Teachers' Awareness of School Financial Reports and Its Relationship with Their Engagement in Governance Activities

Charmine B. Malabanan
SPC Graduate Fellow

Dr. Bernardo C. Lunar
SPC Dean & Director
Graduate School & REPO
Co-Author

This study explored the relationship between teachers' awareness of school financial reports and their engagement in governance activities at Pedro Guevara Memorial National High School in Santa Cruz, Laguna. As financial literacy becomes increasingly relevant in educational leadership, understanding how teachers perceive and engage with school financial matters is crucial. Grounded in the Theory of Planned Behavior, the research aimed to determine the level of awareness of financial reports among teachers, the extent of their governance involvement, and whether significant differences or relationships exist based on demographic variables. A descriptive-correlational research design was used, employing a validated and reliable survey instrument (Cronbach's $\alpha = 0.85$). Data were gathered from 131 randomly selected teachers using an online questionnaire, and analyzed using descriptive statistics, t-tests, ANOVA, and correlation analysis. Findings revealed that teachers were only slightly aware ($M = 2.31$) of school financial reports and were sometimes engaged ($M = 1.87$) in governance activities. Significant differences in awareness were found based on training attendance and grade level handled. Notably, a moderately strong, positive, and significant correlation ($r = 0.688$, $p < 0.01$) was found between awareness and engagement. These findings highlight the potential of targeted financial literacy training in fostering greater teacher involvement in school governance. It is recommended that school leaders institutionalize regular capacity-building programs focused on financial transparency and participatory governance to empower teachers and enhance accountability in school management.

Keywords: financial literacy, participatory management, public school teachers, school governance, teacher awareness

Introduction

In recent years, the intersection of financial literacy and teacher engagement in governance activities has garnered increasing attention in the Philippine educational landscape. A study by Casingal and Ancho (2022) highlighted that public school teachers often face financial challenges, with many expressing dissatisfactions with their income and struggling to manage household expenses. Similarly, a 2023 study by Casingal and Quimson found that teachers in the Philippines generally perceive themselves as financially literate if they can manage monthly expenses and fulfill financial obligations, though they may lack deeper financial planning skills. These findings suggest a need for enhanced financial literacy among educators to better navigate personal finances and potentially influence their professional roles.

Zerna (2024) further explored this dimension by examining the relationship between teachers' financial literacy and their overall well-being. The study revealed that while teachers possessed moderate financial literacy in terms of knowledge and capability, their financial well-being, particularly in terms of financial security, was only slightly applicable. This underscores the complexity of financial literacy and its multifaceted impact on educators' lives.

The Department of Education (DepEd) has recognized this gap, issuing policies aimed at improving financial literacy among teachers. DepEd Order No. 22, s. 2021, underscores the importance of financial education for all DepEd personnel, including teachers, to make informed financial decisions. Despite these initiatives, challenges persist in effectively implementing financial literacy programs and ensuring teachers' active participation in governance activities.

Pedro Guevara Memorial National High School, a large public secondary school in Santa Cruz, Laguna, follows DepEd's transparency and governance policies. Although financial reports are regularly posted, initial observations show that many teachers are not fully aware of their content and rarely take part in budget planning or groups like the School Governing Council (SGC) or SBM teams. This shows that simply providing access to information is not enough. The situation raises the need to understand how improving teachers' financial literacy can lead to more meaningful participation in school governance—helping strengthen accountability, resource use, and innovation in support of educational development.

This study aims to address the research gap by exploring the relationship between teachers' awareness of school financial reports and their engagement in governance activities, focusing on Pedro Guevara Memorial National High School in Santa Cruz, Laguna.

The general objective of this study is to examine how teachers' awareness of school financial reports correlates with their involvement in governance activities. Specifically, it seeks to assess the level of teachers' understanding of financial reports and determine the extent of their participation in governance-related tasks. By identifying any significant relationships, the study aims to provide insights into how financial literacy can influence teachers' roles in school governance.

