Factors on a Financial Management Behaviour among Student in Shah Alam, Selangor

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ABSTRACT

The financial management behaviour is one of the most important for students in universities as it helps students to allocate financial resources, control their expenditure, win the habit of saving money, and planning for future financial obligations. The present study aims to explore the various factors involved in the financial management behaviour of the university students in Shah Alam, Selangor in relation to financial knowledge, financial literacy, social influence and locus of control. The research design employed was a quantitative research design and primary data were obtained by using a non-probability sampling technique (convenience sampling) with 150 students of a university who were involved in the study. The data were analysed by using IBM SPSS Statistics Version 26. The relationships between the study variables were tested for by Pearson's correlation analysis and multiple regression analysis, and the reliability analysis was used to evaluate the reliability. The results of the correlation showed that all four independent variables were positively and significantly correlated with financial management behaviour. However, multiple regression yielded positive and significant predictors such as financial literacy ($\beta = 0.471$, $p < 0.001$), social influence ($\beta = 0.205$, $p = 0.014$) and financial knowledge ($\beta = 0.152$, $p = 0.027$). Financial literacy was the best predictor. Locus of control, on the other hand, did not contribute significantly to the regression model ($\beta = 0.087$, $p = 0.221$). The model accounted for 56.3% of the variance in financial management behaviour of students. The results indicate that students' understanding and application of financial concepts along with positive family and friends support is linked to better financial management practices. The study emphasizes the need to enhance financial knowledge and financial literacy programs and support positive financial role modelling in the students' environment.

Keywords: Financial Management Behaviour, Financial Knowledge, Financial Literacy, Social Influence, Locus of Control

INTRODUCTION

Financial management has become an increasingly important issue in contemporary society due to rapid economic development, technological advancement, and changing consumer lifestyles. The increasing complexity of financial environments has made financial management skills essential for individuals to effectively manage available financial resources and maintain financial well-being. In recent years, financial activities have shifted from traditional methods to digital financial platforms such as online banking services, e-wallet applications, mobile payment systems, and e-commerce platforms. Furthermore, modern consumers, particularly younger generations, face increasing exposure to online marketing strategies, social media influence, and cashless payment systems that may affect their financial behaviour (Cappelli, 2024). Consequently, effective financial management has become an important life skill that influences not only financial stability but also overall well-being.

Financial management generally refers to an individual's ability to plan, organise, control, and monitor financial resources efficiently to achieve financial goals and maintain financial stability. Financial management behaviour involves various financial activities including budgeting, expenditure planning, savings management, debt

management, investment planning, and responsible financial decision-making (Sri Fitri Wahyuni et al., 2023). Effective financial management enables individuals to allocate financial resources according to their priorities and reduce the risk of financial difficulties. In contrast, poor financial management may contribute to excessive spending, debt accumulation, financial stress, and poor financial well-being (Harun et al., 2025). Therefore, financial management is often regarded as an essential element in achieving long-term financial security.

The concept of financial management has evolved significantly over time. Earlier studies primarily focused on financial knowledge and financial decision-making processes. However, recent developments in the field emphasize on the importance of behavioural and psychological aspects influencing financial management practices. Researchers have increasingly acknowledged that financial behaviour is not solely influenced by economic factors but also by social, psychological, and individual characteristics (Rahman et al., 2021). Financial management behaviour has therefore become an interdisciplinary area incorporating perspectives from economics, psychology, and consumer behaviour studies.

Among different population groups, university students represent a significant area of concern in financial management studies because they often experience financial independence for the first time. Unlike school students who primarily depend on parents for financial decisions, university students are required to independently manage their financial responsibilities and make personal financial decisions. Students commonly need to manage tuition fees, accommodation expenses, transportation costs, food expenditures, learning materials, and personal expenses while operating within limited financial resources. Most students rely on educational loans, scholarships, parental support, or part-time employment income to support their daily needs (Harun et al., 2025; Zulfaris et al., 2020). Consequently, students frequently encounter challenges in balancing financial needs and wants due to limited financial resources and insufficient financial experience.

Financial management among students has become an increasingly important issue because poor financial management practices may produce immediate and long-term consequences. Studies have reported that students who exhibit poor financial management behaviour often experience difficulties controlling expenditures, maintaining savings habits, and planning financial activities effectively (Harun et al., 2025). Financial difficulties experienced during university years may also affect students' future financial behaviour because financial habits developed during early adulthood frequently continue into later life stages (Cappelli, 2024).

The increasing development of social media and financial technology has further complicated the financial management practices among students. Digital financial platforms and online shopping applications have simplified purchasing processes and reduced the physical sensation of spending money. Additionally, social media platforms continuously expose students to consumer trends, lifestyle expectations, and promotional activities that may influence their financial attitudes and spending patterns (Cappelli, 2024). Such circumstances have created an increasingly complex environment requiring students to possess stronger financial management capabilities.

