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Unlocking Investment Potential: The Impact of Financial Knowledge on University Students' Investment Intentions Through Financial Attitude

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Abstract

Purpose – This study analyzes the influence of financial knowledge on students' investment intentions, with financial attitude as a mediating variable. In the context of the increasing importance of financial literacy among Generation Z, this research explores how financial education shapes the investment behavior of students enrolled in capital market courses at Widyatama University. Methodology/Approach – This study employs a survey of 200 undergraduate students taking capital market courses. The analysis is conducted using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach to examine the relationships between financial knowledge, financial attitude, and investment intention. A 5-point Likert scale is used to measure the studied variables. Findings – The results indicate that financial knowledge significantly influences students' financial attitudes, which in turn positively impact their investment intentions. Mediation analysis confirms that financial attitude plays a key role in linking financial knowledge to investment intention. While financial knowledge directly affects investment decisions, students with a stronger financial attitude are more motivated to invest. Novelty/Value – This study provides deeper insights into the investment behavior of university students in Indonesia by highlighting the mediating role of financial attitude. The findings suggest that financial literacy programs should not only focus on increasing knowledge but also on fostering a positive financial attitude to encourage active participation in the capital market.

Keywords: Financial knowledge, Financial attitude, Investment intention, University students, Capital markets

INTRODUCTION

Investment has always been seen as an essential financial endeavor that facilitates wealth building and promotes long-term economic stability (Hidayat et al., 2020). As financial markets change and become more accessible due to digital improvements, the younger generation, especially university students, is afforded enhanced chances to engage in investing activities (Priantinah et al., 2019). Notwithstanding these developments, student investing involvement remains comparatively low, prompting worries about their financial readiness and future economic stability (Tanjung et al., 2020). Financial knowledge is a key determinant of investing behavior, as it provides people with essential comprehension of investment instruments, risk evaluation, and portfolio management (Ahmad et al., 2022). Nonetheless, financial knowledge alone may not entirely explain investment choices, since financial attitude and literacy operate as mediating elements that influence people' readiness and capacity to participate in investment activities (Mubaraq et al., 2021).

This research primarily addresses the inadequate investing participation among university students, despite the enhanced accessibility of financial markets due to technology improvements. The absence of involvement creates apprehensions about students' financial readiness and enduring economic stability. Although financial education is essential in influencing investing choices, it may not entirely

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account for students' investment behavior (Khaerunnisa et al., 2024). Financial attitudes and literacy operate as crucial mediating elements that affect people' readiness and capacity to invest (Asmara & Wiagustini, 2021). Nonetheless, a gap persists in comprehending how these elements combine to influence students' investing intentions. This problem is especially evident in underdeveloped nations, where financial literacy is often not included into formal education, hindering students' capacity to make educated financial choices (Mireku et al., 2023). This research aims to investigate the degree to which financial knowledge affects students' investment intentions, with financial attitude serving as a mediating variable. This study offers empirical insights into the influence of financial education on investing behavior, intending to guide educators, policymakers, and financial institutions in developing successful measures to improve financial literacy and encourage investment engagement among youth.

Financial literacy refers to an individual's capacity to understand financial principles, make educated choices, and efficiently manage financial resources (Mireku et al., 2023). Research indicates that those with elevated financial literacy are more inclined to invest, since they possess the requisite abilities to assess financial risks and rewards (Adewumi, 2022). Moreover, financial attitude, which embodies an individual's perspective, confidence, and discipline in financial decision-making, profoundly influences investing intentions (Ahmad et al., 2022). An optimistic financial mindset encourages a proactive strategy for asset management, while a deficiency in confidence or aversion to risk may impede investment engagement. Research indicates that financial education, along with robust financial literacy and a favorable financial attitude, results in more successful investment decision-making and sustained financial stability (Mubaraq et al., 2021).

University students, especially those studying capital markets, constitute a significant population for investing engagement. As prospective professionals and economic contributors, their financial activities will significantly impact financial markets and economic development in the long run (Al-Dwiry et al., 2022). Nevertheless, prior research suggests that many students possess insufficient financial literacy, hence limiting their capacity to make prudent investing choices (Ejigu & Filatie, 2020). This topic is especially pertinent in underdeveloped nations, where financial knowledge is often absent from official curriculum. Comprehending the interplay of financial literacy, financial disposition, and investment aspirations is crucial for formulating successful financial education initiatives that provide students with the requisite abilities to adeptly navigate financial markets.

