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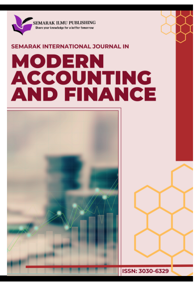

Empowering Financial Literacy and Sustainability among UMT Undergraduate Students

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ABSTRACT

Financial literacy is crucial for undergraduate students as they transition into adulthood and begin managing their financial decisions independently, without parental supervision. According to the Institution Research & Development of Policy (IRDP), between 2018 and 2022, approximately 10,378 Malaysian youths declared bankruptcy, with over 20 percent of them being under the age of 34. This significant statistic highlights the challenges in managing debts and financial commitments in adult life. Undergraduate students will soon face similar financial decision-making challenges, including budgeting, saving, and debt management. Additionally, sustainable financial planning is becoming increasingly important as understanding the long-term impact of financial decisions on personal well-being and financial stability is essential. This research investigates the financial literacy and awareness of financial sustainability among undergraduate students at the University of Malaysia Terengganu (UMT). The research sample consists of 110 UMT students from various academic disciplines and years of enrollment, including both those with and without a financial background from their study programs or activities. The data will be analyzed using Social Sciences Software (SPSS) for descriptive, correlational, and multiple regression analyses. The results show a positive correlation among the variables, with multiple regression demonstrating a strong relationship between sustainable financial literacy and UMT undergraduates. The findings also suggest that universities can play a pivotal role in equipping young adults with the knowledge and experience necessary to enhance their financial sustainability literacy for the future.

1. Introduction

According to the Institution Research & Development of Policy (IRDP), between 2018 and 2022, approximately 10,378 Malaysian youths declared bankruptcy, with over 20 percent of them being under the age of 34. This significant statistic highlights that many Malaysian youths are struggling with managing debts and financial commitments in their adult lives. Undergraduate students will

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soon face similar challenges in financial decision-making, including budgeting, saving, and debt management, particularly if they have not received financial education throughout their academic careers. Sustainability in finance is also becoming increasingly important in personal financial planning. Understanding the long-term impact of financial decisions on personal well-being and the environment is crucial. The younger generation should be more aware of how their behaviors, decision-making, and choices affect their economic stability and sustainable financial development. This research aims to investigate the factors that contribute to financial literacy and financial sustainability awareness among undergraduate students at the University of Malaysia Terengganu (UMT).

2. Literature Review

2.1 Malaysian Financial Literacy

The Malaysian government launched the National Strategy for Financial Literacy for the period 2019 to 2023 to raise awareness about the importance of financial knowledge. This strategy emphasizes the integration of sustainability concepts within financial education, aiming to create a financially literate society that understands the long-term impact of their financial decisions. Bank Negara Malaysia, in collaboration with the Credit Counselling and Debt Management Agency (AKPK), has implemented various financial education and literacy initiatives. These initiatives include workshops, seminars, and online resources targeting different segments of the population, including students, working adults, and retirees. Financial education is considered critical, as studies show that financial literacy in Malaysia is moderate [1]. The desire for a better quality of life, along with increased freedom and flexibility regarding risk and the value of money, is changing rapidly.

Additionally, a recent survey by the Financial Education Network (FEN) in 2024 revealed that 69 percent of Malaysians prefer spending over saving, leading to a lack of savings and investments. Furthermore, 47 percent admitted to having difficulty setting aside RM 1,000 for emergencies. Introducing financial education at an early stage helps young adults in better planning for their future and addressing these issues. AKPK and Bank Negara Malaysia have intensified their efforts to educate the public on the importance of budgeting, saving, and investing. They have introduced programs specifically targeting young adults, as early financial education can instill good financial habits that last a lifetime. Moreover, collaborations with schools and universities aim to integrate financial literacy into the curriculum, ensuring that students graduate with essential money management skills.

