ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

Exploring the Relationship between Home Economics Competencies and Financial Literacy among High School Learners

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Abstract:- This study examined the relationship between Home Economics Competencies and Financial Literacy among high school learners, focusing on Grade 7 learners at Davao City National High School. Employing a descriptive correlational research design, the research utilized a survey method to collect data, with the sample selected through simple quota sampling. The survey measured learners ' competencies in various aspects of Home Economics, including practical skill application, integration of theoretical knowledge with practical execution, and adaptability to changing household dynamics, alongside their understanding and management of financial literacy. Statistical analysis of the data involved calculating mean scores, Pearson-r correlation, and conducting regression analysis. The findings revealed a significant positive correlation between Home Economics competencies and financial literacy (R: 0.59, p<0.05). Regression analysis further demonstrated the impact of specific components of Home Economics education on financial literacy levels. These results suggest that proficiency in Home Economics is closely linked to financial literacy, indicating that comprehensive education in Home Economics could enhance learners ' financial understanding and capabilities. The study highlights the importance of integrating Home Economics and financial education to equip learners with essential life skills for their future.

I. INTRODUCTION

Financial literacy is the cornerstone of individual economic security and overall national financial health. In today's complex world, being equipped with an understanding of basic financial concepts, budgeting, saving, and debt management is no longer a luxury but a necessity. The ability to make informed decisions about personal finances ensures that individuals can navigate an ever-evolving economic landscape. Yet, despite its importance, financial literacy rates vary significantly across different regions and populations.

Studies conducted across various countries have highlighted concerning gaps in financial knowledge, particularly among younger populations. For instance, a survey conducted across several European nations revealed that less than half of the respondents could correctly answer basic questions related to inflation and diversification, emphasizing the pervasive lack of financial awareness (Hastings et al., 2015). Furthermore, in a study encompassing over 15 countries, it was identified that a significant percentage of adults lacked the skills to make simple budgeting decisions, which has profound implications for future economic stability (Lusardi & Mitchell, 2017).

Likewise, the Philippines is not immune to the challenges of financial literacy. A 2019 survey by the Bangko Sentral ng Pilipinas (BSP) revealed that the majority of Filipinos remain unbanked, with a lack of understanding about financial concepts being a significant barrier. Furthermore, the same study indicated that only 25 percent of adult Filipinos are financially literate (BSP, 2019). This lack of financial knowledge is even more pronounced among the younger population, where misconceptions about savings, investments, and credit abound, putting them at potential economic risk (Ramirez & Tugaff, 2016).

Even in more localized settings like Davao City, there is evidence to suggest a pressing need for improved financial literacy. A study conducted by Dela Cruz in 2018 highlighted that high school learners in Davao City exhibit low levels of financial literacy, especially in areas of basic financial concepts and debt management. Moreover, a significant proportion of these learners lacked confidence in their ability to manage future finances, emphasizing the need for targeted financial education in the region (Dela Cruz, 2018).

The existing literature points to an urgent need to improve not only financial literacy but also home economics competencies. While there is an abundance of research focused on enhancing financial understanding from global to local scales, including Davao City, there seems to be a significant gap in literature concerning the development of comprehensive home economics skills. These skills, which extend beyond just financial literacy, are critical for personal and household management. The lack of focused research on home economics competencies presents a clear gap that needs to be addressed. Therefore, exploring this overlooked area through dedicated research is crucial for not only filling the existing research void but also for promoting comprehensive life skills that contribute to individual and community well-being.

