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An Analysis of Factors Concerning the Financial Literacy Level of Public Senior High School Teachers of Cluster 8 of the Schools Division Office of Pasay City, Philippines

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ABSTRACT

This study assessed the financial literacy of public senior high school teachers in Cluster 8 of the Schools Division Office of Pasay City, Philippines, across seven domains and identified priorities for financial literacy enhancement. A descriptive-survey design involved 67 teachers selected through simple random sampling from a population of 81. Data were gathered using a modified four-point questionnaire and analyzed through frequencies, percentages, and weighted means. Respondents attained an overall financial literacy mean of 3.15, interpreted as "Very Much Literate," with 88% classified as either "Very Much Literate" or "Highly Literate." Relating income and education was the strongest domain (M = 3.49), whereas planning, saving, and investing (M = 2.96) and risk management (M = 3.02) received the lowest ratings. These findings indicated generally favorable self-reported financial literacy alongside comparatively weaker competencies in long-term financial planning and protection. School administrators should prioritize practical financial education through Learning Action Cell sessions and in-service training, emphasizing savings, investment decisions, emergency preparedness, insurance, and responsible borrowing. The study was limited to one teacher cluster and relied on questionnaire ratings rather than direct assessments of financial behavior, restricting the generalizability of its findings. The findings provide a localized evidence base for developing targeted professional development initiatives and evaluating future financial literacy programs intended to strengthen teachers' financial decision-making and economic well-being.

Keywords: *Financial Education, Financial Literacy, Pasay City, Public School Teachers, Risk Management, Saving and Investing, Teacher Development*

1. INTRODUCTION

1.1. Background and Context of the Study

Financial literacy is increasingly important to adults' ability to manage income, evaluate financial products, prepare for unexpected expenses, and make informed economic decisions. The Organisation for Economic Co-operation and Development (OECD, 2023) identified financial knowledge, behavior, and attitudes as important elements of financial resilience and well-being. In the Philippines, access to financial services has expanded, but account ownership does not necessarily indicate the ability to use financial services effectively. The Bangko Sentral ng Pilipinas (BSP, 2022) reported that formal account ownership among Filipino adults increased from 29% in 2019 to 56% in 2021. Desello and Agner (2023) also found a positive association between financial literacy and financial inclusion in the country.

Financial literacy is particularly relevant to public school teachers, whose employment income and household obligations require decisions involving budgets, borrowing, savings, investments, and financial protection. Casingal and Ancho (2022) documented financial difficulties among Filipino public school teachers, including pressures related to income and family expenditures. More recently, Magante et al. (2025) examined teachers' financial literacy in comparison with that of non-teaching adults, emphasizing the value of examining educators as a distinct population. The Department of Education (DepEd, 2021) adopted its Financial Education Policy to strengthen financial capability through curricular integration and personnel development. Barrot et al. (2024) subsequently examined how Philippine teachers and school leaders experienced the integration of financial education into basic education.

Against this background, the present study focused on public senior high school teachers in Cluster 8 of the Schools Division Office of Pasay City, Metro Manila. It examined seven financial-literacy areas: relating income and education; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; community and financial responsibility; and risk management. These areas provided a more detailed basis for assessing teachers' financial capabilities than income or financial-service access alone.

1.2. Research Problem

Previous research has shown that financial concerns among teachers extend beyond salary levels to the management of competing household responsibilities. Casingal and Ancho (2022) reported that participating public school teachers experienced difficulties managing family expenditures and were dissatisfied with their financial circumstances. In a 2024 case study involving senior high school teachers in Cebu City, Robles and Polinar (2024) examined everyday practices concerning budgeting, spending, saving, debt repayment, and retirement preparation. Such evidence demonstrates why specific financial practices must be considered rather than assuming that educational attainment or regular employment ensures financial competence.

However, findings from other teacher populations cannot automatically describe teachers in Cluster 8 of Pasay City. The BSP's (2022) national financial inclusion survey documented formal account ownership among Filipino adults, but it did not assess the seven financial-literacy areas among teachers in this cluster. Similarly, the nationwide policy introduced by DepEd (2021) provided a framework for financial education without identifying the particular competencies requiring attention in each school setting. Consequently, a localized assessment of financial literacy across the seven domains was warranted to identify priority areas for teacher development.

