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RESEARCH ARTICLE

Assessment of the Factors Impacting the Financial Management Skills among University Students: The Moderating Effect of Financial Education

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ABSTRACT

Personal financial management is crucial for economic stability and social progress. This study examines undergraduate students' financial management aspects and fills a fundamental research gap. It expands on previous research by investigating how financial education mediates the effect of financial attitude on personal financial management. This research has practical, scientific, theoretical, and policy consequences. Financial attitude, family financial socialization, and financial capacity affect students' financial behaviour. The research also shows that financial education moderates and may improve financial literacy. Exploratory and confirmatory factor analysis and structural equation modeling were used to analyze 397 Vietnamese students' data. The results show that financial attitude, family financial socialization, and financial attitude strongly influence students' financial management. Financial knowledge is essential for financial improvement. Beyond local relevance, these findings might help policymakers, educators, and stakeholders build tailored financial education programs. Strong financial management abilities enhance students' financial stability and boost economic progress.

INTRODUCTION

In addition to playing a crucial role in promoting the development and balance of the economy, mastering personal financial management is an essential component in the process of reaching a sense of equilibrium in one's life. This skill is emphasized by Swart[1], who highlights its efficacy in constructing comfortable lives, limiting debt, developing goals, and assuring financial security in the future. Swart also emphasizes the necessity of this skill. As a result of this competence, people and businesses alike are able to avoid irresponsible spending, negative obligations, missed investment possibilities, and insecure living situations[2]. This expertise is needed across all financial capabilities. Despite the fact that financial aptitude has become more prominent on a worldwide scale, the implementation of this concept into Vietnam's national agenda is still a relatively new development. The findings of Nguyen [3] suggest that people continue to have a lack of understanding about their financial potential, which has an effect not just on their personal lives but also on the larger economic environment. Because of this knowledge gap, individuals often exhibit reluctance and a lack of confidence when interacting with various financial goods and services. According to Hongbing[4], customers who have improved their financial aptitude are better equipped to analyze and choose the financial goods that are most fit for them, taking into account their specific circumstances. Acquiring expertise in personal financial management is essential in this contemporary and rapidly changing society, as it is vital for attaining financial stability and ensuring future security. Despite its significance, numerous students encounter difficulties in efficiently managing their funds, primarily due to a deficiency in education and experience[5]. Inadequate financial management can result in substantial issues, such as accumulating debt, anxiety, and restricted prospects for future investments and expansion.

In light of these concerns, it is of the utmost importance to undertake a study and analysis of the elements that impact the ability to manage one's finances, as well as the effect of financial education on the association between one's financial attitudes and personal financial management. Using empirical testing, the purpose of this study is to investigate the factors that influence the levels of financial management skills that students possess. According to Shim et al.[6], the major purpose of this study is to investigate how financial education might impact the alignment between financial mindset and money management practices. The idea is to try to bridge the gaps that currently exist and to strengthen students' financial capacity. Finally, the findings of this research provide evidence-based solutions that may be used to improve students' financial savvy. Its purpose is to encourage well-informed financial decision-making and enhance financial well-being by offering specifically targeted interventions. According to Falahati et al.[7], Kirchenbauer[8], and Lusardi[9], this comprehensive strategy is in line with the worldwide quest to provide people with critical financial skills, which ensures that they are able to traverse financial environments efficiently. Through the study, several practical implications were recommended with the involve of not only graduated students but also their parents, the universities, stakeholders, and also policymakers. The final goal of all these implications is the enhancement of financial management skills of Vietnamese students.

LITERATURE REVIEW

Determinants affecting personal financial management

When Kapoor et al. [10]investigate the concept of "personal finance" (PF), they delve into the multifaceted methods that individuals, households, consumers, or families use to accumulate, cultivate, and distribute their financial resources with the intention of achieving particular financial goals, both in the short term and in the long term. A wide range of approaches and procedures, all of which are linked to the process of making financial decisions and managing assets, are required for this.

Furthermore, Rai, Dua, and Yadav [11] highlight the relevance of "financial attitude" (FA), which they define as a personal tendency toward financial problems that incorporates emotional feelings and factual understanding. This inclination has a substantial influence on human reactions and decisions in matters pertaining to finances.