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This study aimed to determine the relationship between home economics competencies and financial literacy among high school learners. Specifically, it aimed to answer the following questions:

- *What is the extent of home economics competencies among high school learners when analyzed in terms of:*

- *practical skill application;*
- *integration of theoretical knowledge and practical execution; and*
- *adaptability to changing household dynamics?*

- *What is the extent of financial literacy among high school learners when analyzed in terms of:*

- *Understanding basic financial concept;*
- *Budgeting and saving; and*
- *Debt management?*

- *Is there a significant relationship between home economics competencies and financial literacy among high school learners?*
- *Which among the indicators home economics competencies significantly influence the financial literacy among high school learners?*

- *This study was tested at .05 level of significance:*

- ✓ *HO1. There is no significant relationship between home economics competencies and financial literacy among high school learners.*
- ✓ *HO2. None of the indicators of home economics competencies significantly influence financial literacy among high school learners.*

II. METHOD

This vein delves into the methodology employed for this research, providing a structured overview of the research design, the respondents, the instruments used, the data-gathering procedures, ethical considerations, and the data analysis, to wit:

The selected research design for this study is the descriptive correlational research design, implemented via the survey method. The descriptive component of the design proves invaluable in providing a comprehensive overview of the current landscape of financial literacy among high school students. By collecting data on prevalence, trends, and patterns within the sample, it lays the groundwork for understanding the present context (Creswell, 2014). Conversely, the correlational aspect of the design aims to pinpoint and analyze potential relationships among variables within the dataset, such as the correlation between home economics competencies and levels of financial literacy. By delineating these relationships' existence and strength, the research can glean insights into potential causative or influencing factors impacting financial literacy among students.

The respondents in this study consist of 200 Grade 7 students from Davao City National High School. To secure a representative sample of these students, the research employs a simple quota sampling technique. This method, a form of non-probability sampling, involves dividing the population into subgroups or 'quotas' based on specific characteristics. From each subgroup, respondents are selected non-randomly until reaching the predetermined quota (Bryman, 2012). This approach offers the advantage of ensuring adequate representation of specific segments of the population, particularly when certain characteristics or traits are pivotal to the research objectives.

The research instrument for data related to home economics competencies was adapted from Pendergast's work in 2006, titled "Sustaining the Home Economics profession in new times – A convergent moment." Pendergast's exploration, presented during the XXI IFHE Congress 2006, provides comprehensive insights into the multifaceted domain of home economics competencies, capturing both its breadth and depth. For the domain of financial literacy, the research instrument is sourced from the work of Lusardi and Mitchell in 2014, "The Economic Importance of Financial Literacy: Theory and Evidence," published in the Journal of Economic Literature. The adaptation of their instrument for this study ensures the accurate measurement of high school learners ' grasp of essential financial concepts, aligning with the contemporary understanding of financial literacy.

The data-gathering procedure was initiated by formally seeking permission from the School District Superintendent. This step is crucial to ensure that the research process aligns with the educational jurisdiction's protocols and respects the administrative hierarchy. After securing the Superintendent's consent, the next step would involve approaching the school principal of Davao City National High School. A formal request, typically through a letter or proposal outlining the study's objectives, significance, and methodology, was presented to the principal to elucidate the intent and impact of the research on the school community. Upon acquiring the necessary approvals, the survey distribution process commenced. The researcher coordinated with Grade 7 teachers to determine a suitable time for survey administration that least disrupts the regular academic schedule. The survey, accompanied by clear instructions, was handed out to the learners in their respective classrooms. To ensure comprehension and minimize potential biases, a brief orientation regarding the purpose of the research and how to fill out the questionnaire was provided. Learners were encouraged to answer honestly and assured that their responses would remain confidential.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

This research strictly adhered to ethical standards to safeguard the well-being and rights of respondents. Informed consent/assent was sought from all respondents, detailing the study's objectives, potential risks, and confidentiality measures. Participation was entirely voluntary, with respondents having the freedom to withdraw at any stage without repercussions. Utmost care was taken to ensure data anonymity and any sensitive information was handled with discretion.

In the analysis phase of this research, Mean, Pearson-r, and Regression Analysis were the statistical tools employed.

