, money might influence how they think and behave (Ameliawati and Setiyani, 2018).

Financial Literacy in Schools financial decisions, both short-term and long-term, are all impacted by financial literacy, which has repercussions for both people and society. Effective budgeting, financial planning, and expensive borrowing and debt management are all connected with low levels of financial literacy across national boundaries. Schools, workplaces, and community forums provide exceptional chances to spread financial literacy throughout significant and frequently varied portions of the public (Lusardi, 2019). To enforce financial literacy in schools, the Department of Education issues the Financial Education Policy which aims to intensify and enhance the financial literacy and financial capability of all learners, public school teachers, school administrators, and DepEd personnel to make sound financial health and financial inclusion (DO. No. 22 s. 2021).

Hauff, Carlander, Garling and Nicolini (2020) concluded how an increase in financial literacy could be achieved through policies integrating proper financial education in the different phases of a person’s life; highlighting the observation that having sufficient knowledge on finance has an effect on how a person plans their retirement, how they save up for their retirement, and how they manage the savings they would have in the future. According to Xiao et al. (2015), young individuals lack financial literacy and make bad financial judgments. The same findings were reached by Cude et al. (2006), who noted that parents had a significant influence on their children's financial education and decisions. According to one of the responders, financial literacy is a way of life. Although it is not part of the curriculum at the schools, demanding it as a requirement for financial management and applying it suitably through real-world situations and experiences will be very beneficial. School administrators must understand that they have a significant impact on how their kids behave and view money and financial decisions.

Furthermore, financial literacy in schools is defined as the ability to comprehend and apply diverse financial skills such as personal financial management, budgeting, and investing, which is increasingly seen as vital to students' long-term well-being. Financial literacy education is frequently advised to help young people make informed decisions, avoid debt, and achieve financial stability Lusardi et.al (2014). According to research, early financial education improves students' financial awareness and actions. Mandell et.al (2009) discovered that high school students who took personal finance programs were more financially literate and willing to plan for the future. Similarly, the OECD (2017) stated that adding financial education into school programs offers students with important life skills, helping them to manage their money properly from a young age.

Moreover, the mode of delivery is important. According to Harter (2009), interactive and practical approaches to financial education, such as simulations, games, and project-based learning, are more effective than standard lecture-based instruction in fostering long-term retention. Despite these advantages, difficulties persist. Many teachers believe they are unprepared to teach financial education, and curriculum time is typically short Way et.al (2009). Continuous professional development for instructors and the integration of financial literacy concepts across curricula are suggested ways for improvement.

Financial Management is the process of applying general management principles to the many projecting financial resources. Planning, organizing, leading, and controlling financial activities are all included in this. The planning of growth and expansion programs which help in the long-term survival and improvement of the school is ensured by this. Adequate funds must be ensured, as must a reasonable balance between the inflow and outflow of funds, suppliers of funds, and effective and adequate financial and investment policies Bojkovska et.al (2017). According to Shapiro (2005), financial management includes financial planning and budgeting, financial accounting, financial analysis, and making decisions based on that information. According to Hart (2008), another definition of financial management is "reviewing, forecasting, and building of a budget management and observance."

Financial management in education refers to the allocation and utilization of resources for the delivery of educational services and the accomplishment of learners. In modern education management, financial management attempts to: estimate the needs of local educational training; collect funds in accordance with the estimated demands; and administer the funds therefore received in a legally sound manner. According to Bisschoff et.al (2007), performing management tasks (regulatory tasks) related to the financial elements of schools with the primary goal of ensuring effective education, and carried out by a person in a position of authority, constitutes financial management in education.

DepEd Order Number 60 or the use of the Financial Management Operation Manual (FMOM) for all financial transactions at all levels of the Department of Education—central, regional, division, and school is stressed in 2016. This logically indicates that DepEd is genuinely appreciating the value of its financial management staff's ongoing professional development as change agents. The aforementioned organization is sincere in its intention to help the school leaders' financial management procedures in certain specific ways.

Financial Management in Schools an effective method for managing funds, assets, and other school assets is established through financial management in educational institutions. The management of school resources and ensuring that they are only utilized for approved reasons is under the purview of the school authorities Ntsele (2014). The achievement of institutional goals is also seen to be significantly influenced by the school head's efficient and effective administration of material or financial resources. On the other hand, poor and inconsistent financial management practices may result in failure due to resource mismanagement and financial problems. Achieving great and enhanced performance is ultimately what any firm strives for as it carefully coordinate its financial management systems by abiding by useful and advantageous procedures (Espiritu, 2020).

The DepEd's objective of providing adequate and first-rate basic necessities and services to all schools cannot be realized if there are still discrepancies in how consistently school leaders follow budget management procedures. For the school heads to effectively and properly carry out their obligations under DepEd Order No. 32 of 2010, they will require the necessary training, education, experience, talents, and moral character. As part of transformational and situational leadership of school heads, the aforementioned

Order outlines and specifies the professional competences, including the fiscal or financial management tasks a school head should engage in Francisco et.al (2020).

In addition Financial management in schools, particularly within the Philippine Department of Education (DepEd), is critical for ensuring that educational institutions use resources efficiently, transparently, and accountably to fulfill their objectives Brillantes et al.,(2017). Effective financial management includes budgeting, allocating, disbursing, and monitoring finances, all of which are required for excellent education and school improvement activities. The introduction of the Enhanced Basic Education Act (Republic Act 10533) and the adoption of the School-Based Management (SBM) framework have given schools the ability to manage certain financial resources independently. According to Corpuz (2019), SBM has increased school leaders' ability to plan and prioritize resource allocation based on local requirements, hence encouraging participatory decision-making and accountability.

However, research shows that there are still ongoing issues. Insufficient training for school principals, bureaucratic delays, and low financial literacy among stakeholders frequently impede effective financial management Mateo et.al (2018). The World Bank's (2016) study on basic education in the Philippines suggests ongoing capacity-building initiatives for school leaders, as well as the simplification of administrative processes, to improve money utilization efficiency and transparency.

Furthermore, DepEd's policies encourage transparency and community involvement in order to create trust and responsibility. The adoption of instruments like the School Report Card and participatory budgeting processes promotes stakeholder engagement (DepEd Order No. 44, 2015).

Financial Literacy and Financial Management. There are several studies on the effect of financial literacy on financial management behavior. In the study of Weningsih (2012), he states that the primary goal of financial education shifts to financial literacy, which also helps raise understanding of the value of welfare in society. One's ability to make sound financial decisions will be impacted by inadequate financial literacy. A person will behave well while making financial decisions if their level of financial literacy is high. By examining the favorable impact of financial literacy on the usage of formal services in the financial sector, Klapper et al. (2012) demonstrated how financial literacy affects financial behavior. The capacity of deposits increases with financial literacy, and spending during a financial crisis decreases as a result.

Managing finances in a better way is not just an obligation for the school. However, school administrators also have a requirement to manage finances well for the school to be prospering in the future. With good and correctly financial management, then the school will be secure from financial difficulties. By regulating the flow of its finances, school administrators will be able to maintain a balance between revenue and expenditure required Dwiastanti (2015). According to Nababan et.al (2012) research, people require a foundational understanding of finance as well as some fundamental financial skills in order to manage financial resources successfully and reach their own financial goals. Individual requirements and more complicated financial products necessitate having a solid understanding of money matters possess a mastery of financial knowledge and abilities to motivate people to comprehend and participate in national financial concerns such health care prices, taxation, investment, and access to the financial system. The standard of living is predicted to rise with proper financial management, which must be accompanied by strong financial literacy Robb et.al (2009).

Financial management is the strategic planning, organization, direction, and control of financial activities within an organization or institution. It seeks to optimize value, maintain sustainability, and advance overall company goals. According to Brigham et.al (2022), good financial management includes budgeting, investment analysis, capital structure decisions, and risk management. Their findings show that good financial management techniques are critical to organizational performance, allowing for improved resource allocation and long-term growth.

Recent literature has also highlighted the growing role of technology and data analytics in financial management. According to Nguyen et al. (2023), the adoption of digital tools and financial technologies (FinTech) has altered traditional financial management procedures, increasing efficiency, transparency, and decision-making. Automation and real-time data analysis allow businesses to respond swiftly to financial trends, manage risks more efficiently, and meet regulatory obligations.