2.2 Finance Literacy for Young Adults

Financial literacy among young adults in Malaysia is a crucial issue. Research suggests that despite easy access to financial information, many young individuals still lack adequate financial knowledge and skills. Financial literacy among youth in Malaysia remains at low to moderate levels. Between 2018 and 2022, approximately 10,378 Malaysian youths declared bankruptcy, with over 20 percent of them under the age of 34, primarily due to pursuing an extravagant lifestyle (IRDP). Financial literacy is essential for young adults as they need to plan their finances early to create a secure and sustainable future. Additionally, studies show that young adults with higher financial literacy exhibit lower impulsive buying behavior [2].

Generation Z or also known as Gen Z, refers to individuals born between 1997 and 2012. This generation is beginning to enter the workforce, colleges, and universities. Known as the "Internet Generation," they are more exposed to their social lives through cyberspace. Their multi-tasking abilities and familiarity with sophisticated technology have shaped their personalities differently from Millennials. In terms of financial literacy, comparisons between Millennials and Gen Z show that Gen Z tends to exhibit more impulsive buying or spending behaviors. However, they also display a positive attitude towards saving. Studies indicate that Gen Z saves not only in traditional bank accounts but also on larger-scale platforms based on their needs. Despite their saving habits, parents still play a significant role in supporting Gen Z's financial needs [21]. This highlights an opportunity to better educate them on the value of financial understanding and responsible behavior.

2.3 Student Financial Literacy

Financial literacy encompasses the knowledge and skills required to make informed financial decisions and achieve financial stability for future well-being, including understanding saving, spending, borrowing, and investing [10]. Undergraduate students need to master these skills to attain financial independence and security. A study conducted by Synchrony Financial [21] shows that 41 percent of students expect to need a student loan, which can become a significant financial burden and sometimes result in students moving back with their parents or borrowing from them for financial emergencies. In Malaysia, existing studies reveal that the level of financial literacy among youth is low particularly in investing. According to Sabri *et al*., [20], students from public universities, often from low-income or middle-income families, tend to have higher financial literacy compared to those from private colleges. This underscores the importance that university students place on understanding financial literacy.

The Organization for Economic Co-operation and Development notes that younger individuals lacking financial literacy often exhibit negative financial behaviors. For example, students' monthly spending is frequently allocated more towards pleasure and lifestyle rather than saving or educational needs [5]. Additionally, female students are found to be more likely to spend their money impulsively compared to male students due to a lack of financial knowledge [13]. Khalisharani *et al*., [12] show that financial education enhances students' financial behavior and decision-making. Sabri *et al*., [20] reveal that Malaysian students often spend money on unnecessary items and sometimes save to buy luxury goods, highlighting the need for better financial literacy education. This issue is a global concern [18]. Introducing financial literacy education from primary school can help students practice distinguishing between needs and wants [11].

2.4 Sustainability Financial Literacy

According to Moore [14], financial literacy can be divided into three main components: financial knowledge, financial behavior, and financial experiences. These variables are interconnected as individuals gather information to make decisions regarding their financial attitudes and behaviors. This suggests that a higher level of financial knowledge leads to more effective financial decision-making. Robb, Babiarz, and Woodyard [19] propose that financial education encompasses financial knowledge, financial behavior, and financial attitudes, all of which play a role in making financial decisions. Some argue that the impact of financial education on financial behavior is mediated by financial attitudes [17]. Atkinson and Messy [3] describe financial literacy as a combination of awareness, knowledge, skills, attitudes, and behaviors that contribute to financial outcomes or well-being. The OECD [18] identifies three dimensions of financial literacy: financial knowledge, financial behavior, and financial attitudes.

Sustainability literacy and financial literacy have been integrated to form the new concept of sustainable financial literacy. In the literature, sustainability literacy refers to the knowledge of sustainable development goals as presented by the United Nations (UN), with a particular focus on environmental and social knowledge. This research refers to sustainable financial literacy as the knowledge and skills that students can rely on throughout their lives. Achieving this requires support from educational institutions, government programs, and other social structures, as illustrated in Figure 1.