1.3. Research Gap

Existing Philippine studies have examined teachers' financial difficulties, financial-literacy competencies, and approaches to financial education for sustainable development (Casingal & Ancho, 2022; Saranza et al., 2022). Robles and Polinar (2024) explored money-management experiences among senior high school teachers in Cebu City, while Magante et al. (2025) considered teachers' financial literacy in relation to that of non-teaching adults. These studies offer relevant evidence, but differences in settings, populations, and analytical emphases limit their direct application to the teachers of Cluster 8 in Pasay City.

The gap addressed by the present study was the need for a cluster-specific assessment that considered teachers' demographic and employment characteristics alongside their overall financial-literacy level and seven specified areas of financial capability. Such an assessment could identify areas warranting educational attention without presuming that difficulties documented elsewhere were identical in Pasay City. The study addressed this contextual gap by examining the selected teachers and deriving practical implications for financial-literacy enhancement.

1.4. Purpose and Objectives of the Study

The study aimed to analyze factors concerning the financial-literacy level of public senior high school teachers in Cluster 8 of the Schools Division Office of Pasay City, Metro Manila. It involved 67 randomly selected teachers and sought to describe their demographic, employment, and income-related profiles; assess their financial-literacy level; examine the seven identified areas of financial capability; and identify domains with comparatively higher and lower ratings. It also sought to identify possible approaches to enhancing financial literacy and to derive implications for teachers' welfare, sustainable community development, community economics, and the science of economics. These objectives guided the examination of teachers' financial circumstances and related competencies within the defined research setting.

1.5. Significance and Practical Contribution of the Study

The study contributed a localized perspective on the financial-literacy competencies of public senior high school teachers. Its findings may help teachers recognize financial-management areas requiring improvement and may assist school administrators and the Department of Education in designing relevant learning action cells, in-service training, webinars, or other financial education activities. The findings may also inform financial institutions about the educational needs of teachers when explaining credit and savings products. For the academic community, the study offered a context-specific basis for further investigation of financial knowledge, personal financial practices, and economic well-being. Its practical contribution was to inform targeted financial education initiatives based on the study's descriptive findings.

1.6. Sustainable Development Goals (SDG) Alignment

The study aligned with Sustainable Development Goal 4 (Quality Education) by generating evidence that may guide financial education and professional learning for public school teachers. Understanding teachers' financial-literacy needs is relevant to strengthening the practical skills of educators and supporting the objectives of DepEd's (2021) Financial Education Policy. The study also related to Sustainable Development Goal 8 (Decent Work and Economic Growth) through its examination of financial-management competencies relevant to the economic well-being of employed teachers and their responsible participation in financial services. These connections reflected the development priorities established by the United Nations (2015). Accordingly, its alignment with the Sustainable Development Goals reflected its relevance to financial education and teacher welfare rather than measured changes in development indicators.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive-survey research design to examine factors concerning financial literacy and describe financial literacy levels among public senior high school teachers in Cluster 8 of the Schools Division of Pasay City. The questionnaire supplied quantitative responses and included a third part described as qualitative. Survey-based research permits the systematic description of respondents' reported circumstances without experimental manipulation (Latour & Tume, 2021). Although qualitative survey questions can provide supplementary perspectives (Thomas et al., 2024), the procedures used to analyze these responses were not specified.

2.2. Research Locale, Population, and Participants or Respondents

The research was situated in Cluster 8 of the Schools Division Office of Pasay City, Philippines, and focused on teachers assigned to public senior high schools. The Division's 2019 accomplishment report identified 81 teachers in the target population. From this population, the study specified a sample of 67 teachers. The manuscript defined eligibility through teachers' assignment to the identified cluster and school level, but provided no further inclusion or exclusion criteria. Division records, related literature, and published studies were identified as secondary information sources. Demographic distributions for the 67 reported respondents were presented in the results, although questionnaire returns and the response rate were not separately specified.

2.3. Sampling Technique and Sample Determination

Simple random sampling was the stated method for selecting teachers from the defined population, consistent with probability-sampling principles discussed by Ahmed (2024). The manuscript applied Slovin's formula, $n = N/(1 + Ne^2)$, using a population of 81 and a 0.05 margin of error, which it associated with a 95% confidence level. The resulting target sample was reported as 67 teachers. The study specified simple random sampling, although the sampling frame and specific random-selection procedure were not described.