However, obstacles still exist, particularly in connecting financial management methods with changing company contexts and sustainability goals. According to Alzoubi (2021), financial managers must strike a balance between profitability and social and environmental factors, incorporating sustainability into their planning and reporting processes. To overcome these problems and improve financial management performance, the literature advocates ongoing professional development, technological investment, and the implementation of worldwide best practices.

Budget preparation is an important procedure for both businesses and individuals because it sets a financial strategy for allocating resources to achieve goals and assure sustainability. Anessi-Pessina et al. 2020 define good budget planning as a sequence of activities that include projecting revenues, prioritizing tasks, calculating expenses, and aligning resources with strategic objectives. Their research on public sector organizations shown that comprehensive and participatory budget development methods improve resource use and organizational effectiveness.

Recent study emphasizes the value of transparency and stakeholder involvement in the budgeting process. For example, Schick's 2021 study stresses that participatory budgeting, in which stakeholders like as employees or community members are included in the planning process, can improve responsibility, strengthen trust, and result in more realistic and accepted budgets. Similarly, Ebdon et.al 2023 state that integrating feedback systems and performance-based budgeting methodologies enables firms to adjust to changing situations and enhance financial outcomes.

Budgeting challenges are well reported in the literature. Common concerns include erroneous forecasts, a lack of credible data, and insufficient budget officer training Kim et al. 2022. These difficulties can result in budget discrepancies and underperformance. To overcome these issues, experts advocate for the use of modern budgeting methods, ongoing capacity training, and data analytics to promote evidence-based decision-making.

Procurement process which entails procuring products and services to meet organizational needs, is critical to the efficiency and accountability of both the public and private sectors. According to recent research, the essential stages of procurement include needs identification, supplier selection, contract negotiation, and performance evaluation (Thai, 2020). Effective procurement methods lead to cost savings, risk minimization, and improved service delivery.

Transparency and integrity are key issues in current procurement literature. According to Albano and Sparro (2022), transparent procurement practices lessen the danger of corruption while also encouraging fair competition among providers. The authors underline the need for clear norms, open bidding procedures, and the use of digital procurement platforms to assure accountability. Similarly, Gelderman et al. (2021) emphasize that e-procurement systems can expedite operations, boost supplier diversity, and improve record-keeping, all of which improve overall procurement performance.

However, obstacles remain, including regulatory complexity, supplier management issues, and low capability among procurement specialists Ameyaw et al., (2022). To solve these issues, the literature advocates continual training, the implementation of worldwide best practices, and the use of technology. Integrating sustainability criteria and ethical considerations into procurement choices is also increasingly seen as critical to accomplishing larger organizational and societal objectives.

In the Philippines, particularly in the Department of Education (DepEd), the procurement process is critical to providing excellent education since it assures the timely and cost-effective acquisition of commodities, services, and infrastructure necessary by public schools throughout the country. Republic Act No. 9184, popularly known as the Government Procurement Reform Act (GPRA), oversees DepEd's procurement activities and aims to improve transparency, competition, and accountability in public procurement (Republic of the Philippines 2003).

The Department of Education follows a systematic procurement process that includes needs assessment, bidding document preparation, public bidding, evaluation, contract awarding, delivery, and implementation monitoring (Department of Education, 2016). The method is designed to ensure that resources are used effectively and that public funds are not abused.

To strengths and reforms. According to recent research, the DepEd procurement system has improved as a result of digitization and transparency efforts. The use of the Philippine Government Electronic Procurement System (PhilGEPS) has expanded bidding opportunities while minimizing corruption Lanticse et.al 2018. DepEd has also issued guidelines to decentralize procurement, granting schools and regional offices more authority while maintaining monitoring (DepEd Order No. 005, s. 2022).

obstacles and challenges. Despite these modifications, issues persist. Procurement delays, insufficient bidding committee training, and compliance issues have all been reported Austria 2020. These can lead to delays in textbook delivery, learning resources, and school infrastructure, negatively impacting educational attainment. Continuous capacity building for procurement specialists, as well as stricter monitoring and assessment procedures, are advised World Bank, 2016. DepEd encourages community involvement in procurement monitoring by forming Bids and Awards Committees (BAC) and hiring civil society organizations as observers, which is expected to boost openness and accountability (Gonzalez, 2021).

Disbursement Process, which is frequently related to financial commitments such as loans, grants, budgets, or contractual obligations. It is essential for public financial management to have an efficient and open system of disbursement in order to guarantee that resources are distributed to the people who are supposed to get them and that objectives are accomplished Lienert (2022). The literature places a great emphasis on the significance of strong distribution procedures in order to prevent delays, eliminate leakage, and enhance accountability in both the public and private sectors.

Recently conducted studies have shed light on the ways in which technology can be utilized to improve distribution procedures. For instance, according to the World Bank (2021), the utilization of digital payment systems for the purpose of distribution has led to an increase in efficiency, a reduction in transaction costs, and an improvement in traceability, notably in the context of social security and humanitarian relief programs. According to Gelb and Mukherjee's research from 2020, digital disbursement systems also benefit from the implementation of real-time tracking and verification tools, which help to eliminate instances of corruption and errors.

Even though significant advancements have been made, problems such as inadequate infrastructure, restricted financial inclusion, and administrative inefficiencies still exist, particularly in countries that are economically disadvantaged Blimpo, 2023. It is recommended in the research that continuous process improvement, capacity building, and the incorporation of monitoring systems be used in order to address these concerns and guarantee that funds are distributed in a timely, secure, and equitable manner. s

Reporting financial information is an essential part of financial management, and it is a responsibility that falls on businesses operating in both the public and private sectors. The timely and accurate reporting of financial information provides stakeholders with the important information they need to make decisions, enhances transparency, and ensures compliance with regulatory requirements Barth et.al 2022. The literature highlights that the timely creation of financial reports reduces the risk of financial mismanagement, assists in the detection of anomalies, and strengthens trust among investors, creditors, and regulatory organizations. These benefits are all attributed to the timely production of financial reports. Recent research has highlighted the significance of the impact that digitalization has had on the process of financial reporting. The utilization of digital financial reporting systems, as stated by Ojala, et.al 2023, makes the process of data collection and submission more straightforward, reduces the likelihood of errors, and enables access to financial information in real time. By automating inspections and maintaining audit trails, these systems also assist in complying with ever-changing legal standards. This is especially helpful in workplaces that are highly regulated or complex.

Al-Matari et. al (2021), despite these benefits, there are still hurdles that need to be overcome, such as having accurate data, having limited technical skill, and having resistance to change. This is especially true in less developed nations or in smaller companies. For the purpose of ensuring that financial reports are submitted on time and with correctness, the literature recommends that employees in the finance department receive ongoing training, that investments be made in reliable reporting systems, and that specific internal controls be put into place.

Moreover, Financial reporting within the Department of Education (DepEd) is critical to promoting openness, accountability, and effective resource management throughout the Philippine education sector. DepEd follows national government accounting standards and specific guidelines established by the Commission on Audit (COA) and the Department of Budget and Management (DBM), with reporting frameworks such as the New Government Accounting System (NGAS) guiding the preparation of comprehensive financial statements and reports (Department of Education, 2017). These reports, which comprise the Statement of Appropriations, Allotments, Obligations, and Balances (SAAOB), budget use, and accomplishment reports, are critical for monitoring fund usage at all administrative levels. According to the literature, timely and accurate financial reporting not only increases budget utilization rates, but it also promotes evidence-based planning and stakeholder trust Francisco et.al 2018; World Bank, 2016. However, some issues remain, including report submission delays, anomalies in financial data, and inadequate technical capacity among school and division finance workers (Mateo & Fermin, 2018). These concerns might lead to underutilization of allotted funds and unfavorable audit results. To address these problems, DepEd has established digital financial management systems and updated reporting platforms with the goal of streamlining operations, improving accuracy, and providing real-time access to financial data (Department of Education 2020). Continuous improvement in financial reporting processes is considered as critical for enhancing internal controls and supporting the overall efficacy and integrity of the education sector Brillantes, et.al 2017.

