

## Financial literacy and budgeting practices of Bachelor of Science in Business Administration Students

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### ***Abstract***

This study examined the relationship between financial literacy and budgeting practices among Bachelor of Science in Business Administration (BSBA) Financial Management students in San Jose, Occidental Mindoro. It specifically assessed the level of financial literacy in terms of financial knowledge, financial skills, and financial attitudes, as well as the level of budgeting practices in terms of budget planning, expense monitoring, and budget adherence. A descriptive correlational research design was employed, involving 297 respondents selected through stratified random sampling. Data were gathered using a researcher-made questionnaire and analyzed using weighted mean and Kendall's tau-b correlation. Findings revealed that the respondents demonstrated a generally high level of financial literacy, with an overall mean of 3.11. Among its dimensions, financial attitudes had the highest mean, followed by financial knowledge. In contrast, financial skills had the lowest, indicating a gap between understanding financial concepts and applying them in practice. In terms of budgeting practices, the respondents showed a moderately high level (Mean = 3.02), with budget adherence rated highest and budget planning second. At the same time, expense monitoring received the lowest mean, suggesting inconsistency in tracking actual financial transactions. Correlation analysis showed a strong and statistically significant positive relationship between financial literacy and budgeting practices ( $\tau = 0.641, p < .01$ ). Among the dimensions, financial skills and financial attitudes exhibited stronger associations with budgeting practices than financial knowledge. These results imply that while students possess adequate financial understanding and positive financial attitudes, the application of financial skills remains a critical area for improvement. The study concludes that financial literacy significantly influences budgeting practices among BSBA students, but the translation of knowledge into consistent financial behavior requires

strengthening. Enhancing experiential learning and practical financial skill development is recommended to improve students' financial management capabilities.

**Keywords:** financial literacy, budgeting practices, financial knowledge, financial skills, financial attitudes, financial management students

## **Financial literacy and budgeting practices of Bachelor of Science in Business Administration Students**

### **1. Introduction**

In this day and age of a changing and complex economy, financial literacy is more important than ever, especially for young people as they begin earning, spending, saving, and planning. Financial literacy is the knowledge, skills, and behaviors that enable people to make sound financial decisions, such as money management, budgeting, saving, and investing. With increasing access to financial products and services, people are expected to take responsibility for their own financial well-being, making financial literacy an important factor for long-term financial stability (Frees et al., 2024). Growing calls for individuals to be personally responsible for their financial habits indicate the importance of early financial literacy, particularly for students.

Students' financial literacy is vital to affect their financial behavior and decision-making. The empirical study found that financial literacy affected spending attitude, financial planning, buying behavior, and financial behavior (Barus et al., 2026). A study of university students has indicated that financial literacy and financial behavior are significant predictors of financial decision-making and expenditure, underscoring the importance of financial education to increase financial literacy (Ahmad et al., 2024). Moreover, a study of student samples suggests that financial literacy positively promotes financial inclusion and the responsible use of financial technology by fostering independent financial participation and decision-making (Thomas et al., 2024).

Budgeting, in particular, represents one of the most fundamental applications of financial literacy. Effective budgeting allows individuals to allocate resources, manage expenses, and achieve financial goals. However, evidence suggests that even among students, budgeting skills are not always well developed (Alikes & Sagandoy, 2023). Research involving senior high school students found that many learners struggle with money management and demonstrate limited familiarity with financial concepts, particularly budgeting practices (Gabay et al., 2024). These findings suggest that financial knowledge does not always translate into effective financial behavior, highlighting the need to examine both financial literacy and actual financial practices simultaneously. With rising living costs, widely available credit, and the growth of financial independence among young adults, financial literacy in the Philippines is becoming a major issue. According to Vital et al. (2025), financial literacy affects students' spending behavior, financial planning, and debt management; hence, financial education is most relevant to instill in young people to foster responsible financial behavior, based on studies in the local educational context. The importance of financial literacy as a skill is widely acknowledged. However, even though it is a critical component in business, many young people still struggle to translate their understanding into real-world financial management. Previous studies have examined financial literacy among students and its influence on financial behavior (Pham et al., 2023); however, some gaps remain. First, most studies include general student populations or senior high school students and, less often, give less attention to students in financial management programs, who are presumed to have a higher level of financial knowledge. Second, previous research tends to focus on financial knowledge or spending behavior in isolation, rather than on how financial literacy relates to specific financial behaviors, such as budgeting. Third, there is little or no evidence for localized contexts or smaller- or developing-scale populations, where the socioeconomic context, financial literacy, and cultural financial practices may differ from national or urban settings.

