



# FINANCIAL LITERACY AND PLANNING ON FINANCIAL WELL-BEING: THE MEDIATING ROLE OF BEHAVIOR

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**Abstract:** *Financial well-being reflects employees' ability to manage financial resources and maintain long-term stability. This quantitative study examines the effects of financial literacy, self-control, and financial planning on employees' financial well-being, involving financial behavior as a mediating variable. Data were collected from 120 employees of PT SUAI through online and offline questionnaires and analyzed using SEM-PLS. The results show that financial literacy, self-control, and financial planning significantly influence financial behavior, which in turn positively and significantly affects financial well-being. However, only financial planning has a significant indirect effect on financial well-being through financial behavior, whereas financial literacy and self-control do not show significant mediation effects. These findings indicate that structured financial planning plays a key role in shaping consistent financial behavior that enhances financial well-being. Theoretically, the results support the Financial Management Behavior Theory and Financial Capability Framework, signifying the importance of behavioral implementation. Additionally, the study findings have crucial practical implications for organizations to prioritize applied financial education programs that focus on budgeting, saving, and long-term planning.*

**Keywords :** Financial Literacy, Self-Control, Financial Planning, Financial Well-Being, Financial Behavior

## INTRODUCTION

In the face of growing financial uncertainty, financial well-being—which reflects the ability to manage income, control spending, and plan for future needs—is a crucial aspect of employee welfare (Brüggen et al., 2017). Aside from demonstrating personal stability, it also affects productivity, job satisfaction, and organizational performance. Key determinants of financial well-being include financial literacy, self-control, and financial planning: literacy supports informed decision-making, self-control restrains impulsive behavior, and planning ensures structured allocation of resources. However, these factors only contribute to financial well-being when they translate into consistent financial behavior (Cardillo & Basso, 2025). This association is explained by the Financial Management Behavior Theory, which holds that financial outcomes are driven more by behavior than knowledge alone (Dew & Xiao, 2011). Similarly, the Financial Capability Framework highlights that financial well-being arises from the interaction of knowledge, behavior, and access to resources (Atkinson & Messy, 2012). Thus, sustainable financial well-being depends not only on knowledge or intention but also on the consistent implementation of sound financial behaviors such as budgeting, saving, and debt management.

Nevertheless, prior empirical studies have reported inconsistent findings on the relationships between financial literacy, self-control, and financial well-being. Several studies have shown that financial literacy significantly improves financial behavior and well-being (Riitsalu & Murakas, 2019), while others have found that financial literacy has a limited or indirect effect when behavioral factors are considered (Potrich et al., 2018). Similarly, self-control has been found to positively influence financial behavior and reduce financial distress (Strömbäck et al., 2017). However, its impact on financial well-being is not always consistent across different contexts (Mallick & Debasish, 2021). Such inconsistencies suggest that the mechanism linking these variables to financial well-being is more complex than direct relationships alone.

In the Indonesian context, this issue becomes more critical due to the gap between financial knowledge and actual financial behavior. According to reports from the Financial Services Authority (*Otoritas Jasa Keuangan/OJK*), the national financial literacy index reached 49.68% in 2022, while financial behavior was lower at 48.02% (OJK, 2022). This discrepancy indicates that improved financial knowledge has not been fully translated into proper financial practices. Moreover, the growing consumption culture and easier access to credit intensify the need for strong self-control and structured financial planning (Lusardi & Mitchell, 2014). These conditions highlight that financial behavior plays a crucial role in bridging the gap between knowledge and actual financial outcomes.

Despite extensive research on financial well-being, several important gaps remain. First, many studies focus on the direct effects of financial literacy and self-control on financial well-being, with limited attention to the mediating role of financial behavior (Riitsalu & Murakas, 2019). Second, financial planning is often examined independently, rather than as part of an integrated model alongside financial literacy and self-control. Third, there is a dearth of empirical evidence in employee-based settings, particularly in the manufacturing sector of developing countries like Indonesia. As a result, it is still unclear how cognitive (financial literacy), psychological (self-control), and strategic (financial planning) factors interact through financial behavior to affect financial well-being.