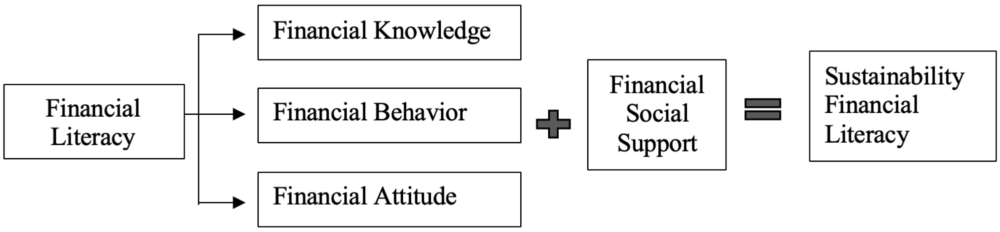


Fig. 1. Conceptual model of financial literacy and its interaction with financial social support

Figure 1 shows a conceptual model illustrating the relationship between Financial Literacy and Sustainable Financial Literacy (SFL), with Financial Social Support acting as an additional contributing factor.

Financial Literacy is a foundational construct that influences three key dimensions:
a. Financial Knowledge (FK): Understanding of financial concepts and principles.

b. Financial Behavior (FB): Actions and decisions individuals make regarding their finances. c. Financial Attitude (FA): Mindset or disposition towards financial matters.

Financial Social Support (FSS) represents the assistance and resources provided by social networks that can impact financial outcomes. It includes support from universities in attending financial programs, guidance counseling, awareness initiatives, and government support. This social support combines with the outcomes of the three dimensions of Financial Literacy to affect Sustainable Financial Literacy.

Sustainable Financial Literacy (SFL) is the ultimate outcome, reflecting an individual's ability to maintain long-term financial well-being through effective knowledge, behavior, attitudes, and social support.

The diagram indicates that Financial Literacy influences FK, FB, and FA, which, combined with FSS, contribute to achieving SFL. This model underscores the importance of a comprehensive approach that integrates both individual financial competencies and external social support to foster sustainable financial literacy.

3 Methodology

3.1 Research Design

This study has adopted a quantitative research design using questionnaires focusing on sustainable financial literacy and the factors contributing to it. The quantitative research approach is used to address the study's objective of investigating the factors contributing to financial literacy and financial sustainability awareness among undergraduate students at the University of Malaysia Terengganu (UMT).

3.2 Location and Scope of the Study

This study focuses on undergraduate students at the University of Malaysia Terengganu, who share a common educational environment but exhibit variations in financial literacy knowledge. The study analyzes students aged 20 to 24 years, who are considered youth according to Malaysia's age classification by the Youth and Sports Minister.

3.3 Sources of Data

The study began by collecting demographic information through Google Forms from selected undergraduate students, aiming to reveal insights into the social context affecting students' financial literacy. Understanding their demographics provided a comprehensive view of how their financial decisions are embedded within a larger social framework. Subsequently, the study explored informants' financial literacy practices to gain a deeper understanding of their financial decision-making.

3.4 Types of Data and Method of Data Collection

This study relies on primary data collection through Google Forms to gather comprehensive information regarding financial decision-making. The questionnaire is based on a Likert scale with five categories of questions, focusing on various factors such as sustainable financial literacy, financial knowledge, financial behavior, financial attitudes, and financial support systems.

3.5 Sampling and Sample Size

The sample consisted of 110 UMT students from various disciplines, considering relevant factors such as gender, ethnicity, and academic course. By including informants from different courses, the study seeks to capture differences in structure, culture, and programs across various academic disciplines, which may influence financial literacy levels and behaviors among the informants.