Several factors have been identified as influencing financial management among students. One important factor is financial knowledge, which refers to an individual's understanding of financial concepts including budgeting, savings, debt management, investments, and financial planning. Financial knowledge serves as the foundation for understanding financial information and making informed financial decisions. Previous studies found that students with higher financial knowledge tend to demonstrate better financial management behaviour because they possess stronger abilities in planning and controlling financial activities (Chuah et al., 2020; Sri Fitri Wahyuni et al., 2023).

Another important factor influencing financial management is financial literacy. Financial literacy extends beyond knowledge because it also incorporates financial skills, attitudes, and behaviours necessary for making sound financial decisions. Financial literacy enables individuals to effectively apply financial knowledge in practical situations and manage financial resources responsibly. Existing studies consistently suggest that students with stronger financial literacy demonstrate more effective financial management behaviour and improved financial well-being (Rodríguez-Correa et al., 2025; Salsabila et al., 2024). Furthermore, financial literacy has increasingly been recognized as a critical life skill among young adults and university students.

Additionally, social influence has been recognized as an important determinant of financial management behaviour among students. Social influence refers to the impact of peers, family members, and surrounding environments on an individual's attitudes and behaviours. University students spend substantial amounts of time interacting with peers and social groups, making them susceptible to external influences regarding spending behaviour and lifestyle choices.

Another factor that may influence financial management behaviour is locus of control, which refers to an individual's perception regarding whether outcomes in life are influenced by personal effort or external circumstances. Students with stronger internal locus of control generally believe that financial outcomes are determined by their own actions and therefore tend to demonstrate greater responsibility in financial planning and expenditure management. Conversely, students with stronger external locus of control may rely more heavily on luck or external circumstances when making financial decisions (Chuah et al., 2020).

Previous studies generally agree that financial knowledge, financial literacy, social influence, and psychological characteristics significantly affect financial management behaviour among students. However, some inconsistencies remain in the findings. While several studies reported strong positive relationships between financial literacy and financial management behaviour (Rodríguez-Correa et al., 2025; Salsabila et al., 2024), other researchers suggested that financial knowledge alone may not necessarily lead to effective financial behaviour without the presence of supporting psychological and social factors (Rahman et al., 2021). Such differing findings indicate that financial management behaviour is a multidimensional phenomenon influenced by various interconnected factors.

Although numerous studies have examined financial management behaviour among university students, most existing studies focused on broader financial behaviour concepts or different demographic populations. Limited studies specifically investigate the influence of **f**inancial knowledge, financial literacy, social influence, and locus of control on financial management among students in Shah Alam, Selangor. Differences in socioeconomic background, educational environments, lifestyle patterns, and financial exposure may produce different financial experiences and financial management practices among students. Therefore, further investigation is required to provide a clearer understanding of the determinants influencing financial management among students in Shah Alam. Therefore, this study aims to examine the influence of financial knowledge, financial literacy, social influence, and locus of control on financial management among students in Shah Alam, Selangor.

Financial management behaviour has become an increasingly important issue among university students as they begin managing their own finances while pursuing higher education. Students are responsible for various financial commitments, including tuition fees, accommodation, transportation, food, and daily living expenses. Nevertheless, many students continue to experience financial difficulties due to poor budgeting, excessive spending, low saving habits, and ineffective financial planning, which may negatively affect their financial well-being and academic performance (Chuah et al., 2020).

The rapid growth of financial technology has further transformed students' financial behaviour. The widespread use of online shopping platforms, e-wallets, digital banking, cashless payment systems, and Buy Now Pay Later (BNPL) facilities has made spending easier than ever before. Although these technologies offer convenience, they have also encouraged impulsive purchasing behaviour and poor financial decision-making among young adults, thereby increasing the risk of financial stress and debt accumulation (Razak et al., 2025).

Previous studies have identified several factors influencing financial management behaviour, including financial knowledge, financial attitude, financial self-efficacy, locus of control, parental influence, and peer influence. However, empirical findings remain inconsistent. For example, Chuah et al. (2020) found that financial knowledge, money attitude, and financial self-efficacy significantly influence financial management behaviour, whereas locus of control was not a significant predictor among Malaysian university students. Conversely, Isa et al. (2025) reported that financial attitude and financial knowledge significantly influenced personal financial management behaviour among Malaysian youth, while locus of control remained insignificant. These inconsistent findings indicate that financial management behaviour is a multidimensional issue that requires further investigation.

In Malaysia, financial management among university students continues to be a major concern. Recent studies have shown that many students still struggle with budgeting, saving, debt management, and controlling unnecessary expenditure due to inadequate financial knowledge and poor financial management practices (Razak et al., 2025). This situation is particularly worrying because financial habits developed during university years often continue into adulthood and may affect future financial stability.