This study attempts to fill these gaps by positioning financial behavior as a key mediating mechanism that explains how financial literacy, self-control, and financial planning influence financial well-being. By focusing on employees of PT Subang Autocomp Indonesia (SUAI), a manufacturing company in West Java, this study provides a relevant empirical context where financial stability, income structure, and behavioral patterns interact in real-world conditions. This context is particularly important since employees in the manufacturing sector often face fixed income structures and financial pressures that require effective financial management.

The main objective of this study is to analyze the influence of financial literacy, self-control, and financial planning on employees' financial well-being, with financial behavior as the mediating variable. Theoretically, this study contributes to the Financial Management Behavior Theory and the Financial Capability Framework by providing empirical evidence on the behavioral pathways linking financial literacy, self-control, and financial planning to financial well-being. Practically, the findings are expected to assist organizations in designing more effective financial education and employee assistance programs that emphasize behavioral change rather than knowledge transfer alone.

## **THEORETICAL FRAMEWORK AND HYPOTHESES**

### **Theoretical Foundations**

Financial Management Behavior Theory (FMBT) by Dew & Xiao (2011) holds that financial well-being is primarily driven more by financial behavior than income, and that these behaviors—such as saving, budgeting, and managing debt—are shaped by financial literacy, self-control, and financial planning. These elements synergize to encourage consistent financial actions that improve financial well-being. FMBT is supported by the Financial Capability Framework (FCF) by Atkinson & Messy (2012), which highlights that financial well-being results from the integration of knowledge, behavior, attitudes, and access to financial services, emphasizing that the ability to act upon financial knowledge is as essential as the knowledge itself. Both FMBT and FCF suggest that financial literacy and self-control alone are insufficient to promote financial well-being without behavioral implementation, while financial planning and capability strengthen the translation of knowledge into action. This study adopted both FMBT and FCF to explain how financial literacy, self-control, and financial planning influence financial behavior, ultimately enhancing financial stability and satisfaction among employees at PT SUAI.

### **The Relationship between Research Variables**

Financial literacy is the ability to understand core financial concepts—such as budgeting, saving, investing, and managing debt—and apply them in daily decision-making (Merter & Balçioğlu, 2025). It is reflected in knowledge and skills that translate into behaviors, i.e., saving discipline, responsible debt repayment, and

investment. This shows that literacy functions both cognitively and behaviorally, consistent with Financial Management Behavior Theory (Dew & Xiao, 2011) and prior evidence (Van Nguyen et al., 2022). Meanwhile, self-control refers to the ability to regulate impulses and prioritize long-term goals (Billore et al., 2023), reflected in impulse restraint, budget adherence, and delayed gratification, all of which support disciplined financial behaviors such as controlled spending and long-term planning (Strömbäck et al., 2017). Based on the explanation above, the first and second hypotheses of this study are proposed as follows:

**H1:** Financial literacy has a positive influence on financial behavior among employees.

**H2:** Self-control has a positive influence on financial behavior among employees.

Financial planning is a systematic process of setting goals, budgeting, and managing resources to achieve long-term financial stability (Dimaunahan et al., 2025). It is reflected in goal-setting, budgeting, expense monitoring, and future preparation, which translate into behaviors such as disciplined saving, controlled spending, responsible debt management, and investment. This shows that financial planning operates through concrete daily actions, consistent with the Financial Capability Framework (Atkinson & Messy, 2012) and supported by empirical evidence. Financial behavior refers to observable actions in managing finances—such as budgeting, saving, repaying debt, and investing (Cardillo & Basso, 2025)—that directly affect financial well-being in terms of security, resilience, satisfaction, and long-term stability. Consistent financial behavior enables individuals to fulfil their obligations, handle financial shocks, and reduce stress. This highlights that financial well-being is driven more by behavior than by knowledge alone, in line with the Financial Management Behavior Theory (Dew & Xiao, 2011) and prior studies (Brüggen et al., 2017). Therefore, the third and fourth hypotheses of this study are constructed as follows:

