



The impact of emotional and spiritual intelligence on students' personal financial management behavior, parenting style as a mediator

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ABSTRACT

This study discusses financial management behavior and its relationship with emotional intelligence and spiritual intelligence in students at State Universities in Kupang City, East Nusa Tenggara. The lack of awareness of saving among the public and consumptive behavior in Indonesia are the background of this study. High emotional intelligence is expected to help in making wise financial decisions. Spiritual intelligence is also thought to play a role in shaping positive attitudes and behaviors in managing personal finances. This study aims to examine the influence of emotional and spiritual intelligence, as well as parenting as a mediator on student financial management behavior. Questionnaires are used in data collection. The analysis was carried out with a Structural Equation Modeling (SEM) approach. The results are expected to provide insight into the factors that influence financial management behavior in students, which can be the basis for a more effective financial education program.

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INTRODUCTION

Many students' lives are contrary to their family's financial condition, but they force themselves to be comparable to others around them who may be well established in the economy. This is due to the prestige that makes them always look for information about the latest lifestyle and behave consumptively so as not to be left behind so that unknowingly he disobeys the trust given by his parents where the funds sent to meet their needs should be used for useless fun and result in funds sent sometimes less or even run out completely before the next delivery time. The high consumptive attitude lately among students and other young generations, causing financial management to be something that is not easy.

Every individual generally has a basic nature that tends to be consumptive. Extravagant and consumptive behavior of students occurs in big cities such as Kupang, which is strengthened by its status as the capital of NTT Province. Many shopping centers, such as malls, distribution centers, cafes and outlet stores in Kupang City, make many teenagers and students willing to

spend money on all the needs of buying these items without thinking about the benefits (Tloim & Benu, 2023). Instead, they buy goods out of desire and pleasure, not out of necessity. In fact, some of them still do not understand the extent of knowledge and behavior of students in managing their personal finances (Arinda, 2021).

Financial management behavior is a field of science that is still new when compared to other fields of science. This field of science is directly related to people's consumption attitudes, cash flow processes such as income and expenditure, people's attitudes in saving or saving money, and debt management processes that occur in public life (Maria, 2022). Financial management behavior itself is created due to the impact of a person's desire to meet their needs according to the income they have, so that someone will tend to make their own financial budget and be wise in spending the income they have (Manafe, 2022). An individual's ability to manage finances has an impact on his personal life. If someone can manage finances well, surely, they will be able to manage time more wisely.

Good financial management can help individuals set aside some of their income to invest rather than spending it on useless needs (consumptive). If the individual has good financial management, then the needs for the near and future can be fulfilled properly. Good financial management behavior can be reflected in emotional intelligence that describes a person's ability to, control, use, and express emotions in a way that will produce something good. High emotional intelligence will help individuals in overcoming conflicts appropriately and creating better conditions, while a person's low emotional intelligence will have a bad impact, because the individual is less able to make decisions rationally and cannot consider them carefully (Zhang & Adegbola, 2022). Individual with good emotional intelligence can control themselves wisely, for example in the management of their own personal finances. The intelligence possessed in this emotion makes the cognitive abilities of individuals become more thorough, so that their financial management can choose and consider well whether their desire to spend the money is a necessity that is needed or just to satisfy the desire to have fun.

One other intelligence that needs to be considered related to personal financial management behavior is spiritual intelligence. Spiritual intelligence is the intelligence of the soul or the intelligence of wisdom, spiritual intelligence is defined as a person's ability to face and solve problems related to values, morals, mind, and psychology (Komalasari et al., 2023). When a person has high spiritual intelligence, of course he has good morals and is able to distinguish between good deeds and bad deeds and he understands how to treat others according to the moral values he believes (Maria, 2022). Furthermore, spiritual intelligence is the intelligence that gives meaning to life and encourages the making of noble goals. When associated with the art of managing personal finances, spiritual intelligence will encourage goal setting from managing finances properly and correctly so that it could avoid biased ways of financial accumulation. In addition, spiritual intelligence will also lead to positive attitudes such as responsibility, independence, honesty, and optimization of financial freedom will be more open to opportunities. By having high spiritual intelligence (SQ), it will not be carried away by the flow of times that increasingly lose the values of life, lack of sympathy and empathy for others and lack of awareness to maintain the universe for the survival of mankind. The importance of spiritual intelligence for life is that by having spiritual intelligence (SQ), it will be able to interpret life.