III. RESULTS AND DISCUSSIONS

This chapter presents the results and discussions of the study, providing a detailed discussion of the data collected on home economics competencies and financial literacy among high school learners. This chapter interprets the results within the context of existing literature.

- *On the extent of Home Economics Competencies among High School Learners when Analyzed in Terms of Practical Skill Application*

Table 1 showcases the extent of home economics competencies among high school learners, focusing on practical skill application. The statement with the highest mean is "*I am skilled in organizing and maintaining a clean-living environment,"* scoring 3.87 with a standard deviation (SD) of 0.85, indicating extensive competence and relative consistency among responses. This suggests a strong foundational skill in managing living spaces. Conversely, the statement with the lowest mean, *"I can mend clothing items (e.g., sew a button, fix a hem) without assistance,"* scores 3.15 with an SD of 1.05, suggesting moderately extensive competence and a greater variability in learners' abilities in this area. The overall mean for the table is 3.50 with an SD of 0.54., reflecting a general extensive level of competency in home economics practical skills among the learners. This means that the home economics competencies of among high school learners is often manifested.

Table 1 Extent of Home Economics Competencies among High School Learners when Analyzed in Terms of Practical Skill Application

Statements	Mean	SD	Description
1. I feel confident in my ability to prepare a basic meal from scratch.	3.47	0.77	Extensive
2. I can mend clothing items (e.g., sew a button, fix a hem) without assistance.	3.15	1.05	Moderately Extensive
3. I can effectively create and manage a household budget.	3.36	1.06	Moderately Extensive
4. I find it easy to navigate basic home appliances (e.g., washing machine, oven).	3.66	1.01	Extensive
5. I am skilled in organizing and maintaining a clean-living environment.	3.87	0.85	Extensive
Overall	**3.50**	**0.54**	**Extensive**

These results in light of the existing literature, the high level of competency in maintaining a clean-living environment aligns with the emphasis on practical skills in Home Economics as proposed by Smith (2015). The ability to effectively manage living spaces is a fundamental aspect of Home Economics education, reflecting the focus on nurturing life skills.

- *On the extent of Home Economics Competencies among High School Learners when Analyzed in Terms of Integration of Theoretical Knowledge and Practical Execution*

Table 2 illustrates the extent of home economics competencies among high school learners in terms of the integration of theoretical knowledge and practical execution. The statement with the highest mean is *"When I make decisions in household tasks, I often rely on the theoretical knowledge I've gained from my Home Economics education,"* scoring 3.79 with a standard deviation (SD) of 0.74. This indicates a significant extent of integrating theoretical understanding into practical tasks. In contrast, the statement with the lowest mean, *"I often merge traditional home-making techniques with modern ones, based on the theoretical knowledge I've obtained,"* scores 3.49 with an SD of 0.99, suggesting extensive integration but with some variability in how learners blend traditional and modern practices. The overall mean for this table is 3.57 with an SD of 0.48, reflecting an extensive level of competency in integrating theoretical knowledge with practical execution in Home Economics. This means that the home economics competencies of among high school learners is often manifested.

The findings from Table 2 resonate with the discussions in contemporary literature. The high score in the application of theoretical knowledge in household tasks supports Wilson and Clarke's (2015) assertion about the importance of grounding practical skills in theoretical understanding. The lower scores in merging traditional and modern home-making techniques might suggest an area where learners feel less confident, aligning with O'Donnell's (2019) observation on the rising significance of technology in practical applications, which may overshadow traditional methods.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

Table 2 Extent of Home Economics Competencies among High School Learners when Analyzed in Terms of Integration of Theoretical Knowledge and Practical Execution

Statements	Mean	SD	Description
1. When I make decisions in household tasks, I often rely on the theoretical knowledge I've gained from my Home Economics education.	3.79	0.74	Extensive
2. I understand the science behind various cooking techniques I use.	3.45	0.87	Extensive
3. I can explain the reasoning behind my budgeting choices based on financial theories or principles.	3.47	0.78	Extensive
4. When choosing products or ingredients, I consider the socio-economic and environmental impacts, guided by my Home Economics studies.	3.64	0.88	Extensive
5. I often merge traditional home-making techniques with modern ones, based on the theoretical knowledge I've obtained.	3.49	0.99	Extensive
Overall	**3.57**	**0.48**	**Extensive**