San Jose, Occidental Mindoro, is an exceptional local context that could represent a different interaction among financial education, economic conditions, and student financial behavior compared to the more established context. In this locality, it is crucial to understand how financial literacy manifests in budgeting among Bachelor of Science in Business Administration (BSBA) Financial Management students to assess the extent to which formal financial education equips them for real-world financial management. A study of this association may shed light on how financial academic knowledge relates to actual financial behavior. Consequently, the current study

seeks to examine the financial literacy and budgeting of BSBA Financial Management students in San Jose, Occidental Mindoro. It aims to determine their level of financial literacy and how it affects their budgeting. By addressing these identified research gaps and examining a localized academic population, this study is well-positioned to contribute to a broader understanding of how financial education fosters sound financial behaviors among prospective financial professionals.

**Objectives of the Study** - This study aims to determine the effect of financial literacy on the budgeting practices of BSBA students. Specifically, it seeks to (1) determine the level of financial literacy in terms of financial knowledge, financial skills, and financial attitudes; (2) determine the level of budgeting practices of the students in terms of budget planning, expense monitoring, and budget adherence; and (3) determine if there is a significant relationship between financial literacy and the budgeting practices of BSBA Financial Management students.

**Significance of the Study** - This study aims to provide significant insights for BSBA Financial Management students regarding their financial literacy and the factors that influence how they apply finance-related knowledge, skills, and attitudes. This training will help students improve their cash and budgeting habits to promote effective financial decision-making. The findings for teachers and educational institutions in San Jose, Occidental Mindoro, could also help improve financial education practices by incorporating the real-world concept of money-making into everyday budgeting decisions. This study will be important for future researchers examining the relationship between financial literacy and financial performance among students, particularly within a specific academic context.

**Scope and Delimitation of the Study** - The study focuses exclusively on BSBA Financial Management students at Occidental Mindoro State College in San Jose, Occidental Mindoro. It aims to investigate the relationship between financial literacy—encompassing knowledge, skills, and attitudes—and budgeting techniques such as planning, expense monitoring, and adherence to budgets. Additionally, the study explores how these students operationalize financial literacy within their personal finances. Other aspects, such as investing, lending, or general financial performance, are excluded. The researchers will employ a quantitative research design utilizing survey data; consequently, results may not be generalizable to students from other programs, institutions, or regions. This study will be conducted from February 2026 to May 2026.

## 2. Methodology

**Research Design** - This study employed a quantitative-descriptive correlational research design to examine the relationship between financial literacy and budgeting practices among BSBA Financial Management students in San Jose, Occidental Mindoro. Descriptive research is a methodological approach that seeks to depict the characteristics of a phenomenon or subject under investigation (Singh & Singh, 2024). The descriptive component of the design was used to determine the level of financial literacy of the respondents in terms of financial knowledge, financial skills, and financial attitudes, as well as their budgeting practices in terms of budget planning, expense monitoring, and budget adherence. Furthermore, correlational research is a study design that examines the relationships among two or more variables. This type of research has helped ascertain whether there is an association between the variables, but it does not determine whether one causes the other (Putri et al., 2025). The correlational aspect of the research design was used to determine whether a significant relationship exists between financial literacy and students' budgeting practices. This design was considered appropriate because it allows the researchers to measure variables quantitatively and analyze the degree of association between them without manipulating the research environment. Data were gathered through a survey questionnaire administered to the respondents.

