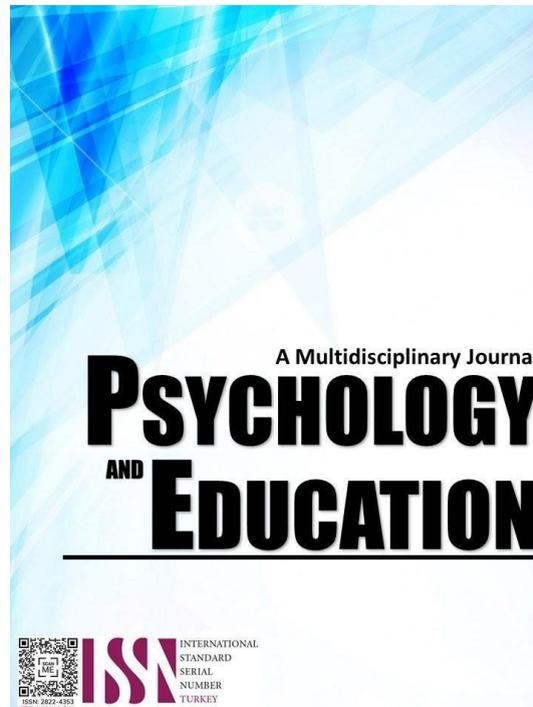


**FINANCIAL LITERACY OF INCOME-GENERATING
PROJECT COORDINATORS AND IMPLEMENTATION
OF INCOME-GENERATING PROGRAMS IN THE
DEPARTMENT OF EDUCATION DIVISION OF
QUEZON PROVINCE**



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Financial Literacy of Income-Generating Project Coordinators and Implementation of Income-Generating Programs in the Department of Education – Division of Quezon Province

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Abstract

This study attempted to determine the financial literacy of income-generating projects coordinator and level of implementation of income-generating programs as basis for designing financial literacy teacher training among the selected public elementary and secondary school teachers in the Division of Quezon Province. Specifically, it identified the level of financial literacy of IGP coordinators, level of implementation of income-generating projects of IGP teachers and the implementation of income-generating projects encountered by the respondents. It also looked into significant relationship between level of financial literacy of IGP teachers and level of implementation of income-generating projects of IGP teachers. Using quantitative- descriptive research design, the study was conducted among public elementary and secondary schools in the DepEd- Division of Quezon Province involving 137 sample-respondents, selected using purposive sampling technique. A self-devised questionnaire was used in the collection of data. Further, statistical tools were employed namely: weighted arithmetic mean and Pearson moment correlation. The conclusion emphasizes the importance of targeted interventions, training programs, and strategic improvements to enhance the financial literacy, skills, and overall implementation of IGPs. By addressing these areas and implementing the proposed solutions, educational institutions and stakeholders can optimize the benefits of IGPs, ensuring financial stability, efficient resource allocation, and improved outcomes for the school and its various PPA's.

Keywords: *implementation, financial literacy, department of education, income-generating project*

Introduction

The lack of financial literacy has spread to every country. Researchers discovered low financial literacy at every social level, whether in low-, middle-, high-, or middle-income nations. Due of the financial crisis that occurred a number of years ago and the growth of financial abuse, both of which have grown fairly sophisticated, the significance of financial literacy is therefore abundantly evident. As a result, this issue has gained popularity.

The DepEd Order No. 022, Section, was published by the Department of Education (DepEd). Financial Education Policy for 2021. This is in accordance with relevant provisions of Republic Acts (RA) Nos. 10679, the Youth Entrepreneurship Act of 2015, and 10922, the Economic and Financial Literacy Act of 2016. With the help of this strategy, financial education will be more thoroughly integrated into the K–12 Basic Education Curriculum at all grade levels and in a variety of subject areas. It aims to improve the financial literacy and aptitude of students, teachers, and DepEd employees so they can make wise financial decisions that promote financial inclusion and health.

On the other hand, DepEd is still not doing anything to improve the way IGP Programs are being

implemented. Brigada Eskuwela and the Adapt-School-Program are also being introduced, however despite the school having MOOE, the issue with school finances is not being sufficiently addressed (Adan, 2017). DepEd private partners are welcome to take advantage of the tax benefits under Republic Act 8525, commonly known as the Adapt-School-Program, provided they satisfy the conditions. In accordance with DepEd Order No. 2, s. 2013, partners may provide their support services through the following channels: (a) infrastructure, physical facilities, furniture, and real estate; (b) learning support; (c) health and nutrition; (d) reading program; (e) technology support; (f) direct assistance; (g) training and development; and (h) assistive learning device for students with special needs.

Despite the government's efforts to step in and help the nation's public schools' finance, the issue of funding persists in our schools, claims Adan (2017). Due to this problem, public schools developed additional means of securing financial support for their organizations aside from depending solely on private donations. The establishment of Income Generating Programs was one of the most well-liked methods of supporting educational institutions. These initiatives are anticipated to assist schools in raising extra funds, reducing operating expenses, and funding other in-school initiatives. However, Resource Dependency

Theory (RDT), a sociological theory, explains how organizations interact with their surrounding environment. According to the notion, an organization's success or failure is dependent on its capacity to secure and manage the resources that come from its surroundings.