The process of family financial socialization (FFS), which was explained by Zhao and Zhang [12] and Gudmunson and Danes[13], highlights the critical role that parents play in transmitting to their children the essential knowledge, skills, and attitudes that are required for good money management. Within the context of the family, children are presented with a setting that is not official but yet influential, and it is in this setting that they develop an awareness and grasp of financial matters.

According to Morgan and Trinh [14] and Taylor[15], the term "financial competence" (FC) refers to the realm of understanding and knowledge that encompasses a variety of different financial concepts. Individuals are given the ability to make judgments about their financial concerns that are both educated and prudent when they have this knowledge.

Furthermore, McCormick [16] highlights the transformational aspect of financial education (FE), depicting it as a developmental process that allows people to make intelligent judgments and adeptly manage their financial situation. FE is shown as equipping individuals with the ability to make sensible decisions [17]. The practice of FE fosters the capacity to recognize and adequately distribute resources [18].

Last but not least, according to Bajtelsmit[19], the scope of "personal finance management" (PFM) encompasses the range of abilities acquired through activities such as organizing, strategizing, allocating funds, and accumulating financial assets. This range of abilities constitutes a comprehensive approach to managing personal financial resources.

Waliszewski and Warchlewska [20] developed a method to influence financial behaviour. This strategy involves encouraging personal financial management (PFM) by means of financial planning and practicing self-discipline in the administration of personal resources. The development of personal financial skills is essential for everyone. However, it is essential for students since it enables them to successfully manage debt, build up savings, and ensure that they will have financial stability during their retirement period[21]. The spectrum of effective financial practices includes the methodical organization of financial records, the timely settlement of bills, comprehensive spending plans, meticulous cost tracking, strategies for reducing expenditures, the beginning of savings initiatives, and active participation in finance-related conversations within the context of family settings [22]. The control of costs, the maintenance of consistent payments, the planning of future budgets, and the protection of wealth are the four key components that are integral to these activities, according to Perry and Morris[23]. Throughout the whole of this investigation, the terms "financial practices," "financial management," and "personal financial management" are used interchangeably to refer to the same notion.

The correlations among components impacting personal financial management

The association between an individual's financial thinking and their ability to handle their own finances has been well-researched and recorded in the past. It has been shown that people's financial management actions are highly impacted by their financial attitude (FA)[24, 25]. In various financial sectors, including saving, borrowing, risk tolerance, and handling adverse financial conditions, positive financial attitudes impact behavioural intentions via the influence of positive financial attitudes. On the other hand, people who do not possess good attitudes and do not possess enough financial capabilities may display destructive financial behaviours, highlighting the significant role that attitude plays in molding financial practices.

It has been discovered that family financial socialization, often known as FFS, has a significant influence on the financial habits of individuals. Deenanath, Danes, and Jang [26] and Khawar and Sarwar [27] state that parents play a critical role in fostering their children's grasp of financial concepts such as investing, saving, and spending, hence laying a fundamental foundation for their children's financial literacy. An open-ended process that continues throughout an individual's entire life as they observe and experience financial activities within their family environment is depicted by the fact that parental involvement and guidance regarding financial matters significantly influence the financial behaviours of their children as they mature.

People who have low financial competence (FC) can have negative consequences as a result of the decisions they make with their finances. Consequently, individuals could find themselves involved in an excessive amount of debt and have significant financial difficulties [28]. Therefore, financial literacy emerges as a critical component that plays a considerable role in influencing people's decision-making processes and financial behaviours[29]. Individuals with financial competence (FC) and comprehensive recognition are more likely to make well-informed financial choices. These individuals are able to leverage their ability to handle money and successfully use the information they gain in real-world financial settings. According to the findings of a previous study conducted by Prihartono and Asandimitra[30], it is clear that FC has a significant impact on personal financial management (PFM). There is a correlation between inadequate financial capital and people and society experiencing financial difficulties, which may lead to erroneous financial judgments.

Additionally, the association between financial education and attitudes about money demonstrates that there is a considerable influence on both[31, 32]. Research has shown that financial education positively impacts financial attitudes, leading to a better knowledge of financial concepts and cultivating a positive financial mentality. As a result of this engagement, educated financial decision-making and active participation in financial activities are encouraged, highlighting the significance of education in the process of molding attitudes and behaviours about finances.