**Respondents of the Study** - The study respondents were Bachelor of Science in Business Administration (BSBA) students majoring in financial management at Occidental Mindoro State College (OMSC), with a total population of 1289 students for the current academic year. The sample size was determined using the Raosoft sample size calculator, applying a 95% confidence level and a 5% margin of error, resulting in a required sample

size of 297 respondents. The study employed a stratified random sampling technique to ensure adequate representation across all year levels. The population will be divided into three strata: first-year (89), second-year (99), and third-year (109) BSBA Financial Management students. The sample size will be allocated proportionally to each stratum based on its population size. The fourth-year BSBA FM students were not included in the study because they are currently deployed for their on-the-job training (OJT). Due to their off-campus assignments and varying schedules, they were deemed unavailable to participate in data collection. This approach ensures that all year levels are proportionately represented, thereby enhancing the accuracy and generalizability of the findings while minimizing sampling bias.

**Research Instrument** - The primary instrument used in this study was a structured survey designed to measure respondents' financial literacy and budgeting practices. The questionnaire will consist of two main sections. The first section measures financial literacy, including items related to financial knowledge, financial skills, and financial attitudes. The second section focuses on budgeting practices, including budget planning, expense monitoring, and budget adherence. The questionnaire was researcher-made but guided and adapted from existing studies on financial literacy and budgeting behavior to ensure alignment with the objectives of the study. Responses were measured using a four-point Likert scale to quantify the respondents' level of agreement with each statement. To ensure the instrument's validity, the questionnaire is validated by professionals and faculty members with expertise in finance, business education, and research methodology. Their feedback was utilized to improve the clarity, relevance, and appropriateness of the questionnaire items. Before the actual data collection, a pilot test was conducted among selected BSBA Financial Management students of Occidental Mindoro State College (OMSC). Specifically, two sections were randomly selected from the total population to participate in the pilot testing. These participants were excluded from the final list of respondents to avoid bias and ensure the integrity of the results: the pilot testing aimed to assess the clarity, reliability, and overall effectiveness of the instrument. The reliability of the questionnaire was measured using Cronbach's alpha to determine internal consistency. The results of this test served as the basis for refining and improving the questionnaire before its final administration.

**Table 1**  
*Reliability Analysis Results*

| Item                | Number of Items | Reliability Coefficients | Interpretation        |
|---------------------|-----------------|--------------------------|-----------------------|
| Financial Knowledge | 10              | .95                      | Very High Reliability |
| Financial Skills    | 10              | .94                      | Very High Reliability |
| Financial Attitudes | 10              | .97                      | Very High Reliability |
| Budget Planning     | 10              | .96                      | Very High Reliability |
| Expense Monitoring  | 10              | .95                      | Very High Reliability |
| Budget Adherence    | 10              | .96                      | Very High Reliability |

Legend: 0.90 and Above – Very High; 0.80-0.89 – High; 0.70-0.79 – Acceptable; 0.60-0.69 – Questionable; 0.50-0.59 – Poor; Below 0.50 – Unacceptable

**Data Gathering Procedure** - Before conducting the study, the researchers obtained permission from the administration of Occidental Mindoro State College to conduct the research among BSBA Financial Management students. After obtaining the necessary approval, the researchers coordinated with the program faculty to identify and schedule the selected respondents. Data collection was conducted over a period of five (5) to seven (7) days to ensure that all selected respondents were accommodated based on their class schedules and availability. The questionnaire was administered via a face-to-face (f2f) survey during the respondents' available class time to ensure a higher response rate and immediate data retrieval. Before the participants answered the questionnaire, the purpose of the study was clearly explained to them, and they were assured that their responses would be kept confidential and used strictly for academic purposes. Respondents were given sufficient time to read and answer the questionnaire honestly. After completion, the questionnaire was collected immediately, checked for completeness, and organized for data encoding and statistical analysis.