This research seeks to examine the degree to which financial knowledge affects university students' investment intentions, with financial attitude serving as a mediating variable. This study aims to provide empirical data about the influence of financial education on investing behaviors by examining a sample of undergraduate students enrolled in capital market courses. This research specifically investigates how financial education improves students' financial attitudes and therefore affects their propensity to invest. Furthermore, it examines the wider ramifications of financial literacy and financial disposition in cultivating an investing culture among youth.

This study aims to enhance the existing literature on financial behavior by emphasizing the significance of financial education in investing decision-making. This research seeks to determine the primary factors influencing investment intentions among university students, therefore providing insights for politicians, educators, and financial institutions to develop successful ways for improving financial literacy and encouraging investment participation. Ultimately, cultivating a financially educated and informed generation will enhance individual financial stability and promote overall economic growth via more market participation and investment activity.

As financial markets change, understanding the variables influencing investing behavior among young adults is becoming more essential (Lusardi & Mitchell, 2014). This study aims to identify deficiencies in financial literacy and promote constructive financial perspectives, offering practical insights to reconcile the disparity between financial education and actual investing behaviors. By implementing targeted financial literacy programs and improving financial education initiatives, universities and financial institutions can effectively equip students with the essential tools for making informed and strategic investment decisions, thus ensuring their financial future and fostering broader economic stability.

LITERATURE REVIEW

Financial Knowledge

Financial knowledge, a crucial element of overall financial well-being, empowers individuals, businesses, and societies to thrive in increasingly complex economic environments (Lusardi & Messy, 2023). Unlike mere awareness of financial concepts, financial knowledge implies a deeper understanding of core principles and the ability to apply them effectively (Lusardi & Mitchell, 2014). This encompasses a spectrum of topics, from basic budgeting and saving to sophisticated investment strategies and risk management (Ferli et al., 2022). Lusardi (2019) highlights the growing complexity of financial products, underscoring the need for individuals to possess robust financial knowledge to navigate these intricacies.

Theoretical models often portray financial knowledge as a form of human capital, similar to education or job skills (Lusardi & Mitchell, 2014). Individuals invest time and effort in acquiring financial knowledge, anticipating future returns in the form of improved financial outcomes and reduced financial stress (Lusardi et al., 2017). This investment can yield substantial dividends throughout life, enabling individuals to make sound financial decisions, accumulate wealth, and achieve financial security. Sorongan (2022) emphasizes the importance of financial literacy and education in improving financial well-being worldwide.

Empirical studies consistently demonstrate a strong correlation between financial knowledge and positive financial behaviors (Ahmad et al., 2022). Individuals with higher levels of financial knowledge tend to save more, manage debt effectively, and make informed investment choices (Mireku et al., 2023). Chen et al. (2022) suggests that future research should focus on the effectiveness of financial education programs and explore ways to bridge the gap between knowledge and action. Malinda et al. (2020) points out that the global financial crisis highlighted the severe consequences of poor financial decision-making, underscoring the need for improved financial literacy. Financial knowledge is not simply about accumulating information; it is about developing the capacity to use that information wisely and make choices that align with one's financial goals (Khasanah, 2019).

The digital age presents both opportunities and challenges for financial knowledge acquisition (Ferli et al., 2022). While online resources and financial technology tools offer unprecedented access to information and financial services, they also expose individuals to misinformation and predatory practices (Misra & Pandey, 2022). Adel (2024) emphasizes the need for future research to explore the role of technology in promoting financial literacy and ensuring that individuals can access reliable and trustworthy sources of information. Moreover, cultural and religious factors can significantly influence financial knowledge and behaviors, particularly in regions with diverse populations (Jaarsma et al., 2017). Mireku et al. (2023) mentions the growing importance of Islamic finance principles and their impact on individuals' financial behaviors. Understanding these contextual influences is crucial for developing effective strategies to promote financial knowledge and improve financial well-being for all.