Although numerous studies have examined financial literacy and financial behaviour, most research has focused on financial literacy as the primary determinant. Comparatively, limited studies have examined several influencing factors simultaneously within a single research framework. Furthermore, the financial landscape has changed considerably following the COVID-19 pandemic due to the rapid adoption of digital financial services and changes in consumer spending behaviour. Consequently, findings from earlier studies may no longer adequately explain the current financial management behaviour of university students in Malaysia (Isa et al., 2025; Razak et al., 2025).

In addition, previous Malaysian studies were generally conducted within specific universities or states, limiting the generalisability of their findings to the wider student population. There is therefore a need for updated empirical evidence to identify the key factors influencing financial management behaviour among university students in Malaysia. Understanding these determinants will enable higher education institutions, policymakers, and financial education providers to design more effective financial literacy programmes and interventions that encourage responsible financial behaviour (Chuah et al., 2020).

Therefore, this study aims to examine the factors influencing financial management behaviour among university students. Specifically, the study investigates how selected factors influence students' financial management behaviour and provides updated evidence within the Malaysian higher education context. The findings are expected to contribute to the existing literature and assist universities, government agencies, and financial institutions in developing more effective strategies to improve students' financial well-being and promote sustainable financial practices.

In the context of university students in Shah Alam, Selangor, the objectives of this research are:

1. To examine the relationship between financial knowledge and financial management behaviour among students.

2. To examine the relationship between financial financial literacy and financial management behaviour among students.

3. To assess the relationship between social influence and financial management behaviour among students.

4. To examine the relationship between locus of control and financial management behaviour among students.

LITERATURE REVIEW

Financial Management Behaviour

Financial management behaviour is what people do in relation to money to plan, organize, monitor and control their money to achieve their present needs and future goals. These include regularly saving money, planning a budget, monitoring spending and dealing with financial commitments among university students. Students who are faced with the challenge of limited monetary resources to manage and distribute between their educational expenses, housing, transportation and daily needs need to pay special attention to financial management behaviour.

Financial management behaviour has previously been shown to be a concern among the Malaysian university students in other studies. Meor Nordin et al. (2022) found that there was a significant relationship between financial literacy, family influence and saving attitudes with financial management behaviour among students. Rafdi et al. (2023) also concluded that apart from financial literacy and spending management, other factors such

as source of funding were not significant factors in financial management among undergraduates in Universiti Islam Selangor. This finding implies that financial behaviours of students could not only be determined by financial competencies but also by their spending behaviours.

This is now supported by more recent evidence. Abdul Razak et al. (2025) pointed out that overspending and conforming to peer influence in consumption are challenges found in poor financial management behaviour. However, the findings by Wan Nawang et al. (2025) indicated that financial behaviour was a significant factor in improving financial well-being among university students in Malaysia, thus emphasizing the broader role of prudent financial behaviours.

In general, the literature suggests that financial management behaviour is a multi-dimensional phenomenon that is influenced by the knowledge, competencies, social contexts and psychological attributes of individuals. However, the results are not uniform in their findings, especially in terms of the degree to which financial knowledge and locus of control predict actual behaviour. Furthermore, results from Malaysian universities do not necessarily confirm whether the same relationships exist for students in Shah Alam. There is a justification to explore the relationship between financial knowledge, financial literacy and social influence and locus of control in the suggested research framework.

Financial Knowledge

Financial knowledge is the understanding of financial concepts and principles which underpin the making of informed decisions about budgeting, saving, spending and debt management. The knowledge is especially vital among university students, as they are more and more taking responsibility for their limited financial resources, while facing the challenge of balancing their educational and living expenses.

The overall findings from the empirical studies indicate support for the financial knowledge relevance to financial behaviour. A study of 207 students from the University of Islam Malacca (UiTM) Kota Bharu was carried out by Mohamad Sobri et al. (2025) where it was found that the financial management knowledge was not strong and statistically significant with the student's spending behaviour ($r = 0.194$, $p = 0.005$). But levels of knowledge did not emerge as one of the main predictors in their multiple regression analysis and they noted that knowledge does not necessarily result in actual financial practices. On a similar note, Abdul Razak et al. (2025) also found that the lack of financial knowledge was a contributor to the poor financial management behaviour of Malaysian university students, specifically in excessive spending and dependency on loans.

The results indicate that financial knowledge acts as a significant basis for responsible financial management, but whether its effect is a behaviour or not may be dependent on students' application of financial knowledge in practical situations. Based on this, the present study aims to find out whether financial knowledge has significant impact on financial management behaviour in university students in Shah Alam, Malaysia. Hence, it was hypothesised as:

H1: There is a significant relationship between Financial Knowledge and Financial Management Behaviour Among Students.

Financial Literacy

Financial literacy is the knowledge, skills and understanding needed to use financial information to make personal financial decisions. Financial knowledge is about the concepts of finance; financial literacy can be the skills needed to apply financial knowledge effectively. The two constructs are applicable to the responsibility of students in managing their finances.