**Statistical Treatment of Data** - The data collected from the respondents was organized, tabulated, and analyzed using appropriate statistical tools. The following statistical methods were used in the study: weighted mean, which was used to determine the level of financial literacy of the respondents in terms of financial knowledge, financial skills, and financial attitudes, as well as their level of budgeting practices in terms of budget

planning, expense monitoring, and budget adherence. The Pearson Product–Moment Correlation Coefficient ( $r$ ) was used to determine the significant relationship between financial literacy and the budgeting practices of the BSBA Financial Management students.

**Ethical Considerations** - Ethical principles were strictly observed throughout the conduct of this study. Participation in the research was voluntary, and respondents were informed of the study’s purpose and objectives before completing the questionnaire. The researchers ensured that respondents had the freedom to decline to participate or withdraw from the study at any time without consequences. Confidentiality and anonymity of the respondents were also maintained. Personal information that may identify the participants was not collected, and all responses were treated with strict confidentiality. The data gathered was used solely for academic and research purposes and was not disclosed to unauthorized individuals. The researchers also ensured that the study adhered to ethical standards, respecting the rights, dignity, and welfare of all participants.

### 3. Results and Discussions

The present study sought to determine the level of financial literacy and budgeting practices among BSBA Financial Management students and to examine the relationship between these variables. Based on data gathered from 297 respondents and analyzed in SPSS, the findings indicate that respondents generally demonstrate a high level of financial literacy and a moderately high level of budgeting practices, with a statistically significant relationship between the two constructs.

In terms of financial literacy, the overall mean score of 3.11 indicates that the respondents possess a high level of financial literacy. When disaggregated into their dimensions, financial attitudes had the highest mean score ( $M = 3.16$ ), followed by financial knowledge ( $M = 3.13$ ) and financial skills ( $M = 3.03$ ). These findings suggest that while students exhibit a strong, positive disposition toward financial management and possess a sound understanding of financial concepts, their ability to translate that knowledge into practical financial skills is less developed. This implies that although the academic training of BSBA Financial Management students effectively enhances cognitive understanding and fosters favorable financial attitudes, there remains a gap in the consistent application of financial concepts in real-life financial situations.

**Table 2**  
*Mean Level of Financial Literacy in terms of Financial Knowledge, Financial Skills, and Financial Attitudes*

| Financial Knowledge   | Weighted Mean | Interpretation |
|---|---------------|----------------|
| I understand the difference between assets and liabilities.     | 3.11          | Moderate       |
| I know the importance of savings and emergency funds.           | 3.29          | Moderate       |
| I can explain the concept of interest rates.                    | 2.90          | Moderate       |
| I am aware of different types of investment options.            | 2.97          | Moderate       |
| I understand the concept of budgeting and its benefits.         | 3.24          | Moderate       |
| I know how to read and interpret financial statements.          | 2.95          | Moderate       |
| I understand the difference between needs and wants.            | 3.33          | Moderate       |
| I know the impact of debt on personal finances.                 | 3.17          | Moderate       |
| I am aware of the risks involved in financial decisions.        | 3.17          | Moderate       |
| I understand the concept of inflation and its effects on money. | 3.15          | Moderate       |
| Composite Mean  | 3.13          | Moderate       |
| <b>Financial Skills</b>   |               |                |
| 1. I can create a personal budget for my income and expenses.   | 3.13          | Moderate       |
| 2. I can track my expenses regularly.                           | 2.98          | Moderate       |
| 3. I can prioritize my spending according to needs and wants.   | 3.17          | Moderate       |
| 4. I can calculate interest on savings or loans.                | 2.96          | Moderate       |
| 5. I can manage my allowances to avoid overspending.            | 3.17          | Moderate       |
| 6. I can use digital tools or apps to monitor my finances.      | 2.85          | Moderate       |
| 7. I can make short-term financial goals and achieve them.      | 3.02          | Moderate       |
| 8. I can compare prices to make cost-effective purchases.       | 3.06          | Moderate       |
| 9. I can manage debt or loans responsibly.                      | 2.95          | Moderate       |
| 10. I can analyze my financial situation and plan accordingly.  | 3.04          | Moderate       |
| Composite Mean  | 3.03          | Moderate       |