3.6 Data Analysis

The data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. Cronbach's alpha reliability test was used to measure internal consistency and how closely related the items in the set are. Pearson correlation was also employed to investigate the relationship between financial literacy and financial sustainability awareness among the undergraduate students.

4. Results
4.1 Validity and Reliability Test

Cronbach's Alpha is measure of internal consistency, that is, how closely related a set of items is as group. The value is as follows:

Table 1
Cronbatch's Alpha values and internal consistency

Cronbach Alpha	Internal Consistency
0.8 ≤ α < 0.9	Good
0.7 ≤ α < 0.8	Acceptable
0.6 ≤ α < 0.7	Questionable
0.5 ≤ α < 0.6	Poor

Sources: George and Mallery (2003)

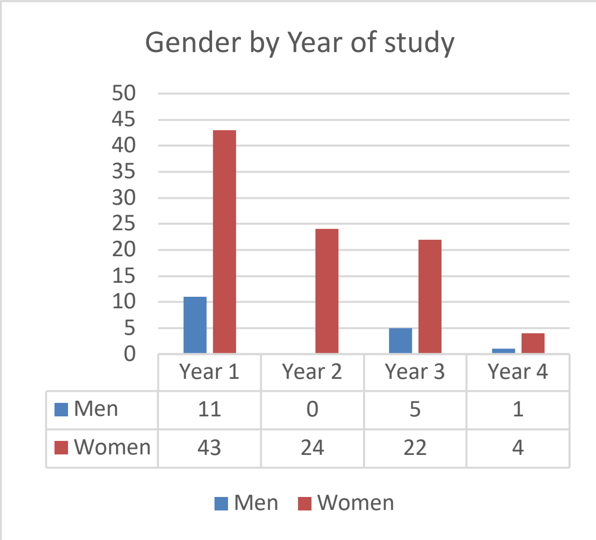
Table 2
Cronbach's Alpha values for factors contributing to financial literacy

Factors	Cronbach Alpha
Sustainable Financial Literacy	0.718
Financial Knowledge	0.733
Financial Behaviour	0.853
Financial Attitudes	0.954
Financial Support System	0.775
Overall	**0.824**

Table 1 shows that the scales used in this study exhibit acceptable to excellent internal consistency, as indicated by the Cronbach's Alpha values for each factor. The "Sustainable Financial Literacy" and "Financial Knowledge" factors have acceptable reliability with Alpha values of 0.718 and 0.733, respectively, suggesting that the items are generally well-correlated but could be improved. The "Financial Behaviour" and "Financial Support System" factors demonstrate good internal consistency, with Alpha values of 0.853 and 0.775, respectively. The "Financial Attitudes" factor has an Alpha value of 0.954, indicating excellent reliability and a very high degree of item correlation. Overall, the measurement scales used in the study provide a reliable assessment of financial literacy and sustainability awareness among undergraduate students at the University of Malaysia Terengganu.

Based on the data in Table 2, the scales used in this study demonstrate a range of internal consistency from acceptable to excellent, as indicated by the Cronbach's Alpha values. The "Sustainable Financial Literacy" and "Financial Knowledge" factors show acceptable reliability with Alpha values of 0.718 and 0.733, respectively, suggesting that while the items are reasonably correlated, there is room for improvement. The "Financial Behaviour" and "Financial Support System" factors exhibit good internal consistency, with Alpha values of 0.853 and 0.775, respectively. Notably, the "Financial Attitudes" factor has an exceptional Alpha value of 0.954, indicating excellent reliability and a very high level of item correlation. Overall, the study's measurement scales provide a reliable assessment of financial literacy and sustainability awareness among undergraduate students at the University of Malaysia Terengganu.