2.4. Research Instrument and Validation

The research instrument was a modified questionnaire whose selected financial-literacy questions were described as adapted from Wisconsin's Model Academic Standards for Personal Financial Literacy (Wisconsin Department of Public Instruction, 2006). The researcher localized the questions for Filipino public senior high school teachers with adviser guidance. The questionnaire used a four-point Likert response scale, and its third part was described as containing structured questions for the qualitative component. Although the questionnaire was adapted with adviser guidance, pilot testing, formal validation results, and reliability coefficients were not specified (Hill et al., 2022; Ranganathan et al., 2024).

2.5. Data Gathering Procedure

The study used a questionnaire adapted to the local research setting as its primary data source, supplemented by School Division records and published materials. The methodological account did not specify the questionnaire administration dates and mode, retrieval procedures, response rate, or analysis of structured qualitative responses (Hill et al., 2024).

2.6. Data Analysis and Statistical Treatment

The study identified Microsoft Excel for Microsoft 365, Version 2504, 64-bit, as its data-analysis software. Frequency counts and percentages described respondents' characteristics, while age-group midpoints were used to estimate mean age. Weighted means summarized financial-literacy responses. Four-point scores were interpreted as highly literate (3.26–4.00), very much

literate (2.51–3.25), somewhat literate (1.76–2.50), or poorly literate (1.00–1.75). Higher values indicated higher financial literacy, and negatively worded items were reverse-scored, a procedure relevant to Likert-item interpretation (García-Fernández et al., 2022). The reported analyses were descriptive; inferential test results and procedures for coding qualitative responses were not presented.

2.7. Ethical Considerations

Respondent information was handled in accordance with Republic Act No. 10173, or the Data Privacy Act of 2012 (Republic of the Philippines, 2012). Personal identifiers were kept confidential, research findings were presented anonymously, and collected records were securely stored with restricted access. These measures supported the protection of respondent privacy and confidentiality in questionnaire-based research (Zimba & Gasparyan, 2023).

3. RESULTS AND DISCUSSION

3.1. Demographic and Economic Characteristics of the Respondents

The study involved 67 public senior high school teachers from Cluster 8 of the Schools Division Office of Pasay City, Philippines. The largest age group comprised respondents aged 31–40 years (40%), followed by those aged 21–30 years (28%), 41–50 years (18%), and 51–60 years (14%). The reported midpoint-based average age was 37.14 years. Female respondents comprised 55%, while males accounted for 45%. In terms of civil status, 51% were single and 49% were married. Regarding the number of children, 51% had none, 21% had two, 15% had three or more, and 13% had one child. These characteristics reflected differences in household circumstances and potential financial responsibilities among the respondents. Regarding educational attainment, 58% held bachelor's degrees, 39% had master's degrees, and 3% possessed doctorate degrees. All respondents (100%) held permanent teaching positions. The largest group had served for 6–10 years (37%), followed by five years or fewer (28%), 11–15 years (21%), 16–20 years (12%), and at least 21 years (2%). In terms of teaching designation, Teacher II accounted for 33%, Teacher I for 30%, Teacher III for 21%, Master Teacher II for 12%, and Master Teacher I for 4%. These findings indicated that most respondents occupied regular teaching positions and had accumulated varying levels of professional experience.

Financial characteristics revealed that 55% received a monthly net take-home pay of ₱13,001 or more, followed by ₱9,001–₱11,000 (18%), ₱11,001–₱13,000 (13%), ₱5,000–₱7,000 (8%), and ₱7,001–₱9,000 (6%). Furthermore, 86% relied on salaries as their income source, while 14% reported business income. The original study also included historical Step 1 salary benchmarks under the 2021 second tranche of the Salary Standardization Law V, ranging from ₱23,877 for Teacher I to ₱48,313 for Master Teacher II. These historical salary figures were distinct from the respondents' reported net take-home pay.

The findings highlighted the importance of financial management among teachers with varying professional qualifications, income levels, and household responsibilities. Casingal and Ancho (2022) similarly documented financial challenges among Filipino public school teachers, particularly those involving income adequacy and financial obligations. Magante et al. (2023) identified educational attainment and household financial circumstances as relevant correlates of financial literacy. The demographic characteristics were described rather than statistically tested for associations with financial literacy. Overall, the demographic and economic findings provided important contextual information for understanding the respondents' financial literacy.