This research is poised to contribute to the field by providing empirical data on the link between financial literacy and teacher engagement in governance activities. The findings may inform the development of targeted professional development programs that integrate financial education, thereby enhancing teachers' capacity to contribute effectively to school governance. Furthermore, the study could serve as a model for other schools and educational institutions aiming to foster a more financially literate and engaged teaching workforce.

The theoretical framework guiding this study is the Theory of Planned Behavior (TPB), which posits that individual behavior is driven by behavioral intentions, influenced by attitudes, subjective norms, and perceived behavioral control. In the context of this research, TPB can elucidate how teachers' attitudes toward financial literacy, their perceptions of social norms regarding governance participation, and their confidence in managing financial information may affect their engagement in school governance activities. By applying this theory, the study aims to uncover the underlying factors that link financial awareness to active participation in governance, offering a comprehensive understanding of the dynamics at play.

This study seeks to bridge the gap between financial literacy and teacher involvement in governance activities, providing valuable insights that can enhance both individual teacher development and the overall effectiveness of school governance in the Philippines.

Method

This study employed a descriptive-correlational research design to systematically examine the relationship between teachers' awareness of school financial reports and their engagement in governance activities. The descriptive aspect of the design was used to explore and summarize the characteristics of the teacher-respondents, such as their levels of awareness and involvement, without manipulating any variables. As Delos Santos (2021) explains, descriptive research captures the "what" rather than the "why" of a phenomenon. Similarly, Reyes et al. (2020) emphasize its usefulness in educational settings for providing insights into school management and governance. The correlational component of the study allowed the researcher to determine the strength and direction of the relationship between awareness and engagement. Together, these approaches enabled a comprehensive understanding of how financial literacy relates to teachers' participation in governance activities.

A total of 174 teachers comprised the target population of the study. Using simple random sampling, invitations to participate were distributed evenly among the teaching staff. Of these, 131 teachers completed and submitted the survey instrument. This sampling method ensured that each teacher had an equal opportunity to be included in the study, thereby reducing selection bias.

Data were collected through a self-administered online survey using Google Forms, approved by the Math head teacher and the school's principal. The survey was conducted from April 10 to April 30, 2025, giving respondents ample time to complete the instrument. The instrument used in this study was a structured survey questionnaire composed of three parts. Part I gathered the demographic profile of the teacher-respondents, including age, sex, years of teaching experience, grade level handled, position, and attendance in any training or seminar on school governance or finance. This section provided background information for comparative analysis. Part II focused on teachers' awareness of school financial reports. It consisted of 10 items designed to measure the respondents' familiarity with financial documents such as the Annual Procurement Plan (APP), Maintenance and Other Operating Expenses (MOOE), fund utilization reports, and knowledge of the budgeting process, financial decision-making, and sources of school funds. A four-point Likert scale was used, ranging from Not Aware (1) to Very Aware (4). Part III assessed the extent of teachers' engagement in governance activities. This section also included 10 items, covering participation in planning, budgeting, fund monitoring, membership in governance committees (e.g., SGC, BAC, SBFP), and promotion of transparency in school-based management (SBM). Responses were rated on a four-point scale: Never (1) to Always (4), reflecting the frequency of involvement in governance-related functions.

The questionnaire was developed by the researcher and validated by a panel of three experts: a head teacher, a master teacher, and a research consultant. They evaluated the content for clarity, relevance, and alignment with the study's purpose. Suggestions from the validators were incorporated to refine the final version of the instrument. After incorporating the validators' feedback, the questionnaire was pilot tested with 15 public secondary school teachers from a nearby institution who were not part of the actual respondents. Although they were not from the target school, they were considered appropriate for pilot testing due to their familiarity with academic processes and school operations. Cronbach's alpha was computed to assess the internal consistency of Parts II and III of the instruments, yielding a coefficient of 0.85, which indicates strong reliability.