Auditing is a vital component of effective governance and accountability in both public and private organizations. Auditing is performed by accounting professionals. Performing this task requires conducting a comprehensive assessment of the financial statements, internal controls, and regulatory compliance in order to validate the reliability and correctness of the data that has been reported (Hay, 2022). When it comes to boosting stakeholder confidence, reducing the likelihood of fraud, and fostering effective decision-making, the literature places a strong emphasis on the importance of conducting audits on a frequent basis and independently.

The shifting function of technology in auditing has been the subject of research conducted in recent times. It has been said by Alles (2021) that incorporating data analytics and artificial intelligence into the auditing process enables auditors to assess enormous data sets in a more efficient manner, identify abnormalities, and provide deeper insights into financial and operational concerns. Audit procedures are being altered as a result of these advances, which are also increasing the value that auditors bring to companies.

Although significant gains have been made, challenges still exist. There is ongoing debate in the academic literature regarding a variety of topics, including auditor independence, audit quality, and regulatory compliance. According to Knechel et al. (2023), maintaining auditor objectivity and adapting to shifting regulatory environments are two of the most important factors in assuring audit quality. In addition, the research suggests that continuing professional development and the implementation of international auditing standards are significant actions that should be taken in order to address these issues and enhance the efficiency of audits conducted.

Furthermore, the auditing process at the Department of Education (DepEd) is critical for encouraging openness, accountability, and efficient use of public resources in the Philippine education system. The Commission on Audit (COA) rigorously examines DepEd's financial activities, conducting both regular and special audits in compliance with the Government Auditing Code of the Philippines (Presidential Decree No. 1445) and other related regulations. The audit process normally consists of four stages: planning, fieldwork, reporting, and follow-up, during which auditors analyze financial policy compliance, record accuracy, and internal control effectiveness. According to the literature, COA audits at DepEd have been effective in uncovering shortcomings such as delayed fund liquidation, procurement irregularities, and gaps in internal control procedures Brillantes, et.al, 2017; World Bank, 2016. These audits make recommendations for corrective measures, which are critical for improving financial management and ensuring that monies are used for the intended educational purpose. However, issues exist, such as limited capacity among school finance staff and occasional delays in responding to audit results Mateo et.al 2018. To address these concerns, continuing capacity-building initiatives and the use of digital audit technologies have been suggested to improve the overall integrity of DepEd's financial operations Department of Education, 2020; Gonzalez, 2021.

Theoretical Framework

This study is based on financial literacy and financial management theory and concepts, particularly Henry Fion's Behavioral Theory of Financial Literacy and Management, which emphasizes how individual knowledge and competencies shape financial practices and organizational effectiveness. Henry Fion's theoretical approach emphasizes the importance of financial literacy in improving successful financial management within businesses. According to Fion, people with higher levels of financial literacy, which includes an awareness of budgeting, resource allocation, and financial decision-making, are better able to handle financial resources efficiently and responsibly.

This theory suggests that principals and school administrators with strong financial literacy skills can create realistic budgets, allocate funds strategically to meet both instructional and operational needs, and exercise vigilant control over expenditures to avoid mismanagement. Fion also emphasizes the need of transparency and communication in financial procedures, claiming that financially literate leaders may

better engage stakeholders such as parents, teachers, and school boards in financial supervision.
The approach also acknowledges that the favorable impact of financial literacy on financial management may be modified by factors such as financial training availability and institutional support. As a result, this study is based on Henry Fion's thesis that increasing school leaders' financial literacy will enhance their financial management practices, resulting in more accountability, resource optimization, and, ultimately, improved school performance. In the department's financial management activities, the school heads regard the personal functions of all stakeholders to be the primary reference points. The school heads' current functions for the Department of Education are critical since they handle payments, procurement, accounting, economic calculations, and other associated issues. In this study, the impact of financial literacy on school financial management was investigated utilizing quantitative data collected using two distinct tools.
The independent variable was financial literacy, which included crucial components like saving, budgeting, investing, and financial behavior. The dependent variable, on the other hand, was financial management, which was measured in terms of budget development, procurement, disbursement, financial report filing, and auditing. The link between these characteristics was investigated further in the presence of moderating variables, notably the respondents' age, gender, civil status, and duration of service. These personal and professional traits were examined to better understand how individual profiles may influence or modify the association between financial literacy and financial management practices. Data were obtained using an established test questionnaire, which allowed for an organized and objective investigation of the factors under consideration.

Statement of the Problem

The study's main purpose is to determine the level of financial literacy and the financial management system of the schools in Loreto North District.
Specifically, this study seeks to answer the following questions:
1. What is the profile of the respondents when grouped according to:
1.1 age;
1.2 civil status;
1.3 sex; and
1.4 length of service?
2. What is the level of financial literacy of the respondents in terms of:
2.1 financial knowledge;
2.2 financial behavior; and
2.3 financial attitude?
3. What is the level of the financial management system in terms of:
3.1 budget preparation;
3.2 procurement process;
3.3 disbursement;
3.4 submission of financial reports; and
3.5 auditing?
4. Is there any difference in financial literacy when grouped according to:
4.1 age;
4.2 civil status;

4.3 sex; and
4.4 length of service?
5. Is there any difference in financial management system when grouped according to:
5.1 age;
5.2 civil status;
5.3 sex; and
5.4 length of service?
6. Is there any significant relationship between financial literacy and financial management system of the schools?
7. To what extent does financial literacy significantly predict the level of financial management practices?

Null Hypotheses
The following are the null hypotheses of the study to be tested at 0.05 level of significance:
H_{01}: There is no significant difference on financial literacy when grouped according to their profiles.
H_{02}: There is no difference in financial management system when grouped according to their profiles.
H_{03}: There is no significant relationship between financial literacy and financial management system of the schools.

Scope and Delimitation of the Study
This study aims to determine the level of financial literacy and financial management system of the schools. This study will be delimited to 57 the School Heads, 30 Administrative Officers, and 6 Administrative Assistants among the schools in Loreto District of the Division of Agusan del Sur in the School Year 2024-2025. The profile of the respondents is limited to the following: age, civil status, sex, position, school level, and length of service.
For the financial literacy among the respondents, the indicators are only limited to savings, budgeting, and financial behavior. As to the financial management systems of the schools, the indicators will only focus on budget preparation, procurement process, disbursement, submission of financial reports, and auditing.

Significance of the Study
This study will be conducted to determine the extent of financial literacy and financial management system of the schools in Loreto District. As this study gathers relevant information to the financial literacy and financial management, results of this study are beneficial to:
Learners. The results of the study will benefit significantly from improved financial management in schools. Proper financial planning and budgeting ensure that resources such as learning materials, school facilities, and extracurricular programs are available, accessible, and aligned with educational goals. When school leaders manage funds effectively, the learning environment becomes more conducive to academic success.
Teachers. The study's findings will benefit instructors because teachers are the project's implementors. The more the school head supports teachers in terms of supplies and infrastructure, the more conducive learning conditions exist for students. The more teachers are properly motivated in their professions.
Local School Board. The results of the study will help to identify issues and factors affecting the financial literacy and financial managements in schools that will provide technical assistance such as trainings, wor-

kshops, and programs that will enhance financial literacy and financial management.

Curriculum Planners. The results of the study will help to develop instructional resources and materials that will help schools in sustaining and developing the financial literacy and financial management.

School Heads. This will help them understand the influence of financial literacy on the school's financial management system. It will also give them more knowledge in planning, preparing, and effectively utilizing their Maintenance and Other Operating Expenses (MOOE).

Administrative Officers. This will give them more knowledge in the preparation, utilization, and liquidation of the Maintenance and Other Operating Expenses (MOOE) in the schools. It will give them more knowledge in managing school resources effectively and make decisions that will improve the financial management system of the schools.

Administrative Assistants. This will give them more knowledge related to financial literacy and management that will greatly help them in assisting the school heads in planning, preparing, and utilizing their Maintenance and Other Operating Expenses (MOOE) effectively.

Department of Education (DepEd). Based on the results of the study and the underlying issues about the financial literacy and financial management in schools, the agency will intensify the existing policies, interventions, and programs related to financial management. This will serve as basis for monitoring and evaluations whether the existing financial managements in schools need to be improved and sustained.