Proposed models for analysis

In order to determine which of the two models is the most appropriate, the study builds two models based on previous investigations. In **Figure 1**, we see that Model 1 has three components that have an effect on PFM. These components are FA, FFS, and FC. According to research conducted in the field of psychology, several elements have an effect on the link between attitudes and behaviour[33]. These characteristics include certainty or knowledge consistency throughout time, not to mention the accessibility of attitudes. According to Foong and Khoo[34], FE also has a role in the modification of FA, which in turn influences attitudes and behaviours, which in turn has an effect on PFM. **Figure 2** provides an overview of Model 2, which illustrates the connections between FA, FE, and PFM and emphasizes the function that FE plays as a mediator in the relationship between FA and PFM.

Among the hypotheses that will be investigated in this research is the possibility that individual financial management might be positively impacted by factors such as financial attitude, family financial socialization, and financial competence. Additionally, it suggests that financial education acts as a moderator of the influence that a person's financial attitude has on their personal financial management. This idea is expressed as hypotheses H1.1 to H1.3 and H2.1 to H2.4.

There are two proposed models, as follows

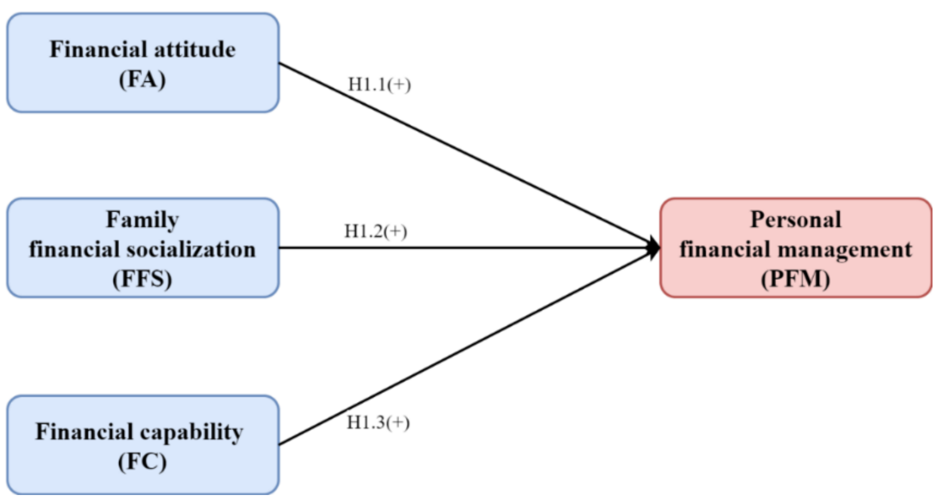

Figure 1. Model 1 – Factors Affecting Personal Financial Management Theoretical Model

In Model 1, the research hypotheses encompass:

H1.1 *Financial attitude positively influences personal financial management.*

H1.2 *Family financial socialization positively influences personal financial management.*

H1.3 *Financial capability positively influences personal financial management.*

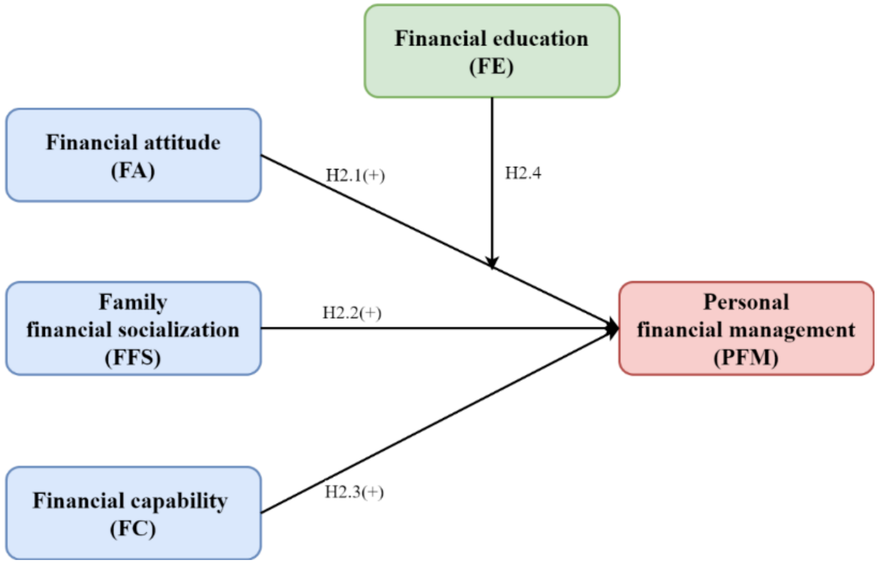

Figure 2. Model 2 – Factors affecting personal financial management with moderating variable theoretical model

In Model 2, the research hypotheses encompass:

H2.1 Financial attitude positively influences personal financial management.