Financial Attitude

Financial attitude represents a complex interplay of cognitive, affective, and behavioral factors that shape an individual's relationship with money (Adiputra & Patricia, 2020). It encompasses their beliefs, values, and emotions associated with finances, influencing their financial decisions and actions (de Almeida et al., 2021). Siswanti, (2020) provides a comprehensive overview of individual attitudes towards money, examining the various dimensions and their implications for financial behavior. Rather than simply reflecting a person's current financial standing, financial attitude acts as a lens through which they interpret financial information and opportunities (Adiputra & Patricia, 2020). It influences their willingness to take risks, their propensity to save or spend, and their overall approach to financial management (Sorongan, 2022).

Unlike financial knowledge, which focuses on factual understanding, financial attitude delves into the emotional and psychological aspects of personal finance (Adiputra & Patricia, 2020). Almeida et al., (2021) further explores the role of money attitudes in shaping financial control strategies, comparing the attitudes and behaviors of overindebted and non-overindebted consumers. This research underscores the significance of addressing not only the cognitive but also the affective components of financial decision-making.

Furthermore, financial attitude is not static; it evolves over time, shaped by experiences, education, and social influences (de Almeida et al., 2021). Ardhiani & Panjaitan, (2023) discusses the impact of financial literacy, parental socialization, and peer influence on financial attitudes and savings behavior among millennials. (Pradana et al., 2021) reviews the literature on financial literacy among youth, highlighting the components of financial knowledge, attitude, and behavior (Pradana et al., 2021). These studies suggest that early interventions and positive role models can play a crucial role in fostering healthy financial attitudes and promoting responsible financial behavior (V. Gabay et al., 2024). Adiputra & Patricia (2020) also connects financial attitude with financial knowledge, in the context of personal financial management behavior (Adiputra & Patricia, 2020).

Investment Intention

Investment intention, a crucial precursor to actual investment behavior, signifies the likelihood of individuals engaging in investment activities (Ummah et al., 2021). It represents the motivational force behind financial planning and resource allocation for future returns (Hidayat et al., 2020). A robust body of research suggests that strong investment intentions translate into concrete investment actions, shaping long-term financial habits (Ummah et al., 2021). The study of investment intentions has gained traction as a means to understand and predict investor behavior, providing insights beyond traditional financial models (Che Hassan et al., 2023). A multitude of factors contribute to the formation and strength of investment intentions. Financial literacy plays a pivotal role, as individuals with a deeper understanding of financial markets and instruments are more likely to develop investment plans (Mireku et al., 2023). Psychological factors, including risk tolerance and cognitive biases, also shape investment intentions, impacting how individuals perceive and respond to market opportunities and uncertainties (Dovir Siratan et al., 2024). Moreover, personal values, cultural influences, and social norms influence investment preferences and decisions (Abdul kareem et al., 2023).

Financial Knowledge and Investment Intentions

Financial knowledge is a crucial factor influencing an individual's ability to make informed investment decisions (Mireku et al., 2023). It includes an understanding of financial markets, investment instruments, risk assessment, and portfolio management (Ferli et al., 2022). According to Lusardi and Mitchell (2014), individuals with higher financial knowledge tend to have stronger investment intentions, as they can evaluate financial opportunities and risks effectively. However, financial knowledge alone is not always sufficient to drive investment behavior (Sorongan, 2022). Other factors, such as financial attitude, play a crucial role in shaping investment intentions (Banthia & Dey, 2022). University students, especially those with formal exposure to financial education, are more likely to develop investment intentions due to their understanding of financial concepts (Utami et al., 2024). Financial education enhances students' awareness of investment opportunities and encourages proactive financial management (Porter & Serra, 2020). However, despite the increasing accessibility of financial information, many young individuals still lack the necessary knowledge to make sound investment decisions (Liu & Lin, 2021). This highlights the need to explore financial attitude as a mediating factor between financial knowledge and investment intentions.