Future Researchers. This will serve as reference for further studies and investigations about financial literacy and financial management systems in the schools.

METHODS

Research Design

This study employed a quantitative-correlational and causal-comparative research design to explore the relationship between financial literacy and financial management among school leaders. The quantitative-correlational approach was utilized to statistically measure the strength and direction of the relationship between the independent variables, such as savings, budgeting, investing, and financial behavior the dependent variables, including budget preparation, procurement, disbursement, submission of financial reports, and auditing. As Bhandari (2022) explains, the link between two or more variables is reflected in terms of strength and/or direction, which can either be positive or negative. In addition, the causal-comparative aspect of the study aimed to examine how differences in the respondents' personal profiles such as age, sex, civil status, and length of service might influence financial management practices, even though no manipulation of variables is involved. Together, these methods provided a comprehensive understanding of the extent to which financial literacy contributes to effective financial management in schools, while also exploring potential causal patterns across different respondent groups.

This study used this design to determine the relationship between the Financial Literacy and Financial Management Systems among the Schools in Loreto District of the Division of Agusan del Sur.

Research Locale

This study was conducted in the Municipality of Loreto, situated in Agusan del Sur province within the Caraga Region of Mindanao, Philippines. Covering a total land area of 1,462.74 square kilometers (564.77 sq mi), Loreto comprises 14.64% of the province's overall land area of 9,989.52 square kilometers (3,856.98 sq mi), making it the largest municipality in Mindanao by land area. The Department of Education in Agusan del Sur - Loreto North and South Districts oversees the municipality, which houses various elementary and high schools. These schools face challenges like limited resources and financial constraints. This research aims to understand how financial literacy affects school financial management efficiency. The study also examines how improving financial literacy and management practices could lead to larger improvements in the education sector, as local and national governments strive to improve infrastructure, public services, and educational outcomes.

Research Respondents

The respondents of the study were 57 School Heads, the 30 Administrative Officers (AO), and among 6 Administrative Assistants II & III (ADAS), the schools in the Loreto North and South District of Agusan del Sur through universal sampling technique. Universal sampling is a technique sampling where all individuals in the entire population are chosen (Campbell et al., 2020).

Shown in table 1 is the distribution of respondents of the study.

Table 1
Distribution of Respondents of the Study

District	School Heads	AO II	ADAS II & II	Total
Loreto North	27	13	3	43
Loreto South	30	17	3	50

Research Instruments

This study utilized two sets of research instruments to obtain data from the respondents. The research instruments were the following:

It was developed by the Organization for Economic Cooperation and Development (OECD) in 2017 for investigating and evaluating the financial literacy of the schools. It consists of 35 statements; 15 statements for Financial Knowledge; 16 statements for Financial Behavior, and 4 statements for Financial Attitude.

The data gathered in the level of financial literacy of the schools in Loreto North District was interpreted using a Likert Scale as shown below.

Range of Means	Description Equivalent	Interpretation
3.50- 4.00	Very High	This means that Financial Literacy is always manifested by the respondents.
2.50- 3.49	High	This means that Financial Literacy is often manifested by the respondents.
1.50-2.49	Low	This means that Financial Literacy is sometimes manifested by the respondents.
1.00-1.49	Very Low	This means that Financial Literacy is never manifested by the respondents.

In determining the level of Financial Management System among the schools in the Loreto District of the Division of Agusan del Sur, the research instrument developed by Monton (2005) will be used. It was consisting of 30 statements; 5 statements for Budget Preparation; 7 statements for Procurement Process; 8 statements for Disbursement; seven 4 statements for Submission of Financial Reports; and 5 statements for Auditing. The Likert Scale used was used to interpret the collected data on the level of Financial Management System.

Range of Means	Descriptive Equivalent	Interpretation
3.50- 4.00	Very High	Financial Management systems among the schools is always complied.
2.50- 3.49	High	Financial Management systems among the schools often complied.
1.50-2.49	Low	Financial Management System among the schools rarely complied.
1.00-1.49	Very Low	Financial Management System among the schools never complied.

Validation of Instrument

A panel of external and internal validators were tasked to review the adapted instrument before it is administered to the respondents. After which, the researcher used the test and retest to ensure the reliability of the questionnaire. It was then pilot tested to the 15 non- teaching personnel who were involved in the study. No issues were found during testing, the administration of the instrument was followed.

Data Gathering Procedure

In gathering the data, the researcher asked permission from the Schools Division Superintendent of the Division of Agusan del Sur to administer the survey questionnaires to the School Heads, Administrative Assistant II & III (ADAS), and Administrative Officers (AO) of the Schools Loreto North District. With the approval of the Schools Division Superintendent, the researcher submitted a letter to the Schools District Supervisor to request permission to conduct the study involving various school administrators including School Heads, Administrative Staff (ADAS), and Administrative Officers (AO) in the Loreto South and North District. In administering the questionnaire, the researcher used the time allotted for vacant to avoid distractions of class discussions.

The researcher distributed the questionnaire personally to the respondents and instructions was made to avoid lacking answers and ensure confidentiality of the responses of the respondents. The researcher retrieved the questionnaires personally. The date was extract from the questionnaires and was subsequently classified, organized, tabulated, interpreted, and analyzed.

Statistical Treatment of Data

Data was subjected to analysis and further interpretation using the following statistical tools:

Frequency and Percentage. These was used to determine the demographic profile of the respondents.

Mean. This was used to describe the level of financial literacy and financial management of the schools.

Analysis of Variance. This was used to determine the significant difference between financial literacy and financial management system.

Pearson Correlation Coefficient (r). This was used to determine the significant relationship of financial literacy and financial management system.

Independent T-Test. This was used to compare the means of financial literacy and financial management system.

Multiple Linear Regression. This was used to determine whether financial literacy significantly influence financial management.

Ethical Considerations

According to Bhashin (2020) asserts that ethical considerations outline the principles and beliefs that ought to be upheld throughout the research. This will give the researcher the impression that the following ethical guidelines are closely adhered to during the study: The researcher conducted this investigation in accordance with ethical standards. These consist of beneficence, consent, secrecy, fairness, openness, and respect for others.

Social Value. The study aims to address the financial literacy issue among school heads in the Loreto District by providing evidence-based insights and suggestions. It aims to improve financial management skills, leading to more efficient use of school funds. This, in turn, can improve learning materials, school operations, and foster trust among teachers, students, parents, and the community. The study supports community development and educational enhancement in the Loreto District by promoting prudent financial practices at the leadership level.

Informed Consent - The researcher will distribute is another crucial approach to demonstrate respect for people when conducting research. This is to ensure that the participants understand the research study's goal and objectives. Informed permission was obtained to obtain their approval to participate in this investigation.

Vulnerability of the Research Participants. The researcher will go over the whole process of the in-depth interview and stress that the participants can refuse to do the survey if they feel uncomfortable. This will not harm them in any way.

Risk, Benefits and Safety. The researcher will discuss the benefits of all participants' participation in the study. The survey questioner will also be administered at the most convenient time and location for the participants.is the researcher's commitment to reducing the risks to informants by anonymizing their identities. All data was secure and not left unattended at any time. The researcher observed responsible file storage, which included survey questioner documents.

Privacy and Confidentiality of Information. The researcher will ensure that the participants' personal information, identity, and data collected are kept confidential in relation to the results and findings, including the preservation of the participants' identities. A coding approach was used, which meant that the participants' identities were hidden. All materials, including the survey form, were removed after the findings were processed.

Justice. The researcher participants are chosen based on the following inclusion criteria: must be a school principal, administrative officer II, or administrative assistant III, and require a fair division of risks and gains, according to study findings. It is crucial to acknowledge the contributions of all participants because they are essential to the research's success. They must be properly credited for their role in the project. After the study, the participants may maintain a favorable reputation as a result of their contributions.

Transparency there are no conflicts of interest in this study. The researcher will remain completely transparent throughout the research procedure. If opportunities occur to present the findings at academic conferences or research forums, correct credit and data reporting will be followed. To ensure the integrity of research, all techniques, methods, and outcomes shall be subject to validation.