Moreover, the overall extensive competency level highlights the effectiveness of current Home Economics curricula in bridging theory and practice, as suggested by Gomez and Patel (2016). These findings emphasize the importance of a curriculum that not only imparts knowledge but also equips learners with the skills to apply this knowledge in a practical and evolving context.

- *On the extent of Home Economics Competencies among High School Learners when Analyzed in terms of Adaptability to Changing Household Dynamics*

Table 3 provides insight into the extent of Home Economics Competencies among High School learners, specifically in terms of Adaptability to Changing Household Dynamics. The statement *"I believe that the traditional skills I've learned in Home Economics can be adapted to modern scenarios"* has the highest mean, scoring 3.83 with a standard deviation (SD) of 0.86, indicating a strong adaptability to modernizing traditional skills. On the other hand, the statement *"I actively seek out new technologies or tools that can aid in my household tasks,"* while still scoring high, has a slightly lower mean of 3.80 and an SD of 0.90, reflecting extensive engagement with new technologies in home economics but with some variability in the learners' eagerness or ability to seek out these technologies. The overall mean of 3.73 with an SD of 0.50 suggests that the learners generally exhibit a high level of adaptability to changing household dynamics. This means that the home economics competencies of among high school learners is often manifested. These results underscore the evolving nature of Home Economics education and its adaptability to contemporary challenges, as highlighted in the literature. The highest scoring statement aligns with Mori and Yamashita's (2017) findings, which emphasized the importance of adapting traditional home economics skills to modern contexts.

Table 3 Extent of Home Economics Competencies among High School Learners when Analyzed in Terms of Adaptability to Changing Household Dynamics

Statements	Mean	SD	Description
1. I actively seek out new technologies or tools that can aid in my household tasks.	3.80	0.90	Extensive
2. I believe that the traditional skills I've learned in Home Economics can be adapted to modern scenarios.	3.83	0.86	Extensive
3. I am open to adopting new methods or techniques in homemaking as societal expectations evolve.	3.71	0.92	Extensive
4. I am keen on integrating sustainable practices in my household routine, acknowledging the changing dynamics of our environment.	3.65	0.77	Extensive
5. As household roles and structures change, I feel equipped to adapt and redefine my skills accordingly.	3.67	0.84	Extensive
Overall	**3.73**	**0.50**	**Extensive**

The high scores across the board also reflect the emphasis placed on sustainable practices and the integration of new technologies, resonating with Martinez's (2018) observations on the increasing intersection of technology in home economics. This adaptability, as evidenced by the learners' responses, is crucial in a world where household dynamics are continually evolving due to factors such as technological advancements and shifting societal norms. These findings emphasize the importance of a Home Economics curriculum that is dynamic and responsive to the changing landscape of household management and sustainability.

- *On the extent of Home Economics Competencies among High School Learners*

Table 4 assesses the Extent of Home Economics Competencies Among High School learners across three competencies. The highest mean is observed in "Adaptability to Changing Household Dynamics," scoring 3.73 with a standard deviation (SD) of 0.50, suggesting that learners are highly adaptable to changes in household environments and practices. The lowest mean, although still denoting extensive competency, is for "Practical Skill Application" at 3.50 with an SD of 0.54, indicating a slightly lesser degree of proficiency in practical skills compared to other areas. The overall mean across all

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

competencies is 3.60 with an SD of 0.37, demonstrating a consistently high level of competency in home economics among the learners. This means that the home economics competencies of among high school learners is often manifested.