Financial Attitude as a Mediator in Investment Decisions

Financial attitude refers to an individual's mindset, beliefs, and confidence in financial decision-making (Adiputra & Patricia, 2020). Research has shown that financial attitude significantly influences investment behavior, as individuals with a positive financial outlook are more likely to take calculated investment risks (Siswanti, 2020). A strong financial attitude fosters prudent financial management, which enhances an individual's willingness to invest (Ameliawati & Setiyani, 2018). Sorongan (2022) Studies suggest that financial attitude acts as a psychological bridge between financial knowledge and investment intentions. Individuals with financial knowledge but a cautious financial attitude may hesitate to invest due to fear of financial loss (Kadoya & Rahim Khan, 2020). Conversely, those with a strong financial attitude are more likely to apply their knowledge in real investment scenarios (Mubaraq et al., 2021). This underscores the importance of financial education programs in not only improving knowledge but also cultivating a positive financial attitude that encourages investment participation.

METHOD

Research Design

This study employs a quantitative research approach to examine the impact of financial knowledge on university students' investment intentions, with financial attitude acting as a mediating variable. A survey-based methodology is used to collect data from students enrolled in capital market courses at a selected university. This approach allows for an objective analysis of the relationships among financial knowledge, financial attitude, and investment intentions.

Population and Sample

The target population consists of undergraduate university students who have taken capital market courses. A stratified random sampling method is applied to ensure representation across different academic levels. A sample size of approximately 200 respondents is determined based on Slovin's formula, ensuring statistical validity and generalizability of findings.

Data Collection

Primary data is collected through an online questionnaire, which is distributed to students via university communication channels. The questionnaire consists of structured items measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The survey includes sections assessing financial knowledge, financial attitude, and investment intentions.

Measurement of Variables

1. **Financial Knowledge:** Assessed through questions evaluating understanding of investment concepts, risk management, and financial markets.
2. **Financial Attitude:** Measured using items related to confidence, willingness to take financial risks, and long-term financial planning.
3. **Investment Intentions:** Examined by evaluating students' readiness to invest, interest in financial markets, and planned investment activities.

Data Analysis

The collected data is analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) to examine the direct and indirect relationships among the variables. Reliability and validity tests, including Cronbach's Alpha and Composite Reliability, are conducted to ensure the robustness of the measurement instruments. Hypothesis testing is performed to determine the mediating effect of financial attitude in the relationship between financial knowledge and investment intentions.

RESULT AND DISCUSSION

Demographic Characteristics

The respondents of this study consist of 200 undergraduate students enrolled in a capital market course. The gender distribution shows that male participants constitute 54% (108 respondents), while female students make up the remaining 46% (92 respondents). Regarding financial status, the majority of students receive an allowance between Rp. 500,000 and Rp. 1,500,000 per month, accounting for 50.5% (101 respondents). Meanwhile, 30% (60 respondents) have an allowance below Rp. 500,000, and 19.5% (39 respondents) receive more than Rp. 1,500,000 monthly. In terms of investment knowledge sources, social media serves as the primary reference for 27.5% (55 respondents), followed by articles (23.5%, 47 respondents). Books contribute to the knowledge of 13% (26 respondents), while 14.5% (29 respondents) gain insights from attending seminars. Additionally, 11.5% (23 respondents) rely on discussions with friends or family, and the remaining 10.4% (20 respondents) obtain information from other sources.

Table 2. Demographic Characteristics of Respondents (N = 200)

Demografic Factor	Category	Frequency	Percentage (%)
Gender	Male	92	54
	Female	60	46
Monthly Allowance	≤ Rp. 500,000	60	30.0
	Rp. 500,000 - Rp. 1,500,000	101	50.5

	≥ Rp. 1,500,000	39	19.5
Source of Knowledge	Social Media	55	27.5
	Articles	47	23.5
	Books	26	13.0
	Seminars	29	14.5
	Friends/Family	23	11.5
	Other Sources	20	10.4

Results of Testing the Measurement Model

This research investigates the impact of financial socialization, financial literacy, and financial disposition on the investment intentions of Generation Z by Partial Least Squares Structural Equation Modeling (PLS-SEM). In accordance with Hair et al. (2014), we adhere to sample weight requirements and use SmartPLS to evaluate both the measurement (outer) and structural (inner) models. The outer model assesses construct reliability and validity via factor loadings, Average Variance Extracted, Cronbach's alpha, and composite reliability. In contrast to rigid 0.7 criteria, we include other reliability indicators and theoretical rationale. The structural model assesses direct and indirect impacts, mediated by financial knowledge and attitude, using fit indices and predictive relevance instead of global fit metrics.