H2.2 Family financial socialization positively influences personal financial management.

H2.3 Financial capability positively influences personal financial management.

H2.4 Financial education moderates of the correlation between financial attitude and personal financial management.

METHODOLOGY

Data collection and measurements

For the purpose of the study project, a quantitative approach was used, and the primary instrument for data collection was a self-questionnaire. The investigation was carried out with a specific focus on undergraduate students hailing from Vietnam in January 2024. From the very beginning of the research project, a convenient sampling method is used in order to conduct direct interviews and sample studies within the near vicinity of the author. There were 426 responses collected; however, 29 invalid responses were excluded due to the need for more required information. Hence, 397 valid responses was used for data analysis (response rate 93.19%). One of the most important aspects of this investigation is a factor analysis, which entails the investigation of seventeen different variables that might be observed. The validated scales are included in the questionnaire, which has seventeen questions and contains information about demographics.

The financial attitude (FA) scale, the family financial socialization (FFS) scale, the financial capacity (FC) scale, the personal financial management (PFM) scale, and the financial education (FE) scale are all examples of scales that fall under this category. Every one of these scales is a product of a study that was carried out[35-38]. A Likert scale with five points is used to assess the replies. The scale ranges from 1 (which indicates "strongly disagree") to 5 (which indicates "strongly agree").

Data analysis

During the data analysis process, the STATA software version 17 (StataCorp LLC) was used, and 397 valid responses were utilized. Following the computation of the mean and standard deviation (SD) of age, we proceeded to classify the other variables according to the frequency and percentage of their occurrences in order to arrive at statistical conclusions. As part of the exploratory factor analysis (EFA) technique, the Kaiser-Meyer-Olkin measure (also known as the KMO test) and Bartlett's test were carried out. Only those factors that had eigenvalues that were greater than or equal to one were kept by the findings of the data analysis. In addition, according to Hair et al.[39], in order to guarantee the practical significance of EFA, factor loadings that are more than 0.4 are necessary. A Cronbach's Alpha value that was more than 0.6 was used in order to guarantee the dependability of the scale. After that, a confirmatory factor analysis, also known as CFA, was carried out to evaluate the variables' reliability and validity across the various groups [40]. Both the average variance extracted (AVE) and the composite reliability (CR) should be examined, with values more than 0.5 and 0.7, respectively, suggesting a more considerable relevance. A structural equation modeling (SEM) approach, which was based on the theoretical models, was used to evaluate the notion presented [41]. To determine whether or not the data from the sample and the whole population were adequate, goodness of fit test indices were generated.

RESULTS

The results of the analysis of the demographic features showed that the female population made up 62.72% of the total population in **Table 1**. In comparison, the male population made up 37.28% of the total population. There were 293 people who resided in metropolitan areas, which accounts for 73.80% of the total participants. On the other hand, there were 104 respondents who lived in rural areas (26.20%). There were 65.24% of the people who were interviewed lived in rented houses or dormitories, whereas there were 34.76% lived in rental accommodation.

Table 1. Demographic characteristics of respondents

Statistical indicators		Frequency (n=397)	Ratio (%)
Gender	Male	148	37.28%
	Female	249	62.72%
Living area	City/Town/Urban area	293	73.80%
	Rural/Mountain/Island	104	26.20%
Current accommodation	Home	138	34.76%
	Rental house/dormitory	259	65.24%

In **Table 2**, the Exploratory Factor Analysis (EFA) results showed a Kaiser-Meyer-Olkin (KMO) value of 0.8922. This value falls well within the acceptable range of 0.5 to 1, indicating that there is a suitable sample size for future analysis[42]. Not only that, but Cronbach's Alpha score for every component was higher than 0.7, which is further evidence that the scale is very reliable.

In addition, Table 2 demonstrates that the Average Variance Extracted (AVE) values for all variables were in the range of 0.5952 to 0.8439, with each value above the criterion of 0.5. According to Shrestha[42], this indicates that the AVE values for these variables have converged in a praiseworthy manner.

Moreover, the Composite Reliability (CR) values of all variables were greater than 0.7, ranging from 0.7153 to 0.9461. This indicates that all variables are above the threshold of 0.7. The fact that these variables fall within this range indicates that they have a high degree of internal consistency and dependability[42].