The results from Table 4 below reflects the dynamic nature of Home Economics education and its alignment with modern educational goals. The high score in "Adaptability to Changing Household Dynamics" aligns with the observations by Martinez (2018) and Mori and Yamashita (2017) about the evolving nature of Home Economics education, where new technologies and changing societal norms are integrated into traditional practices. The slightly lower scores in "Practical Skill Application" may suggest a need for more emphasis on traditional home economics skills, resonating with Smith's (2015) emphasis on the practical aspects of the subject. The overall extensive competency level across all areas supports Pendergast's (2006) view of Home Economics as a multifaceted field, essential for equipping learners with a diverse set of skills for daily life. These findings highlight the importance of maintaining a balance in Home Economics curriculum, ensuring that while modern elements are incorporated, fundamental practical skills are also emphasized.

Table 4 Extent of Home Economics Competencies among High School Learners

Home Economics Competencies	Mean	SD	Description
Practical Skill Application	3.50	0.54	Extensive
Integration of Theoretical Knowledge and Practical Execution	3.57	0.48	Extensive
Adaptability to Changing Household Dynamics	3.73	0.50	Extensive
Overall	**3.60**	**0.37**	**Extensive**

- *On the extent of Financial Literacy among High School Learners when Analyzed in Terms of Understanding Basic Financial Concept*

Table 5 presents the extent of Financial Literacy among High School learners, focusing on their Understanding of Basic Financial Concepts. The statement with the highest mean is *"I know the basic principles of earning, spending, and saving money,"* scoring 3.85 with a standard deviation (SD) of 0.92, indicating an extensive understanding of fundamental financial principles among learners.

Table 5 Extent of Financial Literacy among High School Learners when Analyzed in Terms of Understanding Basic Financial Concept

Statements	Mean	SD	Description
1. I am familiar with the difference between savings and checking accounts.	3.66	1.00	Extensive
2. I understand what interest rates are and how they can impact my finances.	3.61	0.89	Extensive
3. I know the basic principles of earning, spending, and saving money.	3.85	0.92	Extensive
4. I can distinguish between various types of financial transactions (e.g., deposits, withdrawals, transfers).	3.20	1.04	Moderately Extensive
5. I am aware of the differences between credit and debit transactions.	3.27	1.03	Moderately Extensive
Overall	**3.52**	**0.67**	**Extensive**

Conversely, the statement with the lowest mean, "*I can distinguish between various types of financial transactions (e.g., deposits, withdrawals, transfers),"* has a mean of 3.20 and an SD of 1.04, reflecting moderately extensive knowledge and greater variability in understanding different financial transactions. The overall mean for the table is 3.52 with an SD of 0.67, pointing to a generally extensive level of financial literacy in terms of basic concepts. This means that the financial literacy of among high school learners is often manifested.

These results highlight areas of strength and opportunities for improvement in financial literacy education. The high scores in understanding the basic principles of finance align with the findings of Smith & Johnson (2015), who emphasized the importance of foundational financial knowledge. The lower scores in distinguishing between different types of financial transactions suggest areas that could be strengthened, resonating with Davis's (2016) assertion on the influence of external factors, such as parental guidance, in shaping a child's financial comprehension.

- *On the extent of Financial Literacy among High School Learners when Analyzed in Terms of Budgeting and Saving*

Table 6 delves into the extent of financial literacy among high school learners, particularly focusing on budgeting and saving. The statement with the highest mean, *"I regularly set aside a portion of my allowance or earnings for savings,"* scores 4.12 with a standard deviation (SD) of 0.90, reflecting a strong tendency among learners to save regularly. This is indicative of a well-established habit of saving, a crucial aspect of financial literacy. On the other end, the lowest mean is recorded for "I prioritize saving for important future expenses (e.g., college, car)," with a mean of 3.73 and an SD of 0.95, suggesting extensive awareness but with some variability in prioritizing long-term financial goals. The overall mean for the table is 3.88 with an SD of 0.59, pointing towards an extensively high level of competency in budgeting and saving. This means that the financial literacy of among high school learners is often manifested.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