4.2 Analysis of Respondent's Profile



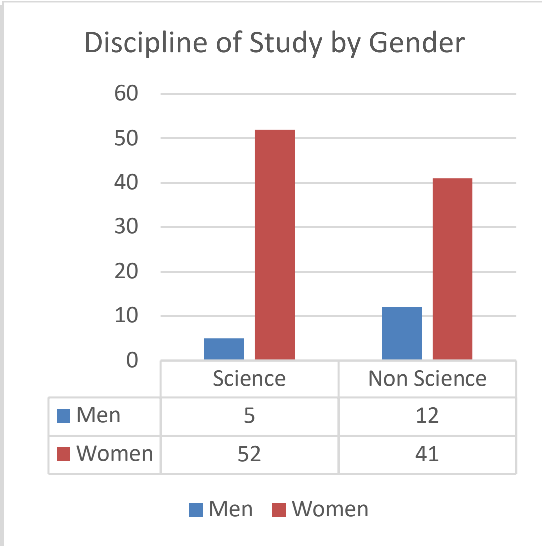
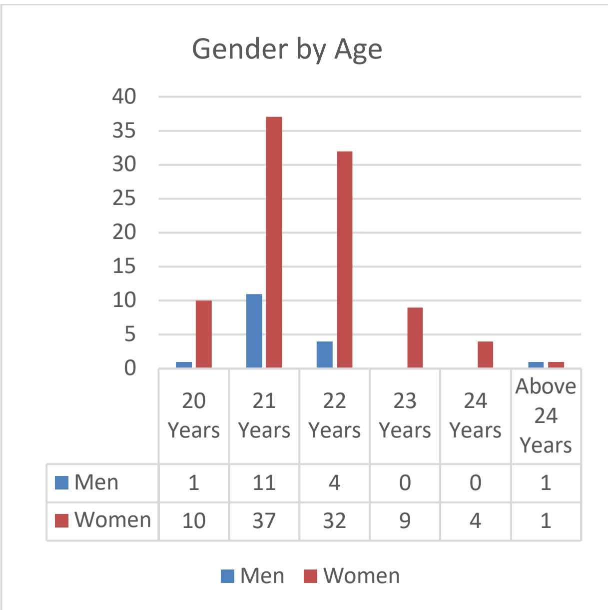


Fig. 2. Gender by year of study

Fig. 3. Discipline of study by gender

Figure 2 illustrates the distribution of men and women across different years of study. In Year 1, there are 11 men and 43 women. Year 2 shows 10 men and 24 women. In Year 3, there are 5 men and 22 women, while Year 4 has 1 man and 4 women. The data indicates that women outnumber men in each year of study, with the largest gender disparity occurring in Year 1.

Figure 3 compares the number of men and women in Science and Non-Science disciplines. In the Science discipline, there are 5 men and 52 women. In the Non-Science discipline, there are 12 men and 41 women. This indicates a significant gender disparity in both disciplines, with women being more predominant, particularly in the Science discipline.



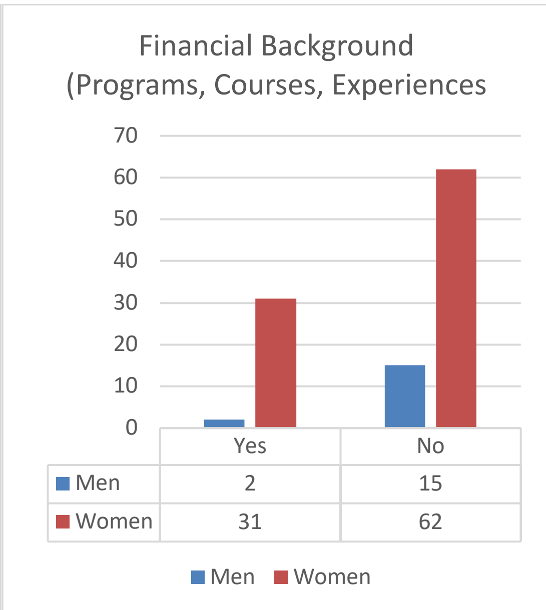


Fig. 4. Gender by age

Fig. 5. Financial background

Figure 4 displays the gender distribution across different age groups. For the 20-year age group, there is 1 man and 10 women. In the 21-year age group, there are 11 men and 37 women. The 22-year age group has 4 men and 32 women, while the 23-year age group has no men and 9 women. In the 24-year age group, there is 1 man and 4 women. For those above 24 years, there is 1 man and 1 woman. The data shows a consistent trend where women outnumber men in each age group, particularly in the 21-year and 22-year age groups.

