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Factors Influencing the Financial Behavior of University Students: A Study in Yangon University of Economics

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Abstract

The purpose of this study is to analyze the financial behavior of university students and the factors influencing their financial behavior. The proper financial behavior of university students affects their career life success. Their personal factors, social background and financial environment could influence on their behavior to some extent. The study is very contributive for the University administration and their social environment in building up the excellent graduated human resources of the country. The sample 230 students out of the population 700 final year students attending in Yangon University of Economics were selected by using random sampling method. The data were collected by interviewing with the students through the questionnaire and reviewing the financial literature, journals from Google web site. Quantitative approach was adopted: descriptive statistics, logistic regression method were used to analyze the factors influencing the financial behavior. The results indicated that financial self-efficacy among others had the strong effect on the students' financial behavior. Moreover, social economic status in particular, parental teaching was also found to be significant predictors of having good financial behavior. The study suggests that the role of teachers is very important to encourage on the students to keep the financial records, to spend their study expense within the budgets and save the money which could increase their financial self-efficacy of the students. Moreover, the parents and family members should let them involve in the family financial matters which help to have right attitude and behavior on finance matters. Finally, the result perhaps could help the policy makers and education administrators prepare programs to provide financial knowledge to students to be able to understand day to day financial practices of their life.

Keywords: Financial Behavior, Financial Literacy, Financial Self-efficacy, Saving, Social Economic Status

Introduction

Financial behavior is an important concept in personal financial management. Personal financial management can be defined as one of the usage concepts of financial management at the individual level that involves the activities for financial planning, financial implementation, and financial control. Financial planning is making a plan on what is received as income and divided to be used for, while monitoring is evaluating activity whether it has been in accordance with what was planned. A good financial behavior can be found from the attitude of people in managing the cash inflow and outflow of money, managing loans, savings and investments (Layli, 2014).

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Today, world economy has grown up with the changes in the social and economic financial system. It can be found from the impact of much complexity and the use of different technologies on numerous financial goods and services. Here, financial behavior should be given attention because if a person does not understand management practices on the money and financial resources, he may be trapped into the unfavorable economic situation. The appropriate financial behavior can be identified by how much a person could balance the cash inflows and outflows without having the financial shortage.

The research focused on the financial behavior of university students as their financial attitude and behavior has a significant effect on their life before and after-graduation from a university. The students who stay away from home must manage their money themselves. Moreover, the online businesses are numerous and very popular among the young age, thus that businesses attract the young people to make over spending. Thus, if students understand and aware of their spending behavior, they can control their behavior.

The study emphasized on the financial behavior of university students from Yangon University of Economics (YUECO) who are taking the major fields of the economics, money, finance, accounting and management studies etc.. The graduated students of the YUECO mostly enter into the business organizations and get the job position of finance and account section especially. Some may start up their own small and entrepreneurship businesses. Hence, the research study results are very contributive to future generation students and also the respective policy-makers.

Thus it is a timely and worthwhile endeavor to study their financial behavior. There are many studies conducted on the financial behavior and its influencing factors, however, most are focused on the financial behavior of developed countries and also on matured aged level. Understanding the financial behavior and the factors influencing the behavior is very important for both university administration and also financial institutions and country's policy makers. The result is very supportive in formulating the under-graduate education program, the most appropriate for turning out the outstanding human resources who have high capability in managing finance. As for the financial institutions, the study results could be applied to produce the attractive saving and loan plan for the young university students. Finally, policy makers also could have the knowledge from the study results which will be partly useful for preparing the country's economic and social objectives. Based on the background above, this study aims to the following objectives:

(a)To identify the financial behavior of YUECO students.

(b)To find out the factors influencing the financial behavior of YUECO students.

Literature Review

The human behavior originated from one's intention to do something. This study bases on theory of planned behavior (TPB) which seeks to predict and explain behavioral intentions. In this model, the behavioral intentions are assumed to be the best predictor of an individual's attempt to perform a behavior (Fishbein & Ajzen, 2011). The TPB is a mainstream theory in social psychology that has been researched for decades and has a solid base of empirical support. A meta-analysis of 185 studies relating to the TPB supported the predictive power of the model and found that it accounted for 27-39% of the variance of behavioral intention (Armitage & Conner, 2001).