3.2. Overall Financial Literacy Level of the Respondents

The respondents demonstrated a generally favorable financial literacy level, with a grand weighted mean of 3.15, interpreted as "Very Much Literate." Among the seven domains, relating income and education obtained the highest mean of 3.49 ("Highly Literate"), followed by money management (3.19), credit and debit management (3.09), becoming a critical consumer (3.09), community and financial responsibility (3.08), risk management (3.02), and planning, saving, and investing (2.96). The remaining six domains were classified as "Very Much Literate." The distribution of financial literacy classifications further revealed that 48% of respondents were "Very Much Literate," 40% were "Highly Literate," 10% were "Somewhat Literate," and 2% were "Poorly Literate." Thus, 88% belonged to the two highest financial literacy categories. These results suggested that most respondents possessed favorable self-reported financial knowledge, although their competencies varied across financial domains.

The highest mean in income and education suggested stronger perceived understanding of income-related concepts, while the lower means in planning, saving, investing, and risk management indicated areas requiring greater practical attention. These findings were consistent with Catacutan and Moleño (2024), who examined financial literacy among Philippine teachers across generations, and Magante et al. (2023), who highlighted teachers' financial literacy in relation to educational and household characteristics. Similarly, Montuerto and Gimena (2026) identified savings and investing as relatively less developed financial literacy dimensions among public secondary school teachers in Cebu. The Organisation for Economic Co-operation and Development (OECD, 2023) emphasized that financial literacy involves financial knowledge, attitudes, and behavior. These favorable self-ratings reflected perceived financial literacy rather than direct evidence of everyday financial practices or financial preparedness. Overall, the results demonstrated substantial perceived financial literacy while identifying specific competencies requiring continued development.

3.3. Financial Literacy in Relation to Income and Education

Relating income and education received the highest domain mean of 3.49, classified as "Highly Literate." The strongest indicator concerned understanding alternative income sources available to teachers (M = 3.75), followed by recognizing the effects of economic conditions on income (M = 3.63) and understanding how career choices influence income (M = 3.58). Understanding the influence of education and professional skills on income received identical means of 3.54, while identifying teaching-related income sources obtained 3.52. The comparatively lower indicators concerned understanding employee benefits in relation to disposable income (M = 3.36), identifying employment benefits (M = 3.34), and recognizing the relationship between taxation and disposable income (M = 3.30). Nevertheless, all indicators remained within the "Highly Literate" classification.

These findings indicated that respondents were relatively confident in understanding how educational qualifications, professional opportunities, and economic conditions related to income. However, the lower ratings concerning taxation and employment benefits suggested opportunities to strengthen practical knowledge of salary deductions and disposable income. Magante et al. (2023) identified educational attainment as an important correlate of financial literacy among Filipino teachers. Furthermore, the Department of Education (2021) recognized the importance of financial education in strengthening the financial capabilities of teaching and non-teaching personnel. Accordingly, professional development activities involving salary

computation, taxation, employment benefits, and alternative income planning could reinforce the respondents' existing financial knowledge. Overall, income and education represented the strongest financial literacy domain in the study.

3.4. Financial Literacy in Money Management

Money management obtained an overall weighted mean of 3.19, interpreted as "Very Much Literate." The highest-rated indicator concerned identifying the consequences of spending-related financial decisions (M = 3.25), followed by understanding saving-related decisions and demonstrating money-management skills, both with means of 3.24. Applying money-management strategies and understanding financial institutions each received 3.21. Meanwhile, identifying ways to save for future events obtained 3.10, and identifying ways to earn for future events registered the lowest mean of 3.07. These results suggested that respondents understood the importance of managing daily financial decisions, particularly spending and saving. However, the comparatively lower ratings involving future financial events indicated opportunities to improve financial goal setting and preparation for anticipated expenses.

Capisonda-Porteza (2023) identified practical challenges involving budgeting and saving among teachers in Quezon Province, while Cabuag (2023) documented difficulties associated with financial management among public school teachers in Urdaneta City. Kaiser et al. (2022) further demonstrated that financial education interventions could improve financial knowledge and subsequent financial behavior. The findings therefore supported practical financial education activities involving budget preparation, expense monitoring, savings targets, and the prioritization of household expenditures. These strategies could strengthen the application of financial concepts to everyday decisions. Overall, respondents demonstrated favorable perceived money-management literacy, although greater emphasis on future-oriented financial planning remained appropriate.