**H3:** Financial planning has a positive influence on financial behavior among employee.

**H4:** Financial behavior has a positive influence on financial well-being among

Financial literacy affects financial well-being indirectly through financial behavior. Employees with better financial knowledge, budgeting skills, investment awareness, and debt management are more capable of taking actions such as saving, budgeting, and investing, which ultimately lead to financial security, satisfaction, and resilience. This aligns with both the Financial Management Behavior Theory (Dew & Xiao, 2011) and the Financial Capability Framework that emphasize the importance of translating knowledge into behavior, supported by empirical evidence (Riitsalu & Murakas, 2019). Similarly, self-control functions as a psychological regulator allowing individuals to convert intentions into disciplined actions, such as controlling spending, adhering to budgets, and saving consistently, all of which foster financial well-being (Mallick & Debasish, 2021). Apart from financial literacy and self-control, financial planning also contributes indirectly to improved financial well-being by structuring goal-setting, budgeting, and financial monitoring that lead to disciplined behaviors, such as regular saving and prudent investment. This is supported by both FMBT and FCF, as well as empirical findings (Farrell et al., 2016). Thus, the fifth, sixth, and seventh hypotheses of this study are made as follows:

**H5:** Financial literacy has a positive influence on financial well-being through financial behavior among employees.

**H6:** Self-control has a positive influence on financial well-being through financial behavior among employees.

**H7:** Financial planning has a positive influence on financial well-being through financial behavior among employees.

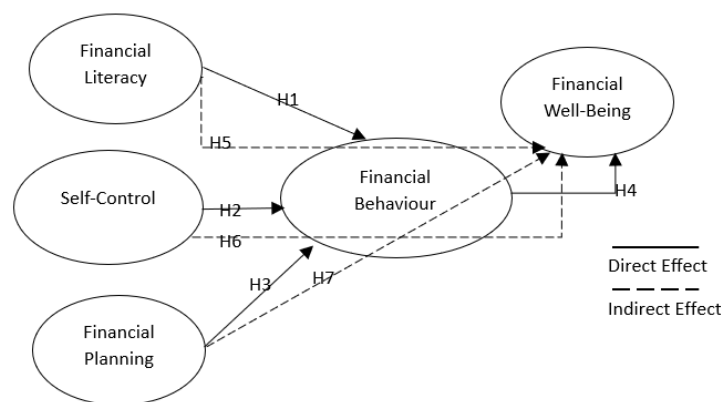


Figure 1. Research Model

The aforementioned conceptual relationships align with both the Financial Management Behavior Theory (FMBT) and the Financial Capability Framework (FCF), emphasizing that financial literacy, self-control, and

financial planning do not directly promote financial well-being, but rather through the mediating role of financial behavior. This framework underscores that financial knowledge, psychological discipline, and structured planning must converge into consistent behavioral practices to achieve sustainable financial well-being.

## RESEARCH METHODS

### Research Design

This study adopted a quantitative survey approach to examine the effects of financial literacy, self-control, and financial planning on financial well-being, involving financial behavior as a mediating variable. Data were collected from employees of PT SUAI between July and September 2025 using online and offline questionnaires measured on a five-point Likert scale. To ensure content validity, the instruments were adapted from prior validated studies on financial literacy (Merter & Balciroğlu, 2025; Van Nguyen et al., 2022), self-control (Billore et al., 2023; Strömbäck et al., 2017), financial planning (Dimaunahan et al., 2025), financial behavior (Cardillo & Basso, 2025; Dew & Xiao, 2011), and financial well-being (Brüggen et al., 2017). Instrument validity was further confirmed through expert judgment and a pilot test (30 respondents), showing acceptable reliability. To reduce bias, this study ensured anonymity and confidentiality, encouraged voluntary participation, and applied both online and offline distribution methods. Data were analyzed using SEM-PLS, supported by additional diagnostic tests, including the Variance Inflation Factor (VIF) for multicollinearity and normality to strengthen the robustness, validity, and reliability of the analysis (Hair et al., 2011).

### Research Sample

The population of this study comprises 5,613 employees of PT SUAI, representing diverse departments and job levels. Respondents were selected using purposive sampling based on the following criteria: at least one year of work experience, active involvement in personal financial management, and basic financial knowledge. From 150 distributed questionnaires, 120 valid responses were obtained after screening (see Table 1). This sample size is adequate for SEM-PLS analysis and satisfies the recommended statistical power requirements (Hair et al., 2011).