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In the TPB, behavior intention is an indication of "how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior" (Ajzen, 1991). In other words, it signifies how "ready" they are to perform a behavior. Behavior intention predicts following through with the behavior. If someone has a strong intention to engage in a behavior, they are more likely to engage in it, if the behavior is under their voluntary control. The three predictors of behavior intention are attitudes, subjective norms, and perceived behavioral control.

Financial Behavior

Behavioral Finance can be defined as the study of the "individual attitude, emotion, and behavior in the market. Financial behavior is the capability to capture of understanding overall impacts of financial decisions on one's (i.e., person, family, community, country) circumstances and to make the right decisions related to the opportunities for budget planning, cash management and controlling. It can be also defined as any human behavior that is relevant to money management. Common financial behaviors include cash, credit and saving behavior (Kasmir, 2010). Sudindra (2018) supposed financial behavior as encompassing four broad areas, namely: saving, spending, borrowing and investment.

Individual financial behavior may be associated with the tasks of financial manager within a company. The financial managers are responsible for the financial health of an organization (Kasmir, 2010). Financial behavior in this study is students' behavior in their financial resources. Unlike the working staff or managers, students face some financial constraints such as using with pocket money or scholarships/stipend, paying the university tuition fees, also transport charges, food and clothes etc. Thus, the previous researchers conducted their paper on the financial behavior of students identified by the following measures.

According to the study of Herawati, Candiasa, Yadnyana, and Suharsono (2018), the aspect of financial behavior in students are related to four aspects of good financial management which include: (1) the behavior in preparing financial plan/ budget, (2) the behavior of saving and investing, (3) the behavior of using or expending money, and (4) the behavior of communicating financial problems with family and evaluating the use of budget. In the research of Akben-Seluck (2015), three aspects include: students' paying the bill on time, having the budget in place and saving for the future. Many researchers have analyzed the factors influencing the financial behavior of University students such as family's social condition, financial self-efficacy and financial literacy which are discussed as follows.

Social Economic Status and Financial Behavior

The formation of a students' good behavior needs to pay a special attention because the financial behavior influences their future life. In addition to the financial behavior formed in childhood in the school environment factors, the behavior in the child himself or herself is also influenced very much by social economic status (SES) in their family (Henslin, 2006). Social economic status (SES) is a concept that summarizes an individual's social class position in society. Several conceptualizations of SES have been used, including material measures of income, occupation, and education as well as gradient-focused measures of relative status, relative deprivation, or class differences.

SES in children is typically measured by using data on annual family income, parental occupation, parental teaching, parental education, or a combination of these factors. The

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classification of occupations may be made less useful by the proliferation of job titles that bear little resemblance to job status or income (McGrath & Elgar, 2015). Absolute levels of affluence (e.g., household income) are among the most commonly used measures of SES in research. Similar challenges exist in gradient measures of SES. Although assessments of subjective SES share a robust relation to child behavioral symptom, they also vary over time and context, are influenced by emotional styles, personality trait, or senses of personal control, and depend on how people analyze the social situation. Many studies showed that social economic and demographic factors have a significant influence on attitude as part of psychological variable construct (Michubu, 2011). The studies proved that parents' income has a significant effect on financial behavior shown with the ownership of credit management, savings and investment and planning the pension financial schemes (Scheresberg, 2016). Moreover, parents' social economic status can have a positive effect on the children's financial behavior development.

Financial Self-Efficacy and Financial Behavior

The feeling of self-efficacy can change a person's behavior towards a desired aim. Self-efficacy is initially developed by psychologist Bandura (1997), Professor Emeritus at Stanford University. Self-efficacy is a broad psychological concept which can apply to any area of one's life. Self-efficacy is related to feelings of personal control and suggest that low self-efficacy may cause a person to focus on potential failure rather than possible success. Self-efficacy refers to the assessments a person makes about his/her ability to activate the mental resources, motivation, and actions necessary to accomplish a specific task (Gist & Mitchell, 1992).

Research has shown that self-efficacy influences a number of employment-related behaviors and attitudes, including goal aspiration, commitment, and performance (Gist, 1987) which may be applied to personal finances as well. Within the past decade, consumer researchers have embraced the study of behavioral aspects of consumption and financial management (Hira, 2010). Many researchers have grounded their studies in Prochaska's Trans-theoretical Model (TTM) of Behavior Change. The TTM is depended on the constructs of the self-efficacy, decisional balance, and the process of behavior change (Prochaska, Norcross, & DiClemente, 1994). Financial self-efficacy has an explanatory role in personal finance behavior. In the study of Danes and Haberman (2007), self-efficacy was related to students' financial self-efficacy. It is related to individuals' self-confidence to carry out a financial management task and could reflect their financial skills. Thus, financial self-efficacy helps students to perform a better direction. This self-efficacy influences students' attitude and behavior in reaching their goals, actions, performances which can also be applied in financial behavior. There has no standard instrument which can measure financial self-efficacy.