In addition to emotional intelligence and spiritual intelligence factors that will affect personal financial management behavior, it also needs to be observed that there is one variable that indirectly affects between intelligence factors and financial management behavior, namely the parenting factor. Shim (2010: 39) explained that families and parents are the main socialization agents in the child's learning process about money and the process of developing financial management behavior that is carried out accidentally (through direct observation or participation) given by the family. In addition, prior research found that if parental emotional support is low, children and adolescents tend to find substitutes by focusing on aspirations for financial success

(Yaffe, 2023). Emotional support from parents will increase the feelings of worth of the adolescent and decrease the adolescent's need for material objects to increase his self-esteem.

In this study, researchers chose Nusa Cendana University and State Polytechnic in Kupang City, because these two universities are state universities in Kupang City and have majors or faculties of economics, business administration, management and accounting. The results of an interview with one of the students from Nusa Cendana University Kupang, Jesica Lobo, said that so far the problem of personal money management is still very difficult to manage because she has not been able to resist the desire to spend things that are actually not needs but just desires and are too spoiled by parents with a lack of control about the use of money during the lecture process. Meanwhile, the results of an interview with sister Dea Tari from Kupang State Polytechnic, who stated that because so far her parents have been so strict in giving tuition and pocket money and have been nurtured by instilling a simple life and not following friends in terms of spending things so that she is easily able to manage her finances well. Even then, it must be met with extraordinary sacrifices to be able to refrain from spending something with his parents' money.

Several previous studies on emotional intelligence on financial behavior have been conducted. Rumianti and Launtu (2022) argue that a hedonic lifestyle has a positive and significant effect on financial behavior by 37.80% and emotional intelligence has a positive and significant effect on financial behavior by 53.80%. Pratama et al. (2023) in their research showed emotional intelligence affects personal financial management behavior by 35.6%. There are also those who discuss the influence of spiritual intelligence on financial management behavior and according to Amalia and Effendi (2022) the influence of spiritual intelligence on financial management behavior is in line with research by Nurjanah et al. (2022) who found that spiritual intelligence affects financial management behavior.

The inconsistency of the results of the study motivated the authors to conduct the study again by testing the level of emotional intelligence and spiritual intelligence on personal financial management behavior by including the parenting variable as an intervening variable. Schindler (2010) found that if parental emotional support is low, children and adolescents tend to seek substitutes by focusing on aspirations for financial success. Emotional support from parents will increase the feelings of worth of the adolescent and decrease the adolescent's need for material objects to increase his self-esteem.

The urgency of this study is that there is a habit of students to hang out with friends to just gather or walk, culinary activities, watching, and so on without realizing it becomes a bad habit and becomes one of the factors in swelling students' monthly money expenditures and money runs out before the specified period of time, and parents have to send money back (Rumianti & Launtu, 2022). This situation shows that students are now less emotionally and spiritually intelligent in managing their personal finances while attending Education. The ability to manage money will be smaller, especially not supported by good parenting, especially regarding finances. Parents should teach financial intelligence early on. With financial intelligence, children will be smart in managing their pocket money. One way is the formation of habituation to a healthy financial life pattern. Therefore, students can actually have emotional and spiritual intelligence and easily manage their personal finances if they have developed good habits about the use of money since they are in the family by following the proper parenting style of parents about proper money management. Parenting Style Parents influence financial management behavior. The role of parents as one of the socialization agents is very large in influencing children in the financial decision-making process because, parents are the most influential primary socialization agents in the process of growing children. So that children's financial behavior will be motivated by the behavior of parents where parents are real examples that they observe from an early age (Sukartha & Fanggidae, 2020).

The purpose of this study is to examine the model of the influence of emotional intelligence and spiritual intelligence on the personal financial management behavior of students with parenting as an intervening variable in state universities in Kupang City, East Nusa Tenggara

and the output produced in this study is a model of the influence of emotional intelligence and spiritual intelligence on the behavior of personal financial management of students with parenting as intervening variables. The main reason researchers take the object of study for students is because students are an educated generation who will continue to process learning. Students are productive, responsive and proactive agents of change to their environment. Emotional intelligence and spiritual intelligence are essential for overall well-being. Encouraging students to develop these intelligences can have broader impacts on their mental and emotional health, beyond just their financial management. Universities and educational institutions can integrate programs and services to support students in these areas. This research was prepared with the title Analysis of the Effect of Emotional Intelligence and Spiritual Intelligence on Student Personal Financial Management Behavior with Parenting as an Intervening Variable (Case study at State Universities in Kupang City, East Nusa Tenggara).