According to RDT, organizations are not self-sufficient and rely on resources from their environment to function. These resources can include physical resources like raw materials, financial resources like capital investments, and human resources like skilled labor. The theory argues that organizations must establish relationships with their environment to secure these resources and manage their dependencies. Internal and external dependencies are the two categories of dependencies that businesses must deal with, according to RDT. When a company depends on resources coming from sources beyond its borders, including suppliers, clients, or regulatory bodies, external dependencies result. When a company depends on resources that are located within its walls, such as several departments or divisions, this is known as internal dependency. Organizations can use a range of tactics to manage their dependencies. These tactics may include partnering with other organizations to pool resources, diversifying their resource base to lessen reliance on a single source, or building internal resources production capacity. Overall, RDT emphasizes the importance of understanding the interdependence between organizations and their environment. By recognizing their resource dependencies and managing them effectively, organizations can increase their chances of success in a dynamic and competitive environment.

Without necessarily passing on financial modifications to parents and other stakeholders, income-generating projects become vital for schools to deal with macroeconomic realities. Even if the government has made efforts to interfere and assist the nation's public schools' financial situation, our schools continue to face this issue. This study's goal is to identify the variables that affect how income-generating initiatives are implemented in public schools in the Division of Quezon.

Research Questions

This study aimed to determine the financial literacy of income-generating projects IGP coordinators and level of implementation of income-generating programs in the Schools Division of Quezon. Specifically, it sought to answer the following:

1. What is the level of financial literacy of IGP coordinators in terms of:
 - 1.1 Subjective Financial Knowledge
 - 1.2 Saving Behavior
 - 1.3 Shopping Behavior
 - 1.4 Long Term Planning
 - 1.5 Short Term Planning
2. What is the level of implementation of income-generating projects among the schools in DepEd Quezon based on the DepEd IGP Evaluation Criteria?
3. Is there a significant relationship between the level of financial literacy of IGP coordinators and level of implementation of the income-generating projects?
4. What are the problems encountered in the implementation of income-generating projects?
5. What are the actions taken by the IGP coordinators to address the problems encountered in the implementation of IGPs?

Methodology

This section presents the research design, the research locale, the population and sample, research instrumentation, data gathering procedure, and the statistical treatment of data.

Research Design

In this study, quantitative-descriptive method of research was utilized, which is, according to Creswell (2015), a procedure for collecting, analyzing, quantitative and qualitative data in single research as a sequence of studies to understand the problems. The design was most appropriate in describing level of financial literacy of IGP Coordinator and level of implementation of IGP through various variables as illustrated and put into detail in the proposed intervention programs.

Research Locale

The study was conducted in the Elementary Schools and Secondary Schools of DepEd Schools Division of Quezon Province. Thirty-seven (37) school heads, thirty-seven (37) IGP school coordinator and sixty-three (63) teachers with a total of one hundred thirty-seven (137) as respondents from 1st Congressional District, 2nd Congressional District, 3rd Congressional District and 4th Congressional District.



Research Population and Sample

Using purposive sampling technique, this study involved selected public elementary and public secondary school heads, IGP coordinators and teachers in the Division of Quezon Province. Purposive sampling was used because the study needed a subjective and judgmental selective sampling which is the appropriate sampling to use which the selective IGP, Head Teacher only, while Teachers will selectively choose to participate in the study using cluster sampling. According to Palinkas (2015), purposive sampling is a non-probability sampling technique where a researcher selects study participants based on a specific purpose or criterion. It is also known as judgmental sampling, selective sampling, or subjective sampling.

Table 1. Frequency Distribution of the Respondents

Congressional District	Name of School	Type of School	School Heads	Target Respondents	
				IGP Coordinators	Teachers
I	Mararaot Integrated School	Large	2	2	3
	Polillo Nhs Ext.	Medium	1	1	2
	Baao Es (New)	Small	1	1	2
	Pilaway Es	Medium	1	1	2
	Real Ces	Small	1	1	1
	Patnanungan Nhs	Medium	1	1	2
	Infanta Nhs	Large	2	2	4
	Jomalig Nhs	Medium	1	1	2
II	Lutucan Nhs	Large	2	2	3
	San Francisco Es	Medium	1	1	2
	Bukal Es	Small	1	1	2
	Janagdong I Es	Small	1	1	2
	Pili Es	Small	1	1	2
	Governor Anacleto	Large	2	2	3
	Alcala Nhs	Large	2	2	3
	Dagatan Nhs				
III	Muliguin Es	Small	1	1	2
	Bonifacio Es	Small	1	1	2
	Polo Integrated School	Large	2	2	3
	Abuyon Es	Small	1	1	1
	Camflora Nhs Annex	Large	2	2	3
	Matandang Sabang Nhs	Medium	1	1	2
	Leonarda D. Vera	Large	2	2	3
	Cruz Nhs				
Binagbag Nhs	Medium	1	1	2	
IV	Balubad Integrated School (Balubad Es)	Medium	1	1	2
	Tagbakin Elementary School	Medium	1	1	2
	Pansol Es	Small	1	1	2
	Atimonan National Comprehensive High School	Large	2	2	3
	Atimonan Cs - Annex	Medium	1	1	1
	Subtotal			37	37
Total				137	

Unlike probability sampling methods that aim to create a representative sample of the population, purposive sampling is used to select individuals or cases that are most suitable for answering the research question at hand. This method is often used in qualitative research when the aim is to gather in-depth information from a specific group of people or to study a rare or unique phenomenon. The whole population is chosen based on the characteristic they have. It is further used to get information about the population as a whole where the actual cluster is the sampling unit (Glen, 2020).

Applying the said sampling technique, the table 1 shown below presents the frequency distribution of the respondents in this study.

Shown above is the frequency distribution of the respondents using cluster sampling technique. The data further show that there was a group of respondents which school heads from different congressional districts with the total of 37; IGP coordinator with total of 37; and teachers with total respondents of 63 with the total of 137 respondents.