Table 6 Extent of Financial Literacy among High School Learners when Analyzed in Terms of Budgeting and Saving

Statements	Mean	SD	Description
1. I regularly set aside a portion of my allowance or earnings for savings.	4.12	0.90	Extensive
2. I am confident in my ability to create and stick to a personal budget.	3.76	0.84	Extensive
3. I prioritize saving for important future expenses (e.g., college, car).	3.73	0.95	Extensive
4. I often track my spending to ensure I stay within my budget.	3.81	0.97	Extensive
5. I am aware of the benefits of having an emergency savings fund.	3.99	0.85	Extensive
Overall	**3.88**	**0.59**	**Extensive**

The findings from Table 6 underscore the significance of imparting practical financial skills to learners, as echoed in the literature. The high scores across saving and budgeting align with Hamilton's (2016) emphasis on the behavioral aspects of saving, indicating that learners have internalized the importance of these practices. The slight variability in prioritizing future expenses could be seen in light of Thompson and Reyes's (2018) findings on the impact of digital platforms and modern lifestyle on financial behaviors. The overall extensive competency in budgeting and saving reflects the importance of these skills for financial autonomy and security, resonating with the discussions by Patel (2016) and Wang (2019) on the importance of holistic financial education.

- *On the extent of Financial Literacy among High School Learners when Analyzed in terms of Debt Management*

Table 7 evaluates the extent of financial literacy among high school learners in the area of debt management. The statement "*I recognize the importance of paying bills on time to avoid additional fees or penalties"* has the highest mean score of 3.74 with a standard deviation (SD) of 1.10, suggesting that learners have a relatively high understanding of timely bill payments and their implications. However, the lowest mean score, "*I understand the concept of credit card debt and the implications of not paying off my balance,"* is 3.24 with an SD of 1.09, indicating a moderately extensive understanding of credit card debt. The overall mean for this section is 3.47 with an SD of 0.69, reflecting an overall extensive level of knowledge in debt management, but with areas that require further improvement. This means that the financial literacy of among high school learners is often manifested.

Table 7 Extent of Financial Literacy among High School Learners when Analyzed in Terms of Debt Management

Statements	Mean	SD	Description
1. I understand the concept of credit card debt and the implications of not paying off my balance.	3.24	1.09	Moderately Extensive
2. I know what a credit score is and why it's important for my financial future.	3.38	1.03	Moderately Extensive
3. I am aware of the consequences of prolonged debt, including interest accumulation.	3.39	0.93	Moderately Extensive
4. I recognize the importance of paying bills on time to avoid additional fees or penalties.	3.74	1.10	Extensive
5. I can differentiate between "good debt" (like student loans or mortgages) and "bad debt" (like high-interest credit card debt).	3.59	1.06	Extensive
Overall	**3.47**	**0.69**	**Extensive**

The results from Table 7 highlight a nuanced understanding of debt management among learners. The relatively lower scores in understanding credit card debt align with Moore and Collins's (2015) findings about common misconceptions regarding debt. This suggests that while learners may recognize the importance of timely payments, there's less clarity on the complexities of credit card debt and its long-term financial implications.

- *On the summary of the Extent of Financial Literacy among High School Learners*

Table 8 evaluates the Extent of Financial Literacy among High School learners across three key indicators. "Budgeting and Saving" shows the highest mean of 3.88 with a standard deviation (SD) of 0.59, indicating a strong proficiency among learners in these areas. The lowest mean, although still denoting extensive knowledge, is observed in "Debt Management" with a mean of 3.47 and an SD of 0.69, suggesting some variability and potential areas for improvement in this aspect. The overall mean across all indicators is 3.62 with an SD of 0.51, demonstrating a high level of financial literacy among the learners overall. This means that the financial literacy of among high school learners is often manifested.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