Emotional Intelligence, The term emotional intelligence is better known as the Emotional Quotient, which was first introduced by (Salovey et al., 2003). Emotional intelligence is the ability to motivate yourself and survive frustration, control impulses, not exaggerate pleasure, regulate mood and keep from stress, not paralyze the ability to think, empathize and pray to achieve success. Goleman (1998) defines emotional intelligence as the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in oneself and in relation to others. It describes different, but complementary, abilities of academic intelligence, only cognitive abilities are measured from IQ.

A person's success is also greatly influenced by emotional intelligence apart from intellectual intelligence. Emotional intelligence in this case is in terms of managing the emotions needed to manage their needs to be met properly using limited financial resources. This research is related to emotional intelligence, namely students are still given money by parents and do not have a job. Therefore, it can be said that college students have limited finances. Limited here means only given for lectures, snacks, and the need for fun. But someone who has high emotional intelligence will not be influenced to waste money on needs that he does not need because he can regulate his emotions well. Someone who has not maximized in controlling himself is unable to be wise in using money, unable to control himself when associating with others and cannot be wise in facing the era of globalization indicates that someone still has low emotional intelligence.

According to Zohar (2012), spiritual intelligence is the intelligence of the soul or intelligence of wisdom, and this intelligence is the innate capacity of the human brain, spirituality based on structures from within the brain that give us the basic ability to form values, meanings and goals in life. Therefore, each individual must be able to develop the intelligence of wisdom they have and apply it in living life. Spiritual intelligence is the intelligence of the soul, where spiritual intelligence can help a person heal and build himself fully and provide the ability to distinguish something that allows a person to provide boundaries and provide a sense of morals. Someone who has a high level of spiritual intelligence is expected to have a good sense of morality that is able to distinguish good behavior and bad behavior in making decisions, especially in making decisions in financial management. Avoid biased accumulation methods and can cause other positive effects such as an attitude of responsibility, independence and honesty in individuals.

One of the characteristics of SQ that can help the process of achieving meaning in life is strong self-awareness. In the role of humans as religious beings, of course, this self-awareness will have an impact on their ability to carry out life tasks effectively, live their role as servants of God, strengthen every activity as an element of devotion to God and be able to live all challenges, life problems, suffering is part of worship and the process of achieving meaning in life (Zaloom, 2016). In addition, some of the benefits of SQ for a person are: a) Fostering human brain development; b) Generate creativity; c) Provide flexible capabilities; d) Make spiritually intelligent in religion; e) Uniting interpersonal and intrapersonal; f) Achieve self-development; g) Distinguishing between

right and wrong (Muslichah & Sanusi, 2019). One of the effects when an individual is able to have values that become a source of meaning in life is the birth of strength that arises in individuals even in conditions of suffering. This is due to the ability of individuals to live all the situations that befall them by staying positive and optimistic in living life (Zaloom, 2016). In addition, aspects of spiritual intelligence include the ability to be flexible, a high level of consciousness, the ability to face and utilize suffering.

Parenting is how parents influence in educating children to manage finances. A family that generally consists of a father and mother. The father serves as the main source of bread, and the mother manages its use. In managing family finances must also understand the science of budgets, treasury, and accounting even though on a simple scale (Chotima, 2015). Therefore, parental authority plays an important role in the behavior of their children in managing finances. According to Shim et al. (2010), family is the main socialization agent in the child's learning process in terms of money and the process of developing financial management behavior that is carried out accidentally (through direct observation or participation) given by the family. Parents and families play a big role in the development of students' financial education because the family is the first source that provides examples to children in managing finances well and wisely. Martin (2007) states that financial education in significant families is needed to prepare children to be smart in managing pocket money, saving, and not wasteful. And if financial education in the family is given well, it will increase the chances of children growing up with knowledge and ability to manage finances well and wisely.