Data analysis was carried out using both descriptive and inferential statistical methods. Descriptive statistics, including frequencies, percentages, and means, were employed to summarize the demographic characteristics of respondents and assess the levels of financial awareness and governance engagement. To test for significant differences in awareness based on profile variables such as sex and training attendance, independent samples t-tests were utilized. For comparisons involving more than two groups, such as teaching position, years of experience, age, and grade level handled, one-way Analysis of Variance (ANOVA) was applied. Finally, to examine the relationship between teachers' awareness of school financial reports and their engagement in governance activities, Pearson's correlation coefficient was computed. These statistical procedures provided a robust framework for interpreting the data and drawing conclusions on the interplay between financial literacy and governance participation, as similarly demonstrated in the works of Pineda (2023) and Mendoza (2023).

Results and Discussion

This section presents the analyzed data gathered from teacher-respondents at Pedro Guevara Memorial National High School, focusing on their awareness of school financial reports and corresponding engagement in governance activities. The discussion is structured based on the sequence of research questions, supported by statistical results and relevant literature. Each set of findings is interpreted in light of existing policies and theoretical frameworks, particularly the Theory of Planned Behavior, to derive meaningful insights into the extent of teachers' financial literacy and participatory roles in school governance.

Demographic Profile of Respondents

Table 1 shows the demographic profile of the 131 teacher-respondents, including their age, sex, years of teaching experience, grade level handled, current teaching position, and attendance in governance or finance-related training. This information provides context for interpreting variations in awareness and engagement levels.

The age distribution of the teacher-respondents shows a predominantly mid-career demographic, with the largest groups aged between 33 to 40 years (32.06%) and 25 to 32 years (28.24%). This aligns with findings by Johnson (2023), who noted that mid-career educators often engage more actively in professional development opportunities related to financial literacy and governance due to their established roles and responsibilities in schools.

Sex distribution among respondents indicates a significant majority of females (79.39%) compared to males (20.61%). This trend is consistent with broader educational workforce demographics in the Philippines, where female teachers outnumber their male counterparts across various educational levels (Santos & Reyes, 2019).

In terms of teaching experience, the majority of respondents have between 11 to 15 years (29.01%) and 6 to 10 years (20.61%) of experience. This demographic profile reflects a mix of mid-career and experienced educators, potentially influencing their perspectives on financial literacy and governance participation. Similar findings by Lim (2018) emphasize that experienced teachers often perceive a higher need for financial planning and management skills to sustain their careers effectively.

Teachers' distribution across grade levels shows a relatively balanced spread, with Grade 7 (29.01%) and Grade 8 (25.95%) being the most commonly handled levels. This distribution underscores the varied professional experiences of respondents, potentially affecting their exposure to financial management practices within different educational contexts (Garcia & Cruz, 2020).

Table 1
Profile of Teacher-Respondents

Profile Variable	Category	Frequency	Percentage
Age Group	25 – 32	37	28.24%
	33 – 40	42	32.06%
	41 – 48	28	21.37%
	49 – 56	16	12.21%
	57 – 64	8	6.11%
	Total	131	100%
Sex	Female	104	79.39%
	Male	27	20.61%
	Total	131	100%
Years of Experience	1 – 5	26	19.85%
	6 – 10	27	20.61%
	11 – 15	38	29.01%
	16 – 20	18	13.74%
	21 and above	22	16.79%
	Total	131	100%
Grade Level Handled	7	38	29.01%
	8	34	25.95%
	9	30	22.9%
	10	29	22.14%
	Total	131	100%
Position	Teacher I	21	16.03%
	Teacher II	22	16.78%
	Teacher III	76	58.02%
	Master Teacher I	8	6.11%
	Master Teacher II	4	3.05%
	Total	131	100%
Attendance in Training/Seminar on School Governance or Finance	No	84	64.12%
	Yes	47	35.88%
	Total	131	100%

The majority of respondents hold the position of Teacher III (58.02%), followed by Teacher II (16.79%) and Teacher I (16.03%). This hierarchical distribution is typical in educational settings, where promotions and career advancements often correlate with increased administrative responsibilities and, consequently, exposure to financial governance issues (Cruz & Reyes, 2021).

Regarding professional development, a significant portion of respondents (35.88%) reported attending training or seminars on school governance or finance. This attendance reflects a proactive approach among educators in enhancing their financial literacy and governance skills, consistent with findings by Mendoza (2023) on the positive impact of training programs on educators' engagement in governance activities.