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| Financial Attitudes  |      |          |
|--|------|----------|
| I feel confident making financial decisions.                         | 2.98 | Moderate |
| I am motivated to save a portion of my income regularly.             | 3.04 | Moderate |
| I believe managing money is important for future security.           | 3.32 | Moderate |
| I am willing to learn more about personal finance.                   | 3.36 | Moderate |
| I feel responsible for my own financial well-being.                  | 3.23 | Moderate |
| I prefer to plan expenses rather than spend impulsively.             | 3.13 | Moderate |
| I feel confident discussing financial matters with peers or mentors. | 3.00 | Moderate |
| I believe budgeting is essential for financial discipline.           | 3.29 | Moderate |
| I value financial stability over short-term gratification.           | 3.14 | Moderate |
| I have a positive attitude toward saving and investing money.        | 3.15 | Moderate |
| Composite Mean   | 3.16 | Moderate |
| Overall Mean   | 3.11 | Moderate |

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Moderate; 3.51-4.50 High; 4.51-5.00 Very High

This observation is consistent with the study of Ahmad et al. (2024), which found that financial literacy significantly influences financial decision-making and behavior among university students; however, translating knowledge into practice is not always automatic. Similarly, Barus et al. (2025) emphasized that while financial knowledge is essential, financial attitudes and planning behavior play a more direct role in shaping actual financial practices. Moreover, the findings support Pham and Le's (2023) assertion that financial literacy is a multidimensional construct in which knowledge, skills, and attitudes must work together to produce effective financial behavior. Hence, knowledge alone is insufficient without the development of practical competencies and behavioral discipline. The low mean score in financial skills ( $M = 3.03$ ) further suggests that students may have difficulty applying financial concepts in everyday situations, such as budgeting, expense tracking, and financial planning. This aligns with the findings of Gabay et al. (2024), who reported that students often demonstrate adequate financial awareness but struggle with actual financial management practices. Such results reinforce the need for experiential and application-based learning approaches in financial education.

Study's findings confirm that BSBA Financial Management students are financially literate in terms of knowledge and attitudes; however, there remains a critical need to strengthen the practical application of financial skills. This highlights the importance of integrating behavioral and skills-based training within financial education to ensure that students are not only knowledgeable but also capable of effectively managing their finances in real-world contexts.

**Table 3**  
*Mean Level of Budgeting Practices in terms of Budget Planning, Expense Monitoring, and Budget Adherence.*

|   | Budget Planning | Weighted Mean | Interpretation |
|---|-----------------|---------------|----------------|
| I plan my monthly budget before the start of the month.                           | 2.94            |               | Moderate       |
| I allocate specific amounts for necessities like food, transportation, and bills. | 3.09            |               | Moderate       |
| I set aside a portion of money for savings.                                       | 3.05            |               | Moderate       |
| I plan for unexpected expenses in my budget.                                      | 3.06            |               | Moderate       |
| I create weekly or daily spending limits.   | 3.02            |               | Moderate       |
| I prioritize essential expenses in my budget.                                     | 3.14            |               | Moderate       |
| I make a list of anticipated expenses before spending.                            | 3.02            |               | Moderate       |
| I plan my budget to avoid overspending.   | 3.09            |               | Moderate       |
| I adjust my budget when financial circumstances change.                           | 3.07            |               | Moderate       |
| I use budgeting templates or tools to organize my finances.                       | 2.91            |               | Moderate       |
| Composite Mean  | 3.04            |               | Moderate       |
| <b>Expense Monitoring</b>   |                 |               |                |
| I record all my daily expenses.   | 2.86            |               | Moderate       |
| I regularly review my spending to ensure it aligns with my budget.                | 2.96            |               | Moderate       |
| I categorize my expenses to see where my money goes.                              | 2.96            |               | Moderate       |
| I track whether I am overspending or underspending.                               | 2.98            |               | Moderate       |
| I compare my actual expenses against my planned budget.                           | 3.02            |               | Moderate       |
| I monitor my spending habits to avoid unnecessary purchases.                      | 3.00            |               | Moderate       |
| I keep receipts or records of my expenses.  | 2.92            |               | Moderate       |
| I check my bank account or digital wallet regularly.                              | 2.91            |               | Moderate       |
| I analyze trends in my spending patterns.   | 2.89            |               | Moderate       |
| I adjust my spending if it exceeds the budgeted amount.                           | 3.00            |               | Moderate       |
| Composite Mean  | 2.95            |               | Moderate       |