In this study, financial self-efficacy dimension was developed by adapting self-efficacy dimension in general. These are level (magnitude), strength and generality (Bandura, 1997). First, level (magnitude) is the financial self-efficacy dimension scale related with the level of task difficulty felt by an individual. Individuals will attempt to do a certain task which he or she perceives can be performed well and avoid tasks which he or she perceives cannot be done. Secondly, the strength dimension implies person's self-confidence. Individuals who have strong steadiness and convinced very much on their self-abilities, will keep on in their efforts in spite of performing the tasks that have many difficulties, obstacles, and full of challenges. The third dimension is generality. It is a financial self-efficacy assessment scale which measures the extent

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of an individual belief in his or her ability in many task situations. This study shows that to what extent people is convinced of their ability in doing many different tasks, from specific activities to groups of many different activities. These three dimensions are related with oneself confidence in managing finance which is called financial self-efficacy.

Financial Literacy and Financial Behavior

Financial literacy is the financial knowledge that is necessary to make financially responsible decisions. On the other hand, this knowledge is very important for a person's success and very useful for all affairs of life. People who have a conceptual skill and also have comprehensive knowledge are called well literate. Financial literacy is an individual ability to get, know, and control information which is associate to the decision making by knowing of the financial sequence that may occur as the impact of the development in the complexity of the world finance (Danes & Haberman, 2007).

Financial literacy affects from lowest to highest levels in people life such as from households' behavior to education of children (Guiso & Jappelli, 2008). Financial literacy is an understanding of the most basic economic concepts needed to make saving, borrowing, and investment decisions. Given that individuals are involved in complex financial decision making, if a person is not wise in understanding this phenomenon, he will trap in financial problem. That is why financial literacy is becoming important. Financial literacy influences on financial behavior. A person who has a low level of financial knowledge/ literacy faces financial problems. Moreover, people with low financial literacy borrow more, have less wealth and end up paying unnecessary fees for financial products. Thus, financial knowledge is the main predictor in forming financial behavior and financial literacy is an important component in having good financial behavior for today and future. This is in line with the findings of Hasibuan (2018).

Research Hypothesis

Accordingly, the study adopted the following hypothesis to analyze the influencing factors as below:

H_1 (a) Social Economic Status has a positive effect on saving behavior of University students.
H_1 (b) Financial Self-efficacy has a positive effect on saving behavior of University students.
H_1 (c) Financial Literacy has a positive effect on saving behavior of University students.
H_2 (a) Social Economic Status has a positive effect on behavior of paying bill on time.
H_2 (b) Financial Self-efficacy has a positive effect on behavior of paying bill on time.
H_2 (c) Financial Literacy has a positive effect on behavior of paying bill on time.
H_3 (a) Social Economic Status has a positive effect on behavior of budgeting.
H_3 (b) Financial Self-efficacy has a positive effect on behavior of budgeting.
H_3 (c) Financial Literacy has a positive effect on behavior of budgeting.

Conceptual Framework of the Study

There may have many factors influencing the financial behavior of the people by literature review. This study adopted research framework developed by Herawati et al. (2018) as shown in Figure 1. The Figure shows the relationships between independent variables of social economics status, financial self-efficacy and financial literacy and the dependent variable of financial behavior. The

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financial behavior is measured by three measures, namely savings, paying bills on time, and budgeting.