Qualification of the Researcher. The researcher has enough experience in conducting a study during college and graduate school studies.

Chapter III
RESULTS

This chapter presents the result obtained from the collected data and the subsequent analyses and interpretation based on the problem presented.

Demographic Profile of the Respondents

This section presents the results of the first statement of the problem that determine the demographic profile of the respondents.

Age. This table 2 presents the profile of the respondents in terms of age.

Table 2
Profile of the Respondents when grouped according to Age

Age	Frequency	Percentage
20 – 25 years old	2	2.2%
26 – 30 years old	14	15.1%
31 – 35 years old	25	26.9%
36 – 40 years old	7	7.5%
41 – 45 years old	16	17.2%
46 years old and above	29	31.2%
Total	**93**	**100%**

Table 2 shows that the majority of respondents were 46 years or older, accounting for 31.2% of the as a whole sample. This was followed by individuals aged 31 to 35 (26.9%) and 41 to 45 (17.2%). Respondents aged 26-30 years old made up 15.1% of the sample, while those aged between the ages of 36 and 40 old comprised 7.5%. The 20-25 age group has the lowest proportion, accounting for only 2.2%. These findings suggest the respondent group is primarily made up of older and more experienced individuals, which may influence their views on financial literacy and management methods.

Civil Status. This table 3 presents the profile of the respondents in terms of civil status.

Table 3
Profile of the Respondents when grouped according to Civil Status

Civil Status	Frequency	Percentage
Single	31	33.3%
Married	61	65.6%
Widow/Widower	0	0%
Divorced/Separated	1	1.1%
Total	**93**	**100%**

Table 3 shows the civil status distribution among the 93 respondents. The majority of the 93 responders (65.6%) were married, with singles contributing 33.3%. Only one (1.1%) of the respondent was divorced or separated, and none was widowed. This shows that the majority of responders are in stable relationships, which presumably reflect a younger or middle-aged demographic. The underrepresentation of divorced and widowed people may limit broader generalizations.

Sex. This table 4 presents the profile of the respondents in terms of sex.

Table 4
Profile of the Respondents when grouped according to Sex

Sex	Frequency	Percentage
Male	55	59.1%
Female	38	40.9%
Total	**93**	**100%**

The table 4 shows the sex distribution of the 93 respondents. The data above shows that the majority of respondents are male (59.1%), while females account for 40.9%. This indicates a slightly male-dominated sample, which may affect gender-related responses in the study.

Length of Service. This table 5 presents the profile of the respondents in terms of length of service.

Table 5
Profile of the Respondents when grouped according to Length of Service

Length of Service	Frequency	Percentage
1-3 Years	30	32.3%
4-6 years	5	5.4%
7-9 years	23	24.7%
10 years and above	35	37.6%
Total	**93**	**100%**

The table 5 shows the civil status distribution of the 93 respondents. The data shows that the majority of respondents (37.6%) have been in service for 10 years and above, followed by those with 1–3 years (32.3%) and 7–9 years (24.7%). Only 5.4% have served for 4–6 years. This indicates that the sample is composed mainly of long-tenured and newly hired individuals, with fewer in mid-level service years, which may influence their perspectives based on experience and tenure.

Level of Financial Literacy of the Respondents

This section presents the results of the second statement of the problem that determine the level of financial literacy of the respondents.

Savings. This table 6 presents the level of financial literacy of the respondents in terms of financial knowledge.

Table 6
Level of Financial Literacy of the Respondents in terms of Financial Knowledge

Financial Knowledge	Mean	Descriptive Rating
1. I always believe that saving money is necessary.	3.9	Very High
2. I save a portion of my income regularly.	2.96	High
3. 3. I can save despite having a low income.	2.72	High
4. I put up my savings on savings account, property, pension house, or in insurance company.	2.42	Low
5. I put my investment and savings in banks because always trust financial institutions.	2.47	High
6. I am prepared to risk some of my own money when saving or making an investment.	2.57	High
7. I find it difficult to create and follow a personal or school budget.	2.53	High
8. I am not confident in making financial decisions involving budgeting or spending.	2.52	High
9. I often make financial decisions without considering their long-term impact.	2.3	Low
10. I set aside money each month for savings and future needs.	2.9	High
11. I try to save something and spend the rest of the money on the everyday needs.	2.59	Very High
12. I find financial planning to be unnecessary or confusing.	2.35	Low
13. I spend all the money on everyday needs and do not save anything.	2.2	Low
14. I am certain that if there is an emergency, I could access up to three months' worth of my household income.	2.64	High
15. I invest an amount of money that exceeds my living of expenses.	2.53	High
Overall Mean	**2.64**	**High**

The respondents demonstrated a generally high level of financial knowledge, with an overall mean of 2.64. Most items received a "High" descriptive rating, indicating sound financial habits and awareness, such as regular saving, budgeting, and trust in financial institutions. The highest-rated item was the belief that saving money is necessary with a mean score of 3.9 which is interpreted as "Very High", reflecting strong financial values. However, several items were rated "Low", particularly those involving long-term planning, investments, and emergency preparedness, suggesting gaps in deeper financial understanding and strategic financial behavior. These findings imply that while basic financial habits are present, there is a need for improvement in more advanced aspects of financial literacy.

Financial Behavior. This table 7 presents the level of financial literacy of the respondents in terms of financial behavior.

Table 7 Level of Financial Literacy of the Respondents in terms of Financial Behavior

Financial Behavior	Mean	Descriptive Rating
1. I prioritize buying the items that are necessary.	3.31	High
2. Before I buy something, I carefully consider whether I can afford it.	3.52	Very High
3. I compare prices when shopping for major expenses.	3.3	High
4. I use a spending plan or budget.	3.17	High
5. I keep track of my expenditure and income.	2.83	High
6. I make impulsive purchases without considering the consequences.	2.56	High
7. I pay my bills when they arrive.	2.76	High
8. I usually borrow money to cover regular expenses.	2.48	Low
9. I do not keep a record of my daily or monthly expenses.	2.39	Low
10. I exactly know what to do in financial trouble such as a bank transfer fraud or multiple debts.	2.89	High
11. I set long term financial goals and strive to achieve them.	2.91	High
12. I believe that having financial goals is necessary.	2.87	High
13. I set aside money for long-term investments.	3.17	Very High
14. I find it more satisfying to spend money than to save it for the long term.	3.09	High
15. I rely my expenses or needs on Consumer Loans.	2.29	Low
16. I Have been involved in financial trouble such as a bank transfer fraud or multiple debts.	2.3	Low
Overall Mean	**2.87**	**High**

The respondents demonstrated a generally high level of financial behavior, with an overall mean score of 2.87. The highest mean score was for the statement “Before I buy something, I carefully consider whether I can afford it,” which scored 3.52 (Very High), indicating strong financial prudence. Other positively rated behaviors include prioritizing necessary purchases, budgeting, and setting long-term financial goals. However, several items received low mean scores, such as borrowing money to cover regular expenses (2.48), not keeping records of expenses (2.39), relying on consumer loans (2.29), and being involved in financial trouble like fraud or debt (2.30). These low scores suggest that while many respondents practice good financial behavior, a notable portion may struggle with debt management and financial record-keeping, which could increase their vulnerability to financial difficulties. This highlights the need for targeted financial education to improve responsible borrowing and effective money management.

Financial Attitude. This table 8 presents the level of financial literacy of the respondents in terms of financial attitude.

Table 8 Level of Financial Literacy of the Respondents in terms of Financial Attitude

Financial Attitude	Mean	Descriptive Rating
1. I have set aside funds for living expenses for retirement.	2.33	Low
2. I have set aside funds for educational expenses for children.	2.43	Low

3. I have set aside funds for the costs of health and nursing care for myself.	2.55	High
4. I tend to ignore advice about handling money more wisely.	2.42	Low
Overall Mean	**2.43**	**Low**

The level of financial literacy of the respondents in terms of financial attitude was rated low, with an overall mean score of 2.43. Most respondents reported not having set aside funds for long-term needs such as retirement with a mean score of 2.33 and educational expenses for their children with a mean score of 2.43, indicating limited financial preparedness. A similarly low score was recorded for the item regarding the tendency to ignore financial advice having a mean score of 2.42, suggesting a lack of openness to guidance that could improve their financial decision-making. Only one item, related to setting aside funds for health and nursing care, received a high rating of mean of 2.55, reflecting some awareness of personal healthcare needs. These findings imply that while respondents may recognize certain immediate financial responsibilities, they generally lack a proactive attitude toward long-term financial planning. This underscores the need for financial literacy initiatives that promote future-oriented financial behavior and informed decision-making.