Table 2. EFA and CFA's results

Construct	Items	Cronbach's Alpha	Factor Loadings	AVE	CR
Financial attitude (FA)	FA1	0.8021	0.6357	0.6382	0.7664
	FA2		0.6408		
Family financial socialization (FFS)	FFS1	0.7568	0.5756	0.5952	0.7153
	FFS2		0.6659		
	FFS3		0.5369		
Financial capability (FC)	FC1	0.8871	0.8132	0.8025	0.8965
	FC2		0.7931		
Personal financial management (PFM)	PFM1	0.8395	0.4467	0.6585	0.8693
	PFM2		0.6563		
	PFM3		0.6879		
	PFM4		0.7654		
	PFM5		0.6924		
Financial education (FE)	FE1	0.9389	0.8322	0.8439	0.9461
	FE2		0.8759		
	FE3		0.8451		
	FE4		0.8461		
	FE5		0.8173		
KMO		0.8922			

AVE: Average variance extracted, CR: Composite reliability

The results of the CFA and SEM analyses for both models preferred Model 2. For the purpose of this determination, the chi-square to degrees of freedom ratio (chi2/df) was not greater than 3, the Tucker-Lewis Index (TLI) and Comparative Fit Index (CFI) were both greater than 0.9, and the Root Mean Square Error of Approximation (RMSEA) was not greater than 0.08, all of which were in accordance with the criteria that were stipulated[43].