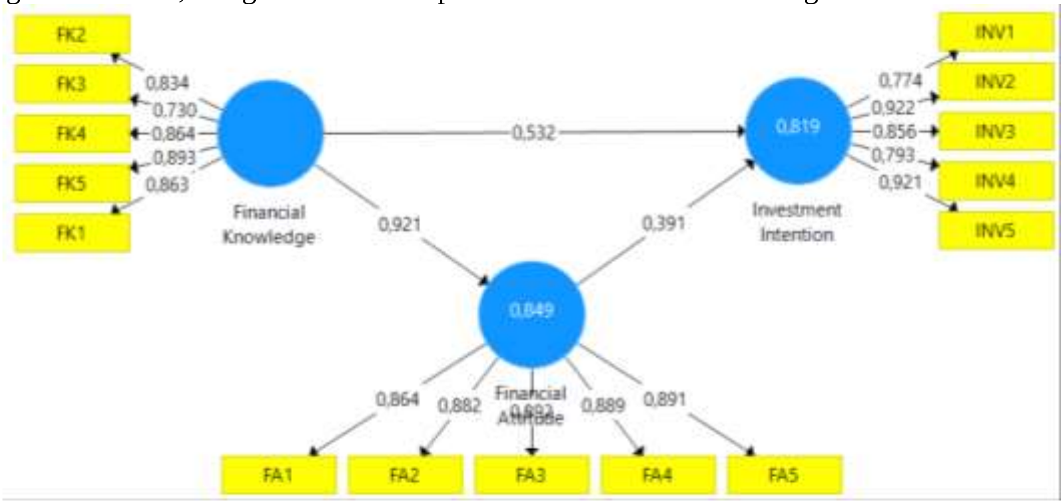

Figure 2. Results of PLS Algorithm Measurement Model 1st Iteration

The calculations in Figure 2 indicate that the first iteration of the PLS Algorithm Measurement Model shows all indicators possess factor loading values greater than 0.7. This indicates that each indication is well matched with the relevant variable under analysis. Therefore, it may be concluded that each indicator accurately reflects its corresponding concept.

Upon successfully completing the convergent validity assessment, the subsequent step is to evaluate discriminant validity by analyzing cross-loading values. This procedure entails assessing the cross-loading values for each indicator and juxtaposing them against the predetermined threshold of 0.70 (Hair et al., 2014).

Table 3. Discriminant Validity Test Based On Cross-Loading

Construct	Financial Attitude	Financial Knowledge	Investment Intention
FA1	0,864	0,775	0,782
FA2	0,882	0,767	0,806
FA3	0,892	0,785	0,772
FA4	0,889	0,855	0,775
FA5	0,891	0,883	0,761
FK1	0,782	0,863	0,851
FK2	0,693	0,834	0,785
FK3	0,573	0,730	0,551
FK4	0,888	0,864	0,769

FK5	0,880	0,893	0,751
INV1	0,676	0,641	0,774
INV2	0,800	0,745	0,922
INV3	0,779	0,859	0,856
INV4	0,700	0,812	0,793
INV5	0,800	0,735	0,921

The validity of the results is shown by the fact that the loading factor for each construct is higher than its loading on other constructs, as seen in Table 3.

The last phase is evaluating the reliability of the instrument by means of Cronbach's alpha, composite reliability, and average variance extracted (AVE) in order to guarantee that the items properly reflect their respective constructs. It is essential that the average variance extracted (AVE) be more than 0.5, as stated by Hair et al. (2014). The reliability level is set at 0.7. The high convergent validity of all constructs will be confirmed by the Cronbach's alpha, composite reliability, and AVE scores that are obtained upon completion of the study.