Level of the Financial Management System of the Respondents

This section presents the results of the third statement of the problem that determine the level of financial management of the respondents.

Budget Preparation. This table 9 presents the level of financial management of the respondents in terms of budget preparation.

Table 9 Level of the Financial Management System in terms of Budget Preparation

Budget Preparation	Mean	Descriptive Rating
1. Compliance to procedure in budgeting process.	3.16	High
2. Timely preparation and review of Work and Financial Plan (WFP) by sector.	3.05	High
3. Timely submission of budget documents to the District Office (DO)	3.01	High
4. Timely preparation and review of Project Procurement Management Plan (PPMP).	3.13	High
5. Detailed analysis and recommendation of the proposed budget for submission.	3.32	High
Overall Mean	**3.14**	**High**

The level of the financial management system in terms of budget preparation was rated high, with an overall mean score of 3.14. All indicators, including compliance with budgeting procedures, timely preparation of key documents like the WFP, and PPMP have a mean score of 3.16, 3,05 and 3.13, respectively, received high ratings. The indicator "the detailed analysis and recommendation of proposed budgets" had a mean score of 3.32, which is classified as "High" in level. These findings suggest that the procedure for budgeting is successful, well-organized, and encourages effective financial planning and accountability.

Procurement Process. This table 10 presents the level of financial management of the respondents in terms of procurement process.

Table 10 Level of the Financial Management System in terms of Procurement Process

Procurement Process	Mean	Descriptive Rating
1. Timely Annual Procurement Plan (APP) submitted to Accounting Office (AO).	3.29	High
2. Preparation of Purchase Request (PR) on goods and services by end-user.	3.25	High
3. Timely approval of PR by the Division Office (DO)/ Accounting Office (AO).	3.27	High
4. Pre-canvass of the requested items by the end-user.	3.58	Very High
5. Timely approval of DV by RED	3.23	High
6. Timely opening of bids/preparation of abstract of canvas.	3.59	Very High
7. Timely preparation/process of Purchase Order (PO), Job Order (JO) and Contract of Service (CS).	3.27	High
8. Compliance with RA 9184-Goverment Procurement Reform Act (GPRA) and its Implementing Rules and Regulations (IRR).	3.26	High
Overall Mean	**3.34**	**High**

The procurement process received an overall mean of 3.34 rated as high in level in terms of effective financial management. Submit Annual Procurement Plan timely, prepare and approve purchase request promptly have a mean score of 3.29, 3.25 and 3.27, respectively. Smooth internal coordination reduce bottleneck and consistent and sustainable planning are the typical cause that drives away delay. Scores for Pre-Canvassing (3.58) and Bid Openings (3.59) are correspondingly high indicating comprehensive market research and transparent processes are driving healthy competition and providing best value for taxpayers. High compliance with procurement regulations (3.26) leads to more accountability and less risk of corruption. These results suggest that the purchasing management is well structured in order to ensure an effective, ethical use of resources.

Disbursement Process. This table 11 present the level of financial management of the respondents in terms of disbursement process.

Table 11 Level of the Financial Management System in terms of Disbursement Process

Disbursement Process	Mean	Descriptive Rating
1. Timely payment of salaries and wages of employees.	3.23	High
2. Timely payment for mandatory expenses such as electricity and water bill.	3.14	High
3. Accounting checks/reviews computations of claims accurately.	3.17	High
4. Payments are made as to the specific program's account.	3.27	High

5. Accountant certifies the DV as to the completeness of the supporting documents and cash availability immediately.	3.09	High
6. Timely issuance of checks by cashiering unit.	3.14	High
7. Timely approval of Disbursement Voucher (DV) by Report of Expenditures and Disbursements (RED).	3.01	High
8. Concerned division fill-up the DV form accurately.	3.38	High
Overall Mean	**3.18**	**High**

The financial management system in terms of the disbursement process was rated high, with an overall mean score of 3.18. All key indicators, such as timely payment of salaries, payment of mandatory expenses, accurate review of claims by accounting, precise completion of disbursement vouchers, payments are made as to the specific program's account, accountant certifies the DV as to the completeness of the supporting documents and cash availability immediately, timely issuance of checks by cashiering unit, timely approval of disbursement voucher (DV) by Report of Expenditures and Disbursements (RED) obtained a mean score of 3.23, 3.14, 3.17, 3.27, 3.09, 3.14, 3.01 and 3.38, respectively which described as "high" in ratings. This shows that the respondents are good at managing their money without messing up. The results show they're super reliable and organized with payments, always on time and in order, which keeps the cash flow smooth and keeps everyone's work on track.

Submission of Financial Reports. This table 12 presents the level of financial management of the respondents in terms of submission of financial reports.

Table 12
Level of the Financial Management System in terms of Submission of Financial Reports

Submission of Financial Reports	Mean	Descriptive Rating
1. Timely submission of Bank Reconciliation to COA.	3.33	High
2. Timely submission of monthly accomplishment report to Planning Division office.	3.08	High
3. Timely submission of Report of Collection and Deposit (RCD) to AS.	3.06	High
4. Timely submission of monthly physical and financial accomplishment to CO.	3	High
Overall Mean	**3.14**	**High**

The level of the financial management system in terms of the submission of financial reports was rated high, with an overall mean score of 3.14. All indicators, including the timely submission of bank reconciliation reports to the Commission on Audit, monthly accomplishment reports to the Planning Division, reports of collection and deposit to the Accounting Section, and monthly physical and financial accomplishment reports to the Chief Accountant obtained a mean score of 3.33, 3.08, 3.06 and 3.00, respectively, received high ratings. These results indicate that the organization consistently meets reporting deadlines, which promotes transparency and accountability. The high level of timely submissions implies effective communication and monitoring within the financial management system, supporting regulatory compliance and informed decision-making.

Auditing. This table 13 presents the level of financial management of the respondents in terms of disbursement process.

Table 13
Level of the Financial Management System in terms of Auditing

Auditing	Mean	Descriptive Rating
1. Timely submission of vouchers in accounting office or Commission on Audit (COA).	3.09	High
2. Responded on time on management letter unliquidated cash advances, etc.	2.95	High
3. The agency observed/followed strictly to COA auditing rules and regulations.	3.11	High
4. Implemented Annual Audit Report findings and recommendations of COA on time.	3.19	High
5. Request for contract review and inspection to COA Regional Technical Service Office (COA-TSO) are supported with complete documents.	3.03	High
Overall Mean	**3.07**	**High**

The financial management system in terms of auditing was rated high in level, with an overall mean score of 3.07. The timely submission of vouchers to the accounting office or Commission on Audit with a mean score of 3.09, responses to management letters on unliquidated cash advances obtained a mean score of 2.95, adherence to COA auditing rules with a mean score of 3.11, implementation of audit findings and recommendations received a mean score of 3.19, and support for contract review requests with complete documents with a mean score of 3.03 were all rated high, respectively. These results indicate strong compliance with auditing standards and timely responsiveness, reflecting an effective auditing process that enhances transparency, accountability, and the improvement of financial management practices.

Significant Difference in Financial Literacy

This section presents the results of the fourth statement of the problem that determine any significant difference in financial literacy of the respondents when grouped according to the demographic profiles.
Age. This table 14 presents the significant difference in financial literacy in terms of age.

Table 14
Significant Difference in Financial Literacy when grouped according to Age

Indicator	Df	Mean Square	F	p-value	Remark
Financial Literacy	5	0.207	1.207	0.308	Not Statistically Significant

The analysis of variance (ANOVA) showed that there is no statistically significant difference in the financial literacy levels of the respondents when grouped according to age, with a p-value of 0.308 (df =

5, F = 1.207), which is greater than the 0.05 level of significance. This suggests that the level of financial literacy among the respondents does not vary significantly across different age groups.