The profile of the respondents shows that most are mid-career female teachers with substantial teaching experience and mid-level positions, such as Teacher III. This suggests that they are in a good position to take on greater roles in school governance, especially with proper support. Johnson (2023) noted that mid-career teachers are often more open to professional development, while Cruz and Reyes (2021) linked teaching rank with increased involvement in school decisions. However, only 35.88% of teachers had attended training on governance or finance, showing a need for more accessible and targeted capacity-building. As Mendoza (2023) pointed out, such training can help improve teacher participation in financial matters. These results highlight the potential of the current teaching workforce to engage more meaningfully in school governance if properly equipped.

Level of Teachers' Awareness and Understanding of School Financial Reports

Table 2 presents the level of teachers' awareness and understanding of school financial reports. The overall mean score of 2.31 indicates that respondents are generally "slightly aware" of financial reports, with particularly low awareness in areas such as fund utilization, budgeting processes, and access to financial updates.

The results in Table 2 reveal that the overall mean awareness score among teachers regarding school financial reports is 2.31, which falls under the category of "Slightly Aware." This suggests that while teachers have a general notion of school financial matters, their depth of understanding and consistent access to key financial documents remains limited.

The top three indicators, considered the upper 20% based on their mean scores, include: "I understand how the financial reports affect school operations" (M = 2.94), "I am aware of the existence of the school's Annual Procurement Plan (APP)" (M = 2.65), and "I know the contents of the School MOOE Report" (M = 2.47). These suggest that teachers show the highest levels of awareness in areas related to the overall role of financial reports and exposure to key documents. While this reflects a basic familiarity with school financial systems, it may not necessarily indicate deep understanding. This pattern aligns with the findings of Zerna (2024) and Mendoza (2023), who observed that teachers with moderate financial literacy can recognize the role of financial resources in school operations and are often familiar with planning documents like the APP, although they may lack broader knowledge due to limited training.

However, most of the remaining indicators were rated as "Slightly Aware," revealing notable gaps in more technical areas of financial literacy. For example, awareness of the School MOOE Report (M = 2.47), Report on Fund Utilization (M = 2.23), and knowledge about other funding sources beyond MOOE (M = 2.37) all received below-average awareness ratings. This finding resonates with the conclusions drawn by Casingal and Quimson (2024), who stated that many teachers equate financial literacy with basic budgeting but lack awareness of deeper institutional funding structures.

Alarmingly, access to financial documents appears to be quite restricted, as evidenced by low scores in accessibility to financial reports (M = 1.93) and receiving regular updates (M = 1.98). This may reflect a lack of transparency or inclusive communication within school financial systems. This aligns with the critique of DepEd's school-based management (SBM) implementation by Pineda (2023), who argued that governance structures often fail to empower teachers with meaningful access to financial decision-making data.

Table 2
Level of Teachers' Awareness and Understanding of School Financial Reports

Indicators	Mean	Verbal Description
1. I am aware of the existence of the school's Annual Procurement Plan (APP).	2.65	Aware
2. I know the contents of the School MOOE (Maintenance and Other Operating Expenses) Report.	2.47	Slightly Aware
3. I am informed about the School Report on Fund Utilization.	2.23	Slightly Aware
4. I understand how the financial reports affect school operations.	2.94	Aware
5. I have access to the school's financial reports when needed.	1.93	Slightly Aware
6. I am aware of the budgeting process of the school.	2.00	Slightly Aware
7. I can interpret basic financial data presented in school reports.	2.35	Slightly Aware
8. I receive regular updates about school financial matters.	1.98	Slightly Aware
9. I know the sources of school funds aside from OOE.	2.37	Slightly Aware
10. I am aware of how school financial decisions are made.	2.19	Slightly Aware
Overall Mean	**2.31**	**Slightly Aware**

Legend: *3.26 – 4.00 Very Aware; 2.51 – 3.25 Aware; 1.76 – 2.50 Slightly Aware; 1.00 – 1.75 Not Aware*

Overall, the findings suggest that teachers in Pedro Guevara Memorial National High School are only slightly aware of the structure, content, and processes surrounding school financial reports. Despite some familiarity with specific documents like the APP, teachers lack comprehensive knowledge and access to interpret and utilize financial data effectively. These findings highlight an urgent need for targeted financial literacy interventions and stronger integration of teachers into financial decision-making processes, aligning with calls for participatory school governance in the Philippine educational system.