Table 4. Reliability Test Based On Cronbach's Alpha, CR, & AVE

Construct	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Financial Attitude	0,930	0,947	0,781
Financial Knowledge	0,894	0,922	0,704
Investment Intention	0,907	0,931	0,732

Table 4 displays the results of the reliability test, including Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE), so affirming the consistency and dependability of all components. The results demonstrate that each indicator accurately assesses its corresponding construct, shown by Cronbach's Alpha and Composite Reliability values over 0.70, along with AVE scores beyond 0.5.

Results of Testing The Structural Model

Upon confirming that the model satisfies validity and reliability standards, more evaluations will be performed, including R-squared, F-squared, coefficient, and Q-squared analyses. Furthermore, hypothesis path testing will be conducted via the analysis of p-values and T-statistics. Figure 3 illustrates the structural model diagram subsequent to the bootstrapping study conducted using the SmartPLS program.

Specifically, the R Square test quantifies the degree to which endogenous variables can be accounted for by exogenous variables. An increase in the R Square value suggests that the exogenous variables have a greater explanatory power. An R Square value of 0.67 is indicative of a robust model, 0.33 of a moderate model, and 0.19 of a feeble model, according to Chin (1998). The effect of the structural model on the explanation of variable relationships will be assessed by the results of the R Square test.

Table 5. R-Square

Variable	R Square	Interpretation
Financial Attitude	0,849	Strong
Investment Intention	0,819	Strong

Table 5 reveals that the R-Square coefficient for the Financial Attitude variable is 0.849. This suggests that around 84.9% of the differences in Financial Attitude may be attributed to external sources. This model may be categorized as strong. The R-Square value for the Investment Intention variable is 0.819, indicating that about 81.9% of the fluctuations in Investment Intention are attributable to external variables. Consequently, this model may also be regarded as strong.

Afterwards, an F-Square test will assess the strength of the variable-relationship using effect size. The F-Square value may be assessed using Chin (1998) guidelines. A result between 0.02 and 0.15 suggests modest effect, whereas 0.15 to 0.35 shows considerable influence. A number over 0.35 indicates strong effect. A 0.02 F-Square value in Table 6 suggests this variable has little effect. In a structural model, the F-Square metric measures an independent variable's predictive power for a dependent variable. A larger F-

Square value indicates that exogenous factors explain endogenous variables more. This test helps clarify the structural model's variable relationships.

Table 6. F-Square

Hyphothesis	Relationship	FSquare	Intepretation
H1	Financial Knowledge to Financial Attitude	5.609	Strong
H2	Financial Knowledge to Investment Intention	0.237	Considerable
H3	Financial Attitude to Investment Intention	0.128	Modest

The analysis findings demonstrate that Financial Knowledge has a strong influence of 5.609, classified as extremely significant. This illustrates that financial knowledge significantly influences financial attitude, underscoring its considerable effect within the structural model. Moreover, financial knowledge significantly affects investment intention, shown by an F-Square value of 0.237, indicating a substantial effect. This indicates that while Financial Knowledge influences Investment Intention, it is not the only driver, since other elements may also be significant. Furthermore, Financial Attitude demonstrates an influence of 0.128 on Investment Intention, indicating a moderate effect. This indicates that although Financial Attitude affects Investment Intention, its impact is rather insignificant relative to other influencing variables. Ultimately, the findings confirm that Financial Knowledge significantly impacts Financial Attitude, although its influence on Investment Intention is moderate. Financial attitude has a negligible influence on investment intention, indicating the need to include supplementary factors for a more thorough comprehension of investment behavior.