Figure 5 compares the financial background of men and women based on their participation in financial programs, courses, and experiences. Among those with financial background (Yes), there are 2 men and 31 women. Among those without financial background (No), there are 15 men and 62 women. The data suggests that a higher proportion of women have a financial background compared to men.

Overall, the figures highlight notable gender disparities in the year of study, discipline of study, age groups, and financial background. Women consistently outnumber men across these categories, with the most significant differences observed in the 21-year age group and the Science discipline. Additionally, a higher percentage of women have a financial background compared to men. These findings provide valuable insights into the demographic and educational characteristics of the study population.

4.3 Correlation Coefficient

Correlation coefficients are used to measure the strength of the relationship between two variables. The Pearson correlation coefficient is the most used in statistics. Pearson's correlation coefficient to measure the strength and direction of a linear relationship between two variables.

Table 3
Correlation analysis

Sustainable Financial Literacy factors	Sustainable Financial Literacy (SFL)	Financial Knowledge (FK)	Financial Behaviour (FB)	Financial Attitudes (FA)	Financial Support System (FSS)
(SFL)	1	.252**	.601**	.408**	.520**
(FK)	.252**	1	.309**	.289**	.243*
(FB)	.601**	.309**	1	.520**	.635**
(FA)	.408**	.289**	.520**	1	.675**
(FSS)	.520**	.243*	.635**	.675**	1

***. Correlation is significant at the 0.01 level (2-tailed).*
**. Correlation is significant at the 0.05 level (2-tailed).*

A correlation analysis was conducted to explore the relationship among the factor of Sustainable Financial Literacy (SFL), which include Financial Knowledge (FK), Financial Behaviour (FB), Financial Attitudes (FA), and Financial Support System (FSS). The results indicated that Sustainable Financial Literacy (SFL) is significantly positively correlated with all other factors. Specifically, SFL showed a significant positive correlation with Financial Knowledge ($r = .252$, $p < 0.01$), Financial Behaviour ($r = .601$, $p < 0.01$), Financial Attitudes ($r = .408$, $p < 0.01$), and Financial Support System ($r = .520$, $p < 0.01$).

Financial Knowledge (FK) also demonstrated significant positive correlations with Financial Behaviour ($r = .309$, $p < 0.01$), Financial Attitudes ($r = .289$, $p < 0.01$), and Financial Support System ($r = .243$, p <

0.05). Similarly, Financial Behaviour (FB) exhibited significant positive correlations with Financial Attitudes ($r = .520$, $p < 0.01$) and Financial Support System ($r = .635$, $p < 0.01$). Additionally, Financial Attitudes (FA) were significantly positively correlated with Financial Support System (FSS) ($r = .675$, $p < 0.01$).

Summary result from correlation:

Sustainable Financial Literacy factors	Pearson Correlation
Financial Knowledge	Positive Correlation
Financial Behaviour	Positive Correlation
Financial Attitudes	Positive Correlation
Financial Support System	Positive Correlation

These results suggest strong relationship among the factors, indicating that improvements in one aspects of financial literacy are likely to be associated with Sustainable Financial Literacy.

4.4 Multiple Regression and ANOVA

Multiple regression is a statistical technique that can be used to analyse the relationship between a single dependent variable and several independent variables. The research considers five factors such as sustainable financial literacy as independent and financial knowledge, financial behaviour, financial attitudes financial support system as dependent variable.