Extent of Teachers' Involvement in School Governance Activities

The data in Table 3 reveal that the overall mean engagement score is 1.87, interpreted as "Sometimes." This suggests that teachers at Pedro Guevara Memorial National High School are only occasionally involved in school governance activities, with several key areas showing minimal participation.

Among the ten indicators, the highest-rated statement is "I promote transparency and accountability in school governance" with a mean of 2.45, falling under "Sometimes." This is followed by "I actively participate in school-based management (SBM) initiatives" (M = 2.27) and "I participate in the preparation of the School Improvement Plan (SIP)" (M = 2.08). These results indicate that while teachers may contribute to broad governance goals, their participation tends to be limited to more general or occasional engagements. These findings are consistent with the observations of De Guzman and Martin (2019), who found that teachers in many public schools view governance activities as responsibilities mainly for school heads or designated coordinators, rather than shared tasks across the faculty. This perception limits their proactive involvement in decision-making and planning.

Table 3
Extent of Teachers' Involvement in School Governance Activities

Indicator	Mean	Verbal Description
1. I participate in the preparation of the School Improvement Plan (SIP).	2.08	Sometimes
2. I join school planning and budgeting discussions.	1.66	Never
3. I am involved in monitoring the use of school funds.	1.60	Never
4. I take part in school governance committees (e.g., SGC, BAC, SBFP).	1.58	Never
5. I provide feedback on the implementation of the financial-related programs.	1.69	Never
6. I attend meetings where financial matters are discussed.	1.98	Sometime
7. I help identify priorities in the use of school funds.	1.69	Never
8. I collaborate with school heads in decision-making process.	1.73	Never
9. I promote transparency and accountability in school governance.	2.45	Sometimes
10. I actively participate in school-based management (SBM) initiatives.	2.27	Sometimes
Overall Mean	1.87	Sometimes

***Legend**: 3.26 – 4.00 Always; 2.51 – 3.25 Often; 1.76 – 2.50 Sometimes; 1.00 – 1.75 Never*

On the other hand, the lowest indicators include "I take part in school governance committees (e.g., SGC, BAC, SBFP)" (M = 1.58), "I am involved in monitoring the use of school funds" (M = 1.60), and "I join school planning and budgeting discussions" (M = 1.66), all of which are rated as "Never." This implies that teachers rarely engage in technical or financial dimensions of governance, reinforcing a disconnect between teaching staff and school administrative functions. This lack of participation contradicts the intent of

School-Based Management (SBM) as emphasized in DepEd Order No. 83, s. 2012, which advocates for a more inclusive and participatory approach in managing school affairs. According to Sarmiento and Reyes (2021), effective SBM relies heavily on stakeholder collaboration, including teachers, to ensure democratic and transparent decision-making. When teachers are excluded or opt out of financial oversight or planning roles, it weakens both accountability and contextual responsiveness of the school's operations.

Together, the findings indicate that teacher involvement in school governance at Pedro Guevara Memorial National High School is generally limited, with most activities falling within the "Never" to "Sometimes" range. While there is some participation in broader initiatives like SBM and promoting transparency, teachers remain largely uninvolved in financial decision-making, fund monitoring, and governance committees. These findings suggest a pressing need for empowerment programs, policy implementation follow-through, and leadership practices that encourage inclusive governance and shared accountability in public schools.

Difference in Awareness Based on Profile Variables

Table 4 summarizes the test of significant difference in awareness levels based on profile variables. The analysis revealed significant differences based on training attendance and grade level handled, while no significant differences were found when grouped according to sex, position, age group, and years of teaching experience.

Teachers who have attended seminars or training related to school governance and finance demonstrated significantly higher levels of awareness. This finding supports the results of Casingal and Ancho (2021), who emphasized that formal financial education enhances teachers' understanding of financial systems and decision-making processes in schools. Similarly, Permejo et al.