Meor Nordin et al. (2022) has conducted a study on 200 students at a private higher education institution in Selangor, which revealed that there was a significant relationship between financial literacy and financial management behaviour. The factors studied accounted for 63.3% of the variance in students' financial management behaviour in addition to the influence of the family. In another study on 310 students from Universiti Islam Selangor, Rafdi et al. (2023) revealed that financial literacy had a significant impact on students'

financial management. Similar to this, Che Din et al. (2023) has also mentioned that the financial literacy of 205 students in higher learning institutions in Malaysia was found to affect their spending behaviour.

However, financial knowledge is not always associated with good financial practices because a student might know the principles of finance but not apply them to all financial transactions. The evidence suggests that financial literacy can be studied as an independent predictor of financial management behaviour, but that the concept shares significant similarities with financial knowledge. Therefore, we hypothesized:

H2: There is a significant relationship between Financial Literacy and Financial Management Behaviour Among Students.

Social Influence

Social influence refers to the psychological and behavioural processes which an individual's thoughts, attitudes, beliefs, financial perceptions, and economic behaviours are influence by the actions, opinions, or presence of referent groups and social networks (Alshebami & Al Marri, 2022). Social influence operates in two ways, both normative influence which is the desire to conform to group expectations and social norms to gain acceptance or status and informational influence, where individuals accept guidance from social networks to make financial choices, particularly under conditions of market uncertainty or limited financial literacy (Mpaata et al., 2021).

In contemporary personal finance, social influence functions through traditional interpersonal channels such as family and peer networks as well as digitally mediated environments such as online investment communities, financial social media, and digital influencers. Recent empirical evidence confirms that peer interactions and subjective social norms strongly affect core financial behaviours, including systematic saving habits, credit reliance, and investment decisions (Alshebami & Al Marri, 2022). Individuals tend to mirror the financial practices of important reference groups to secure social validation, enhance perceived status, or mitigate subjective risks when navigating complex economic decisions.

It is aligned with the study by Che Din et al. (2023) that found social influence had a significant impact on students' spending habits on university premises at Universiti Teknologi MARA, Malaysia, involving a sample of 205 students. Their results reveal that, apart from financial literacy and lifestyle choices, students' spending decisions are linked to social environment as well. In the same way, Mohamad Sobri et al., (2025) found that there was a moderately positive correlation between peer influence and spending behaviour among the 207 students of the University of Islam Malacca (UiTM Kota Bharu) ($r = 0.513$, $p < 0.001$). Peer influence was also found to be a strong predictor in their regression analysis. Moreover, Abdul Razak et al. (2025) have reported that this is one of the reasons for the poor financial management behaviour among the university students, as keeping up with peers' spending habits.

The overall picture from these findings is that social influence can promote not only appropriate financial behaviour but also inappropriate financial behaviour, depending on the norms that students' social groups promote and their behaviours. Peer pressure to adopt some lifestyles may lead to overspending, while positive peer norms may help to strengthen good spending and saving practices. Hence, this study will examine the relationship between social influence and financial management behaviour of the University students in Shah Alam, Malaysia. Hence, the hypothesis is:

H3: There is a significant relationship between Social Influence and Financial Management Behaviour Among Students.

Locus of control

According to Kisdayanti and Pertiwi (2021), locus of control (LOC) is a person's inner thoughts about how life happen. People with internal locus of control feel that their own choices, skills and actions determine their success or failure, while those with an external locus of control attribute it to chance, luck or environmental factors. This psychological mindset can have a profound impact on how people manage their finances, making it crucial to consider in financial decision making (Sabri et al., 2025). People with high level of internal LOC

tend to exhibit high awareness of changes in their financial situation, which leads to better financial discipline. (Pramithasari & Wibowo, 2025).

The association of LOC with financial management behaviour is still ambiguous in empirical studies. The findings of several studies reveal that an internal locus of control has a positive impact on financial management behaviour, as those with an internal locus of control are more likely to have better financial planning, saving and debt management practices (Pramithasari & Wibowo, 2025). However, another study suggests that locus of control has no significant effect on financial management behaviour, hence external factors such as the financial environment, income or financial attitudes can have more significance than individual psychologies (Biya & Asandimitra, 2020; Isa et al., 2025).

Wan Nawang et al. (2024) explored the relationship between internal locus of control and financial behaviour, financial attitude and financial confidence among 299 University students from Malaysia. The results indicated that students who believe themselves to have more control over the outcomes are likely to exhibit positive financial attitudes. The study, however, did not directly link locus of control to the specific financial management behaviour construct suggested in the present study, but mainly focused on financial well-being.

The study by Foo et al. (2024) offers a more nuanced view. The study on 166 tertiary students in Malaysia results in no significant relationship between external locus of control and financial management behaviour. This discovery suggests that the relationship could be contingent on the specific type of locus of control being assessed, the sample examined, and/or the definition of financial behaviour.