Parents' perception of money is a source of significance for children. Thus, parents must have good financial knowledge before they give understanding to their children to convey the right understanding for children to manage their finances well in the future. The better the parenting style given to students, the higher the emotional intelligence that exists in students, on the contrary, the lack of parental parenting given will be low (Martin, 2007). The parenting style given to students will have an impact on students' emotional intelligence during the learning process, where what are the rules, guidance and direction from parents to students will be seen from the way they behave or behave while learning. Low emotional intelligence of students will later make the goals of the learning process will not be achieved according to their goals.

Financial management is part of personal management activities which is a process of a person or individual to meet the needs of life through activities to manage financial resources in an arranged, structured and systematic manner (Maria, 2022). Financial Management Behavior (financial management behavior) is a condition where a person determines attitudes towards his financial management and organizes, plans, manages, checks, searches and stores his personal funds (Maria, 2023). Financial management behavior is referred to as a psychological state that can affect a person's financial attitude. A person's psychology can affect the way and attitude of a person towards personal financial planning. Financial determination that can determine how a person behaves rationally is referred to as financial management behavior. Individual financial behavior will be seen from how good a person is in managing his savings and can be seen from other expenses Good financial management can direct the fulfillment of desires and can achieve success in realizing the right financial goals as expected (Sanga & Hajanirina, 2023). Financial management has a function, which is able to manage funds. The funds raised can be well used to fund the desired form of investment. A rational attitude can show someone who is able to think normally about financial behavior. Financial management behavior is personal financial management related to how a person can account for his finances in financial management (Martin, 2007). The responsibility that a person has can be self-control of unlimited consumptive behavior that can result in personal financial management (Shim et al., 2010).

One form of financial management is personal financial management where the process of planning and managing or controlling the finances of individuals or families (Pandey, 2017). This need is the highest or top type of need because in principle, the higher the ability to manage

personal finances, the higher the chance of creating financial freedom. The increase in these opportunities, of course, begins with the process of making the right financial plan. Therefore, it is not surprising that personal financial management is a top need. The existence of good financial management in each individual will avoid unlimited desire behavior (Manafe, 2022). Personal financial planning is the development and implementation of a long-term plan for financial success. If we are planning an expenditure, saving, or investing our money, financial planning will help us make the right decisions both small decisions and big decisions (Pratama et al., 2023).

Indicators used to measure financial management behavior variables include: 1. Considerations in purchasing goods, 2. Payment of bills on time, 3. Recording monthly expenses, 4. Balance of income and expenditure, 5. Financial budget planning, 6. Setting aside money for savings or investments, 7. Paying obligations or debts on time (Pratama et al., 2023). Our hypotheses are as follows. H1 : Emotional Intelligence positively affects Personal Financial Management Behavior (Case study at a State University in Kupang City, East Nusa Tenggara)

H2 : Spiritual Intelligence positively affects Personal Financial Management Behavior (Case study at a State University in Kupang City, East Nusa Tenggara)

H3 : Parenting Has a positive effect on Personal Financial Management Behavior (Case study at a State University in Kupang City, East Nusa Tenggara)

H4 : Emotional Intelligence positively affects Personal Financial Management Behavior through Parenting (Case study at a State University in Kupang City, East Nusa Tenggara)

H5 : Spiritual Intelligence positively affects Personal Financial Management Behavior through Parenting (Case study at a State University in Kupang City, East Nusa Tenggara)

RESEARCH METHOD

The research design used in this study with a quantitative approach in the form of field research, meaning that this research was carried out by visiting respondents and submitting questionnaires to be filled out and asked for data to determine the influence of emotional intelligence and spiritual intelligence on students' personal financial management behavior with parental care as an Intervening Variable. This research is on students majoring in economics or management at Nusa Cendana University and Kupang State Polytechnic, Kupang City, East Nusa Tenggara, especially those in the odd semester of 2022.

The type of data used in this study is quantitative data, which is data in the form of numbers or qualitative data that is numbered (Sugiyono, 2015). Quantitative data is obtained from qualitative data quantified with the help of questionnaires that refer to the measurement of the variables used. The data sources used in this study are primary data and secondary data. The primary data in this study were obtained from respondents' responses to each question in the questionnaire. The secondary data in this study is data on the number of students majoring in economics or management in odd semester 2022 in Kupang City, East Nusa Tenggara.