(2024) found that financial training positively impacts both knowledge and confidence in dealing with school-related financial matters. This implies that targeted training interventions can effectively bridge knowledge gaps and promote more active participation in school governance.

Table 4
Test of Significant Difference in Awareness Based on Profile Variables

Profile Variable	Test Used	Test Value	p-value	Decision
Sex (Male/Female)	t-test	0.28	0.781	Not Significant
Training Attendance (Yes/No)	t-test	4.42	0.000	Significant
Position	ANOVA	1.17	0.324	Not Significant
Grade Level Handled	ANOVA	3.35	0.021	Significant
Age Group	ANOVA	0.305	0.874	Not Significant
Years of Teaching Experience	ANOVA	1.81	0.130	Not Significant

Legend: *If p-value ≤ 0.05, there is a statistically significant difference between the groups. If p-value > 0.05, there is no significant difference.*

Teachers' awareness of financial reports also significantly varied according to the grade levels they handled. This may be attributed to differences in involvement in school planning and financial discussions. For example, teachers handling Grade 7 often assist in onboarding programs and planning, while those handling higher levels may be more involved in subject area budgeting. Villena (2020) noted that involvement in governance structures often correlates with grade-level responsibilities, particularly when teachers are assigned key academic or planning roles.

These significant findings highlight that direct exposure to governance processes and targeted training are key determinants of awareness, more so than demographic characteristics or seniority.

Male and female teachers showed comparable levels of awareness, suggesting that financial literacy and governance exposure are not influenced by gender. This aligns with Flores and Dizon (2020), who concluded that gender plays a minimal role in determining teacher involvement in institutional planning and finance.

Surprisingly, rank or designation did not significantly impact awareness. This challenges previous assumptions, such as those in Calderon and Gonzales (2019), where higher-ranked teachers were presumed to have greater access to and understanding of financial reports. The finding suggests that rank alone does not guarantee participation or financial exposure unless roles are deliberately assigned.

Neither age nor teaching experience had a significant influence on awareness. While it might be expected that older or more experienced teachers would be more involved, the results suggest that without structured involvement or training, experience alone does not result in higher awareness. This is consistent with the findings of Smith (2023), who argued that intentional capacity-building is more effective than relying on tenure as a basis for financial engagement.

The results underscore the importance of intentional, inclusive financial training and functional school roles in improving teachers' awareness of financial processes. While demographic and rank-based differences were not significant, exposure to governance activities through training and teaching assignments appears to have a direct impact on awareness. Schools may benefit from designing more structured and role-based capacity-building initiatives to ensure that all teachers—not just a few—are empowered to contribute meaningfully to financial decision-making and school governance.

Correlation Between Awareness and Engagement

Table 5 reveals a correlation coefficient (r) of 0.688 with a p-value of 0.000, indicating a statistically significant and moderately strong positive relationship between teachers' awareness of school financial reports and their engagement in governance activities. Since the p-value is less than the standard significance level of 0.05, we reject the null hypothesis and conclude that a significant relationship exists between the two variables.

Table 5

Correlation Between Awareness and Engagement

Variables Correlated	Correlation Coefficient (r)	p-value	Interpretation
Awareness of School Financial Reports & Engagement in Governance Activities	0.688	0.000	There is a significant positive relationship between awareness and engagement.
Overall Interpretation			**Moderately Strong Positive Relationship**

Table 5 reveals a correlation coefficient (r) of 0.688 with a p-value of 0.000, indicating a statistically significant and moderately strong positive relationship between teachers' awareness of school financial reports and their engagement in governance activities.

This finding suggests that teachers who are more aware and informed about financial documents—such as the Annual Procurement Plan (APP), MOOE, and fund utilization reports—are more likely to participate actively in governance-related activities such as budgeting, planning, and decision-making.

This result aligns with Solis (2022), who found that improving financial awareness among teachers in public schools contributed to more meaningful participation in school-based management (SBM) and planning processes. When teachers understand financial data, they can better contribute to discussions around fund allocation and accountability, thereby enhancing school governance.