3.5. Financial Literacy in Credit and Debit Management

Credit and debit management obtained an overall weighted mean of 3.09, classified as "Very Much Literate." The highest-rated indicator concerned evaluating interest rates, fees, and financial charges (M = 3.15), followed by identifying and evaluating credit products and services (M = 3.12). Understanding how debt could be leveraged received 3.10, while calculating borrowing costs obtained 3.07. Interpreting credit sources and reports registered the lowest mean of 3.01. These findings indicated that respondents generally recognized important credit-related concepts, particularly interest rates and borrowing charges. However, their comparatively lower ratings in calculating borrowing costs and interpreting credit reports suggested opportunities to strengthen their ability to evaluate credit arrangements.

Casingal and Ancho (2022) documented financial difficulties among Filipino public school teachers, while Cabuag (2023) identified challenges concerning credit and other financial obligations. Lusardi and Messy (2023) likewise emphasized the importance of financial literacy in understanding financial products and making informed financial decisions. The findings supported the inclusion of practical activities involving loan comparisons, interest calculations, repayment schedules, and credit-document interpretation in financial literacy programs. However, the study did not directly measure respondents' indebtedness or repayment behavior. Overall, the results demonstrated favorable perceived credit-management literacy, with opportunities to improve the practical evaluation of borrowing arrangements.

3.6. Financial Literacy in Planning, Saving, and Investing

Planning, saving, and investing recorded the lowest domain mean of 2.96, although it remained classified as "Very Much Literate." The highest-rated indicator concerned understanding the relationship between saving and investing (M = 3.06), followed by matching financial services with specified goals (M = 2.99) and applying wealth-building strategies (M = 2.97). Matching financial products with financial objectives obtained 2.94. The lowest-rated indicators involved applying supply-and-demand concepts to stock market price changes and making financial decisions related to planning, saving, and investing, both with means of 2.90. These findings suggested that respondents were comparatively more confident in understanding savings and investment concepts than in applying them to financial decision-making. Although all indicators remained within the favorable classification, the domain represented the most important relative area for financial literacy enhancement.

The results were consistent with Capisonda-Porteza (2023), who identified financial management challenges among teachers, and Montuerto and Gimena (2026), who reported relatively limited savings and investing practices among public secondary school teachers in Cebu. The OECD (2023) similarly recognized saving behavior and financial resilience as important dimensions of financial capability. These findings indicated the relevance of practical financial education concerning savings plans, investment products, risk diversification, retirement preparation, and long-term financial goal setting. Such initiatives could strengthen the competencies that received the lowest ratings. Nevertheless, the study did not directly assess actual savings balances, investment holdings, or retirement readiness. Overall, planning, saving, and investing emerged as the primary domain requiring additional educational attention.

3.7. Financial Literacy in Critical Consumer Decision-Making

Becoming a critical consumer obtained an overall weighted mean of 3.09, interpreted as "Very Much Literate." The highest-rated indicator concerned examining strategies associated with business practices, sales schemes, or scams (M = 3.27), followed by identifying the benefits and costs of purchasing goods (M = 3.18) and recognizing factors influencing consumer decisions (M = 3.13). Understanding the purposes of questionable sales practices received 3.12, while examining their effects obtained 3.07. The comparatively lower indicators concerned understanding contextual influences on consumer decisions (M = 3.03) and examining the effects of sociocultural norms and demographic characteristics on spending and saving (M = 3.01). These findings indicated that respondents possessed favorable perceived consumer literacy, particularly in recognizing sales strategies and evaluating purchasing decisions. However, the lower ratings concerning contextual and sociocultural influences suggested opportunities to strengthen awareness of behavioral factors affecting financial choices.

The OECD (2023) emphasized the importance of financial attitudes and behavior in consumer financial decisions. Similarly, the Bangko Sentral ng Pilipinas (BSP, 2022) recognized consumer protection and informed financial participation as important elements of financial inclusion. Accordingly, consumer education activities involving price comparisons, identification of misleading financial offers, evaluation of product quality, and recognition of spending influences could strengthen respondents' practical decision-making. Overall, the findings demonstrated favorable perceived consumer awareness while emphasizing the importance of informed and responsible purchasing practices.