Population is a generalized area consisting of objects / subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population is the number of students majoring in economics or management at Nusa Cendana University and Kupang State Polytechnic. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2015). The sample is representatives of several students in the odd semester of 2022 at Nusa Cendana University and Kupang State Polytechnic. The sampling method is carried out by purposive sampling method, which is a sampling technique with certain considerations (Sugiyono, 2015) and the number of samples is 200 students. The data collection method used in this study is a field method with questionnaire techniques. Questionnaire is a data collection technique carried out by providing questions or written statements to respondents or using google forms to make it easier for researchers to reach respondents.

The variables used in this study are independent variables (X), Intervening Variables (M) and bound variables (Y). The independent variables are Emotional Intelligence Variables (X1) and Spiritual Intelligence (X2) while the dependent variable or dependent variable (Y) is a variable that is influenced or which is the result of the existence of an independent variable is Personal Financial Management Behavior (Y). As well as the intervening variable, namely parenting.

Emotional Intelligence (Variable X1) is the ability to recognize our own sense of self and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in oneself and in relation to others. This research is related to emotional intelligence, namely students are still given money by parents and do not have a job. Therefore, it can be said that college students have limited finances. Limited here means only given for lecture purposes, snacks, and the need for fun. But someone who has high emotional intelligence will not be influenced to waste money on needs that he does not need because he can regulate his emotions well. Someone who has not maximized in controlling himself is unable to be wise in using money, unable to control himself when associating with others and cannot be wise in facing the era of globalization indicates that someone still has low emotional intelligence This Emotional Intelligence variable is measured using the Likert scale. The indicators in this study refer to the theory put forward by Goleman (1998). First, self-awareness, is knowing one's own condition, likes, resources and intuition. Second, self-regulation, is the management of emotions that make it easier to achieve goals by managing one's own conditions, impulses, and resources. Third, self-motivation, is an emotional tendency that leads to or facilitates the achievement of goals. Fourth, empathy, is the cleverness of how individuals read the feelings, needs, interests, and emotions of others. Fifth, social skills, is intelligence in evoking responses desired by people.

Spiritual Intelligence (X2) is the intelligence of the soul, where spiritual intelligence can help a person heal and build themselves as a whole and provide the ability to distinguish something that allows a person to provide boundaries and provide a sense of morals. Indicators of spiritual intelligence proposed from Zohar (2012) are: be flexible, high self-awareness, ability to face and take advantage of suffering, ability to face and transcend pain, quality of life inspired by vision and values, unwillingness to cause unnecessary harm, think holistically, tendency to ask why and what if to look for basic answers, and become an independent person.

Personal Financial Management Behavior (Y) is a condition where a person determines attitudes towards his financial management and organizes, plans, manages, checks, searches and stores his personal funds. Personal financial management behavior is referred to as a psychological state that can affect a person's financial attitude. Financial management has a function, which is able to manage funds. The funds raised can be well used to fund the desired form of investment. A rational attitude can show someone who is able to think normally about financial behavior. Financial management behavior indicators refer to the theory.

Parenting Style (Variable M) is how parents influence in educating children to manage finances. A family that generally consists of a father and mother. The father serves as the main source of bread, and the mother manages its use. In managing family finances must also understand the science of budgets, treasury, and accounting even though on a simple scale. So that with the right understanding, children will manage their finances well in the future. And with a family environment that understands finances well will also affect children's financial behavior.

The primary objective of this study is to evaluate the relationships among various variables using a quantitative research approach and employing Structural Equation Modeling (SEM) with the SmartPLS software. The analysis encompasses an examination of the structural model and hypothesis testing.

RESULTS AND DISCUSSIONS

Multiple methods were utilized to ensure the instruments' validity and reliability. Internal consistency was assessed by examining Cronbach's Alpha and Composite Reliability. Table 1 indicates that both Alpha (α) and Composite Reliability (CR) values exceed 0.70, signifying strong reliability of the research concept. Convergence validity was evaluated by assessing item loads and the Average Variance Extracted (AVE) index. All items exhibited external load values exceeding 0.70, and the AVE scores for each construct were higher than 0.50. Table 2 provides details on external loads and AVE values. Discriminant validity was confirmed by comparing the square root of AVE scores with the correlations between different constructs. The data met the required conditions.