The implication of this finding is that age alone may not be a strong determinant of financial literacy within the sample. This suggests that financial knowledge, attitudes, and behaviors may be influenced more by other factors such as education, income level, access to financial information, or financial experiences rather than by age. Therefore, financial literacy programs should not be age-specific but rather inclusive and designed to address the needs of individuals across all age groups to ensure equal access to financial education and support.

Civil Status. This table 15 presents the significant difference in financial literacy in terms of civil status.

Table 15
Significant Difference in Financial Literacy when grouped according to Civil Status

Indicator	Df	Mean Square	F	p-value	Remark
Financial Literacy	2	0.717	4.47	0.014	Statistically Significant

The analysis of variance (ANOVA) revealed a statistically significant difference in the financial literacy levels of respondents when grouped according to civil status, with a p-value of 0.014 (df = 2, F = 4.47), which is below the 0.05 level of significance.

This indicates that financial literacy varies significantly across different civil status groups. The implication of this finding is that civil status may influence how individuals manage and understand their finances. For instance, married individuals may have different financial responsibilities and experiences compared to single or separated individuals, which could affect their financial knowledge, behavior, and attitudes. This suggests that financial literacy programs and interventions may benefit from being tailored to address the specific financial needs and realities of individuals based on their civil status to enhance relevance and effectiveness.

Group Comparison	Mean Difference	Standard Error	t-value
Group 1 vs Group 2	-0.245	0.088	-2.780
Group 1 vs Group 4	-0.628	0.406	-1.522
Group 2 vs Group 4	-0.373	0.403	-0.926

The post hoc test results, specifically Tukey's HSD test, examined the differences in the measured variable based on civil status groups. Among the comparisons, only the difference between group 1 and group 2 was found to be statistically significant, with a mean difference of -0.245 and a p-value of 0.015, which is below the 0.05 level of significance. This indicates that there is a meaningful difference between these two civil status groups. Meanwhile, the comparisons between group 1 and group 4 (p= 0.259) and group 2 and group 4 (p=0.599) did not yield significant results, suggesting that there are no notable differences in the measured outcome between these groups.

Sex. This table 16 presents the significant difference in financial literacy in terms of sex.

Table 16
Significant Difference in Financial Literacy when grouped according to Sex

Indicator	t-value	df	p-value	Remark
Financial Literacy	-0.0120	91.00	0.990	Not Statistically Significant

The result of the independent samples t-test revealed that there is no statistically significant difference in the financial literacy levels of respondents when grouped according to sex, with a p-value of 0.990 (t = -0.0120, df = 91.00), which is much greater than the 0.05 level of significance.
This indicates that male and female respondents do not differ significantly in terms of their financial literacy. The implication of this finding is that financial literacy in the study population is not influenced by gender. Therefore, both male and female individuals may have had similar access to financial education or shared comparable financial experiences. This suggests that financial literacy programs do not necessarily need to be gender-specific and should instead focus on improving financial skills and knowledge for all individuals regardless of sex.
Length of Service. This table 17 presents the significant difference in financial literacy in terms of length of service.

Table 17
Significant Difference in Financial Literacy when grouped according to Length of Service

Indicator	df	Mean Square	F	p-value	Remark
Financial Literacy	3	0.248	1.46	0.231	Not Statistically Significant

The analysis of variance (ANOVA) showed that there is no statistically significant difference in the financial literacy levels of respondents when grouped according to length of service, with a p-value of 0.231 (df = 3, F = 1.46), which is greater than the 0.05 level of significance. This indicates that the number of years in service does not significantly affect the respondents' financial literacy. The implication of this finding is that financial literacy may not necessarily improve with longer work experience alone. Other factors, such as formal financial education, personal interest in financial management, or exposure to financial resources, may play a more influential role. Therefore, financial literacy programs should be made accessible to all employees regardless of tenure, ensuring that knowledge and skills are developed across all service levels.

Significant Difference in Financial Management
This section presents the results of the fifth statement of the problem that determine any significant difference in financial management of the respondents when grouped according to the demographic profiles.
Age. This table 18 presents the significant difference in financial management in terms of age.

Table 18

Significant Difference in Financial Management when grouped according to Age

Indicator	df	Mean Square	F	p-value	Remark
Financial Management	5	0.256	0.434	0.824	Not Statistically Significant

The analysis of variance (ANOVA) revealed that there is no statistically significant difference in the level of financial management among respondents when grouped according to age, with a p-value of 0.824 (df = 5, F = 0.434), which is well above the 0.05 level of significance. This indicates that the respondents' age does not have a significant influence on how they manage finances. The implication of this finding is that financial management practices are likely shaped by factors other than age, such as professional training, institutional policies, or financial responsibilities. As such, efforts to improve financial management should target all age groups equally, focusing instead on strengthening skills and practices across the board rather than tailoring initiatives based on age.

Civil Status. This table 19 presents the significant difference in financial management in terms of civil status.

Table 19

Significant Difference in Financial Management when grouped according to Civil Status

Indicator	df	Mean Square	F	p-value	Remark
Financial Management	2	1.481	2.69	0.074	Not Statistically Significant

The analysis of variance (ANOVA) showed that there is no statistically significant difference in the level of financial management among respondents when grouped according to civil status, with a p-value of 0.074 (df = 2, F = 2.69), which is above the 0.05 level of significance. This means that the civil status of respondents—whether single, married, or separated—does not significantly affect how they manage financial resources.

The implication of this finding is that financial management competencies are consistent across different civil status groups. Therefore, civil status should not be viewed as a primary factor in designing financial management training or interventions. Instead, programs should focus on common needs and challenges faced by all individuals, regardless of their personal or family situations.

Sex. This table 20 presents the significant difference in financial management in terms of sex.

Table 20

Significant Difference in Financial Management when grouped according to Sex

Indicator	t-value	df	p-value	Remark
Financial Management	1.025	91.00	0.707	Not Statistically Significant

The result of the independent samples t-test showed that there is no statistically significant difference in the level of financial management when respondents were grouped according to sex, with a p-value of 0.707 (t = 1.025, df = 91.00), which is greater than the 0.05 level of significance. This indicates the respondents manage finances at similar levels regardless of their sex.

The implication of this finding is that sex does not appear to influence financial management practices among the respondents. Therefore, financial management strategies and capacity-building programs can be developed and implemented uniformly for both male and female individuals, focusing on shared financial management needs rather than gender-based differences.

Length of Service. This table 21 presents the significant management in financial management in terms of length of service.

Table 21
Significant Difference in Financial Management when grouped according to Length of Service

Indicator	df	Mean Square	F	p-value	Remark
Financial Management	3	2.140	4.13	0.009	Statistically Significant

The analysis of variance (ANOVA) revealed a statistically significant difference in the level of financial management among respondents when grouped according to length of service, with a p-value of 0.009 (df = 3, F = 4.13), which is below the 0.05 level of significance. This indicates that financial management practices vary significantly depending on the respondents' years of service.

The implication of this finding is that work experience may contribute to improved financial management skills, with longer-tenured employees likely having more exposure to financial systems, procedures, and responsibilities. This suggests that financial management competencies may develop over time through experience. Hence, institutions may consider offering targeted financial management training to newer employees to help bridge the gap and accelerate the development of these skills.

Group Comparison	Mean Difference	Standard Error	t-value
Group 1 vs Group 2	-1.050	0.208	-5.050
Group 1 vs Group 3	-0.141	0.119	-1.181
Group 1 vs Group 4	-0.301	0.107	-2.810
Group 2 vs Group 3	0.909	0.212	4.281
Group 2 vs Group 4	0.749	0.206	3.641
Group 3 vs Group 4	-0.160	0.116	-1.385

The post hoc analysis using Tukey's HSD test for the variable LOS (Length of Stay or a similar measure) revealed several statistically significant differences among the group comparisons. The comparison between Group 1 and Group 2 showed a highly significant difference with a p-value less than 0.001, indicating a notable disparity between these groups. Similarly, Group 1 also differed significantly from Group 4 (p = 0.028), but not from Group 3 (p = 0.628), suggesting that Groups 1 and 3 had comparable outcomes. Additionally, Group 2 showed highly significant differences when compared to Group 3 (p < 0.001) and Group 4 (p = 0.002), further indicating distinct variations in LOS between these groups.