Similarly, the study by Mendoza (2023) noted that educators who received training in financial literacy were significantly more proactive in school improvement planning and implementation. This is further supported by recent Philippine-based TPB research. Lingcob (2023) applied TPB constructs to analyze how financial literacy shapes teachers' work engagement, showing that attitudes, perceived control, and social norms meaningfully influence collaborative and governance-related behaviors. Temonio (2024) similarly found a strong positive correlation between financial literacy and teacher engagement, reflecting TPB's central claim that knowledge-enhanced attitudes and confidence result in greater behavioral intention and action. Phoebe, Baltazar, and Cabanday (2024) demonstrated that financial attitudes, norms, and control beliefs among Filipino youth directly predicted financial behaviors—implying that these dynamics apply in teacher populations as well. Finally, sustainability-focused TPB research in Philippine higher education (2023) successfully modeled teacher intentions using the same constructs, reinforcing TPB's applicability in educational contexts.

Moreover, Zerna (2024) emphasized that financial capability among teachers contributes to broader institutional effectiveness because it fosters a sense of ownership and transparency in financial decision-making. This collaborative culture is crucial in the implementation of Department of Education policies such as DepEd Order No. 22, s. 2021, which mandates the promotion of financial literacy as part of good governance practices.

On the contrary, Bautista and Recio (2020) found that in some schools, a lack of structured training and information-sharing mechanisms limits teachers' involvement, even when they express willingness to participate. This finding implies that awareness alone may not suffice—supportive systems must also be in place.

Collectively, the analysis confirms a significant and positive correlation between teachers' awareness of school financial reports and their engagement in governance activities. The higher the awareness level, the more involved teachers tend to be in school financial planning and management processes. This underscores the importance of integrating financial literacy into professional development programs to cultivate a more participative and accountable teaching workforce.

Conclusion and Recommendations

This section presents the core conclusions drawn from the results of the study. These conclusions offer insights into the existing levels of financial awareness among teachers and the institutional conditions that influence their participation in school governance. They reflect the interplay between professional exposure, access to information, and the enabling structures that either support or hinder meaningful teacher involvement in financial decision-making within the school setting.

The professional maturity of the teaching workforce does not automatically translate to financial awareness. Without structured exposure to school finance systems, teacher demographics and years of experience alone are insufficient to foster engagement in financial governance.

Teachers possess a general awareness of basic financial documents, but there is limited understanding of technical aspects such as budgeting, fund utilization, and decision-making processes. This reflects a gap between information availability and practical comprehension.

Teacher involvement in governance is often occasional and informal. While there is participation in general school initiatives, teachers are rarely engaged in structured financial governance roles, suggesting a lack of defined pathways for deeper participation.

Significant differences in awareness are associated with training attendance and grade level handled, rather than demographic traits like sex, age, position, or experience. This underscores the importance of functional exposure and professional development in enhancing financial understanding.

A strong positive relationship exists between awareness of financial reports and engagement in governance activities. This suggests that improving teachers' financial knowledge directly supports their active participation in school governance.

Grounded in the study's conclusions, the following recommendations are intended to help improve teacher engagement in financial governance and strengthen institutional practices related to transparency and participation. These proposals focus on actionable strategies that schools and educational leaders can implement to create a more informed, inclusive, and collaborative governance environment.

Design and implement targeted training programs in school finance and governance that are inclusive of all teaching ranks and career stages, ensuring that access to financial knowledge is not limited to senior or designated staff.

Develop simplified, teacher-friendly formats of school financial reports (e.g., summaries, infographics) and integrate financial orientation sessions into regular school communications to improve teachers' ability to interpret and apply financial information.

Institutionalize teacher participation in governance bodies (e.g., SGCs, budget committees) through rotating assignments and formally defined roles to ensure inclusive and sustained involvement in financial decision-making.

Strengthen financial literacy by aligning professional development opportunities with teachers' functional responsibilities and instructional contexts, ensuring that exposure to financial systems is role-relevant and equitably distributed.

Promote a culture of shared governance by integrating financial literacy initiatives with collaborative planning processes, encouraging school heads to model transparency and involve teachers in meaningful financial discussions.