3.8. Financial Literacy in Community and Financial Responsibility

Community and financial responsibility obtained an overall weighted mean of 3.08, classified as "Very Much Literate." The highest-rated statement concerned understanding the consumer's role in the economy (M = 3.22), followed by recognizing the role of personal finance (M = 3.16). Understanding the roles of government and business and examining the effects of business and consumer activities on society obtained means of 3.12. Other indicators included understanding factors influencing citizens' financial decisions and actions (M = 3.12 and 3.10), recognizing the wider effects of financial decisions (M = 3.10), practicing personal financial decision-making (M = 3.09), applying financial attitudes (M = 3.07), and integrating financial knowledge and skills (M = 3.01 and 3.00, respectively). Practicing fiscal responsibility obtained the lowest mean of 2.94. The findings indicated that respondents were relatively confident in understanding the economic roles of consumers, businesses, and government. However, the lower ratings involving fiscal responsibility and the application of financial skills suggested that practical financial behavior required continued attention.

The Department of Education (2021) emphasized the importance of financial capability development, while the BSP (2022) recognized financial literacy and responsible participation as relevant to financial inclusion. These findings supported integrating practical budgeting, financial responsibility, and decision-making activities into teacher development programs. Although the respondents demonstrated favorable perceived understanding of community financial responsibility, the study did not directly measure broader economic or community outcomes. Overall, this domain highlighted the importance of connecting personal financial decisions with household and community responsibilities.

3.9. Financial Literacy in Risk Management

Risk management obtained an overall weighted mean of 3.02, classified as "Very Much Literate," and represented the second-lowest financial literacy domain. The highest-rated indicator concerned recognizing the importance of protection against financial loss (M = 3.22), followed by understanding the protection of personal assets (M = 3.10) and evaluating the importance of insurance throughout the life cycle (M = 3.03). Integrating concepts related to personal financial risk obtained 3.01, while protection from loss received 3.00 and financial planning registered 2.99. Applying personal financial risk concepts obtained 2.97, whereas applying protection-from-loss and financial-planning concepts both received the lowest mean of 2.93. These results suggested that respondents were comparatively more confident in recognizing financial risks than in applying strategies to manage them. The findings indicated opportunities to strengthen practical financial protection, particularly concerning emergency savings, insurance, and financial contingency planning.

The OECD (2023) emphasized financial resilience as an important component of financial capability, while Lusardi and Messy (2023) highlighted the importance of financial literacy in understanding risk and making informed financial decisions. The findings therefore supported financial education activities involving emergency-fund preparation, insurance evaluation, debt management, and retirement planning. However, the study did not directly determine respondents' actual financial protection arrangements or preparedness for emergencies. Overall, risk management remained an important priority for strengthening practical financial literacy.

3.10. Strategies for Enhancing Teachers' Financial Literacy

The respondents identified several strategies for improving financial literacy across the seven investigated domains. These strategies emphasized practical financial education, continuing professional development, peer support, and the application of financial concepts to teachers' personal and professional circumstances.

For income and education, respondents recommended using career-planning tools, inviting financial resource persons, incorporating income-planning discussions into Learning Action Cell (LAC) sessions, and conducting assessments of financial knowledge. In money management, they proposed budgeting applications, savings trackers, expense-monitoring activities, peer-support groups, and workshops on financial goal setting. They also suggested exploring legitimate supplementary income opportunities and considering voluntary salary-based savings arrangements.

For credit and debit management, respondents emphasized seminars on interest rates, borrowing costs, repayment obligations, and responsible credit use. Practical exercises involving debt calculators and comparisons of credit products were also recommended. Regarding planning, saving, and investing, respondents suggested financial advisory sessions, mentorship programs, partnerships with financial institutions, and continuous financial education addressing long-term financial objectives.

For critical consumer decision-making, respondents recommended strengthening the ability to distinguish needs from wants, compare product costs and benefits, maintain expense records, and recognize misleading sales practices. In community and financial responsibility, they emphasized financial goal setting, budgeting, responsible spending, and the integration of financial education into in-service training and LAC sessions. Risk-management proposals included establishing emergency funds, obtaining appropriate insurance, managing debt, diversifying investments when suitable, and preparing for retirement.

These strategies aligned with the Department of Education's Financial Education Policy (Department of Education, 2021) and the Learning Action Cell framework (Department of Education, 2016). Kaiser et al. (2022) demonstrated that financial education interventions could improve financial knowledge and behavior, while the OECD (2022) emphasized the value of workplace financial education designed according to employees' needs. The findings therefore provided a foundation for a school-based financial literacy enhancement program. Priority could be given to planning, saving, investing, and risk management, which received the lowest domain ratings. The recommended strategies provided directions for future implementation and evaluation rather than evidence of established program effectiveness.