Research Instrument

A researcher-made survey questionnaire was used in the collection of data. The survey instrument was divided into three (3) parts. It contains items that elicit the level of financial literacy of IGP coordinators in terms of 1.1 Subjective Financial Knowledge, 1.2 Saving Behavior, 1.3 Shopping Behavior, 1.4 Long Term Planning, 1.5 Short Term Planning, includes the checklist of level of implementation of income-generating programs in public school, involves a checklist of problems and challenges encountered by the groups of respondents in the implementation of IGP. Also has a checklist of action to be taken by teachers to address the problems and challenges encountered in the implementation of IGP. To ensure the validity and reliability of the survey questionnaire, face and content validation of the instrument was sought from a teacher who has significant experience in financial and educational program supervision who are experts in financial literacy. Pilot testing was conducted to further ensure its content reliability. Firstly, the researcher will formulate self-made questionnaire based on the variables of the study and seek a validator to formulate the questionnaire. Secondly, the researcher will seek permission from the school principals to conduct the pilot testing on the Atimonan Central School Annex, Malusak Elementary School, Maligaya Elementary School for pilot testing of the questionnaire. 20 teachers were selected from the school from Tanuan Es, Tagumpay ES, Sabang Es, Luod Integration School, Patnanungan NHS, Batangan NHS, San Pedro ES, Ayusan Es, Bogon Es, Morong ES, Pocol ES, Pantay ES, Casay ES, Casay NHS, Camflora NHS, Ajos NHS, Abuyon NHS, Maligaya NHS, Malusak NHS, Gumaca NHS. Revision and finalizations of the survey instruments were done after the retrieval of the validated questionnaire.

Data Gathering Procedure

Before the conduct of the actual study, the researcher



sought permission through formal communication asking approval of DepEd SDO authorities and concerned teachers for the conduct of the study. Upon validation of the instrument and upon approval of the DepEd SDO, the survey questionnaire was administered in two ways - online and offline. The distribution and retrieval of the instrument was done personally with the help of the public secondary school heads concerned for the far-flung areas where internet connections are unavailable. Meanwhile, for the districts or schools which have a good internet connection and proper devices for answering the online survey, link to the google form was sent to the target respondents. After the online and offline retrieval of survey responses, the data was collated and was subjected to appropriate statistical measures. Then, based on the data gathered, it was interpreted in line with the objectives of the study. Furthermore, the relationship between the variables was also examined. The results of the study, leads to the Teacher’s Financial Literacy Program.

Results and Discussion

Financial Literacy of IGP Coordinators

Table 2.1. Level of Financial Literacy of Respondents in terms of Subjective Financial Knowledge

Indicators	Mean
The IGP Coordinator perform financial forecasting to ensure the financial stability of PPA’s	3.48
The IGP Coordinator reports financial data which has been generated by implemented PPA’s.	3.51
The IGP Coordinator identify and drive process improvements of optimization of implemented PPA’s	3.38
The IGP Coordinator recommend actions by analyzing and interpreting data and making comparative analyses in the generated income by PPA’s	3.43
The IGP Coordinator work eagerly with the school administrators and stakeholders.	3.60
Total	3.48

The table 2.1 illustrates the level of financial literacy of respondents in terms of subjective financial knowledge. As what we gleaned in the table, results show that the indicator “The IGP Coordinator work eagerly with the school administrators and stakeholders” got the highest level of financial literacy as evidenced by a mean of 3.60 which described as High financial literacy. The respondents also deemed High Financial Literacy in terms of “The IGP Coordinator reports financial data which has been generated by implemented PPA’s” which has mean value of 3.51. The respondents also regarded as High Financial Literacy in the indicator where “The IGP Coordinator perform financial forecasting to ensure the financial stability of PPA’s” with a mean value of 3.48.

However, of the 5 indicators cited in table 2.1, the indicator pertaining to “The IGP Coordinator identify and drive process improvements of optimization of implemented PPA’s” obtained the lowest High Financial Literacy based on the assessment of the respondents which had a mean value of 3.38. This followed by the indicator “The IGP Coordinator recommend actions by analyzing and interpreting data and making comparative analyses in the generated income by PPA’s” which gained a mean of 3.43, verbally described as High Financial Literacy.

Overall, the level of financial literacy of IGP Coordinators in subjective knowledge obtained a mean of 3.48 which is verbally described as High Financial Literacy. Generally, this implies that the IGP coordinators in Division of Quezon Province are regarded as Highly Financial Literate.

The results can be explained by research of Australian Unity (2014) and Huston (2010), subjective financial knowledge is all the information that is necessary to understand financial concepts, goods, and services, such as risk, interest rates, and inflation, in order to make wise financial decisions. This definition is consistent with Bowen's (2002) claim that financial knowledge is the understanding of fundamental financial concepts that people require in their daily lives. An individual gains financial knowledge through their education and/or experience (Huston, 2010). Financial literacy and financial education have both been associated with the idea of financial knowledge (Kimiyağhalam & Safari, 2015).

Overall, the literature highlights the importance of financial knowledge is the understanding of fundamental financial concepts that people require in their daily lives. An individual gains financial



knowledge through their education and/or experience. A Financial literacy and financial education have both been associated with the idea of financial knowledge.