References

Bautista, J., & Recio, A. (2020). Barriers to teacher participation in school governance: A qualitative study. Philippine Journal of Educational Research, 12(2), 45–59.

Calderon, M. G., & Gonzales, R. P. (2019). Hierarchy and influence: The role of teacher rank in school decision-making. Journal of Education and Leadership, 14(1), 22–35.

Casingal, J. A., & Ancho, I. V. (2022). Financial literacy and satisfaction among Filipino teachers: An empirical study. International Journal of Educational Development, 33(4), 213–225.

Casingal, J. A., & Quimson, C. R. (2023). Understanding financial literacy among public school teachers in the Philippines. Southeast Asian Journal of Education, 8(1), 65–80.

Cruz, M. D., & Reyes, F. T. (2021). Career progression and financial responsibility among educators. Journal of Philippine Teacher Development, 6(1), 41–53.

De Guzman, C., & Martin, M. (2019). Governance as leadership: Repositioning teachers in school planning. Educational Forum Philippines, 27(3), 58–70.

Delos Santos, A. M. (2021). Descriptive research in the Philippine education sector: Purpose and application. Educational Research Today, 9(2), 14–23.

Department of Education (DepEd). (2021). DepEd Order No. 22, s. 2021: Financial education policy for personnel. Department of Education.

Flores, G. H., & Dizon, L. M. (2020). Examining gender differences in school planning and financial participation. Journal of Gender and Education, 10(2), 88–99.

Garcia, B. L., & Cruz, A. S. (2020). Grade-level assignments and exposure to school financial processes. Philippine Educators Quarterly, 5(2), 30–38.

Johnson, P. R. (2023). Mid-career teachers and governance: The link with financial literacy. Journal of Education Policy Research, 19(1), 19–33.

Lingcob, M. A. (2023). Applying the Theory of Planned Behavior to Filipino teachers' financial literacy and work engagement. Philippine Journal of Social Psychology, 17(1), 44–59.

Lim, K. R. (2018). Financial preparedness among experienced teachers in public schools. Journal of Teacher Development, 3(4), 27–35.

Mendoza, D. T. (2023). Financial literacy training and teacher engagement in school governance. Philippine Journal of Education and Development, 11(3), 33–48.

Permejo, M., Santos, E., & Rivera, L. (2024). Impact of financial literacy seminars on teacher performance and decision-making. Journal of Education Research and Innovation, 7(2), 51–66.

Phoebe, L. T., Baltazar, J. R., & Cabanday, R. M. (2024). Financial literacy among Filipino youth: A Theory of Planned Behavior approach. Journal of Philippine Educational Psychology, 15(2), 23–38.

Pineda, R. E. (2023). School-based management and the gap in teacher financial participation. Philippine Education Review, 16(1), 12–27.

Reyes, F. T., Cruz, M. D., & Lim, K. R. (2020). The role of descriptive studies in understanding school governance. Asian Journal of Education Studies, 9(3), 77–90.

Santos, E. P., & Reyes, G. C. (2019). Women in Philippine education: A demographic analysis of the teaching workforce. Philippine Journal of Gender Studies, 6(1), 10–22.

Sarmiento, J. L., & Reyes, A. M. (2021). Strengthening SBM through teacher inclusion: A governance perspective. Journal of School Policy and Leadership, 13(2), 66–80.

Smith, C. A. (2023). Why experience isn't everything: The case for structured financial training in education. Journal of Professional Development in Teaching, 18(1), 39–52.

Solis, R. T. (2022). Teachers as financial decision-makers: Linking awareness with school governance participation. Philippine Educational Leadership Journal, 8(2), 54–69.

Temonio, D. R. (2024). Teacher financial engagement through TPB: A quantitative exploration. Education and Values, 14(1), 25–40.

Villena, J. P. (2020). Grade level responsibilities and teacher involvement in governance. Journal of Philippine Curriculum and Instruction, 4(1), 62–71.

Zerna, J. P. (2024). Financial literacy and well-being among Filipino public school teachers. Philippine Journal of Financial Education, 10(1), 31–46.