Table 1. Demographic Profile of Respondents

Demographic Characteristics	Category	Frequency (n = 120)	Percentage (%)
Gender	Male	72	60.0%
	Female	48	40.0%
Age	20 – 25 years	28	23.3%
	26 – 30 years	46	38.3%
	31 – 35 years	30	25.0%
	≥ 36 years	16	13.4%
Education Level	High School	54	45.0%
	Diploma	32	26.7%
	Bachelor	30	25.0%
	Postgraduate	4	3.3%
Length of Employment	1 – 3 years	42	35.0%
	4 – 6 years	38	31.7%
	7 – 9 years	26	21.7%
	≥ 10 years	14	11.6%
Monthly Income	< Rp 4,000,000	36	30.0%
	Rp 4,000,000 – Rp 6,000,000	52	43.3%
	Rp 6,000,001 – Rp 8,000,000	22	18.4%
	> Rp 8,000,000	10	8.3%
Marital Status	Single	48	40.0%
	Married	68	56.7%
	Widowed/Divorced	4	3.3%
Department/Division	Production	58	48.3%
	Administration	24	20.0%
	Finance/Accounting	18	15.0%
	Quality Control / Engineering	12	10.0%
	Logistics / Warehouse	8	6.7%

Source: (Data processing, 2026)

## Data Analysis

Data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) in SmartPLS 4.0, enabling assessments of complex relationships and mediation effects. The analysis comprised two stages: measurement (outer model) and structural (inner model). Validity and reliability were measured using indicator loadings ( $\geq 0.70$ ), Average Variance Extracted (AVE  $\geq 0.50$ ), Cronbach's Alpha, and Composite Reliability (CR  $\geq 0.70$ ). The structural model tested hypotheses using  $R^2$  for explanatory power,  $Q^2$  for predictive relevance, and path coefficients with T-statistics obtained through bootstrapping (5,000 samples). Furthermore, mediation analyses were performed following the procedures by Hair et al. (2011) to assess the indirect effects of research variables, with financial behavior as the mediator. SEM-PLS provided a robust framework to examine how financial literacy, self-control, and financial planning influence financial well-being through financial behavior, ensuring valid and reliable results consistent with the underlying theoretical frameworks.

## RESULTS AND DISCUSSION

### Outer Model Evaluation

The first stage of SEM-PLS analysis is evaluating the outer model, which assesses how well the indicators represent their latent constructs in terms of validity and reliability before proceeding to the structural model. This evaluation is conducted using tests of convergent validity, discriminant validity, and reliability in SmartPLS 4.0. Convergent validity examines the extent to which indicators of a construct are strongly correlated, with a loading factor threshold of  $\geq 0.70$ . Tables 2 and 3 present the results of the measurement model analysis and the discriminant validity test, respectively.

Table 2. Measurement Model Analysis

Variable	Item	Factor Loading	Cronbach's Alpha	Composite Reliability	AVE
Financial Literacy (FL)	FL.1 - Basic financial knowledge	0.862	0.784	0.846	0.653
	FL.2 - Budgeting skills	0.821			
	FL.3 - Investment awareness	0.795			
	FL.4 - Debt management	0.739			
Self-Control (SC)	SC.1 - Impulse restraint	0.883	0.802	0.871	0.688
	SC.2 - Goal persistence	0.842			
	SC.3 - Budget adherence	0.776			
	SC.4 - Delayed gratification	0.713			
Financial Planning (FP)	FP.1 - Goal setting	0.889	0.861	0.905	0.695
	FP.2 - Budget formulation	0.853			
	FP.3 - Expense monitoring	0.829			
	FP.4 - Future preparation	0.749			
Financial Behavior (FB)	FB.1 - Budgeting practice	0.872	0.791	0.857	0.667
	FB.2 - Saving discipline	0.836			
	FB.3 - Debt management	0.814			
	FB.4 - Investment initiative	0.719			
Financial Well-Being (FWB)	FWB.1 - Financial security	0.883	0.815	0.878	0.674
	FWB.2 - Financial freedom	0.854			
	FWB.3 - Financial satisfaction	0.828			
	FWB.4 - Financial resilience	0.752			