| Budget Adherence                                       |      |          |
|--|------|----------|
| I follow the budget I have set for myself.             | 3.09 | Moderate |
| I avoid spending beyond my planned budget.             | 2.97 | Moderate |
| I resist the temptation to make impulsive purchases.   | 3.18 | Moderate |
| I prioritize needs over wants in my spending.          | 3.04 | Moderate |
| I stick to my savings goals despite temptations.       | 3.14 | Moderate |
| I avoid borrowing money unnecessarily.                 | 3.06 | Moderate |
| I am disciplined in limiting discretionary spending.   | 3.01 | Moderate |
| I adhere to weekly or monthly spending limits.         | 3.07 | Moderate |
| I review my budget regularly to ensure compliance.     | 3.19 | Moderate |
| I feel satisfied when I successfully follow my budget. | 3.08 | Moderate |
| Composite Mean   | 3.08 | Moderate |
| Overall Mean   | 3.02 | Moderate |

Scale: 1.00-1.50 Very Low; 1.51-2.50 Low; 2.51-3.50 Moderate; 3.51-4.50 High; 4.51-5.00 Very High

With respect to budgeting practices, the overall mean score of 3.02 indicates a moderately high level of engagement in budgeting-related behaviors among the respondents. When examined by component, budget adherence recorded the highest mean ( $M = 3.08$ ), followed by budget planning ( $M = 3.04$ ), while expense monitoring obtained the lowest mean ( $M = 2.95$ ). These findings suggest that students are generally capable of organizing their finances, preparing budgets, and attempting to follow them, which reflects a reasonable degree of financial responsibility and discipline. However, the consistently lower score in expense monitoring and the inconsistency in tracking actual financial transactions may reduce the overall effectiveness of their budgeting practices. This pattern implies that while students demonstrate intention and effort in planning and adhering to budgets, they may lack consistency in monitoring their day-to-day expenditures. Such inconsistency creates a behavioral gap wherein financial plans are not fully supported by actual financial tracking, thereby limiting the effectiveness of financial management strategies. This observation is supported by Alikes and Sagandoy (2023), who found that students often exhibit basic budgeting behaviors but struggle with consistent expense monitoring and financial discipline. Similarly, Gabay et al. (2024) reported that while students may understand budgeting concepts, their ability to apply these practices, particularly consistently tracking expenses, remains limited.

Furthermore, the findings of Ahmad et al. (2024) emphasize that financial behavior, including budgeting practices, is influenced not only by knowledge but also by behavioral consistency and self-regulation. The relatively low engagement in expense monitoring suggests that students may lack habitual financial-tracking practices, which are essential for effective budgeting. In this regard, Barus et al. (2025) highlighted that financial planning alone is insufficient unless it is supported by continuous monitoring and behavioral discipline. When financial literacy and budgeting practices are examined collectively, it becomes evident that although both variables are present at acceptable levels, financial literacy ( $M = 3.11$ ) slightly exceeds budgeting practices ( $M = 3.02$ ). This suggests that students possess the necessary knowledge and positive financial attitudes; however, these do not always translate into consistent financial behaviors. The findings reinforce the argument of Pham and Le (2023) that financial literacy must be operationalized through actual financial practices to be effective. In other words, cognitive understanding alone does not guarantee sound financial behavior without the support of practical application and habit formation. Overall, the results highlight the importance of strengthening the behavioral aspects of financial management, particularly in expense monitoring. The findings emphasize that financial education should extend beyond theoretical instruction to focus on developing consistent financial habits and practical skills, ensuring that students can effectively implement budgeting practices in real-life situations.