There are four hypotheses statement under consideration which are:

H_o :	There is no relationship between Sustainability Financial Literacy and Financial Knowledge.
H_1 :	There is a relationship between Sustainability Financial Literacy and Financial Knowledge.
H_o :	There is no relationship between Sustainability Financial Literacy and Financial Behaviour.
H_1 :	There is a relationship between Sustainability Financial Literacy and Financial Behaviour.
H_o :	There is no relationship between Sustainability Financial Literacy and Financial Attitudes.
H_1 :	There is a relationship between Sustainability Financial Literacy and Financial Attitudes.
H_o :	There is no relationship between Sustainability Financial Literacy and Financial Support System.
H_1 :	There is a relationship between Sustainability Financial Literacy and Financial Support System.

Table 3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	.646[a]	.417	.389	.60239	.000

a. Predictors: (Constant), FK, FSS, FA, FB

The R value is 0.646, indicating a moderate to strong correlation between variables and the dependent variable. The R^2 value is 0.417, which means that approximately 41.7% of the variance in the dependent variable can be explained by the model that includes FK, FSS, FA, and FB. The adjusted R^2, which adjusts for the number of independent variables in the model, is slightly lower at 0.389, suggesting that about 38.9% of the variance is accounted for when considering the number of independent variables. The standard error of the estimate is 0.60239, indicating the average distance that the observed values fall from the regression line. Additionally, the significance of the F change is 0.000, indicating that the model is statistically significant, and the independent variable reliably explain the variation in the dependent variable.

Table 4
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.990	5	5.398	14.876	.000[b]
	Residual	37.739	104	.363		
	Total	64.730	109			

a. Dependent Variable: SFL
b. Predictors: (Constant), FK, FSS, FA, FB

The coefficient of determination, R^2 indicates that approximately 64.6 percentage of total variation in Sustainable Financial Literacy can be accounted for by the factors under consideration. This suggests a strong influence of these factors. Furthermore, our analysis using the ANOVA (Analysis of Variance) test demonstrates the statistical significance of these factors. The p-value associated with the ANOVA test is remarkably low, indicating a high degree of statistical significance ($p = 0.000$).

The ANOVA results also reveal a significant relationship between the dependent variable, SFL, and the independent variables financial behaviour, financial attitude, financial knowledge and financial support system. The F-statistic, with a value of 14.876, is indicative of a highly significant relationship. The degrees of freedom are reported as (5, 104), representing the number of factors and the total number of observations, respectively.

In summary, The R^2 value of 0.646 percentage underscores the substantial influence of the factors on sustainable financial literacy, and the extremely low p-value ($p = 0.000$) in the ANOVA analysis confirms the statistical significance of these factors in sustainable financial literacy. These findings collectively suggest a strong and meaningful relationship between the variables in our model.

Table 5
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.936	.414		2.263	.026
	FB	.379	.107	.374	3.553	.001
	FA	.012	.107	.012	.112	.911
	FK	.011	.075	.012	.145	.885
	FSS	.214	.128	.191	1.668	.098

a. Dependent Variable: SFL

<u>Define:</u>
Y = Sustainable Financial Literacy (SFL)
X1 = Financial Behaviour (FB)
X2 = Financial Attitudes (FA)
X3 = Financial Knowledge (FK)
X4 = Financial Support System (FSS)

Y = Constant + B1x1 + B2 x2 + B3 x3 + B4 x 4 + e
SFL = Constant + B1FB + B2FA+ B3FK+ B4FSS + e
SFL = 0.936 + 0.379 FB + 0.12 FA+ 0.11FK + 0.214FSS + e

The coefficients table provides detailed information about the relationship between each variable and the dependent variable.

Constant: The intercept is 0.936 with a standard error of 0.414. It has a t-value of 2.263 and a significance level (Sig.) of 0.026, indicating that it is significantly different from zero.