Table 2.2. Level of Financial Literacy of Respondents in terms of Saving Behavior

<i>Indicators</i>	<i>Mean</i>
The IGP Coordinator saves a portion of IGP proceeds as revolving fund for school PPA's	3.25
The IGP Coordinator perform cost-effective behavior which could save a fund for other PPA's	3.25
The IGP shows self-efficacy which belief in one's capability to achieve or succeed at a given task to save more fund.	3.35
The IGP Coordinator is good in handling and budgeting the gained proceeds.	3.51
The IGP Coordinator balance out of income which is not spent on current consumption in terms of PPA's implementation.	3.25
Total	3.32

The table 2.2 illustrates the level of financial literacy of respondents in terms of saving behavior. As what we gleaned in the table, results show that the indicator “The IGP Coordinator is good in handling and budgeting the gained proceeds.” got the highest level of financial literacy as evidenced by a mean of 3.51 which described as High Financial Literacy. The respondents also deemed High Financial Literacy in terms of “The IGP shows self-efficacy which belief in one’s capability to achieve or succeed at a given task to save more fund” which has mean value of 3.35.

However, of the 5 indicators cited in table 2.2 ,the indicator pertaining to “*The IGP Coordinator saves a portion of IGP proceeds as revolving fund for school PPA's*”, *The IGP Coordinator perform cost-effective behavior which could save a fund for other PPA's*, and “*The IGP Coordinator balance out of income which is not spent on current consumption in terms of PPA's implementation*” obtained the Moderate financial literate based on the assessment of the respondents which had a mean value of 3.25.

Overall, the level of financial literacy of IGP Coordinators in saving behavior obtained a mean of

3.32 which is verbally described as High Financial Literacy. Generally, this implies that the IGP coordinators in the Division of Quezon Province are regarded as Highly Financial Financial Literate.

The research of Williamson (1968: 205, 209) looks at the factors that influence how people save money in developing Asia. He succeeds in showing that the business and governmental sectors are not the only ones in Asia that make excessive saves. Permanent and measurable income has significantly less of an impact on the marginal propensity to save than does temporary income. The decision to save money in the short term vs the long term is more influenced by interest rates. Increases in direct taxes have a direct and adverse impact on the region of Asia's total real savings.

Similarly, According to Cohn and Kolluri (2003: 1207), the G-7 nations' household saving patterns from 1960 to 1999 are examined. They discover that rising government dissaving and higher real interest rates have a favorable impact on consumer saves. The argument for boosting household savings is supported by a reduction in social security. Thanoon and Baharumshah (2005) look at how East Asian nations save their money. They come to the conclusion that the financial crisis affects saving and the factors that influence saving both in the short and long terms. Additionally, the rates of domestic saving are negatively impacted by external saves. Savings are not significantly negatively impacted by interest rates, which is noteworthy according to the conventional significance. Long-term saving rates are influenced by demographic considerations.

Long-term saving rates had a beneficial impact on economic growth and export during the pre-crisis period. According to Thanoon and Baharumshah (2005) (p. 262), there is little evidence that economic standstill brought on by the crisis has a detrimental impact on short- and long-term saving rates. Overall, the literature highlights the importance of saving behavior saving rates had a beneficial impact on economic growth and export during the pre-crisis period.

Table 2.3. *Level of Financial Literacy of Respondents in terms of Shopping Behavior*

<i>Indicators</i>	<i>Mean</i>
When IGP Coordinator goes to procurement process, they compare prices of the materials to be brought and choose the low price instead.	3.45
When IGP Coordinator goes procurement process, they seek advises for procurement committee	3.49
When IGP Coordinator goes procurement, they bought in bulk instead of retail.	3.37
When the IGP coordinator goes procurement, they monitor the fund being spend in the necessary materials in schools.	3.57
When the IGP coordinator goes procurement, they procure only the needed materials for the better improvement of schools and learners.	3.60
Total	3.50

The table 2.3 illustrates the level of financial literacy of respondents in terms of shopping behavior. As what we gleaned in the table, results show that the indicator “When the IGP coordinator goes procurement, they procure only the needed materials for the better improvement of schools and learners” got the highest level of financial literacy as evidenced by a mean of 3.60 which described as High Financial Literacy. The respondents also deemed High Financial Literacy in terms of “When the IGP coordinator goes procurement, they monitor the fund being spend in the necessary materials in schools” which has mean value of 3.57. The respondents also regarded as High Financial Literacy in the indicator where “When IGP Coordinator goes procurement process, they seek advises for procurement committee” with a mean value of 3.49.

However, of the 5 indicators cited in table 2.3, the indicator pertaining to “*When IGP Coordinator goes procurement, they bought in bulk instead of retail*” obtained the lowest High Financial Literacy based on the assessment of the respondents which had a mean value of 3.37. This followed by the indicator “*When IGP Coordinator goes to procurement process, they compare prices of the materials to be brought and choose the low price instead*” which gained a mean of 3.45, verbally described as High Financial Literacy.

Overall, the level of financial literacy of IGP Coordinators in shopping behavior obtained a mean of 3.50 which is verbally described as High Financial

Literacy. Generally, this implies that IGP coordinators are in the Division of Quezon regarded as Highly Financial Literate.

The result of the study are comprehensively explained by the research Cha and Walshe (2016) which procurement by IGP coordinators is an important aspect of managing resources to ensure that the necessary materials and resources are available to improve the education of students. Several literature sources provide insights into the importance of efficient procurement practices and how they can contribute to improved educational outcomes.

In addition, one study by Cha and Walshe (2016) explored the procurement practices of schools in South Africa and found that effective procurement practices were positively associated with improved learning outcomes. The study emphasized the importance of considering the specific needs of schools and learners when procuring materials and resources, and highlighted the need for transparency and accountability in the procurement process.

Similarly, a study by the Organisation for Economic Co-operation and Development (OECD) (2017) found that effective procurement practices were essential to ensure that schools had the necessary materials and resources to support high-quality teaching and learning. The study highlighted the importance of strategic planning, stakeholder engagement, and continuous evaluation to ensure that procurement practices were aligned with the needs of schools and learners.