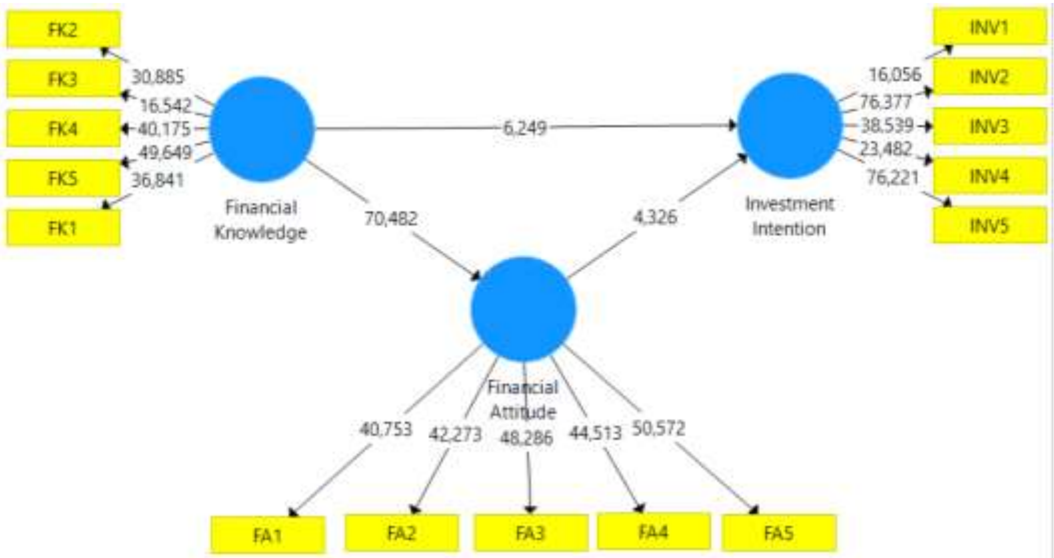

Figure 3. Result of Bootstrapping Structural Model
Source: data processed by researchers (2024)

Path coefficient testing is afterwards used to evaluate the extent to which a control variable influences the dependent variable in question. The degree of influence that the independent variable has on the dependent variable is directly correlated with the magnitude of the route parameter.

Table 8. Path Coefficient Test Results

Hyphothesis	**Relationship**	**Path Coeff**	**T Statistics**	**P Values**	**Decision**
H1	Financial Knowledge -> Financial Attitude	0,921	70,482	0,000	Supported
H2	Financial Knowledge -> Investment Intention	0,532	6,249	0,000	Supported
H3	Financial Attitude -> Investment Intention	0,391	4,326	0,000	Supported

The theories investigate the correlations in financial behavior. The path coefficients in Table 8 indicate the intensities of these interactions. Financial knowledge greatly impacts financial attitude (0.921), indicating that more information markedly improves an individual's financial outlook. Moreover, Financial Knowledge has a considerable influence on Investment Intention (0.532), indicating that persons with greater financial acumen are more inclined to formulate an intention to invest. Simultaneously, Financial

Attitude has a modest influence on investing Intention (0.391), suggesting that an individual's financial perspective contributes to investing behavior, but less significantly than financial knowledge. All correlations in the model are statistically significant ($p = 0.000$), corroborating the stated hypothesis. These results underscore the crucial role of Financial Knowledge in influencing both Financial Attitude and Investment Intention, while Financial Attitude also impacts Investment Intention, but to a lesser degree.

Discussion

This study's results affirm the crucial influence of financial knowledge on financial attitudes and investment intentions. The findings demonstrate that financial knowledge significantly enhances financial attitude ($\beta = 0.921$), indicating that persons with more financial literacy are inclined to cultivate more favorable financial viewpoints. This corresponds with prior research that emphasizes financial literacy as a crucial determinant of prudent financial conduct, allowing people to evaluate financial opportunities and dangers proficiently. Moreover, financial literacy positively affects investment intention ($\beta = 0.532$), indicating that those with enhanced financial comprehension are more inclined to participate in investing activities. This aligns with behavioral finance theories indicating that knowledgeable investors exhibit more confidence in financial decision-making, resulting in increased investment participation rates (Mubaraq et al., 2021).

Financial attitude has a moderately significant impact on investment intention ($\beta = 0.391$). This indicates that while financial attitude influences investing behavior, its impact is less significant than that of financial knowledge. A potential reason for this is that persons with favorable financial attitudes may nevertheless lack the requisite technical skills or confidence to convert their intentions into tangible investing choices (Pradana et al., 2021). These findings corroborate earlier research emphasizing the pivotal importance of financial literacy in enhancing investment decision-making processes (Ahmad et al., 2022).

Alongside financial knowledge and financial attitude, social influence was also investigated as a determinant of investing intention. The data indicate that the effect of social influence is comparatively small ($\beta = 0.124$), suggesting that external views and suggestions have a little impact on individual investing choices. This may result from the growing accessibility of financial information and digital platforms that enable people to independently investigate and assess investment opportunities without significant dependence on social networks. Nevertheless, in some cultural and demographic circumstances, social impact may remain a significant role, necessitating greater examination in further research.