Source: *Output Smart-PLS 4.0 (Data processing, 2026)*

Table 3. Discriminant Validity

Variable/Indicator	FL	SC	FP	FB	FWB
FL.1	0.862	0.384	0.421	0.435	0.452
FL.2	0.821	0.357	0.398	0.446	0.409
FL.3	0.795	0.342	0.417	0.468	0.423
FL.4	0.739	0.328	0.392	0.401	0.371
SC.1	0.384	0.883	0.445	0.426	0.438
SC.2	0.357	0.842	0.452	0.423	0.419
SC.3	0.342	0.776	0.427	0.398	0.376
SC.4	0.328	0.713	0.389	0.384	0.362
FP.1	0.421	0.445	0.889	0.467	0.478
FP.2	0.398	0.452	0.853	0.445	0.452
FP.3	0.417	0.427	0.829	0.458	0.436
FP.4	0.392	0.389	0.749	0.424	0.417
FB.1	0.435	0.426	0.467	0.872	0.456
FB.2	0.446	0.423	0.445	0.836	0.468
FB.3	0.468	0.398	0.458	0.814	0.471
FB.4	0.401	0.384	0.424	0.719	0.427
FWB.1	0.452	0.438	0.478	0.456	0.883
FWB.2	0.409	0.419	0.452	0.468	0.854
FWB.3	0.423	0.376	0.436	0.471	0.828
FWB.4	0.371	0.362	0.417	0.427	0.752

Source: *Output Smart-PLS 4.0 (Data processing, 2026)*

The results show that all indicators have loadings ranging from 0.713 to 0.889, indicating that all constructs meet the criteria for convergent validity (see Table 2). Discriminant validity ensures that each construct is distinct and not overlapping with the others, assessed by comparing the square root of the AVE with inter-construct correlations. As seen in Table 3, all constructs meet this requirement, where the square root of AVE is higher than the correlations with other variables, confirming that each construct is conceptually independent. Furthermore, reliability testing using Cronbach's Alpha and Composite Reliability, with a threshold of  $\geq 0.70$ , shows that all constructs are reliable. Table 2 shows that the CA and CR values are 0.771–0.861 and 0.823–0.905, respectively, indicating strong internal consistency. These results confirm that all variables are valid and reliable, ensuring the robustness of the measurement model for further structural analysis.

#### Inner Model Evaluation

After the outer model is confirmed valid and reliable, the inner model evaluation in SEM-PLS is carried out to assess the strength and direction of relationships among latent variables, as well as the model's ability to explain financial well-being. This stage examines the influence of financial literacy, self-control, and financial planning on financial behavior, as well as their effects on the financial well-being of PT SUAI employees. Furthermore, the hypotheses were tested using bootstrapping in SmartPLS, with p-values of  $< 0.05$  indicating significance. The R-squared and hypothesis testing results are displayed in Tables 4 and 5, respectively.

Table 4. R-Square Test

No	Variable	R-Square
1	Financial Behavior (FB)	0.612
2	Financial Well-Being (FWB)	0.573

Source: *Output Smart-PLS 4.0 (Data processing, 2026)*

Table 5. Hypothesis Testing Results

Hypothesis	Path Coefficient	T Value	P Value	Decision
FL → FB	0.532	6.845	0.000	Accepted
SC → FB	0.407	4.912	0.000	Accepted
FP → FB	0.466	5.273	0.000	Accepted
FB → FWB	0.495	6.248	0.000	Accepted
FL → FB → FWB	-0.138	1.426	0.156	Rejected
SC → FB → FWB	-0.102	1.121	0.262	Rejected
FP → FB → FWB	0.283	3.184	0.002	Accepted

Source: *Output Smart-PLS 4.0 (Data processing, 2026)*

As presented in Table 4, Financial Behavior (FB) has an  $R^2$  of 0.612. This implies that 61.2% of its variance is explained by Financial Literacy, Self-Control, and Financial Planning, while the remaining 38.8% is influenced by other factors. Financial Well-Being (FWB) has an  $R^2$  of 0.573, indicating that the model explains 57.3% of its variance. These values suggest moderate to strong explanatory power (Hair et al., 2021). Furthermore, the model's predictive relevance is assessed using  $Q^2$ , with the formula  $1 - (1 - 0.612)(1 - 0.573) = 0.8344$ . The result indicates strong predictive relevance, meaning that the model effectively explains variations in Financial Behavior and Financial Well-Being. The hypothesis testing results shown in Table 5 reveal that five out of seven hypotheses are positive and significant, while the other two are negative and not significant. This demonstrates that Financial Literacy and Financial Planning consistently improve Financial Behavior and Financial Well-Being, and that Self-Control does not always translate into significant financial outcomes, reflecting the complexity of behavioral financial management.