Other literature sources have also emphasized the importance of strategic procurement practices for schools. For example, a study by Burchell and Liston (2018) highlighted the importance of identifying the specific needs of schools and learners, developing clear procurement policies and procedures, and building strong relationships with suppliers to ensure that the best value was obtained for the resources procured.

Overall, the literature highlights the importance of effective procurement practices in supporting the education of students. IGP coordinators play an important role in ensuring that procurement practices are aligned with the needs of schools and learners to ensure that the necessary materials and resources are available for improved educational outcomes.

Table 2.4. *Level of Financial Literacy of Respondents in terms of Long-term Planning*

<i>Indicators</i>	<i>Mean</i>
The IGP Coordinator decides beforehand how money was used in the next 1-2 years to ensure the financial stability of PPA's	3.29
The IGP Coordinator considers the steps they need to take to stick to budget in the next 1-2 years for cost-effective uses of PPA's	3.25
The IGP Coordinator consults budget to see how much money can be saved for the next 1-2 years in financial expert.	3.26
The IGP Coordinator likes to look at their budget for the next 1-2 years in order to get a better view of spending in the next school year of implementation of PPA's	3.31
It makes the IGP Coordinator feel better to have finances planned out in the next 1-2 years in their implemented PPA's.	3.42
Total	3.30

The table 2.4 illustrates the level of financial literacy of respondents in terms of long term planning. As what we gleaned in the table, results show that the indicator "It makes the IGP Coordinator feel better to have finances planned out in the next 1-2 years in their implemented PPA's." got the highest level of financial literacy as evidenced by a mean of 3.42 which described as High Financial Literacy. The respondents also deemed High Financial Literacy in terms of "The IGP Coordinator likes to look at their budget for the next 1-2 years in order to get a better view of spending in the next school year of implementation of PPA's" which has mean value of 3.17. The respondents also regarded as High Financial Literacy in the indicator where "The IGP Coordinator decides beforehand how money was used in the next 1-2 years to ensure the financial stability of PPA's" with a mean value of 3.29.

However, of the 5 indicators cited in table 2.3, the indicator pertaining to "The IGP Coordinator considers the steps they need to take to stick to budget in the next 1-2 years for cost-effective uses of PPA's" obtained the lowest Moderate financial literate based on the assessment of the respondents which had a mean value of 3.25. This followed by the indicator "The IGP Coordinator consults budget to see how

much money can be saved for the next 1-2 years in financial expert." which gained a mean of 3.26, verbally described as High Financial Literacy.

Overall, the level of financial literacy of IGP Coordinators in long-term planning obtained a mean of 3.30 which is verbally described as High Financial Literacy. Generally, this implies that the IGP coordinators in Division of Quezon are regarded as Highly Financial Literate as to long - term planning.

The research One study by Yang and Chou (2017) investigated the financial planning practices of schools in Taiwan and found that effective financial planning was positively associated with improved academic performance. The study highlighted the importance of long-term financial planning to ensure the availability of resources for sustained improvement in educational outcomes.

Other literature sources have also emphasized the importance of financial planning for schools. For example, a study by McAdams and Bowers (2017) highlighted the importance of developing clear budgeting policies and procedures, aligning financial planning with strategic planning, and regularly reviewing and adjusting financial plans to ensure that they remain relevant and effective.

The table 2.5 illustrates the level of financial literacy of respondents in terms of short-term planning. As what we gleaned in the table, results show that the indicator "The IGP Coordinator considers the steps they need to take to stick to budget in the next 3-6 months for cost-effective uses of PPA's" got the highest level of financial literacy as evidenced by a mean of 3.52 which described as High Financial Literacy. The respondents also deemed High Financial Literacy in terms of "The IGP Coordinator consults budget to see how much money can be saved for the next 3-6 months in financial expert." which has mean value of 3.51. The respondents also regarded as High Financial Literacy in the indicator where "It makes the IGP Coordinator feel better to have finances planned out in the next 3-6 months years in their implemented PPA's" with a mean value of 3.49.

However, of the 5 indicators cited in table 2.5, the indicator pertaining to "The IGP Coordinator likes to look at their budget for the next 3-6 months in order to get a better view of spending in the next school year of implementation of PPA's" obtained the lowest Moderate financial literate based on the assessment of the respondents which had a mean value of 3.46. This followed by the indicator "The IGP Coordinator



decides beforehand how money was used in the next 3-6 months to ensure the financial stability of PPA's" which gained a mean of 3.48, verbally described as High Financial Literacy.

Table 2.5. Level of Financial Literacy of Respondents in terms of Short-term Planning

Indicators	Mean
The IGP Coordinator decides beforehand how money was used in the next 3-6 months to ensure the financial stability of PPA's	3.48
The IGP Coordinator considers the steps they need to take to stick to budget in the next 3-6 months for cost-effective uses of PPA's	3.52
The IGP Coordinator consults budget to see how much money can be saved for the next 3-6 months in financial expert.	3.51
The IGP Coordinator likes to look at their budget for the next 3-6 months in order to get a better view of spending in the next school year of implementation of PPA's	3.46
It makes the IGP Coordinator feel better to have finances planned out in the next 3-6 months years in their implemented PPA's.	3.49
Total	3.49

Overall, the level of financial literacy of IGP Coordinators in short-term planning obtained a mean of 3.49 which is verbally described as High Financial Literacy. Generally, this implies that the IGP coordinators in the Division of Quezon are regarded as Highly Financial Literate since they have High financial literacy in short term planning.

The research One study by Yang and Chou (2017) investigated the financial planning practices of schools in Taiwan and found that effective financial planning was positively associated with improved academic performance. The study highlighted the importance of long-term financial planning to ensure the availability of resources for sustained improvement in educational outcomes.