The findings provide significant insights into the mediating roles of financial literacy and financial attitude on investment intention. Financial literacy and financial attitude partly moderate the connection between financial knowledge and investment intention, underscoring that information alone is inadequate; people must also cultivate good attitudes and confidence in financial decision-making. This substantiates the assertion that financial education programs must not alone emphasize information transmission but also include behavioral elements to promote proactive financial management and investing practices.

This research theoretically enhances the comprehension of the interplay between financial socialization, literacy, and investing goals. The substantial influence of financial literacy indicates that policies prioritizing financial education might serve as a crucial tool for fostering informed investing choices. The modest influence of financial attitude indicates that psychological and behavioral factors have to be included into financial education programs to reconcile the disparity between information acquisition and actual investing behavior.

These results underscore the need for financial institutions, educators, and politicians to establish focused financial literacy initiatives. Efforts must focus on enhancing financial literacy via accessible and engaging educational resources, including digital financial literacy tools, investment simulations, and practical case studies. Moreover, measures designed to bolster financial confidence and cultivate favorable attitudes about investment might increase people' propensity to engage in financial markets.

This research underscores the essential importance of financial literacy in influencing financial attitudes and investing behaviors. Evidence indicates that augmenting financial knowledge not only improves financial attitudes but also has a direct and substantial influence on investing intentions. Subsequent study need to investigate more moderating variables, including social impact, risk tolerance, and behavioral biases, to get a more profound understanding of the intricacies of financial decision-making. Furthermore, longitudinal studies may be undertaken to analyze the progression of financial literacy and investing habits over time, therefore offering further insights for the formulation of successful financial education initiatives.

CONCLUSION

This research has analyzed the impact of financial knowledge on university students' investment intentions, with financial attitude acting as a mediating variable. The results demonstrate that financial literacy substantially affects students' financial views, which subsequently enhance their propensity to invest. This indicates that while financial education establishes the essential comprehension necessary for investment choices, financial attitude significantly influences students' confidence and enthusiasm to participate in investment activities.

Furthermore, the research underscores that financial literacy programs should not just concentrate on information acquisition but also prioritize the cultivation of favorable financial attitudes. University students, especially those studying capital markets, are a crucial population for financial education, since their investing practices will influence future market engagement and economic stability. The findings suggest that students with robust financial attitudes are more inclined to convert their knowledge into investing activities, underscoring the need of thorough financial education initiatives.

The results further enhance the existing literature on financial behavior by illustrating the interplay of financial knowledge, financial attitude, and investment intention. These observations have significant implications for policymakers, educators, and financial institutions in formulating successful educational programs that promote responsible investing behaviors among youth.

Recommendations In light of the study's results, some pragmatic suggestions might be proposed:

1. Improving Financial Education Initiatives: Universities need to include systematic financial literacy programs that provide both academic understanding and practical implementations. Investment simulations and case studies may be included into capital market courses to bolster students' confidence in investment decision-making.
2. Encouraging a Constructive Financial Mindset: Educational institutions and financial organizations need to partner in developing efforts that foster a proactive and assured financial disposition among students. This may be accomplished via mentoring initiatives, guest lectures by seasoned investors, and practical training on risk assessment and portfolio management.
3. Promoting Early Investment Engagement: Universities and financial institutions need to streamline access to investment platforms to enable student participation in investment possibilities. Offering accessible financial tools for novices and student-oriented investment alternatives may facilitate the connection between theoretical understanding and practical application.
4. Policy Support for Financial Literacy Initiatives: Policymakers must to contemplate the inclusion of financial literacy as a mandatory element of higher education curriculum. Regulatory endorsement of financial literacy initiatives and collaborations between academic institutions and financial authorities may enhance investment awareness and foster responsible financial conduct.
5. Subsequent investigations on financial behavior may examine more mediating or moderating variables affecting investing intentions, including risk tolerance, peer influence, and digital financial literacy. Longitudinal research examining students' investing activities after graduation may provide profound insights into the enduring effects of financial education.

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