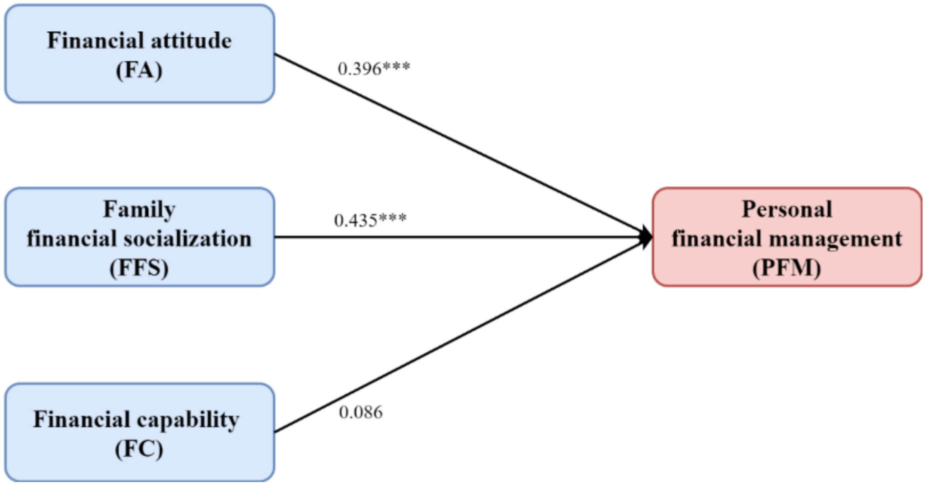

Figure 3. Model 1 - Variance test results

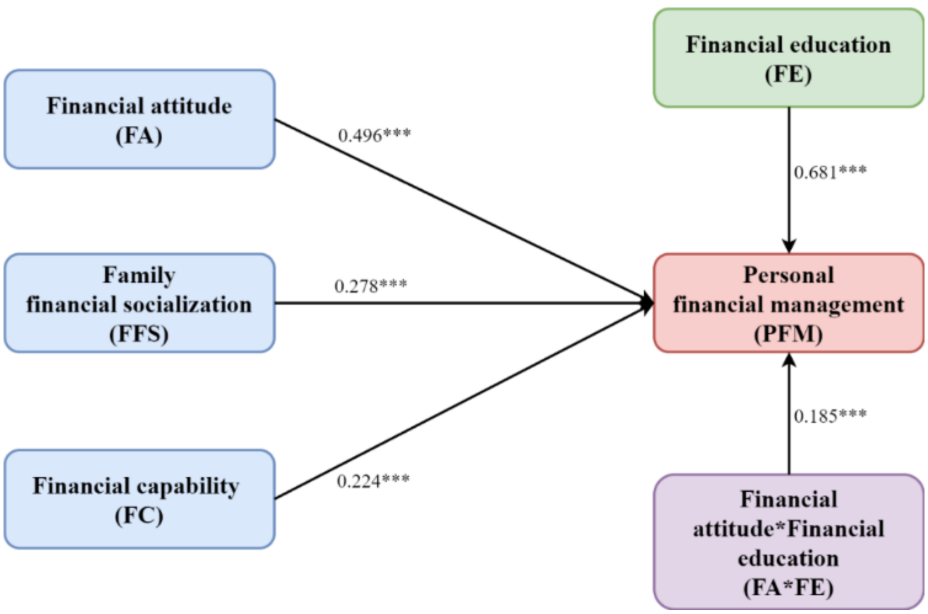

Figure 4. Model 2 - Variance test results

As shown in **Table 3**, a single hypothesis from Model 1 was not accepted, and all hypotheses in Model 2 were accepted with significant correlations at the 0.01 level. Hypothesis H1.3 in Model 1 was not accepted, while FE does not exist. The applicability of Model 2 is shown by this, with a particular emphasis placed on the function of FE as a moderator.

Table 3. Comparison of testing results between two models

Pathway	Model 1				Decision on hypothesis	Model 2				Decision on hypothesis
	Coef.	S.E.	p-value	95% CI		Coef.	S.E.	p-value	95% CI	

FA→PFM	0.396	0.073	***	(0.250; 0.542)	Accepted	0.496	0.085	***	(0.326; 0.666)	Accepted
FFS→PFM	0.435	0.084	***	(0.267; 0.603)	Accepted	0.278	0.062	***	(0.154; 0.402)	Accepted
FC→PFM	0.086	0.102	0.523	(-0.118; 0.290)	*Rejected*	0.224	0.065	***	(0.094; 0.354)	Accepted
FE→PFM						0.681	0.109	***	(0.463; 0.899)	Accepted
FA*FE→PFM						0.185	0.049	***	(0.087; 0.283)	Accepted

**p–value ≤ 0.1, ** p–value≤ 0.5, *** p–value ≤ 0.01*

DISCUSSION

Three key components were identified as influential in shaping students' abilities in personal financial management (PFM) based on the theoretical frameworks and earlier proposed models. These components are as follows: financial attitude (FA), which is represented by two observable variables; family financial socialization (FFS), which is indicated by three observable variables; and financial capability (FC), which encompasses two observable variables. Additionally, the financial education (FE) component, which is comprised of five observable factors, was shown to be the primary moderator that influences the link between financial assurance and personal financial management. There is a significant relationship between the financial disposition of undergraduates toward PFM and their pragmatic financial management. This relationship encompasses their confidence in efficiently managing finances as well as their accomplishment after the purchase. It has been discovered that the correlation coefficients between FFS and FC have gradually decreased. The most important effect on personal financial management (PFM) is exerted by financial education (FE), followed by financial education (FA), family financial socialization (FFS), and financial capability (FC) in the order of their respective impacts.

In addition, educational institutions like colleges and universities want to broaden their course offerings by imparting extra classes that concentrate on topics like investment credits, financial charges, and interest rates related to investments. According to Barua, Koh, and Mitchell[44], students who take these classes will get a complete grasp of important investing concepts such as stocks, interest rates for savings and loans, and investment funds. Teachers should develop and distribute instructional materials for students' financial capabilities, and they should also make use of concrete representations to improve students' understanding and engagement. This activity will guarantee that the most significant amount of effectiveness is achieved. By forming partnerships with financial organizations, educational institutions may participate in the dissemination of information on loan rates, credit, and interest rates. In addition to this, they are able to arrange sessions in which students are given the opportunity to encounter financial specialists for the purpose of receiving guidance or acquiring free customized financial planning services. Alternative approaches to financial education (e.g., organizing field trips, extracurricular activities, and simulated exercises related to money or investments) could be beneficial for undergraduate students in terms of gaining an understanding of the significance of making decisions pertaining to finances and establishing objectives[45]. Student engagement may be increased via the use of financial education initiatives that attempt to make learning more exciting and relevant to the students' life and the decisions they will make in the future.

For the purpose of enhancing one's own financial knowledge and capabilities while simultaneously providing training in financial management, the development of financial education clubs inside educational institutions is a viable way of accomplishment. Individuals are able to get knowledge from educators, peers, or financial specialists via the use of such clubs, which also allow them to share their own expertise and gain insights from the comments of others[46]. In addition, involvement in these sorts of groups helps to cultivate strong social ties. The cultivation of connections with persons who have similar interests, ambitions, and aspirations to obtain information about personal finance enables individuals to widen their network and explore new opportunities once they have graduated.