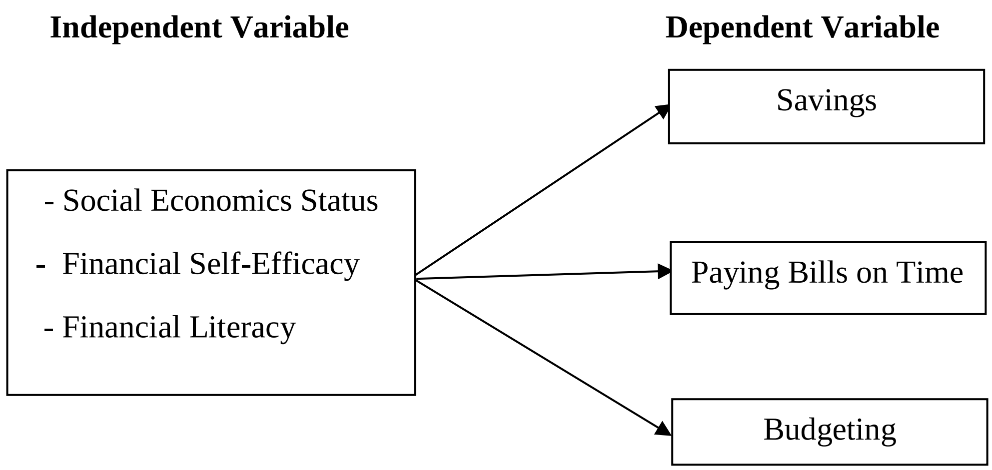

Figure 1: Conceptual Framework of the Study
Source: Herawati, Candiasa, Yadnyana, & Suharsono (2018)

This study does not consider the demographic factors such as gender, age, and working experience as the independent factors. The majority of university students (respondents) are female. In addition, most of them do not work in business; the working experience is excluded. Finally, all students have learnt finance and economics related subjects. Thus, the course taken is not considered as in the independent factor.

Methodology

Sample Design

The study focuses on financial behavior of the university students attending at Yangon University of Economics (YUECO) which is an organization specializing business and economics studies. YUECO, the first and foremost Economic University in Myanmar, has been operating the academic activities about 57 years and it extended the academic teaching in Yartargyi campus in the year 2000. There are about more than 1200 students pursuing business and economics studies (four-year study period) during the academic year 2018-2019. The study targeted the final-year students as they are more matured than the students from the lower level.

The study focused the financial behavior of the students from the Yangon University of Economics. The population was about 700 students and the sample size (230 students) was identified by referring Morgan (1970). The sample was selected by using simple random sampling method. The study applied both primary and secondary databases to analyze the financial behavior of the students and the influencing factors. The primary data were obtained by interviewing with the students.

Test and questionnaire are applied for data collection. The tests and questions are prepared to identify the student financial behavior and its influencing factors which are formulated based on the objectives of this study. Each respondent took about 5 to 10 minutes to answer survey

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questions. The data had been recorded and updated simultaneously as soon as responses were received.

A pilot study was first conducted on 20 respondents to test the applicability of data results. Then ambiguities are eliminated. The secondary data was obtained by desk research on the financial literature, books, reports, and journals. The study used logistic regression method to analyze the influencing factors of the behavior.

The questionnaire is divided into five sections: demographic factors, financial behavior as dependent factor, and social economic status, financial self-efficacy and financial literacy which are independent factors. The independent and dependent variables are examined based on respondent agreement with questionnaire on yes/no and five-point likert scale.

Financial behavior of the university students were the main factor of this study which are paying bills on time, having a budget in place and saving for the future. The question is prepared to state "whether they make actively saving for the future purchases and emergencies "how they pay their bills on time", and "they maintain the budget in place to run finances", and on a likert scale from 1 to 5 (1: never, 2: rarely, 3: sometimes, 4: usually, and 5: always). Students scoring 4 or 5 on the scale were considered to display a given behavior while those answering 1, 2 or 3 were assumed not to display the behavior. Accordingly, for each of the three financial behaviors, dummy variables were constructed. The dummies take the value of "1" and "0" in which "1" for those who display a given behavior and "0" otherwise.

The first independent variable was assumed as a potential antecedent factor of positive financial behavior that was social economic status, which were identified by three components: parental teaching, family income level and current debt situation. In order to capture the effect on financial behavior, the variable 'parental teaching' was defined to take the value of '0' for students who have no discussion about finance within their family and the value of '1' for students who have been taught about finance by their family. Then, the variable 'family income level' was defined to take the value of '0' for respondents whose income level was from 200,000MMK to 590,000MMK and the value of '1' for respondents whose income level was from 600,000MMK to 800,000MMK and above. And the 'current debt situation' variable was defined to take the value of '0' for respondents who have debt within their family and the value of '1' for respondents who haven't any debt within their family.

