DETERMINANTS OF PERSONAL FINANCIAL DISTRESS: TESTING THE INTERACTION EFFECT OF FINANCIAL SELF-EFFICACY

FINAL PROJECT

To Fulfill the Requirements of Obtaining a Bachelor's Degree

CINTHIA ANGELICA

NIM. B1024211003

MANAGEMENT STUDY PROGRAM

FACULTY OF ECONOMICS AND BUSINESS

UNIVERSITAS TANJUNGPURA

PONTIANAK

2025

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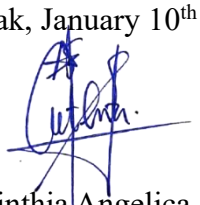
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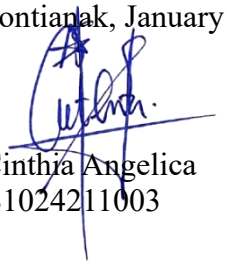
All praise to God for His abundant blessings, grace, and mercy, which have enabled me to complete this final project titled "Determinants of Personal Financial Distress: Testing the Interaction Effect of Financial Self-Efficacy." This project is one of the requirements for obtaining a bachelor's degree at Universitas Tanjungpura.

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Pontianak, January 10th 2025



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DETERMINANTS OF PERSONAL FINANCIAL DISTRESS: TESTING THE INTERACTION EFFECT OF FINANCIAL SELF-EFFICACY

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ABSTRAK

Beberapa mahasiswa menghadapi *financial distresss* yang berdampak pada kinerja, kesehatan mental, kemajuan akademis, dan kesulitan memenuhi kewajiban keuangan mereka. Beberapa faktor, seperti kebutuhan yang berbeda, menyebabkan perempuan memiliki Tingkat *personal financial distresss* yang lebih tinggi daripada laki-laki. *Financial literacy* memengaruhi tingkat *personal financial distresss* di kalangan mahasiswa sarjana. Kurangnya *financial literacy*, pendapatan yang tidak pasti, dan *anxiety* yang berlebihan dapat menyebabkan beberapa kesalahan dalam membuat keputusan keuangan dan berakhir dengan *personal financial distresss*. Penelitian ini bertujuan untuk memastikan korelasi antara *gender*, *income, anxity, financial literacy* dan *personal financial distress*, dan menguji efek moderasi dari *financial self-efficacy*. Penelitian ini menggunakan metodologi penelitian kuantitatif, data diuji menggunakan perangkat lunak SPSS. Temuan penelitian ini menunjukkan bahwa *low income*, *anxiety*, dan *financial literacy* secara signifikan memengaruhi kesulitan keuangan pribadi. *Financial self-efficacy* hanya memoderasi hubungan antara *financial literacy* dan *personal financial distress*. Mahasiswa sarjana dengan *financial literacy* tinggi yang didukung dengan *financial self-efficacy* yang tinggi dapat mengurangi risiko mengalami *personal financial distress*. Lembaga pendidikan dapat menggunakan temuan ini untuk merancang program pendidikan keuangan untuk meningkatkan kesejahteraan mahasiswa. Penelitian ini dibatasi oleh sampel yang mungkin tidak mewakili populasi yang lebih luas. Bagi peneliti masa depan disarankan menggunakan cakupan responden yang lebih luas dan lebih banyak prediktornya.

Kata Kunci: *Personal Financial Distress, Self-Efficacy.*

DETERMINANTS OF PERSONAL FINANCIAL DISTRESS: TESTING THE INTERACTION EFFECT OF FINANCIAL SELF-EFFICACY

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ABSTRACT

Several students face financial distress that impacts their performance, mental health, academic progress, and difficulty achieving their financial obligations. Some factors, such as differential needs, cause females to have higher levels of personal financial distress than males. Financial Literacy affects the level of personal financial distress among undergraduate students. Lack of financial Literacy, uncertain income, and excessive anxiety can cause some mistakes in making financial decisions and end up with personal financial distress. This study aims to ascertain correlation between gender, income, anxiety, financial literacy and personal financial distress, and examines the moderating effect of financial self-efficacy. This study using quantitative research methodology, the data was tested using SPSS software. The findings of this study indicate that low income, anxiety, and financial literacy significantly affect personal financial distress. financial self-efficacy only moderates the relationship between financial literacy and personal financial distress. Undergraduate students with high financial literacy supported with high financial self-efficacy can reduce their risk of experiencing personal financial distress. Educational institutions can use these findings to design financial education programs to improve student welfare. This study is limited by the sample may not represent the wider population. For future researchers are recommended to using a larger scope of respondents and more predictors.