3.11. Implications for Teacher Welfare, Community Development, and Economic Education

The findings generated implications for teacher welfare, sustainable community development, community economics, and financial education. The respondents' favorable overall financial literacy demonstrated an existing foundation of financial knowledge, while variations across domains highlighted the importance of strengthening practical financial competencies. In relation to teacher welfare, financial literacy enhancement could support more informed decisions concerning household budgeting, income allocation, saving, borrowing, and financial

protection. The relatively lower ratings in planning, saving, investing, and risk management suggested that these areas required particular attention in professional development initiatives. The Department of Education (2021) and BSP (2022) likewise recognized financial capability and resilience as important areas of institutional and national financial education efforts. Regarding sustainable community development, financial literacy could provide a foundation for responsible household and community economic participation. Teachers' understanding of personal finance could also inform their discussions of responsible financial behavior within educational settings. However, the study did not directly measure improvements in teacher welfare, students' financial behavior, or community economic outcomes. For community economics, the seven investigated domains provided a framework for understanding financial literacy as a multidimensional concept involving income, spending, borrowing, saving, investing, consumer responsibility, and financial protection.

The seven financial literacy domains were summarized using their respective descriptive mean scores. The domain means were 3.49 for income and education, 3.19 for money management, 3.09 for credit and debt management, 2.96 for planning, saving, and investing, 3.09 for critical consumer decision-making, 3.08 for community and financial responsibility, and 3.02 for risk management. These values represented descriptive ratings across the seven financial literacy domains and provided a basis for comparing the respondents' perceived competencies. They were not statistically estimated coefficients and therefore did not constitute a predictive financial literacy model.

Overall, the study demonstrated that public senior high school teachers in Cluster 8 of the Schools Division Office of Pasay City possessed favorable perceived financial literacy, particularly in relating income and education. However, planning, saving, investing, and risk management received comparatively lower ratings, indicating opportunities for targeted professional development. These findings contributed a descriptive basis for designing practical financial literacy initiatives while recognizing that the study did not establish causal relationships, statistically significant determinants, or predictive outcomes.

4. CONCLUSIONS AND RECOMMENDATIONS

The study found that teacher-respondents in the Schools Division Office of Pasay City demonstrated a "Very Much Literate" overall financial literacy level, with a grand weighted mean of 3.15. Relating income and education received the highest domain mean (M = 3.49), whereas planning, saving, and investing (M = 2.96) and risk management (M = 3.02) received the lowest ratings. These findings reflect the respondents' familiarity with the financial concepts assessed, while their employment circumstances, family responsibilities, and take-home pay highlight the continuing relevance of practical financial management. The study addressed income and education, money management, credit and debt management, planning, saving and investing, critical consumer decisions, community and financial responsibility, and risk management. It also identified strategies involving digital budgeting tools, professional learning, mentorship, informed borrowing, savings planning, and financial protection. Taken together, the findings indicate that sustaining financial literacy and strengthening its application in everyday decisions remain important for teachers' financial responsibilities and for fostering financial awareness within school communities.

Teachers should strengthen their existing financial knowledge through regular expense tracking, digital budgeting applications, structured savings plans, careful credit comparisons, and appropriate risk management practices. School administrators should incorporate practical

financial literacy modules into Learning Action Cell sessions and In-Service Training, emphasizing budgeting, responsible borrowing, consumer decisions, saving and investing, and financial responsibility. Peer support groups and mentorship arrangements should provide opportunities to exchange workable financial practices. The Schools Division Office of Pasay City should coordinate these learning activities and consider extending relevant interventions to other clusters. Partnerships with banks, government financial institutions, and other qualified providers may support accessible workshops and information on suitable savings, insurance, and investment options. The Department of Education may strengthen financial literacy within teacher development programs, while families can reinforce financial learning through open discussions about household budgeting and savings. Program implementation should be evaluated to determine its usefulness for teachers.

The findings pertain to teacher-respondents associated with the Schools Division Office of Pasay City and should not automatically be generalized to teachers in other locations or school contexts. The reported financial literacy ratings describe the assessed domains but do not, by themselves, establish changes in household financial outcomes or demonstrate that the recommended interventions are effective. Future research could include additional school settings, incorporate direct assessments of financial practices, and evaluate the effectiveness of financial literacy programs to extend the practical implications of the findings.

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