Table 8 Summary of the Extent of Financial Literacy among High School Learners

Indicators	Mean	SD	Description
Understanding of Basic Financial Concepts	3.52	0.67	Extensive
Budgeting and Saving	3.88	0.59	Extensive
Debt Management	3.47	0.69	Extensive
Overall	**3.62**	**0.51**	**Extensive**

The results from Table 8 underscore the strengths and areas of growth in financial literacy education for high school learners. The high scores in "Budgeting and Saving" resonate with Hamilton's (2016) findings on the behavioral patterns associated with saving habits and the emphasis on practical financial skills by Patel (2016) and Wang (2019). These high scores indicate effective financial education practices in these areas.

- *On the Relationship between Home Economics Competencies and Financial Literacy among High School Learners*

Table 9 shows the test of relationship between home economics competencies and financial literacy among high school learners. The Pearson Product Moment Correlation was used to test if there is a significant relationship between Home Economics Competencies and Financial Literacy among High School learners at a 0.05 Level of Significance. The results show that there is a significant High Relationship (R: 0.59, $p<0.05$) between Home Economics Competencies and Financial Literacy among High School learners at a 0.05 Level of Significance. The results imply that improving the home economic competencies is beneficial for the development of the financial literacy among High School learners. The results also imply that 34.8 percent (R^2: 0.348) of the variance or improvement in the Financial Literacy among High School can be accounted for by their Home Economics Competencies. The significant high relationship found between Home Economics Competencies and Financial Literacy (R: 0.59, $p<0.05$) among high school learners at a 0.05 level of significance is a compelling finding that underscores the interconnectedness of these educational domains. This correlation suggests that proficiency in home economics skills is positively associated with financial literacy, indicating that the competencies developed through home economics education may extend to, and enhance, financial understanding and skills.

Table 9 Relationship between Home Economics Competencies and Financial Literacy among High School Learners

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision @ a 0.05 Level
Home Economics Competencies	3.60	0.37	0.59	0.348	High	0.00	Significant (Reject Ho)
Financial Literacy	3.62	0.51					

Further, this correlation resonates with the multidimensional nature of Home Economics education, as described by Pendergast (2006), who emphasized its role in fostering a wide range of life skills, including financial management. The study's findings support the idea that the practical skills and theoretical knowledge gained in home economics, such as budget management and resource allocation (Smith, 2015; Martinez, 2018), directly contribute to a broader understanding of financial literacy. Furthermore, the adaptability aspect of home economics, highlighted by Mori and Yamashita (2017), could play a role in enhancing financial literacy by equipping learners with the skills to adapt to various financial situations and challenges.

- *On the Indicators of Home Economics Competencies that Influence the Financial Literacy among High School Learners*

Table 10 showcases the indicators of home economics competencies that influence the financial literacy among high school learners.

Table 10 Indicators of Home Economics Competencies that Influence the Financial Literacy among High School Learners

Indicators of Home Economics Competencies	B	SE	t-stat	p-value	Decision @ a 0.05 Level
(Constant)	0.68	0.33	2.06	0.04	Significant
Practical Skill Application	0.24	0.07	3.54	0.00	Significant
Integration of Theoretical Knowledge and Practical Execution	0.26	0.09	3.02	0.00	Significant
Adaptability to Changing Household Dynamics	0.32	0.08	4.18	0.00	Significant
Regression Model:					
Financial Literacy = 0.68 + 0.24(Practical Skill Application) + 0.26(Integration of Theoretical Knowledge and Practical Execution) + 0.32(Adaptability to Changing Household Dynamics)					
F: 26.71, R: 0.595, R^2: 0.354, p: 0.00					

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

The Multiple Linear Regression Model was used to determine the Indicators of Home Economics Competencies that Influence the Financial Literacy among High School learners at a 0.05 level of significance. The results show that all indicators of Home Economics Competencies significantly influence (F:26.71, $p<0.05$) the Financial Literacy among High School learners at a 0.05 level of significance.