Keywords: Personal Financial Distress, Self-Efficacy.

DETERMINANTS OF PERSONAL FINANCIAL DISTRESS: TESTING THE INTERACTION EFFECT OF FINANCIAL SELF-EFFICACY

RINGKASAN

1. Latar Belakang

Manajemen keuangan pribadi adalah aspek penting dalam kesejahteraan individu, terutama di era modern di mana tantangan keuangan semakin kompleks. Mahasiswa sarjana, khususnya di Kalimantan Barat, mungkin menghadapi kesulitan keuangan yang unik saat mereka beralih dari ketergantungan finansial pada orang tua ke pengelolaan keuangan sendiri. Stres keuangan pribadi di kalangan mahasiswa menjadi perhatian yang semakin besar karena dapat berdampak signifikan pada kinerja akademik, kesehatan mental, dan kualitas hidup secara keseluruhan.

Faktor-faktor seperti *gender, income, anxiety* dan *financial literacy* turut memengaruhi tantangan ini. Penelitian menunjukkan bahwa *financial distress* dapat mengganggu fungsi kognitif, menyebabkan hasil akademik yang buruk, meningkatkan *anxiety*, hingga masalah kesehatan mental yang lebih serius seperti depresi. Meskipun demikian, *financial literacy* dan *self-efficacy* dapat membantu memberdayakan mahasiswa untuk mengelola keuangan mereka dengan lebih baik, sehingga mengurangi tingkat *personal financial distress*.

2. Rumusan Masalah

Berdasarkan latar belakang penelitian, peneliti bertujuan untuk menjawab beberapa masalah terkait faktor-faktor yang memengaruhi stres keuangan pribadi. Dengan demikian, pertanyaan penelitian berikut dirumuskan:

1) Apakah terdapat hubungan antara gender dan personal financial distress?
2) Apakah terdapat hubungan antara income dan personal financial distress?
3) Apakah terdapat hubungan antara anxiety dan personal financial distress?
4) Apakah terdapat hubungan antara financial literacy dan personal financial distress?
5) Apakah financial self-efficacy dapat memoderasi hubungan antara gender dan personal financial distress?
6) Apakah financial self-efficacy dapat memoderasi hubungan antara income dan personal financial distress?
7) Apakah financial self-efficacy dapat memoderasi hubungan antara anxiety dan personal financial distress?
8) Apakah financial self-efficacy dapat memoderasi hubungan antara financial literacy dan personal financial distress?

3. Tujuan Penelitian

Penelitian ini bertujuan untuk:

1) Menguji dan menganalisis pengaruh *gender* terhadap *personal financial distress*.
2) Menguji dan menganalisis pengaruh *income* terhadap *personal financial distress*.
3) Menguji dan menganalisis pengaruh *anxiety* terhadap *personal financial distress*.
4) Menguji dan menganalisis pengaruh *financial literacy* terhadap *personal financial distress.*
5) Menguji dan menganalisis peran moderasi *financial self-efficacy* dalam hubungan antara *gender* dan *personal financial distress*.
6) Menguji dan menganalisis peran moderasi *financial self-efficacy* dalam hubungan antara *income* dan *personal financial distress*.
7) Menguji dan menganalisis peran moderasi *financial self-efficacy* dalam hubungan antara *anxiety* dan *personal financial distress*.
8) Menguji dan menganalisis peran moderasi *financial self-efficacy* dalam hubungan antara *financial literacy* dan *personal financial distress*.

4. Metode Penelitian

Penelitian ini merupakan studi kuantitatif berbasis survei. Teknik *sampling* yang digunakan adalah *purposive sampling*, di mana sampel dipilih berdasarkan pertimbangan tertentu. Kriteria responden adalah mahasiswa sarjana di Kalimantan Barat dengan pendapatan bulanan dari pekerjaan atau dukungan keuangan dari orang tua/keluarga.

Data primer diperoleh langsung melalui penyebaran kuesioner kepada mahasiswa aktif di Kalimantan Barat. Respon terkait *anxiety*, *financial literacy*, *personal financial distress*, dan *financial self-efficacy* diukur menggunakan skala Likert: 1 (sangat tidak setuju) hingga 7 (sangat setuju). Responden diminta memberikan nilai sesuai kondisi sebenarnya.

Analisis data dilakukan menggunakan perangkat lunak SPSS. Penelitian ini melibatkan uji validitas dan reliabilitas, serta uji asumsi klasik (normalitas, multikolinearitas, dan heteroskedastisitas). Uji regresi linier berganda digunakan untuk menguji hipotesis.