The collaboration between businesses and educational institutions is necessary to enhance individuals' education about personal finance. According to Lam and Ching[47], businesses have the ability to make a contribution to the education of students by providing possibilities for internships or courses in personal finance. These opportunities allow undergraduates to receive knowledge from practicing financial experts and apply their knowledge in real-world scenarios. Undergraduate students may benefit from the ability to keep educated about the most recent information and manage their awareness in their day-to-day lives if companies develop partnerships with educational institutions such as universities and colleges to provide regular courses or events centered on personal finance. In addition, those organizations that are not-for-profit have the chance to collaborate with programs that are centered on the education of teachers. The purpose of this partnership is to provide specialized courses that are designed to improve teaching abilities and give teachers the fundamental information that is necessary for engaging students in meaningful learning. Furthermore, in order to build a coherent and integrated framework for the dissemination of information on this particular subject, it is vital to encourage cooperation between people and organizations from different institutions.

Students, in particular, should take an active role in learning and interpreting economic knowledge in order to improve their own capabilities in the area of time management and financial management. It is essential for students to regularly practice their knowledge and stay current on global financial markets in order to achieve academic success in their disciplines. In order for students to improve their financial situation, it is essential for them to create their own personal budget and meticulously maintain it. In order to complete this procedure, it is recommended to use several technology solutions to track personal monthly income and expenditures precisely[48]. As a consequence of this, people could evaluate their expenditures in order to determine a probable amount that might be cut or eliminated. When it comes to keeping a well-organized budget, creating financial goals that are specific and precise is really necessary. For the purpose of capitalizing on their youth and adaptation to technology, students have the opportunity to participate in financial competitions or obtain practical experience with financial goods and services.

There is a current need for the official incorporation of personal financial knowledge and skills into the curriculum of schools in Vietnam and other Asian countries, despite these topics being of great relevance. Therefore, it is of the utmost importance for the Ministry of Education and Training (MOET), in conjunction with elementary, middle, and high schools, to establish comprehensive methods for teaching students the skills necessary for financial literacy. There is a direct correlation between the quality of teaching that students receive and the effectiveness of financial education programs. As a result, instructors had to acquire the required information and abilities by taking part in online seminars and short courses, in addition to using innovative instructional strategies[49].

Students have a range of practical tactics that they may easily incorporate into their lives. Using specialized software and tools to manage expenses is a crucial approach for effectively overseeing budgets, tracking spending trends, and allocating resources while making use of the many technical capabilities included in these solutions. It enables a more sophisticated and all-encompassing approach to financial management.

Furthermore, cultivating a practice of saving by setting aside a portion of their earnings prior to outlining monthly expenditures is an essential first measure. This proactive strategy not only simplifies the process of financial planning but also promotes responsible expenditure and ensures sustained financial stability in the long run. Making bill payments on time is an essential aspect of responsible financial management, as it helps to prevent incurring additional expenses associated with late payments. This technique promotes fiscal accountability and mitigates preventable financial hardships.

Comprehending the importance of credit scores is crucial in obtaining favorable interest rates for loans and credit cards. By developing this understanding, students are equipped with the knowledge and skills to navigate the complex world of finance with excellent proficiency. It enables them to make more informed financial choices and mitigate possible hazards that may arise from borrowing and using credit.

Moreover, financial literacy and comprehension may be enhanced by actively participating in financial clubs and community groups and taking advantage of free online financial courses. These outlets provide essential tools and insights, allowing students to improve their financial knowledge and make better-informed financial choices. By engaging in these activities, students become familiar with various financial situations, allowing them to cultivate tangible financial abilities and a more profound comprehension of financial principles.

When it comes to educational programs, parents play a crucial role as partners, working with teachers to give their children a practical context and reinforce the teachings they learn in the classroom. When it comes to teaching children how to handle their finances, many parents believe that young children have a limited understanding of this subject, which leads them to assume that financial education is not important. On the other hand, children begin to form habits regarding money when they are seven years old, which highlights the need for parents to encourage their children to develop financial awareness from a young age. For this reason, it is essential for parents to initiate early financial education in order to assist their children in developing a comprehensive perception of the significance and value of money, particularly in the realm of financial management, beginning from the time that they begin using money for expenditures[50]. The findings of the research highlight the importance of students' financial aptitude as the ultimate predictor of their ability to handle their finances adequately. The capacity to make educated financial decisions gives people the ability to make such judgments, which in turn reduces the possibility that they would make bad choices that might have a negative influence on their financial well-being. In order to obtain a strong understanding of personal finance, people need to actively seek out and apply a variety of skills linked to budgeting, managing debt, planning for repayment, and having knowledge of credit products and investments.