Other literature sources have also emphasized the

importance of financial planning for schools. For example, a study by McAdams and Bowers (2017) highlighted the importance of developing clear budgeting policies and procedures, aligning financial planning with strategic planning, and regularly reviewing and adjusting financial plans to ensure that they remain relevant and effective.

Level of Implementation of Income Generating Projects

The table 3 illustrates the level of implementation of IGP projects. As what we gleaned in the table, results show that the indicator "The teachers in the school help implement the IGPs." as evidenced by a mean of 3.66 which described as High Financial Literacy. The respondents also deemed High implemented in terms of "The IGPs practice proper and well-documented liquidation" which has mean value of 3.63. The respondents also regarded as High implemented in the indicator where "The activities used to pertain to the IGPs achieve its objectives" with a mean value of 3.49.

However, of the 15 indicators cited in table 3, the indicator pertaining to "The IGPs provide nutritional support to learners" based on the assessment of the respondents which had a mean value of 3.09. This followed by the indicator "The IGPs provide financial support for teacher's development, programs and trainings" which gained a mean of 3.12.

Overall, the level of implementation of IGP projects obtained a mean of 3.49 which is verbally described as Highly Implemented. Generally, this implies that the IGP coordinators are regarded as good in implementation of projects since they have Highly Implemented Projects in the Division of Quezon Province.

One study by Miller, Eckert, and Jolivette (2019) explored the impact of teacher involvement in the IGP process in Louisiana, USA. The study found that teacher involvement in the IGP process was positively associated with improved student outcomes, including higher graduation rates and improved college readiness. The study emphasized the importance of providing teachers with training and support to effectively implement the IGP process and collaborate with other stakeholders to support student success.



Table 3. *Level of Implementation of IGP Projects*

<i>Indicators</i>	<i>Mean</i>
The IGPs generate financial assistance to learners.	3.22
The IGPs provide academic support to learners.	3.34
The IGPs provide nutritional support to learners.	3.09
The activities used pertaining to the IGPs achieve its objectives	3.49
The IGPs provide atmospheric environment for well-being of learners.	3.43
The IGPs produce funds for physical development of school-site	3.37
The IGPs provide financial support for teacher's development, programs and trainings.	3.12
The IGPs attract private individuals/NGOs to donate and support the programs and activities of school.	3.45
The IGPs produce office supplies for faculty use.	3.20
The IGPs practice proper and well-documented liquidation.	3.63
The teachers in the school help implement the IGPs.	3.66
The school community and stockholders are the indirect beneficiaries of the IGPs.	3.26
The IGPs help empower curriculum instruction through various funding.	3.40
The IGPs provide digital infrastructure for betterment of communication and documentation in the school-based management.	3.31
The IGPs give emerging support for school heads to improve their governance activities.	3.43
Total	3.36

Similarly, a study by Fields and Schoorman (2017) investigated the perspectives of teachers on the implementation of IGPs in Missouri, USA. The study found that teachers played a critical role in providing

students with guidance and support throughout the IGP process. The study highlighted the importance of providing teachers with the necessary resources and support to effectively implement IGPs and meet the needs of students.

Other literature sources have also emphasized the importance of teacher involvement in the IGP process. For example, a study by Desjardins et al. (2017) highlighted the need for effective communication and collaboration between teachers, students, and other stakeholders to ensure that IGPs were aligned with the needs of students and effectively supported their academic and career goals.

Overall, the literature highlights the critical role of teachers in the successful implementation of IGPs and the importance of providing teachers with the necessary support and resources to effectively implement the IGP process.

Relationship between the Level of Financial Literacy of IGP Coordinators and Level of Implementation of the Income-Generating Projects

Table 4. *Pearson Correlation Between Level of Financial Literacy of IGP Coordinators and Level of Implementation of Income-generating Programs*

<i>Variables being correlated</i>	<i>Xry/χ2 value</i>	<i>p-value</i>
Implementation and Subjective Knowledge	.648	0.000
Implementation and Saving Behavior	.412	0.001
Implementation and Shopping Behavior	.561	0.000
Implementation and Long-term Planning	.450	0.001
Implementation and Short-term Planning	.661	0.000

Table 4 displays the correlation computed between level of implementation of income generating projects and level of financial literacy of IGP coordinators. The results indicated that all are significant strong relationships among the five correlations wherein implementation and subjective knowledge, $r = .648, p = 0.000$, strong significant relationship, implementation and saving behavior. $r = .412, p = 0.001$, strong significant relationship, implementation and shopping behavior. $r = .561, p = 0.000$, which is strong significant relationship, implementation and long-term



planning. $r = .450, p = 0.001$, and implementation and short-term planning. $r = .661, p = 0.000$, which strong significant relationship which led to the acceptance of all null hypothesis.

The presence of all significant strong relationships suggested that the financial literacy of IGP coordinators have a strong association in the implementation of income-generating projects in schools that could lead to proper management and financial stability of school finances and literacy of IGP coordinators which correlated significantly. The research of Nyga (2005) can be used to explain the findings. He stated in his study that the implementation of income-generating activities is in some way related to the skill set of a responsible person, which is a clear reflection of the capable in level of development that makes implementation that lead in the success of implementation. Lack of operating capital (starting capital), as well as a lack of knowledge and experience, were significant limiting factors for respondents who claimed to have engaged in income-generating activities.