Combining all these literatures, it was found that locus of control is a theoretically relevant variable; however, the influence of locus of control on financial management behaviour was inconclusive. The present study, therefore, investigates the effect of locus of control on financial management behaviour of the university students in Shah Alam, Malaysia. Therefore, following hypothesis is tested:

H4: There is a significant relationship between Locus of Control and Financial Management Behaviour Among Students.

Conceptual Framework

The conceptual framework under consideration is shown in Figure 1. It proposes that financial knowledge, financial literacy, social influence, and locus of control influence financial management behaviour among students. Specifically, these four independent variables are hypothesized to directly influence students' ability to manage their personal finances effectively.

The theories related to financial behaviour and self-control serve as the foundation for this framework. Students who possess higher financial knowledge and financial literacy are expected to make better financial decisions, including budgeting, saving, and controlling expenses. In addition, social influence from family members, friends, and peers may shape students' financial attitudes and spending behaviour.

Furthermore, locus of control is believed to influence how students manage their finances. Students with a strong internal locus of control are more likely to take responsibility for their financial decisions and practice better financial management behaviour. Therefore, the framework suggests that these variables play an important role in influencing financial management behaviour among students.

This diagrammatic representation provides a foundation for the hypotheses developed in this study and explains the relationship between the independent variables and the dependent variable.

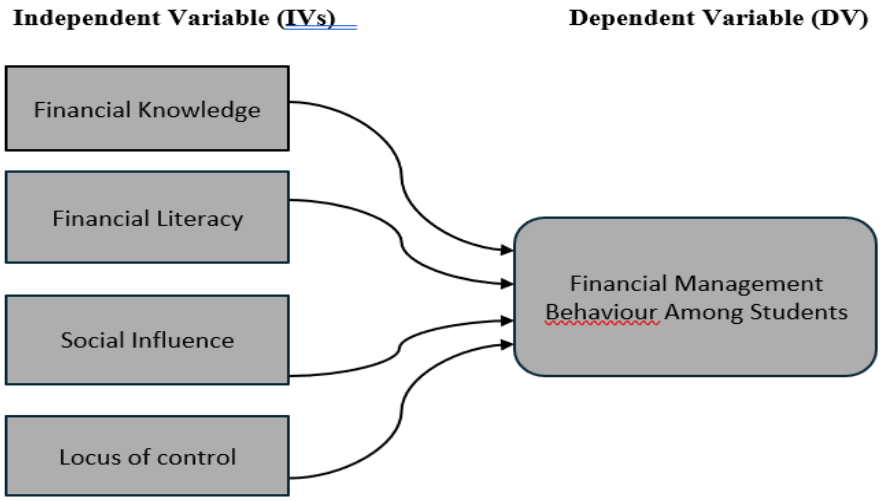


Figure 1: Research framework for the study

METHODOLOGY

Research Design

This study uses a quantitative research design to examine the factors influencing financial management behaviour among students in Selangor. A quantitative approach is suitable because it allows the researcher to collect numerical data and analyse the relationship between the independent variables and dependent variables using statistical techniques.

It focuses on statistical analysis of numerical data collected through structured questionnaires. The research problem is stated in the form of hypotheses to examine the relationship between the independent variables and the dependent variable. Therefore, quantitative research design is appropriate as it allows hypothesis testing using statistical analysis.

Instrument Development

The questionnaire was developed based on prior research and consists of five main constructs: financial management, financial knowledge, financial literacy, social influence and locus of control. Each construct was measured using multiple items, and all responses were collected using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The items were adapted from past validated studies to ensure content validity and suitability to the context of academicians in higher education institutions in Selangor.

Unit of Analysis

The unit of analysis in this study is individual, as the study aims to investigate the factors influencing financial management behaviour among students in Shah Alam. Data will be collected from students studying in Shah Alam, Selangor, through the distribution of questionnaires. The respondents will provide information regarding their financial management behaviour, financial literacy, financial knowledge, social influence, and locus of control.

Sampling Frame

Population

The population for this study consists of university students aged 18 years and above enrolled in public and private universities located in Shah Alam, Selangor. University students were selected as the target population because they are responsible for managing their own finances while pursuing their studies. This study focuses

on students from various programmes and years of study in higher education institutions located in Shah Alam, Selangor.

Sample and sampling technique

The sample for this study consists of university students in Shah Alam, Selangor. The sample size was determined using the Krejcie and Morgan (1970) Sample Size Table. Based on the recommended sample size, 382 respondents are required for a large population. However, due to time constraints and respondents' availability, 150 valid responses were successfully collected and used for data analysis.

This study adopts a non-probability sampling technique, specifically convenience sampling. Convenience sampling was chosen because respondents were easily accessible to the researchers through online platforms and were willing to participate voluntarily in the survey.