- **Financial Behaviour (FB)**: The unstandardized coefficient (B) is 0.379 with a standard error of 0.107. The standardized coefficient (Beta) is 0.374, with a t-value of 3.553 and a significance level (Sig.) of 0.001, indicating that FB is a significant of SFL.
- **Financial Attitudes (FA)**: The unstandardized coefficient (B) is 0.012 with a standard error of 0.107. The standardized coefficient (Beta) is 0.012, with a t-value of 0.112 and a significance level (Sig.) of 0.911, indicating that FA is not a significant of SFL.
- **Financial Knowledge (FK)**: The unstandardized coefficient (B) is 0.011 with a standard error of 0.075. The standardized coefficient (Beta) is 0.012, with a t-value of 0.145 and a significance level (Sig.) of 0.885, indicating that FK is not a significant of SFL.
- **Financial Support System (FSS)**: The unstandardized coefficient (B) is 0.214 with a standard error of 0.128. The standardized coefficient (Beta) is 0.191, with a t-value of 1.668 and a significance level (Sig.) of 0.098, suggesting that FSS is a marginally significant SFL.

These results suggest that Financial Behaviour (FB) is the most significant variable of Sustainable Financial Literacy (SFL), while Financial Attitudes (FA) and Financial Knowledge (FK) do not significantly contribute to the model. Financial Support System (FSS) has a marginally significant impact on SFL.

5. Conclusions

This research provides a comprehensive analysis of the financial literacy and financial sustainability awareness among undergraduate students in UMT. The study reveals a positive correlation between key factors, including financial knowledge, financial behavior, financial attitudes, and financial support systems. These elements contribute to sustainable financial literacy among UMT student. The results are importance as fundamental skill in financial is transitioning into young adults independent life. Many students face challenges in managing finances, as evidenced by the high bankruptcy rates among Malaysian youth. This situation shows that lack of adequate financial knowledge, leading to poor financial decisions that can have long-term detrimental effects. The findings demonstrate that a significant portion of students lacks basic financial knowledge, particularly in areas such as budgeting, saving, and debt management. This deficiency underscores the critical need for targeted financial education programs.

The study also highlights the importance of sustainability in financial planning. In an era where sustainable development is increasingly prioritized, it is essential for students to understand the long-term impacts of their financial decisions not only on their personal well-being but also on the lifetime education. Sustainable financial literacy, therefore, involves a holistic understanding that integrates financial knowledge with sustainable practices. The concept of sustainable financial literacy is particularly relevant as it aligns with the broader goals of sustainable development and responsible live time learning for better life.

One of the key findings of the research is the significant role that universities can play in fostering financial literacy and sustainability awareness. UMT, as an academic institution, has the potential to act as a catalyst in equipping students with the necessary skills and knowledge to navigate the complexities of personal finance. The university's role extends beyond traditional academic instruction, encompassing the provision of practical experiences and resources that help students develop a nuanced understanding of financial sustainability. This can be achieved through curricular integration, workshops, seminars, and partnerships with financial institutions and organizations focused on financial education.

The study focus on financial education approach, emphasizing the need for comprehensive programs that cover a wide range of financial topics, including saving, spending, investing and sustainable financial practices. Furthermore, it suggests that financial education should begin early in a student's academic journey and be reinforced throughout their time at the university. This approach will help inculcate good financial habits and attitudes that students can carry forward into their professional and personal lives.

In conclusion, the research emphasizes the pivotal role of higher education institutions in shaping the financial literacy and sustainability awareness of young adults including students. Furthermore, by providing a supportive learning environment and practical financial education, universities can significantly enhance sustainable students financial literacy. This, in turn, will empower them to make informed decisions, achieve financial stability, and contribute positively to sustainable development goals. The findings call for a concerted effort from educational institutions, policymakers, and the community to prioritize financial literacy as a critical component of higher education, thereby preparing students for a financially secure and sustainable future.

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