The second independent variable was financial self-efficacy, which was determined by three items which are maintaining financial records, chances of running out of finance and doing saving practice from pocket money. In order to capture the effect of financial behavior, the variable 'maintaining financial records' was defined to take the value of '0' for students who do not record their expenses and the value of '1' for students who record details about their expenses. Then, the variable 'chances of running out of finances' was defined to take the value of '0' for students who have high chances of running out of finance and the value of '1' for students who have lower chances of running out of finance. And "doing saving practices" variable was defined to take the value of '0' for students who do not save from their pocket money and the value of '1' for students who regularly save from their pocket money.

Thirdly, students' financial literacy levels were considered as a potential antecedent factor affecting financial behavior. To measure financial literacy, students were asked to answer six multiple choice questions including saving, interest rate, time value of money and business transaction. Students' financial literacy scores were calculated as the percentage of correct

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response to all the questions. Missing responses were treated as incorrect. Financial literacy scores were defined to take the value of '1' for students who correct at least 4 questions and the value of '0' for otherwise.

The descriptive statistics are used for the analysis on the demographic characteristics of the students such as age level, major specialization and their stay during study periods. To analyze the effect of the independent variables those discussed above, logistic regression analysis was used. Three separate equations were fitted to predict the probability of saving, paying bills on time, and maintaining budget. A maximum likelihood estimation procedure was used to obtain parameter estimates.

Since the presentation of the coefficients is not easy in the case of logistic regression, model results are presented in terms of odd ratios. The value greater than 1 show that a given factor will increase the odds while values less than 1 indicates that the factor will decrease the odds (Hair, Black, Babin, & Anderson, 2009).

Findings

There are three sections in the discussions. They are descriptive study of demographic data of the respondents, the financial behavior and the factors affecting the behavior of respondents and Logistic Regression Analysis. Firstly, demographic data included ranges of age, specialized majors and types of students as shown in Table 1.

Table 1 Demographic Data of the Respondents N= 230

	Number	Percentage
Age		
19-20	151	66
21-22	76	33
23 and above	3	1
Specialized Majors		
B.Com	97	42
BBA	48	21
Statistics	51	22
Economics	34	15
Types of Students		
Day	182	79
Hostel	48	21

Source: Author

The results reveal that majority are within the range of age between 19 and 20 years, with more than 65% followed by those from the age between 21 and 22 (33% of students), and only 3 students (1% of students) are at the age of 23 and above. There are four main specialized majors taken by YUECO students which are B Com, BBA, Statistics, and Economics. Since the most students take the B. Com, the ratio is the highest (42%) of the total respondents, followed by Statistics students (22%), BBA students (21%), and Economics Students (15%) respectively. The

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university students can be divided into two categories: day students nearly eighty percent and the remaining hostel students.

Secondly, the financial behavior is measured by three elements which are savings, paying the bills on time, and budgeting. The survey results indicate 35% of the total respondents put their money aside for the saving while the remaining do not save. Approximately 27% are in good financial condition that they could pay the bills on time and the remaining with not on-time. For budget preparation, 40% of them prepare the budget every month whilst the 60% without budget.

Then, the independent variables (Social Economic Status, Financial Self-efficacy, and Financial Literacy of the respondents) are analyzed by the percentage method. Next, Social Economic Status, there are three measures which are parental teaching, family monthly income and current debt situation. The survey indicates that about 70% of the students get the parental teaching. The result of the family income level shows that there are only 24% of the students whose family monthly income level being high level (between 6 lakh MMkyats and 8 lakhs).

Regarding the current debt situation of the respondents, 50.4 % of those do not have any debt situation while the remaining has debt problems. The second variable of Financial Self-efficacy of the students is identified with three measures: maintaining financial records, low chances of running out of finances, and having regular savings. The survey results that 43% of total students maintain financial records and the remaining with no records. Concerning the money shortage, 40% of them have low chances of running out of finances while the 60% face the high chances. As regards the saving habits, only 27% do the regular saving practices. The third variable of Financial Literacy of the respondents is determined by the Financial Literacy test results. More than 56% of them get the high scores regarding their answers while others with low scores.

Logistic Regression Results

Table 2 presents the results of first logistic regression analysis predicting the likelihood of saving for the future. The full model was statistically significant, χ^2 (7, N=230) = 34.389, $p < 0.001$, which means that it could be seen the difference between university students who make saving for their future and those who do not. The model was able to explain between 13.9% (Cox and Snell R-square) and 19.1% (Nagelkerke R-square) of the variance and correctly classified 73% of the cases. Four of the independent variables were found to be statistically significant. Firstly, students with higher parental teaching scores were more likely to save. The odds ratio was 3.382 at 99% confident interval, meaning that for a one-point increase on the parental teaching score, students were 3.382 times more likely to report saving.