Furthermore, the correlation analysis using Kendall's tau-b revealed a statistically significant and strong positive relationship between financial literacy and budgeting practices ( $\tau = 0.64$ ,  $p < 0.001$ ). This indicates that as financial literacy increases, the practice of getting loans likewise improves among the respondents. When examined by dimension, financial skills ( $\tau = 0.67$ ) and financial attitudes ( $\tau = 0.66$ ) showed stronger relationships with budgeting practices than financial knowledge ( $\tau = 0.48$ ). These results suggest that applied competencies and behavioral orientation play a more influential role in shaping financial practices than knowledge alone.

**Table 4**  
*Correlation Coefficient and p-values for Hypothesis Testing*

| Variables   | Correlation Coefficient ( $\tau$ ) | p-value | Interpretation     |
|---|------------------------------------|---------|--------------------|
| Financial Knowledge vs Budgeting Practices        | 0.483                              | <0.001  | Highly Significant |
| Financial Skills vs Budgeting Practices           | 0.672                              | <0.001  | Highly Significant |
| Financial Attitudes vs Budgeting Practices        | 0.660                              | <0.001  | Highly Significant |
| Overall Financial Literacy vs Budgeting Practices | 0.641                              | <0.001  | Highly Significant |

Legend: p-value < 0.05 Significant p-value < 0.001 Highly Significant

This finding is consistent with Ahmad et al. (2024), who found that financial literacy significantly affects financial behavior, particularly in decision-making and money management. Similarly, Barus et al. (2025) found that financial attitudes and financial planning behaviors are stronger predictors of financial outcomes compared to financial knowledge alone. The stronger correlation observed between financial skills and attitudes in the present study supports this claim, indicating that the behavioral and practical dimensions of financial literacy are more directly linked to actual financial practices, such as budgeting. Moreover, the findings align with those of Pham and Le (2023), who emphasized that financial literacy should be viewed as an integrated construct, in which knowledge, skills, and attitudes collectively influence financial behavior. However, they further argued that without tactical skills and positive financial attitudes, knowledge may not translate effectively to sound financial decision-making. This explains why financial knowledge, although significantly related, exhibited a comparatively weaker correlation with budgeting practices in the present study. In addition, the results are supported by Gabay et al. (2024), who observed that students may possess adequate financial knowledge but often fail to apply consistently when managing their finances. This reinforces the idea that financial behavior is largely driven by habitual practices and behavioral discipline rather than cognitive understanding alone. The strong relationship between financial skills and budgeting practices highlights the importance of developing students' ability to apply financial concepts in real-life situations. In contrast, the strong influence of financial attitudes underscores the role of mindset and financial responsibility in sustaining such behaviors.

#### 4. Conclusions

Based on the study's findings, it is concluded that BSBA Financial Management students exhibit a generally high level of financial literacy, as evidenced by their strong performance across the dimensions of financial knowledge, financial skills, and financial attitudes. Among these, financial attitudes emerged as the most developed, indicating that students exhibit positive dispositions toward financial responsibility, planning, and decision-making. Financial knowledge was also found to be well-established, reflecting the effectiveness of their academic preparation in providing a foundational understanding of financial concepts. However, financial skills, while still at a relatively high level, were comparatively lower, suggesting that students may experience some difficulty in consistently applying theoretical knowledge to real-life financial situations. This implies that although students are cognitively and attitudinally prepared, there remains a need to strengthen the practical application of financial competencies. In terms of budgeting practices, the study concludes that students demonstrate a moderately high level of engagement in managing their finances, particularly in budget planning and budget adherence. This indicates that students are generally capable of organizing their financial resources and attempting to follow established budgets. However, the relatively lower performance in expense monitoring highlights a critical gap in consistent financial tracking, suggesting that while students plan and manage their finances effectively, they may lack the discipline or systems needed to monitor their actual spending. This inconsistency may limit the overall effectiveness of their budgeting practices and reflects a common disconnect between financial intention and actual behavior.