Problems Encountered in the Implementation of the Income-Generating Projects

The table 5 illustrates the problems encountered in the implementation of IGP projects. As what we gleaned in the table, results show that the indicator “*The IGPs generate sufficient income to provide financial assistance to learners*” got the highest less serious as evidenced by a mean of 2.15 which described as less seriously executed. The respondents also deemed less serious in terms of “*The IGPs have enough fund to sustain its daily operations.*” which has mean value of 2.03. The respondents also regarded as less serious in the indicator where “*The IGPs’ financial support for teacher’s development programs and trainings are enough fundings to implements.*” with a mean value of 1.74.

However, of the 10 indicators cited in table 5, the indicator pertaining to “*The IGPs are properly managed due to the IGP Coordinator’s adequate management skills*” obtained the lowest less serious based on the assessment of the respondents which had a mean value of 1.65. This followed by the indicator “*The IGP Coordinator success to engage support of stakeholders due to goods transparency, reporting and liquidation of funds.*” which gained a mean of 3.12, verbally described as less seriously executed.

Table 5. *Problems Encountered in the Implementation of IGP Projects*

<i>Indicators</i>	<i>Mean</i>
The IGPs generate sufficient income to provide financial assistance to learners.	2.15
The IGPs gain full support from the school management and from the stakeholders in terms of product patronage.	1.94
The IGPs have enough fund to sustain its daily operations.	2.03
The IGPs meet its objectives due to appropriate fundings.	1.82
The IGPs are properly managed due to the IGP Coordinator’s adequate management skills.	1.65
The IGPs’ financial support for teacher’s development programs and trainings are enough fundings to implements.	1.97
The IGP Coordinator success to engage support from private individuals and NGOs due good appropriation of donated funds in the school.	1.77
The IGP Coordinator success to engage support of stakeholders due to goods transparency, reporting and liquidation of funds.	1.74
The IGP can operate in full capacity due to sufficient manpower complement.	1.82
The IGP can promote financial stability in terms of implementation of PPA’s.	1.92
Total	1.88

Overall, the level problems encountered in the implementation of IGP Projects obtained a mean of 1.88 which is verbally described as less seriously executed. Generally, this implies that the IGP coordinators are regarded as less serious in the Division of Quezon Province.

One example of this is the Ohio College Opportunity Grant, which provides financial assistance to low-income students who complete their IGP as part of the state's College Credit Plus program. A study by Li,



Lintner, and Yang (2019) explored the impact of the Ohio College Opportunity Grant on student outcomes and found that the program was positively associated with increased enrollment and persistence rates among low-income students.

Similarly, a study by Creighton, Hustedde, and Marklein (2015) explored the potential of IGPs to provide financial assistance to learners through the use of apprenticeships and work-based learning opportunities. The study highlighted the potential of work-based learning to provide students with valuable job skills and generate income to offset the costs of education.

Other literature sources have also explored the potential of IGPs to provide financial assistance to learners. For example, a study by Hord and McDowall (2018) highlighted the importance of developing partnerships with local businesses and industries to provide students with job opportunities and generate income to support their education.

Overall, while the primary focus of IGPs is typically on academic and career guidance, there is potential for these plans to generate income and provide financial assistance to learners. However, further research is needed to fully understand the potential of IGPs in this regard.

Actions Taken by the IGP Coordinators to Address the Problems Encountered in the Implementation of the Income-Generating Projects

The table 6 illustrates the solutions to the problems encountered in the implementation of IGP projects. As what we gleaned in the table, results show that the indicator “*The coordinators and responsible teachers for the managements of IGPs created a committee to handle proper procurement of necessary products of the IGPs.*” got highly encountered as evidenced by a mean of 3.65 which described as highly encountered. The respondents also deemed highly encountered in terms of “*The school administrators select and designate teachers who are capable of handling the operations of IGP to ensure sufficient manpower*” which has mean value of 3.55. The respondents also regarded as highly encountered in the indicator where “*The school assigned a committee to facilitate trainings and development programs for teachers and IGP Coordinators to improve their IGP Management skills*” with a mean value of 3.54.

Table 6. *Actions Taken to Address Problems and Challenges*

<i>Indicators</i>	<i>Mean</i>
The coordinators, teachers, stakeholders, and school administrators collectively create strategic intervention to support implementation of IGPs in order to generate sufficient income to provide financial assistance to learners.	3.54
The coordinators and responsible teachers for the managements of IGPs created a committee to handle proper procurement of necessary products of the IGPs.	3.65
The IGP Coordinator formulated a concrete annual strategic plan in order to evaluate and sustain its daily operations.	3.37
The school assigned a committee to facilitate trainings and development programs for teachers and IGP Coordinators to improve their IGP Management skills.	3.17
The IGP Coordinator regularly attends trainings and seminars regarding IGP Management.	3.08
The IGP Coordinator, teachers, school administrators, and stakeholders collaboratively help to generate funds to facilitate teacher’s training and development programs.	3.29
The school assigned a monitoring team tasked to evaluate and monitor proper appropriations of funds donated by private individuals, NGOs and other stakeholders.	3.46



The school administrators require the IGP Coordinator to conduct monthly reporting and timely liquidation of funds in order to promote transparency-based management.	3.43
The school administrators select and designate teachers who are capable of handling the operations of IGP to ensure sufficient manpower.	3.55
The IGP Coordinator create a drive process or framework for the improvements of optimization of implemented PPA's to ensure financial stability.	3.43
Total	3.40

However, of the 10 indicators cited in table 5, the indicator pertaining to *“The IGP Coordinator regularly attends trainings and seminars regarding IGP Management”* obtained the highly encountered based on the assessment of the respondents which had a mean value of 3.17. This followed by the indicator *“The IGP Coordinator success to engage support of stakeholders due to goods transparency, reporting and liquidation of funds.”* which gained a mean of 3.08, verbally described as Moderately encountered.