Sample size

The sample size for this study was determined using the Krejcie and Morgan (1970) Sample Size Table. Based on the table, a minimum sample size of 382 respondents is recommended for a large population. Nevertheless, due to limitations in time and accessibility, this study obtained 150 valid responses, which were considered adequate for conducting statistical analysis using SPSS.

Data Collection

In this study, a quantitative survey was used to gather primary data from the students in Shah Alam, Selangor, Malaysia by administering an online self-administered questionnaire. A cover letter was included with the questionnaire explaining the purpose of the study and assuring participants that their information would be kept confidential. The five variables were financial knowledge, financial literacy, social influence, locus of control, and financial management behaviour that were addressed in the questionnaire.

The subjects in the study were students of Shah Alam, Selangor. The sample size was calculated based on Krejcie and Morgan (1970) sample size determination table. Since the questionnaire had to be dispensed via online platforms, WhatsApp, Telegram, and Facebook were used to be able to reach as many people as possible in the limited amount of time. For further analysis, 150 responses were aimed. Once they reached the desired target, the answers that were collected were made ready for analysis, underwent data screening, and data completeness checks.

Data Analysis

The analysis of data is carried out to accomplish the research objectives using the Statistical Package for the Social Sciences (SPSS) version 26. The software is employed for data entry, descriptive analysis, and inferential analysis including correlation and regression analysis.

Ethical Approval

This research was carried out to fulfill the requirements for the Business Research (PQS3143) course of Universiti Selangor. The course lecturer gave permission to carry out the study and distribute the questionnaire. The study was voluntary, and the purpose of the study was explained to the respondents before they replied to the questionnaire. Respondents' confidentiality and privacy were maintained throughout the research process. All the information gathered was used only for academic purposes and the identities of those who responded were kept confidential.

DISCUSSION

Reliability Test

Reliability analysis was conducted to evaluate the internal consistency of the measurement items used in this study. Internal consistency refers to the degree to which items measuring the same construct produce consistent

and reliable results (Hair et al., 2022). In this study, Cronbach's Alpha was used to assess the reliability of each construct. According to Nunnally and Bernstein (1994), a Cronbach's Alpha coefficient of 0.70 or higher indicates acceptable reliability, while values above 0.80 demonstrate good reliability. George and Mallery (2020) further classified Cronbach's Alpha values as follows: values above 0.90 are excellent, above 0.80 are good, above 0.70 are acceptable, above 0.60 are questionable, above 0.50 are poor, and below 0.50 are unacceptable. The reliability analysis was performed for the five constructs, namely financial management behaviour, financial literacy, financial knowledge, social influence, and locus of control. The results are presented in Table 1.

Table 1: Reliability Test

Dimension	**Cronbach's Alpha**
Financial Management Behaviour	0.722
Financial Literacy	0.821
Financial Knowledge	0.738
Social Influence	0.735
Locus of Control	0.847

The results show that all five constructs had a Cronbach's alpha higher than the suggested threshold of 0.70, indicating good internal consistency. Of the constructs, the locus of control construct is the most reliable with an α of 0.847, which is good internal consistency of the measurement items in the construct. The financial literacy was then followed by good reliability as well (α = 0.821).

However, the minimum accepted value of 0.70 was exceeded for financial knowledge (α = 0.738), social influence (α = 0.735) and financial management behaviour (α = 0.722), which means the items included in the measurement of each of these constructs were internally consistent and reliable.

No item on the questionnaires had to be eliminated or modified as all the Cronbach's Alpha values were within the recommended range suggested by Nunnally and Bernstein (1994). For this reason, all items of measurement were kept for further statistical analysis, such as the Pearson correlation test and multiple regression test.

The overall findings showed that the instrument of the questionnaire employed in this study had good reliability and was suitable for measuring the constructs of financial literacy, financial knowledge, social influence, locus of control and financial management behaviour among the university students in Shah Alam, Selangor.

Correlation

Pearson's Correlation Analysis was conducted to examine the strength and direction of the relationships between the independent variables and the dependent variable, Financial Management Behaviour. Pearson's correlation coefficient (r) ranges from -1.00 to +1.00, where values closer to +1 indicate a stronger positive relationship, values closer to -1 indicate a stronger negative relationship, and values near zero indicate little or no relationship (Field, 2018). The significance level for this study was set at 0.05, whereby a p-value less than 0.05 indicates a statistically significant relationship.

According to Cohen (1988), correlation coefficients between 0.10 and 0.29 indicate a weak relationship, 0.30 and 0.49 indicate a moderate relationship, and 0.50 or above indicate a strong relationship. The results of the Pearson correlation analysis are presented in Table 2.