## DISCUSSION

### The relationship between financial literacy and financial behavior

Based on the results of this study, financial literacy has a positive and significant effect on financial behavior ( $\beta = 0.532$ ;  $t = 6.845$ ;  $p = 0.000$ ), indicating a strong influence among PT SUAI employees. The measurement model confirms good reliability and validity for both constructs. In addition, the structural model shows that financial literacy and other variables explain 61.2% of the variance in financial behavior ( $R^2 = 0.612$ ), highlighting substantial predictive power. Demographic data reveal that respondents are mostly of productive age with adequate income and education, supporting their ability to apply financial knowledge. These findings suggest that higher financial literacy encourages more disciplined financial practices, e.g., budgeting, saving, and responsible debt management. This confirms the Financial Management Behavior Theory (Dew & Xiao, 2011), which emphasizes that financial knowledge shapes behavior through practical application, in line with prior studies (Van Nguyen et al., 2022), as well as the Financial Capability Framework (Atkinson & Messy, 2012), which regards financial literacy as a key driver of effective financial behavior and long-term well-being.

### The relationship between self-control and financial behavior

The results show that self-control has a positive and significant influence on financial behavior ( $\beta = 0.407$ ;  $t = 4.912$ ;  $p = 0.000$ ), indicating that higher self-control is associated with better financial behavior among PT SUAI employees. The measurement model confirms good reliability and validity. Furthermore, the structural model shows that 61.2% of the variation of financial behavior ( $R^2 = 0.612$ ) is explained by the independent variables. This is likely because respondents are mostly in a productive, financially active phase and have proper self-control, which is essential for managing income, restraining impulsive spending, and maintaining budget discipline. This finding supports the Financial Management Behavior Theory (Dew & Xiao, 2011), which highlights the role of psychological factors in shaping financial behavior, as reported in previous studies (Billore et al., 2023; Strömbäck et al., 2017), as well as the Financial Capability Framework (Atkinson & Messy, 2012), which emphasizes that strong self-control fosters disciplined financial habits and responsible financial decision-making.

### The relationship between financial planning and financial behavior

The results indicate that financial planning has a positive and significant impact on financial behavior ( $\beta = 0.466$ ;  $t = 5.273$ ;  $p = 0.000$ ), indicating that better planning leads to more disciplined financial behavior among PT SUAI employees. The measurement model confirms strong reliability and validity, while the structural model shows that 61.2% of the variation of financial behavior ( $R^2 = 0.612$ ) is explained by the independent variables. Respondents are mostly in their early-career stage, where clear goal-setting, budgeting, expense monitoring, and future preparation support financial conduct, such as saving, controlled spending, and responsible debt management. This finding aligns with the Financial Management Behavior Theory (Dew & Xiao, 2011), which

underlines the role of planning in shaping financial behavior, as supported by prior studies (Merter & Balçioğlu, 2025). From the perspective of the Financial Capability Framework (Atkinson & Messy, 2012), financial planning is a vital capability that enables individuals to manage resources effectively and achieve long-term financial goals.

#### **The relationship between financial behavior and financial well-being**

Based on the results of this study, financial behavior has a positive and significant effect on financial well-being ( $\beta = 0.495$ ;  $t = 6.248$ ;  $p = 0.000$ ), confirming it as a key determinant among PT SUAI employees. The structural model analysis shows that the model explains 57.3% of the variation of financial well-being ( $R^2 = 0.573$ ). Furthermore, the measurement model reveals strong reliability, with budgeting discipline as the most dominant behavior and financial security as the main dimension of well-being. This suggests that consistent budgeting and financial control strongly contribute to achieving financial security. From a broader perspective, most employees have moderate educational levels and are in their early careers. With these backgrounds, practical behaviors like budgeting and saving are more influential than complex financial strategies. This finding aligns with the Financial Management Behavior Theory (Dew & Xiao, 2011), prior studies (Brüggen et al., 2017), and the Financial Capability Framework (Atkinson & Messy, 2012), emphasizing that consistent financial behavior—particularly budgeting discipline—is the key driver of financial well-being.