5. Hasil Penelitian

Hasil uji hipotesis untuk Model 1, dengan *personal financial distress* (PFD) sebagai variabel dependen, menunjukkan beberapa temuan utama. *Gender* (SEX) tidak berpengaruh signifikan terhadap PFD (p-value = 0,277), sehingga H1 ditolak. *Income* (INC) memiliki pengaruh positif dan signifikan terhadap PFD (p-value = 0,038), mendukung H2. *Anxiety* (ANX) memiliki pengaruh positif dan sangat signifikan terhadap PFD (p-value < 0,001), mendukung H3. *Financial literacy* (FLIT) memiliki pengaruh negatif dan signifikan terhadap PFD (p-value = 0,077, signifikan pada level 10%), mendukung H4. Model keseluruhan memiliki daya jelaskan yang kuat dengan nilai Adjusted R^2 sebesar 0,515, menunjukkan bahwa 51,5% variansi pada PFD dijelaskan oleh *income, anxiety* dan *financial literacy*.

Uji F model ini juga signifikan pada level 1% (p-value < 0,001), mengonfirmasi kekuatan model.

Untuk Model 2, yang mengeksplorasi peran moderasi *financial self-efficacy* (FSE), hasil menunjukkan bahwa FSE secara signifikan memoderasi hubungan antara *financial literacy* dan PFD (H8 diterima). Efek moderasi memiliki koefisien -0,096, signifikan pada level 5% (p-value = 0,032), menunjukkan bahwa financial self-efficacy yang lebih tinggi memperkuat dampak negatif *financial literacy* pada PFD, sehingga mengurangi tingkat stres.

6. Kesimpulan dan Saran

1) Kesimpulan

Penelitian ini menemukan bahwa *income, anxiety* dan *financial iteracy* secara signifikan memengaruhi *personal financial distress* pada mahasiswa. *Financial self-efficacy* memoderasi hubungan antara *financial literacy* dan *personal financial distress*, menunjukkan bahwa mahasiswa dengan *financial self-efficacy* lebih tinggi mendapatkan manfaat lebih besar dari pengetahuan keuangan mereka. Temuan ini menyarankan bahwa meningkatkan *financial literacy* dan *financial self-efficacy* dapat membantu mahasiswa mengelola keuangan mereka dengan lebih baik dan mengurangi *personal financial distress*. Namun, penelitian ini terbatas pada mahasiswa di Kalimantan Barat, sehingga diperlukan penelitian yang lebih luas di berbagai wilayah dan universitas.

2) Saran

Untuk mengurangi *personal financial distress*, institusi pendidikan sebaiknya fokus meningkatkan literasi keuangan melalui workshop tentang pengelolaan anggaran, membedakan kebutuhan dan keinginan, serta menabung jangka panjang.

Penelitian di masa depan sebaiknya mencakup kelompok responden yang lebih beragam dan faktor lain yang memengaruhi, seperti dukungan budaya atau orang tua, untuk memberikan pemahaman lebih komprehensif mengenai *personal financial distress*. Kolaborasi dengan institusi keuangan untuk menyediakan alat dan sumber daya keuangan yang ramah mahasiswa juga dapat membantu meningkatkan keterampilan manajemen keuangan mahasiswa

DETERMINANTS OF PERSONAL FINANCIAL DISTRESS: TESTING THE INTERACTION EFFECT OF FINANCIAL SELF-EFFICACY

SUMMARY

1. Background

Personal financial management is a critical aspect of individual well-being, particularly in modern times, where financial challenges are increasingly complex. Undergraduate students, especially in West Kalimantan, might face unique financial difficulties as they transition from financial dependence on parents to managing their own finances. Personal financial distress among students is a growing concern, significantly impacting their academic performance, mental health, and overall quality of life.

Factors such as gender, income, financial literacy, and anxiety contribute to these challenges. Research highlights that personal financial distress can interfere with cognitive function, leading to poor academic outcomes, increased anxiety, and even severe mental health issues like depression. Despite these challenges, fostering financial literacy and self-efficacy can empower students to manage their finances effectively, reducing financial distress.

2. Research Problem

Referring to the research background, the researcher aims to address several issues related to factors that impact personal financial distress. Thus, the following research questions can be formulated:

1) Is there a relationship between gender and personal financial distress?
2) Is there a relationship between income and personal financial distress?
3) Is there a relationship between anxiety and personal financial distress?
4) Is there a relationship between financial literacy and personal financial distress?
5) Can financial self-efficacy moderate the relationship between gender and personal financial distress?
6) Can financial self-efficacy moderate the relationship between income and personal financial distress?
7) Can financial self-efficacy moderate the relationship between anxiety and personal financial distress?
8) Can financial self-efficacy moderate the relationship between financial literacy and personal financial distress?