Via the integration of academic knowledge with practical execution, it is feasible to provide students with opportunities to engage in the process of making financial decisions and to acquire information via experimentation and mistakes that take place in regulated settings. Participation in this experience is particularly crucial for students who originate from households with lower means and who have limited access to credit facilities, savings accounts, and investment options. It is exceptionally vital for these students not to miss out on this opportunity. Increasing student engagement with instructors and supporting them in better appreciating how theoretical concepts originate in real-world conditions are both aims that may be reached by the integration of theoretical learning with practical application[51]. Both of these outcomes may be realized. Literacy and other qualities that are difficult to achieve via theoretical learning methodologies are often given via the standard lecture instruction style.

Because they provide financial institutions with a large amount of insight into the elements that impact personal financial management, the findings of the study model are ultimately advantageous to the institutions that are responsible for financial management. At the same time, they can make sudden alterations to their strategies, objectives, lending products, or credit ratings. Collaboration with educational institutions makes it possible to develop and offer products that are tailored to the needs of students, as well as to develop and implement counseling strategies that are effective.

It turns out that the third factor that influences kids' capacity to handle their money is the financial socialization that occurs inside their families. Educating children about the importance of managing their finances at a young age is a wise method that parents should embrace and put into practice whenever possible[52]. It has the potential to assist youngsters in getting a better grasp of the value of money, developing a mentality that encourages saving, and nurturing respect for money, which will ultimately reduce the possibility that they would engage in frivolous spending in the future. When it comes to developing information and abilities in personal finance, parents who are actively involved in their children's education considerably increase the likelihood of success, just like they do in other academic fields. To encourage parents to engage in programs that promote financial competence and proficiency in financial management, or to assist the development of these abilities among kids and parents within the family, it is recommended that parents take part in these activities. One of the most essential things that can be done to optimize the positive impacts of financial education is to educate parents about the importance and duty that they have, as well as to actively include them in the financial management of their children. When it comes to demography from poor families, where parents may be less financially savvy, organizing parent seminars that provide extensive information and support may have a very positive influence[53]. This strategy may raise the level of assurance and attention that parents have about the administration of their finances while also increasing their ability to communicate with their children regarding matters pertaining to finances.

While the research findings offer intriguing insights, it is essential to acknowledge the study's limitations. Firstly, this research is cross-sectional, needing more ability to demonstrate causal relationships between variables. Nonetheless, given time constraints, this research approach aligns with the selected issue. Therefore, the study results may only partially reflect the characteristics of all age cohorts and genders. Moreover, the research only partially demonstrates the effects of variables influencing students' money management abilities, considering only five specific components: financial attitudes, parental financial influences, financial awareness, and financial education. However, proficiency in managing personal finances could be influenced by numerous variables, including peer influence and exposure to public figures. Considering this, employing a longitudinal method in future studies would allow for identifying causal connections over time. Moreover, relying solely on a self-report questionnaire could introduce bias. However, a pilot test before the survey aimed to mitigate potential misinterpretations. Additionally, increasing the sample size and broadening the study's scope to include a more diverse range of participants in terms of demographics is recommended. Further investigation could broaden the participant pool, enabling a more comprehensive examination of similarities and differences in financial management abilities among diverse regions. Finally, future research endeavors should contemplate incorporating additional variables not highlighted in this study or potential emerging variables that could potentially influence students' financial management proficiency.

CONCLUSION

In summary, personal financial management (PFM) is influenced by three key factors: financial attitude (FA), family financial socialization (FFS), and financial capability (FC). Additionally, financial education (FE) acts as a moderator in the interplay between FA and PFM. Enhancing students' PFM significantly relies on bolstering FE. Recommendations are proposed to support students in improving their financial education and enhancing their financial management skills by diversifying methods of acquiring financial knowledge and engaging in practical financial activities. These skills are pivotal in the students' transition towards financial independence from their families.

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