#### **The relationship between financial literacy and financial well-being, mediated by financial behavior**

The results show that the indirect effect of financial literacy on financial well-being through financial behavior is negative and not significant ( $\beta = -0.138$ ;  $t = 1.426$ ;  $p = 0.156$ ). This means that despite the significant influence of financial literacy on financial behavior, it does not translate into improved well-being, implying that knowledge alone is insufficient. This is supported by reliable measurement results and the significant direct effect of financial behavior on financial well-being, while the indirect pathway remains insignificant. Demographic factors, such as moderate education and income levels, suggest that financial decisions are driven more by short-term needs, limiting the impact of literacy. This finding supports the Financial Capability Framework (Atkinson & Messy, 2012) and the Financial Management Behavior Theory (Dew & Xiao, 2011), which emphasize that knowledge must be applied in consistent behavior to affect outcomes. In addition, empirical evidence confirms that financial literacy alone does not improve well-being without strong behavioral implementation (Potrich et al., 2018). Thus, improving financial well-being requires both applicable knowledge and attempts to develop disciplined financial behavior.

#### **The relationship between self-control and financial well-being, mediated by financial behavior**

The results indicate that the indirect effect of self-control on financial well-being through financial behavior is negative and not significant ( $\beta = -0.102$ ;  $t = 1.121$ ;  $p = 0.262$ ). This means that despite the significant influence of self-control on financial behavior, it does not translate into improved well-being, indicating that psychological control alone is insufficient. Measurement results confirm good reliability, and while financial behavior significantly affects well-being, the indirect effect remains insignificant. Demographic conditions suggest that self-control typically serves as a passive restraint rather than an active means of improving financial outcomes. This finding is consistent with the Financial Management Behavior Theory (Dew & Xiao, 2011) and the Financial Capability Framework (Atkinson & Messy, 2012), which emphasize that self-control must be supported by financial knowledge, planning, and enabling conditions. Empirical studies also confirm that self-control alone does not significantly improve financial well-being (Anjani & Darto, 2023). Thus, self-control needs to be integrated with behavioral and structural support to enhance financial well-being effectively.

#### **The relationship between financial planning and financial well-being, mediated by financial behavior**

The results reveal that the indirect effect of financial planning on financial well-being through financial behavior is positive and significant ( $\beta = 0.283$ ;  $t = 3.184$ ;  $p = 0.002$ ), making it the only significant mediation pathway. This indicates that financial planning effectively improves well-being by translating financial intentions into consistent financial behavior. Measurement results confirm strong reliability and validity, financial behavior significantly influences well-being, both directly and indirectly, and the model shows good explanatory power ( $R^2 = 0.573$ ). Demographic conditions make practical and structured financial management more relevant than abstract knowledge. This finding aligns with the Financial Management Behavior Theory (Dew & Xiao, 2011) and empirical evidence (Sabri et al., 2024). From the perspective of the Financial Capability Framework (Atkinson & Messy, 2012), financial planning is a vital capability that combines knowledge, discipline, and action, making it the most effective pathway in improving financial well-being.

## CONCLUSION

This study found that financial literacy, self-control, and financial planning have a positive and significant influence on financial behavior, which in turn significantly promotes financial well-being among employees of PT Subang Autocomp Indonesia (SUAI). However, only financial planning has a significant indirect effect on financial well-being through the mediating role of financial behavior, whereas financial literacy and self-control do not. This indicates that while literacy and self-control shape behavior, they do not necessarily translate into improved well-being without effective implementation. The study findings highlight the roles of financial literacy and self-control as foundational factors. Meanwhile, financial planning serves as a practical, action-oriented mechanism that directly converts behavior into improved financial well-being. Thus, financial planning emerges as the most effective pathway in this context. This study has practical implications for PT SUAI to focus on behavior-based financial literacy programs, strengthen employees' self-control through structural supports, and prioritize financial planning interventions such as budgeting systems and goal-setting programs. To sustainably improve employees' financial well-being, it is also essential to enhance employees' consistent financial behavior through mentoring and monitoring. However, despite its valuable implications, this study is limited by its single-company sample and reliance on self-reported data, which may introduce selection bias and affect the generalizability of the findings. Therefore, to improve representativeness, future studies are highly recommended to apply probability sampling methods, such as stratified random sampling.

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