However, there was no significant difference between Group 3 and Group 4 (p = 0.498), implying similarity in their results.

Significant Relationship between Financial Literacy and Financial Management System

This section presents the results of the six statement of the problem that determine any significant relationship between financial literacy and financial management of the respondents.

Financial Literacy and Financial Management System. This table shows the significant relationship between financial literacy and financial management of the schools.

Table 22
Significant Relationship between Financial Literacy and Financial Management System of the Schools

Descriptive Statistics	Financial Literacy	Financial Management
Mean	2.72	3.29
Standard Deviation	0.415	0.756
Minimum	1.89	2.23
Maximum	3.91	6.50
Pearson's r	0.208	
p-value	0.045	

The Pearson correlation analysis revealed a statistically significant positive relationship between financial literacy and the financial management system of the schools, with a correlation coefficient of r = 0.208 and a p-value of 0.045, which is below the 0.05 level of significance.

This indicates that as the financial literacy of individuals increases, there is a corresponding positive change in how financial management systems are practiced in schools. Although the correlation is weak, the relationship is meaningful and suggests that enhancing the financial literacy of personnel may contribute to more effective and responsible financial management within educational institutions. The implication is that investing in financial literacy training for school staff and administrators could strengthen financial governance and promote better financial practices across school operations.

Chapter IV
DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusions and recommendations.

Discussions

After the data were analyzed and interpreted, the following discussions of the findings are gathered:

Demographic Profiles of the Respondents. There were 93 respondents involved in the study. Majority of the respondents were 46 years and above; males; married and 10 years and above in the service.

Financial Literacy of the Respondents in terms of Financial Knowledge. The results revealed that the level of financial literacy of the respondents in terms of financial knowledge is high in level. This means that financial literacy is often manifested by the respondents.

People must comprehend fundamental concepts of everyday finance, including saving, investing, credit, interest rates, inflation, and product pricing, as well as the micro- and macroeconomic environments. As a result, financial literacy is a sort of financial knowledge issues Khan et. al, (2016). Financially literate people are those who can utilize their knowledge to decide what actions to take to manage their financial resources in an effective way Asaad (2015).

Financial Literacy of the Respondents in terms of Financial Behavior. The results revealed that the level of financial literacy of the respondents in terms of financial behavior is high in level. This means that financial literacy is often manifested by the respondents.

Financial behavior pertaining to the handling, administration, and utilization of one's own financial resources. People with responsible financial habits are more likely to be successful with their money, whether it is by earning income, budgeting, and regulating spending, saving, or making on-time payments for services Hasibuan et.al., (2018).

Financial Literacy of the Respondents in terms of Financial Attitude. The results revealed that the level of financial literacy of the respondents in terms of financial attitude is low in level. This means that financial literacy is sometimes manifested by the respondents.

Novita and Maharani (2016) contend that financial attitude has no bearing on financial management behavior. Effective management, planning, and financial control are signs of good financial behavior. The attitude with which one manages the outflow of money can reveal good financial behavior.

Level of Financial Management of the Respondents in terms of Budget Preparation. The results revealed that the level of financial management of the respondents in terms of budget preparation is high. This means that the financial management systems among the schools is often complied.

Anessi-Pessina et al. (2020), define good budget planning as a sequence of activities that include projecting revenues, prioritizing tasks, calculating expenses, and aligning resources with strategic objectives.

Level of Financial Management of the Respondents in terms of Procurement Process. The results revealed that the level of financial management of the respondents in terms of procurement process is high. This means that the financial management systems among the schools is often complied.

According to recent research, the essential stages of procurement include needs identification, supplier selection, contract negotiation, and performance evaluation (Thai, 2020). Effective procurement methods lead to cost savings, risk minimization, and improved service delivery.

Transparency and integrity are key issues in current procurement literature. According to Albano and Sparro (2022), transparent procurement practices lessen the danger of corruption while also encouraging fair competition among providers.

Level of Financial Management of the Respondents in terms of Disbursement process. The results revealed that the level of financial management of the respondents in terms of disbursement is high. This means that the financial management systems among the schools is often complied.

It is essential for public financial management to have an efficient and open system of disbursement in order to guarantee that resources are distributed to the people who are supposed to get them and that objectives are accomplished Lienert (2022). The literature places a great emphasis on the significance of strong distribution procedures in order to prevent delays, eliminate leakage, and enhance accountability in both the public and private sectors.

Level of Financial Management of the Respondents in terms of Submission of financial reports. The results revealed that the level of financial management of the respondents in terms of submission of financial reports is high. This means that the financial management systems among the schools is often complied.

The timely and accurate reporting of financial information provides stakeholders with the important information they need to make decisions, enhances transparency, and ensures compliance with regulatory requirements Barth et.al 2022. The literature highlights that the timely creation of financial reports reduces the risk of financial mismanagement, assists in the detection of anomalies, and strengthens trust among investors, creditors, and regulatory organizations.

Level of Financial Management of the Respondents in terms of Disbursement Process. The results revealed that the level of financial management of the respondents in terms of auditing is high. This means that the financial management systems among the schools is often complied.

It is essential for public financial management to have an efficient and open system of disbursement in order to guarantee that resources are distributed to the people who are supposed to get them and that objectives are accomplished Lienert (2022).

Difference in Financial Literacy in terms of Age, Length of Service and Sex. The analysis of the data revealed that there is no significant difference in financial literacy when grouped according to age, sex, and length of service. This means that the level of financial literacy among the respondents does not vary significantly across different profiles mentioned.

Difference in Financial Literacy in terms of Civil Status. The analysis of data revealed that there is a significant difference in financial literacy when grouped according to civil status. This indicate that civil status may influence how individuals manage and understand their finances.

Difference in Financial Literacy in terms of Age, Civil Status and Sex. The analysis of data revealed that there a no significant difference in financial management system when grouped according to age, civil status, and sex. This means that the level of financial literacy among the respondents does not vary significantly across different profiles mentioned.

Difference in Financial Management in terms of Length of Service. The analysis of data revealed that there a significant difference in financial management system when grouped according to length of service. This indicates that financial management practices vary significantly depending on the respondents' years of service.

Relationship between Financial Literacy and Financial Management of the schools. The analysis of data revealed that there is a positive significant relationship between financial literacy and financial management system of the schools. This indicates that as the financial literacy of individuals increases, there is a corresponding positive change in how financial management systems are practiced in schools.

A study that bears evidence on the positive correlation of financial literacy towards financial management is work by Tejero, Pilongo, and Pamaran (2019). They discovered that individuals with greater "financial literacy"—the capacity to understand the financial options, plan ahead, and to make sound financial choices—were more apt to engage in beneficial money management behaviors including budgeting and financial planning.

Conclusion

Based on the discussion provided, the respondents to the study, namely school heads, administrative officers, and administrative assistants in the schools in the Loreto North and South Districts of Agusan del Sur, possess the characteristics of being financially literate. The respondents consistently demonstrate the two indicators of financial literacy, with one area requiring improvement due to its sporadic manifestations. Furthermore, the respondents consistently adhere to all aspects of financial management practices.

The schools have a significant positive relationship between financial literacy and financial management. This means that financial literacy positively impacts financial management in terms of budget preparation, procurement process, disbursement, submission of financial reports, and auditing.
The post hoc analysis revealed that only one comparison among the different civil status groups showed a significant difference, indicating a meaningful variation in outcomes between those groups. The rest of the comparisons did not show any significant difference, suggesting similar responses among those civil status categories.
In terms of length of service, the analysis showed multiple significant differences across several group comparisons, indicating that the participants' length of service may have influenced their responses differently. However, some group comparisons revealed no significant difference, suggesting that certain groups had comparable experiences regardless of how long they had been in service.

Recommendations

1. Although a high level of financial literacy results, there is still a need to improve individuals' financial literacy, especially their financial attitude, through interactive workshops and resources that enhance practical skills and knowledge.
2. To improve financial management, capacity building is required to empower individuals to perform their related tasks effectively.
3. Future researchers should consider conducting longitudinal studies that track changes in financial literacy and financial management over time among various educational settings.

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