The Multiple Linear Regression Model **Financial Literacy** = 0.68 + 0.24(Practical Skill Application) + 0.26(Integration of Theoretical Knowledge and Practical Execution) + 0.32(Adaptability to Changing Household Dynamics) accounts for 35.4 percent (R^2: 0.354) of the variance or changes in Financial Literacy among High School learners. Furthermore, the results show that the indicator Adaptability to Changing Household Dynamics (B: 0.32, $p<0.05$) has the highest influence, followed by the indicators Integration of Theoretical Knowledge and Practical Execution (B: 0.26, $p<0.05$), and Practical Skill Application (B:0.24, $p<0.05$) respectively. Moreover, the results imply that Home Economics competencies have very important roles and could predict the extent of Financial Literacy among High School learners.

This regression model contributes to the literature by quantitatively establishing the links between specific home economics competencies and financial literacy. It suggests that a comprehensive approach to home economics education, which includes practical skills, theoretical knowledge integration, and adaptability to changing dynamics, can significantly enhance financial literacy among high school learners

IV. CONCLUSIONS AND RECOMMENDATIONS

- *Based on the Results, the Following Conclusions are Drawn:*

The high competency levels in Home Economics among learners underscore the effectiveness of current educational curricula in this area. It highlights that learners are not only learning essential life skills but are also able to adapt these skills to meet the demands of modern living, demonstrating the relevance and applicability of home economics education in today's world.

The overall proficiency in financial literacy, particularly in budgeting and saving, suggests that learners are well-prepared to handle basic financial tasks and decisions. However, the varying levels of understanding in different financial areas also point to the need for a more comprehensive and nuanced approach in financial education to address these gaps.

The positive correlation between home economics competencies and financial literacy emphasizes the integral role of home economics education in developing financial understanding. This connection suggests that strengthening home economics programs could be a strategic approach to enhancing financial literacy among learners

The regression analysis reveals the specific components of home economics education that most significantly impact financial literacy. This insight is crucial for educators and curriculum developers, as it directs focus on which aspects of home economics can be emphasized or refined to further boost learners' financial understanding and preparedness.

- *Based on the Conclusions, the Following are Recommended:*

It is advised that the Department of Education considers integrating a more comprehensive and nuanced financial literacy curriculum within the existing educational framework. Emphasis should be placed on enhancing the connection between home economics education and financial literacy. Developing standardized guidelines and providing resources for effective financial education across schools can help bridge any existing knowledge gaps.

School heads may prioritize the implementation of an integrated curriculum that combines home economics skills with financial literacy. Investment in teacher training programs to enhance educators' proficiency in teaching these subjects is recommended. Additionally, creating school environments that encourage practical application of financial concepts, such as student-led budgeting projects or finance clubs, could reinforce learning.

Teachers are encouraged to adopt interactive and practical methods for teaching financial literacy and home economics. Incorporating real-life scenarios, technology, and collaborative projects in the classroom can make these subjects more relatable and engaging for learners. Continuous professional development in these areas will also ensure that teachers remain abreast of the best practices and latest trends in education.

Learners may actively engage in both theoretical and practical aspects of financial literacy and home economics. Participating in extracurricular activities such as financial literacy workshops, home economics clubs, or online courses can supplement classroom learning. Learners are also encouraged to apply the concepts learned in real-life contexts, like managing personal budgets or exploring investment options.

Future research may focus on longitudinal studies to assess the long-term impact of integrated home economics and financial literacy education on learners' financial well-being. Research exploring the effectiveness of different teaching methodologies in these subjects can also provide deeper insights. Additionally, comparative studies across different educational settings could offer a broader perspective on the best practices in this field.

ISSN No:-2456-2165 https://doi.org/10.38124/ijisrt/IJISRT24JUN546

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