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Table 2 Logistic Regression predicting likelihood of 'Saving'

	Odds Ratio	S.E	z	P>z	95% CI for odds ratio	
					Lower	Upper
Social Economic Status						
Parental Teaching	3.382	0.364	1.219	0.001***	1.656	6.908
Family monthly income	0.885	0.358	-0.123	0.732	0.438	1.785
Current debt situation	0.654	0.310	-0.425	0.171	0.356	1.202
Financial Self-Efficacy						
Maintaining financial record	2.118	0.302	0.750	0.013**	1.172	3.828
Little chance of running out of finance	2.056	0.306	0.721	0.018**	1.129	3.746
Regular saving practice	2.097	0.334	0.741	0.027**	1.089	4.039
Financial Literacy						
Literacy test	0.968	0.302	-0.033	0.914	0.536	1.748
Constant	0.122	0.424	-2.103	0.000		

*** = 99% CI, **= 95% CI and * = 90% CI
Source: Author

Secondly, maintaining financial records also had a positive and significant effect at 95% confident interval on the probability of saving. For the students who maintained more financial records, they were 2.118 times more likely to save. Thirdly, students who regularly save from their pocket money were 2.097 times at 95% confident interval more likely to report saving. And finally, the odds ratio for chances of running out of finance was 2.056 at 95% confident interval, meaning that students who had little chance of running out of finance were 2.056 times more likely to save. Thus the result from these findings implies that hypothesis H_1(a) is partly supported by only one measure of parental teaching which has a positive effect on the saving behavior among others, while hypothesis H_1(b) is fully supported by the findings in which all measures of financial self-efficacy of the students has a positive effect on the saving behavior of the students.

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Table 3 Logistic Regression predicting likelihood of 'Paying Bills on time'

	Odds Ratio	S.E	z	P>z	95% CI for odds ratio	
					Lower	Upper
Social Economic Status						
Parental Teaching	1.136	0.349	0.128	0.715	0.573	2.253
Family monthly income	1.423	0.355	0.353	0.321	0.709	2.854
Current debt situation	1.701	0.320	0.531	0.097*	0.908	3.187
Financial Self-Efficacy						
Maintaining financial record	1.203	0.315	0.185	0.557	0.649	2.232
Little chances of running out of finance	1.803	0.316	0.589	0.062*	0.971	3.346
Regular saving practice	2.078	0.334	0.731	0.029**	1.079	4.001
Financial Literacy	0.837	0.313	-0.178	0.570	0.453	1.546
Literacy test						
Constant	0.145	0.414	-1.931	0.000		

*** = 99% CI, **= 95% CI and * = 90% CI
Source: Author

Table 3 contains the results of second logistic regression predicting the likelihood of paying bills on time. The full model was statistically significant, χ^2 (7, N = 230) = 17.940, p < 0.005 that it could be seen the difference between university students who pay bills on time and those who do not. The model was able to explain between 7.5% (Cox and Snell R-square) and 10.9% (Nagelkerke R-square) of the variance and correctly classified 76% of the cases.

Three of the independent variables were found to be statistically significant. The strongest predictor for paying bills on time was regular saving practice of students, with an odds ratio of 2.078 at 95% confident interval. This result indicates that for a one-point increase on making saving practice, students were 2.078 times more likely to report paying their bills on time. Chances of running out of finance also have a positive and significant effect at 90% confident interval on the probability of timely payment. Students who had lower chances of running out of finance were 1.803 times more likely to pay their bills on time. And students with no debt situation at 90% confident interval were 1.701 times more likely to pay their bills on time.

Here, the result on current debt situation only has a positive effect on students' paying-bill-on-time behavior among others, thus it can be said that the hypothesis H_2(a) for social economic status is partly supported. Also the hypothesis H_2(b) for financial self-efficacy of the students is partly supported because the two measures (lack of running-out of the finance and regular saving practice) only have a positive effect on the paying-bill-on-time behavior of the students among three measures.