Furthermore, the study establishes that financial literacy and budgeting practices are significantly and positively related. The strong correlation between these variables confirms that higher levels of financial literacy are associated with better budgeting practices among students. More specifically, financial skills and attitudes were found to have a stronger influence on budgeting behavior than financial knowledge alone. This indicates that while

knowledge is essential, it is the ability to apply that knowledge and the positive financial mindset that more directly shape effective financial behavior. Hence, financial literacy functions as a comprehensive construct wherein its components collectively contribute to improved financial management practices. Overall, the study concludes that financial literacy plays a crucial role in shaping students' budgeting practices; however, translating knowledge into consistent financial behavior remains a key challenge. The findings emphasize that financial education should extend beyond theoretical instruction and focus on developing practical skills and reinforcing positive financial behaviors. This holistic approach is necessary to ensure that students are not only knowledgeable but also capable of effectively managing their personal finances in real-world contexts.

**Recommendations** - In light of the study's findings and conclusions, it is recommended that a more holistic, practice-oriented approach to financial education be adopted to enhance both financial literacy and budgeting practices among students. While the respondents demonstrated a high level of financial knowledge and positive financial attitudes, the relatively lower level of financial skills and inconsistencies in budgeting behaviors—particularly in expense monitoring—indicate the need for interventions that bridge the gap between knowledge and application. Educational institutions, particularly those offering business and financial management programs, may strengthen the integration of experiential learning strategies within the curriculum. This may include real-life budgeting exercises, financial simulations, case studies, and project-based activities that require students to apply financial concepts in practical scenarios actively. By doing so, students will be better equipped to translate theoretical knowledge into effective financial decision-making and behavior.

Furthermore, it is recommended that educators place greater emphasis on developing students' financial discipline and behavioral competencies, particularly in expense tracking and consistent budget monitoring. The incorporation of digital financial tools, such as budgeting applications and expense tracking systems, may be encouraged as part of classroom activities to cultivate habitual financial monitoring. Workshops, seminars, and training programs focusing on personal financial management, financial planning, and responsible spending habits may also be conducted to reinforce positive financial behaviors and strengthen financial skills. These initiatives will help address the observed gap between financial planning and actual financial practice. For students, it is recommended that they actively manage their personal finances by consistently using budgeting techniques, monitoring their expenses, and evaluating their financial decisions. Developing self-discipline and financial awareness is essential in ensuring that financial literacy translates into meaningful financial outcomes. Students should also take advantage of available financial tools and resources to support their financial management practices and enhance their decision-making capabilities. In addition, future researchers are encouraged to expand the scope of the study by including additional variables that may influence financial behavior, such as income level, financial stress, financial technology use, and socioeconomic factors. Employing longitudinal or experimental research designs may also provide deeper insights into the causal relationship between financial literacy and financial behavior over time. Moreover, replicating the study in different academic programs, institutions, or geographical locations would enhance the generalizability of the findings and contribute to a broader understanding of financial literacy in diverse contexts. Finally, policymakers and educational administrators may consider strengthening financial literacy programs at the institutional and national levels by promoting initiatives that emphasize not only financial knowledge but also practical financial skills and behavioral development. Establishing structured financial education programs and support systems for students can play a vital role in fostering financially responsible individuals who are capable of making sound financial decisions in an increasingly complex economic environment.

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