Table 2: Correlation

		FinancialManagement	FinancialLiteracy	FinancialKnowledge	SocialInfluence	LocusOfControl
FinancialManagement	Pearson Correlation	1	.731***	.571***	.632***	.480***
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	150	150	150	150	150
FinancialLiteracy	Pearson Correlation	.731***	1	.617***	.624***	.440***
	Sig. (2-tailed)	<.001		<.001	<.001	<.001
	N	150	150	150	150	150
FinancialKnowledge	Pearson Correlation	.571***	.617***	1	.497***	.317***
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	150	150	150	150	150
SocialInfluence	Pearson Correlation	.632***	.624***	.497***	1	.670***
	Sig. (2-tailed)	<.001	<.001	<.001		<.001
	N	150	150	150	150	150
LocusOfControl	Pearson Correlation	.480***	.440***	.317***	.670***	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	150	150	150	150	150

***. Correlation is significant at the 0.001 level (2-tailed).

The findings indicate that financial literacy has a strong positive relationship with financial management behaviour ($r = 0.731$, $p < 0.001$). This suggests that students with higher levels of financial literacy are more likely to demonstrate better financial management behaviour. Among all the independent variables, financial literacy recorded the strongest correlation with financial management behaviour.

Similarly, social influence was found to have a strong positive relationship with financial management behaviour ($r = 0.632$, $p < 0.001$). This result indicates that the influence of family members, friends, and peers contributes positively to students' financial management behaviour.

The analysis also revealed that financial knowledge has a strong positive relationship with Financial Management Behaviour ($r = 0.571$, $p < 0.001$). This finding implies that students with greater financial knowledge tend to make more informed financial decisions and exhibit better financial management practices.

In contrast, locus of control demonstrated a moderate positive relationship with financial management behaviour ($r = 0.480$, $p < 0.001$). Although the relationship was statistically significant, its strength was lower than that of financial literacy, financial knowledge, and social influence.

Overall, the Pearson correlation analysis indicates that all four independent variables have statistically significant positive relationships with Financial Management Behaviour. These findings provide preliminary support for Hypotheses H1, H2, H3, and H4, indicating that increases in financial literacy, financial knowledge, social influence, and locus of control are associated with improvements in students' financial management behaviour.

Furthermore, the correlations among the independent variables ranged from 0.317 to 0.670, with the highest correlation observed between social influence and locus of control ($r = 0.670$, $p < 0.001$). Since none of the correlation coefficients exceeded 0.90, the results suggest that multicollinearity was not a serious concern in this study (Hair et al., 2022). Therefore, the variables were considered suitable for inclusion in the subsequent multiple regression analysis.

Regression Analysis

Multiple regression analysis was conducted to examine the influence of financial literacy, financial knowledge, social influence, and locus of control on financial management behaviour among university students in Shah Alam, Selangor. Multiple regression analysis enables researchers to determine the combined effect of several independent variables on a dependent variable while identifying the individual contribution of each predictor (Hair et al., 2022).

The regression analysis consists of the model summary, Analysis of Variance (ANOVA), and regression coefficients, which are presented and discussed in the following sections. The Model Summary analysis was conducted to determine the overall explanatory power of the regression model in predicting financial management behaviour among university students in Shah Alam, Selangor. The regression model examined the combined influence of financial literacy, financial knowledge, social influence, and locus of control on financial management behaviour. According to Hair et al. (2022), the model summary provides important information

regarding the strength of the relationship between the independent variables and the dependent variable, as well as the proportion of variance explained by the regression model. Table 3 presents the results of the model summary.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776[a]	.602	.591	.39241

a. Predictors: (Constant), LocusOfControl, FinancialKnowledge, FinancialLiteracy, SocialInfluence

The analysis revealed a multiple correlation coefficient (R) of 0.776, indicating a strong positive relationship between the independent variables and financial management behaviour. The value of R demonstrates that the four independent variables collectively have a strong association with students' financial management behaviour. According to Cohen (1988), correlation coefficients above 0.50 generally represent a strong relationship, suggesting that the proposed regression model has substantial predictive capability.

Furthermore, the coefficient of determination (R Square) was 0.602, indicating that 60.2% of the total variation in financial management behaviour can be explained by financial literacy, financial knowledge, social influence, and locus of control. This finding suggests that the selected independent variables contribute considerably to explaining students' financial management behaviour. The remaining 39.8% of the variation may be attributed to other variables that were not included in this study, such as financial attitude, parental financial socialisation, self-control, lifestyle, income level, or other psychological and environmental factors.

The Adjusted R Square value of 0.591 indicates that after adjusting for the number of predictor variables included in the regression model, approximately 59.1% of the variance in financial management behaviour remained explained by the model. The difference between the R Square and adjusted R Square values was relatively small (0.011), suggesting that the regression model was stable and not substantially affected by the number of predictors included in the analysis. According to Hair et al. (2022), a small difference between these two values indicates that the regression model possesses good predictive accuracy and is less likely to suffer from overfitting.