Table 4 presents the results of the third regression analysis predicting the likelihood of having a budget in place. The full model was statistically significant, χ^2 (7, N = 230) = 21.904, p < 0.005 that it could be seen the difference between university students who keep budgets in place and those who do not. The model was able to explain between 9.1% (Cox and Snell R-square) and 12.3% (Nagelkerke R-square) of the variance and correctly classified as 64% of the cases.

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Table 4 Logistic Regression predicting likelihood of 'Budgeting'

	Odds Ratio	S.E	z	P>z	95% CI for odds ratio Lower	Upper
Social Economic Status						
Parental Teaching	1.786	0.319	0.580	0.069*	0.955	3.339
Family monthly income	1.271	0.337	0.240	0.477	0.657	2.462
Current debt situation	0.697	0.293	-0.361	0.218	0.393	1.238
Financial Self-Efficacy						
Maintaining financial record	1.438	0.287	0.363	0.205	0.820	2.522
Little chance of running out of finance	2.004	0.291	0.695	0.017**	1.132	3.546
Regular saving practice	2.233	0.320	0.803	0.012**	1.193	4.179
Financial Literacy						
Literacy test	0.985	0.286	-0.015	0.957	0.562	1.725
Constant	0.258	0.371	-1.353	0.000		

*** = 99% CI, **= 95% CI and * = 90% CI
Source: Author

Three of the independent variables were found to be statistically significant. Firstly, as in the former models, students having regular saving practice were more likely to report keeping a budget. These odds ratio was 2.233 at 95% confident intervals means that one-point increase on the saving practices scores; the students were 2.233 times more likely to report having a budget in place. Secondly, chances of running out of finance had a positive and significant effect on the probability of budgeting at 95% confident interval. Thus, students with little chances of running out of finance were 2.004 times more likely to have a budget. Thirdly, direct teaching of finance by parents also had a significant effect at 90% confident interval on the probability of budgeting. For every additional financial issue discussed with parents, students were 1.786 times more likely to have a budget.

Thus these results imply that the hypothesis H_3(a) is only supported by parental teaching which has a positive effect on the budgeting behavior of the students among others, and also hypothesis H_3(b) is only supported by two measures of financial self-efficacy (lack of running-out of the finance and regular saving practice) of the students which have a positive effect on the budgeting behavior of the students.

Discussion

The survey indicates that the respondents have less than average level of favorable financial behavior with three practices: 35% have the saving, 40% prepare the budget and 27% could pay the bill in time. As regards the social economic status of the students, majority gets the parental teaching and average students have debt problems. However, the financial self-efficacy measures show that more than one-third of the students have high financial self-efficacy. The score on financial literacy of the students get the average level.

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The logit regression results indicate that financial self-efficacy of the students has a very strong effect on their financial behavior followed by parental teaching regarding the social economic status whereas financial literacy of the students has no effect on the financial behavior. Thus the former results support the Hypothesis H_1(b), H_2(b), and H_3(b) meaning that there are direct effects of students' record-keeping, controlling finance and regular saving practices on student financial behavior. Then, the latter results support partly the Hypothesis H_1a, H_2a and H_3a meaning that there are direct effects of parental teaching and debt situation on student financial behavior to some extent.

Thus, the results of the study aligned with the previous research findings that the student financial self-efficacy and parental teaching affect significantly the financial behavior of the students (Herawati, Candiasa, Yadnyana, & Suharsono, 2018; Akben-Seluck, 2015) and also proved the implication of planned behavior Theory in such way the one's attitude, subjective norms, and perceived control influence the one's behavior via behavioral intention. The result implies that the role of parents and family is important in forming good financial behavior of their children which notify that the family members need to discuss the financial matters and educate the issues to have the positive favorable of the university students.

Conclusion and Recommendations

The study aims to identify the financial behavior of University students attending at YUECO and investigate the factors affecting their financial behavior. The results proved that the positive financial behavior of the students could be created by not only providing financial education but also creating proper social financial environment and also practicing them to have self-confidence in making financial decision. The educators also need to encourage and motivate the students to follow the good financial practices such as financial planning, controlling and evaluating by sending them internship in summer off-school days so that the students have real lessons and experiences.

There are some limitations of the study. The scope of the study only focused the financial behavior of the students from one university and thus should be extended to include other universities. There are other factors affecting the student behavior that are their family economic background, gender, work experience etc. that can be considered for further study. Further research should investigate that moderating effect of the additional explanatory variable on the relationship between the variables and financial behavior. Finally, the research survey may have some social bias due to the nature of student confidentiality.

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