Table 1. Measurement model

Variable	VIF	Loading	α	CR	AVE
Emotional Intelligence (EI ₁)			0.75	0.82	0.56
EI1	1.42	0.75			
EI2	1.32	0.73			
EI3	1.44	0.84			
EI4	1.23	0.69			
Spiritual Intelligence (SI ₂)			0.86	0.83	0.66
SI1	2.34	0.84			
SI2	1.12	0.75			
SI3	2.55	0.82			
SI4	2.86	0.73			
Parenting Syle (PS)			0.80	0.88	0.61
PS1	1.22	0.74			
PS2	1.12	0.89			
PS3	2.54	0.87			
PS4	2.23	0.84			
PS5	2.84	0.83			
Financial Management Behavior (FM)			0.78	0.83	0.54
FM1	2.13	0.68			
FM2	1.23	0.72			
FM3	1.85	0.86			
FM4	1.64	0.92			
FM5	1.29	0.88			

The present paper aims to examine the indirect relationship between intelligence and financial management behavior. The relationships are deemed to be mediated by parenting style. In order to reach the study's goal, a Structural Equation Modeling (SEM) was performed, in particular, a mediation model test was carried out. First, it was found that emotional intelligence positively affects parenting styles ($b = 0.35$, $p < 0.05$), indicating that respondents with high emotional intelligence have higher inclination perform high parenting style. Second, the results showed that spiritual intelligence positively influences parenting styles, meaning that respondents with high spiritual intelligence are more likely to have positive parenting style ($b = 0.31$, $p < 0.01$). Thus, the first and second hypotheses of the study are supported. Third, the result showed that there is a positive relationship between parenting style and financial management behavior ($b = 0.22$, $p < 0.01$) such that parenting style increases when financial management behavior is amplified. This supported the third hypothesis.

The mediation effects of parenting stye were also examined. First, the indirect relationship between emotional intelligence and financial management behavior was found to be mediated by parenting style ($b = 0.17$, $p < 0.01$). This supported our fourth hypothesis. Second, the indirect relationship between spiritual intelligence and financial management behavior was mediated by parenting style ($b = 0.21$, $p < 0.01$). This supported our last hypothesis.

The findings of this study provide valuable insights into the complex relationships between intelligence, parenting style, and financial management behavior. However, it's important to acknowledge certain limitations that may have impacted the study's outcomes and implications. Firstly, the study relied on self-report measures for intelligence, parenting style, and financial management behavior. This introduces the possibility of social desirability bias and measurement error. Future research could benefit from incorporating more objective measures or utilizing multiple sources of data to enhance the validity of the results. Secondly, the study was conducted within a specific cultural context, which may limit the generalizability of the findings to other cultural settings. Cross-cultural comparisons could shed light on how intelligence, parenting style, and financial management behavior interact across diverse societies.

Additionally, the study focused on the mediation effects of parenting style on the relationship between intelligence and financial management behavior. Previous studies may not have explored this specific mediation, and it adds a layer of complexity to our understanding of how these factors interrelate. Other potential mediators, such as financial literacy or socio-economic factors, were not explored. Future research could investigate these alternative pathways to gain a more comprehensive understanding of the underlying mechanisms. Furthermore, the study's design was cross-sectional, which precludes the establishment of causality. Longitudinal studies could provide insights into the dynamic nature of the relationships over time and offer a clearer picture of the temporal sequencing of the variables. As for future research directions, it would be valuable to explore the role of other potential mediators or moderators in the relationships under investigation. Additionally, interventions aimed at enhancing emotional and spiritual intelligence could be developed and tested to assess their impact on both parenting style and financial management behavior.

CONCLUSION

In conclusion, while this study contributes to our understanding of the interplay between intelligence, parenting style, and financial management behavior, these insights should be interpreted within the context of the study's limitations. Addressing these limitations and expanding the research in the suggested directions could provide a more comprehensive and nuanced understanding of these complex relationships. Furthermore, the study was conducted within a specific cultural context (i.e., Indonesia), which may limit the generalizability of the findings to other cultural settings. This implies that the findings might not be universally applicable. To address the cultural limitation, future studies could conduct cross-cultural comparisons to shed light on how intelligence, parenting style, and financial management behavior interact across diverse societies, thus providing a more comprehensive understanding of these relationships.

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