In addition, the standard error of the estimate was 0.39241, indicating that the observed values of financial management behaviour were relatively close to the values predicted by the regression model. A smaller standard error reflects better prediction accuracy and suggests that the model fits the observed data reasonably well (Field, 2018).

Overall, the model summary indicates that the regression model possesses satisfactory explanatory power and is suitable for examining the influence of financial literacy, financial knowledge, social influence, and locus of control on financial management behaviour among university students in Shah Alam, Selangor.

Table 4: Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.459	.299		1.534	.127
	FinancialLiteracy	.463	.074	.471	6.257	<.001
	FinancialKnowledge	.188	.084	.152	2.239	.027
	SocialInfluence	.170	.068	.205	2.482	.014
	LocusOfControl	.062	.050	.087	1.229	.221

The regression coefficients were examined to determine the individual contribution of each independent variable in predicting financial management behaviour. The standardized beta coefficient (β) indicates the relative importance of each predictor, while the t-value and significance value determine whether the predictor significantly influences the dependent variable (Hair et al., 2022).

Table 4 summarizes the results of the regression model. The regression coefficients indicate that Financial Literacy was the strongest predictor of financial management behaviour ($\beta = 0.471$, $t = 6.257$, $p < 0.001$). The positive and statistically significant coefficient suggests that students with higher levels of financial literacy are more likely to exhibit better financial management behaviour. Therefore, Hypothesis 2 (H2) is supported. Financial knowledge also demonstrated a significant positive effect on financial management behaviour ($\beta = 0.152$, $t = 2.239$, $p = 0.027$). This finding indicates that an increase in financial knowledge is associated with improved financial management behaviour among university students. Hence, Hypothesis 1 (H1) is supported.

Similarly, Social Influence significantly predicted financial management behaviour ($\beta = 0.205$, $t = 2.482$, $p = 0.014$). The positive beta coefficient indicates that greater influence from family members, peers, and significant others contributes positively to students' financial management practices. Consequently, Hypothesis 3 (H3) is supported. In contrast, locus of control did not significantly influence financial management behaviour ($\beta = 0.087$, $t = 1.229$, $p = 0.221$). Since the significance value exceeded the threshold of 0.05, Locus of Control was not found to be a significant predictor of financial management behaviour. Therefore, Hypothesis 4 (H4) is not supported.

Among the four independent variables, financial literacy recorded the highest standardized beta coefficient ($\beta = 0.471$), indicating that it was the most influential factor affecting financial management behaviour among university students in Shah Alam, Selangor.

Based on the unstandardized coefficients, the regression equation is expressed as follows:

$$FM=0.459+0.463(FL)+0.188(FK)+0.170(SI)+0.062(LC)$$

Table 5: Hypothesis Testing Summary

Hypothesis	Relationship	β	Sig.	Decision
H1	Financial Knowledge → Financial Management Behaviour	0.152	0.027	Supported
H2	Financial Literacy → Financial Management Behaviour	0.471	<0.001	Supported
H3	Social Influence → Financial Management Behaviour	0.205	0.014	Supported
H4	Locus of Control → Financial Management Behaviour	0.087	0.221	Not Supported

Table 5 shows the summarised results of the study hypothesis testing. The findings show that three out of the four study hypotheses were supported. Overall, these findings show that financial knowledge, financial literacy and social influence are important factors that have a significant relationship with financial management behaviour. On the other hand, locus of control does not show a statistically significant influence in this study.

CONCLUSION

From the results, it was observed that financial knowledge, financial literacy, and social influence all showed significant positive relationships with financial management behaviour. However, locus of control was found to have no significant relationship with financial management behaviour, which is a bit different from what many might expect. Among the independent variables, financial literacy was identified as the most powerful factor affecting students' financial management behaviour. So, these findings suggest that if students can be helped to strengthen their financial literacy and improve their financial knowledge, and if social influence stays supportive, then it may lead to more disciplined financial management practices among university students.

In general, the objectives of this study were achieved. The findings also give a clearer picture on the factors that shape financial management behaviour among university students. It is expected that this study will become a useful reference for future researchers, educational institutions, financial organisations, and policymakers when they are planning initiatives. Those initiatives could focus on improving financial knowledge, enhancing financial literacy, and promoting responsible financial management among university students. In addition, the recommendations in this study are hopefully able to feed into future research and also help in the design and refinement of more effective financial education programmes, so that students can reach better financial well-being.

Declaration of Conflict of Interest

The authors declare that there are no conflicts of interest, whether financial, personal, or professional, that could have influenced the conduct of this research, the analysis of the findings, or the preparation and publication of this manuscript.

Data Availability Statement

The data obtained from the findings of this study was collected using an online questionnaire which was given to 150 university students in Shah Alam, Selangor. The data is not open source because of respondent anonymity and privacy issues. The data, however, may be made available, on reasonable request, by the corresponding author, provided with appropriate confidentiality requirements.

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