Overall, the action taken to address the problem taken obtained a mean of 1.88 which is verbally described as highly encountered. Generally, this implies that the IGP coordinators are regarded as high encountered in the Division of Quezon Province.

One example of this is the use of collaborative procurement committees in the implementation of IGPs in California, USA. A study by Craig, Sproul, and Macchia (2016) explored the impact of the California Career Pathways Trust on the development and implementation of IGPs in the state. The study found that the use of collaborative procurement committees was an effective strategy for ensuring the effective procurement of necessary resources and products for IGPs.

Similarly, a study by Lerner and Simonds (2018) investigated the implementation of IGPs in Massachusetts, USA. The study found that the

effective procurement of necessary products and resources required collaboration and coordination among various stakeholders, including teachers, coordinators, and procurement committees. The study emphasized the importance of developing clear communication channels and committee structures to ensure effective procurement and implementation of IGPs.

Other literature sources have also highlighted the importance of collaboration and committee structures for the effective procurement of necessary products and resources for IGPs. For example, a study by Burke and Jarrett (2018) emphasized the need for collaborative planning and decision-making among various stakeholders to ensure that IGPs were aligned with student needs and effectively supported student success.

Overall, the literature highlights the critical role of collaboration and committee structures in the effective procurement and implementation of IGPs. By developing clear communication channels and committee structures, stakeholders can work together to ensure that necessary products and resources are procured in an effective and efficient manner to support student success.

Conclusion

Based on the findings of this study, the researcher arrives at the following conclusions:

1. The IGP coordinators in public school in Division of Quezon is High Financial Literacy in terms of subjective knowledge, saving behavior, shopping behavior, long-term planning and short-term planning.
2. The significant relationship tells the resulting correlations, it is clear that the hypothesis stating a lack of relationships between the level of financial literacy among IGP Coordinators and the level of implementation of income generating projects IGPs must be rejected. The strong and significant positive correlations observed between the variables provided strong evidence for the existence of relationship between implementation effectiveness and financial literacy. The findings consistently demonstrate that as the level of implementation of IGPs improves, IGP coordinators exhibit higher levels of financial literacy. This is evident through the significant and strong positive correlations observed in various domains, including subjective financial knowledge, saving behavior, shopping behavior, long-term planning, and

short-term planning. These correlations indicate that coordinators who effectively implement IGPs are more likely to possess better financial knowledge, engage in prudent financial behaviors, and exhibit effective financial planning skills. Therefore, based on the compelling evidence from the correlation analysis, it can be concluded that there is indeed a significant relationship between the level of implementation of IGPs and the financial literacy of IGP coordinators. The rejection of the null hypothesis supports the notion that effective implementation of IGPs contributes to the development and enhancement of financial literacy among coordinators, emphasizing the importance of financial literacy in the success of income generating projects. Therefore, the rejection of null hypothesis implied.

3. The positive implementation of various aspects of the IGPs, including teacher involvement, financial management practices, and alignment of activities with objectives. The relatively lower mean values for indicators related to nutritional support for learners and financial support for teacher development programs call for further focus and efforts to improve these aspects of the IGPs. These findings can serve as a basis for developing targeted interventions and strategies to enhance the implementation and impact of the IGPs, ultimately benefiting both learners and teachers.

4. Practical implications for educational institutions and stakeholders involved in the implementation of IGPs. By recognizing the strong relationship between implementation effectiveness and financial literacy, efforts can be directed towards enhancing the financial literacy skills of IGP coordinators through targeted training programs and support. Strengthening the financial literacy of coordinators can contribute to the overall success and sustainability of IGPs, leading to improved financial management, resource allocation, and ultimately, the provision of financial assistance to learners.

5. The indicators which got the highly encountered in actions taken by the IGP Coordinators to address the problems encountered in the implementation of the Income-generating Projects, the critical role of collaboration and committee structures in the effective procurement and implementation of IGPs. By developing clear communication channels and committee structures, stakeholders can work together to ensure that necessary products and resources are procured in an effective and efficient manner to support student success.

Based on the findings and conclusions drawn from this study, the following are hereby recommended:

1. Income-generating Projects coordinators is a lack of engagement and support from stakeholders when it comes to transparency in reporting and the liquidation of funds. The issue at hand is that the coordination efforts of the IGPs may not be taken seriously enough, which can lead to challenges in ensuring transparency and accountability. To address this issue, it is crucial for the success of the IGPs Coordinators to actively engage and seek support from stakeholders. By doing so, they can promote and uphold good transparency practices, ensuring that accurate and timely reports are made available. Additionally, the effective liquidation of funds is important, indicating that financial resources are being used appropriately and in accordance with established guidelines. Engaging stakeholders in these processes helps to foster trust, credibility, and collaboration. When stakeholders are involved and support the IGPs Coordinators' efforts, it enhances the effectiveness of the grievance redressal system. It can lead to better decision-making, improved problem-solving, and increased overall satisfaction among the stakeholders involved.

2. Since the IGP Coordinators are High Financial Literacy, they should facilitate training programs to disseminate information to create awareness amongst teachers who are suffering to financial non-stability and promote a high atmospheric finance advocacy in order to support teachers in terms of financial knowledge.

3. School head should choose proper teachers to designate in the Programs/Projects/Activities that all the projects in school to be implemented should be generated-income to add alternative funds for the facilities of schools.

4. It is further recommended that for the future researchers may study the monitoring process and evaluations of IGP programs. It is also recommended that they conduct further investigations on other factors that will contribute to the financial literacy of teachers in public school teachers in SDO Quezon Province.

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