3. Research Objective

This study aims to:

1) Examine and analyze the influence of gender on personal financial distress.
2) Examine and analyze the influence of income on personal financial distress.

3) Examine and analyze the influence of anxiety on personal financial distress.
4) Examine and analyze the influence of financial literacy on personal financial distress.
5) Examine and analyze the moderating role of financial self-efficacy in the relationship between gender and personal financial distress.
6) Examine and analyze the moderating role of financial self-efficacy in the relationship between income and personal financial distress.
7) Examine and analyze the moderating role of financial self-efficacy in the relationship between anxiety and personal financial distress.
8) Examine and analyze the moderating role of financial self-efficacy in the relationship between financial literacy and personal financial distress.

4. Research Method

This research is a quantitative study based on a survey. The sampling technique used is purposive sampling, where the sample is selected based on specific considerations. The respondent criteria are undergraduate students in West Kalimantan with a monthly income from work or financial support from parents or family.

The primary data used in this research was obtained directly by distributing questionnaires to active students in West Kalimantan. Responses (anxiety, financial literacy, personal financial distress, and financial self-efficacy) were measured using a Likert scale: 1 (strongly disagree) to 7 (strongly agree). Respondents were asked to rank their preferences by checking the corresponding value on the Likert scale according to the actual situation.

Data analysis was conducted using SPSS software. This study conducted a validity and reliability and classical assumption (normality, multicollinearity and heteroscedasticity). This research also used multiple linear regression tests to check the hypothesis.

5. Research Finding

The hypothesis testing results for Model 1, with personal financial distress (PFD) as the dependent variable, reveal several key findings. Gender (SEX) does not have a significant effect on PFD, as indicated by a p-value of 0.277, leading to the rejection of H1. Income (INC), however, has a positive and significant effect on PFD, with a p-value of 0.038, supporting H2. Similarly, anxiety (ANX) has a positive and highly significant effect on PFD, with a p-value of less than 0.001, confirming H3. Financial literacy (FLIT) demonstrates a negative and significant effect on PFD, with a p-value of 0.077, significant at the 10% level, thus supporting H4. The overall model exhibits strong explanatory power, with an Adjusted R^2 value of 0.515, indicating that 51.5% of the variance in PFD is explained by income, anxiety, and financial literacy. The model's F-test is also

significant at the 1% level (p-value < 0.001), confirming the model's robustness.

For Model 2, which examines the moderating role of financial self-efficacy (FSE), the results show that FSE significantly moderates the relationship between financial literacy and personal financial distress (H8 is accepted). The moderating effect has a coefficient of -0.096, significant at the 5% level (p-value = 0.032), indicating that higher financial self-efficacy strengthens the negative impact of financial literacy on PFD, thereby reducing distress levels.

6. Conclusion and Suggestion

1) Conclusion

This study found that income, anxiety, and financial literacy significantly affect personal financial distress among undergraduate students. Financial self-efficacy was found to moderate the relationship between financial literacy and personal financial distress, showing that students with higher self-efficacy benefit more from their financial knowledge. These findings suggest that improving financial literacy and self-efficacy can help students manage their finances better and reduce distress. However, the study's limitation of focusing only on students in West Kalimantan highlights the need for broader research across different regions and universities.

2) Suggestions

To alleviate personal financial distress, educational institutions should focus on enhancing financial literacy through workshops on budgeting, distinguishing needs from wants, and long-term saving.

Expanding future research to include diverse respondent groups and other influential factors, such as cultural or parental support, would provide a more comprehensive understanding of financial distress. Collaboration with financial institutions to offer student-friendly financial tools and resources would also aid in improving students' financial management skills.

TABLE OF CONTENTS

THESIS ..... **i**
STATEMENT OF ORIGINALITY ..... **ii**
STATEMENT OF ACCOUNTABILITY ..... **iii**
JURIDICAL SHEET ..... **iv**
ACKNOWLEDGEMENT ..... **v**
ABSTRAK ..... **vii**
ABSTRACT ..... **viii**
RINGKASAN ..... **ix**
SUMMARY ..... **xii**
TABLE OF CONTENTS ..... **xv**
LIST OF TABLES ..... **xvi**
LIST OF FIGURES ..... **xvii**
LIST OF APPENDICES ..... **xviii**
INTRODUCTION **632**
METHOD **635**
RESULT AND DISCUSSION **637**
Main Hypothesis Test Results 639
Moderating Role of Financial Self-Efficacy Test Results 639
CONCLUSION **640**
REFFERENCES **641**
APPENDIX ..... **xix**