

A Study on Influencing Factors towards Online Financial Management Ability among College Students in Guangzhou

Jin Yujia^{1,2}, Cheok Mui Yee¹

¹University Tun Abdul Razak, Kuala Lumpur, Malaysia

²Guangzhou City Construction College, Guangzhou, China

Keywords: Online Financial Management, College Students, Data Analysis

Abstract: With today's rapid expansion of online financial services, college students' online financial management awareness is rapidly improving, as citizens' financial management awareness gradually improves. The purpose of this study is to examine network financial management ability, with the goal of investigating the financial management ability development of college students in the Internet field of vision. College students' network financial management capabilities should include network financial management concepts, network financial ethics, network financial management knowledge, and network financial execution ability, based on a comprehensive perspective of financial management, finance, pedagogy, statistics, and other disciplines, after consulting relevant materials and drawing on the opinions of relevant scholars. And a financial risk control system for the network. Based on the theories used are Cognitive Learning Theory (CLT), perceived risk, financial management theory, Quality Development Theory and Platform Economic Theory, the author conducted a questionnaire survey in certain colleges and universities in Guangzhou, Guangdong Province. The questionnaire's survey objects, as well as the scores for each question, are sorted and examined. Using data analysis shows the current state of network financial management principles, network financial management ethics, network financial management knowledge, network financial execution power, and network financial risk control among college students.

1. Introduction

With the Internet's rapid expansion today, college students cannot live or thrive as a distinct financial management group without online financial management capabilities. When compared to traditional financial management approaches, online financial management by college students demonstrates contemporary characteristics such as openness, consumption-savings-income balancing, experience accumulation, and differentiation. The level of online financial management skill influences college students' daily lives and studies, is related to mental health growth in college students, and is related to the overall quality and ability of college students. College is an excellent time to study online financial management and an important time for online financial education. The focus of researchers has shifted to how to improve college students' financial quotient and

network financial management ability.

This study's research topic is online financial management ability, with the goal of investigating the development of financial management ability among college students in the Internet field of vision. Online financial concepts, online financial ethics, online financial knowledge, and online financial execution ability should be included in college students' online financial management capabilities, which should be based on a comprehensive perspective of financial management, finance, pedagogy, statistics, and other disciplines, after consulting relevant materials and drawing on the opinions of relevant scholars. And a network-wide financial risk management system. The author conducted a questionnaire survey in certain colleges and universities in Conghua District, Guangdong Province, based on the author's "Questionnaire on the Status Quo of College Students' Network Financial Management Ability." The survey objects in the questionnaire, as well as the scores for each question, are sorted and examined. The data depicts the current state of online financial concept, online financial ethics, online financial knowledge, online financial execution, and online financial risk management among college students.

2. Literature review

Based on literature review at home and abroad (Guo Mingtai. 2016^[3]; He Hanzhen. 2016^[4]; Zhao Baoguo , Cheng Yinghui. 2017^[5]), the author can reach the following conclusion: Due to a variety of historical and practical factors, there are relatively many literature on the development of Internet finance and its impact in the previous literature, as well as literature on personal financial management using traditional methods and research methods. There are also numerous, forming various theoretical perspectives. However, current research on the financial capabilities of universities (particularly the ability of Internet financial management) is limited in quantity and quality in china. Some scholars tend to focus on the significance, value, and countermeasures of university students' physical and financial abilities, failing to delve into the basic structure of Internet financial management, rarely analyzing the significant differences between Internet financial management and traditional financial management, and lacking a systematic analysis of college students' Internet financial management capabilities and factors influencing development.

To that end, this article discusses the Internet financial management ability of college students in Guangdong Province and the factors that influence it, with the goal of enriching and expanding research in this field and improving college students' Internet financial management ability.

3. Research Models and Assumptions

3.1 Research Models

According to platform economics theory, a platform is essentially a physical or virtual space through which customers can complete transactions, and economic organizations that provide a trading platform collect related usage fees by attracting customers to use their platform to complete transactions and profit from it. The platform economy theory is based on the long-tail theory. In comparison to traditional financial management platforms, online financial platforms based on network technology have the typical characteristics of virtually no marginal costs and high marginal benefits. One feature enables online financial management to serve the traditional financial management's long-tail market (Cheng Liwei, 2016)^[1].

Because of the intervention of online platforms, monetary funds and various financial wealth management products with "Yuebao" as the main body have been welcomed by ordinary people, and the trend of civilization of online wealth management is becoming more and more obvious. College students, as members of the general public, are active in the nationwide financial

management boom due to their high academic qualifications, high IQ, and quick acceptance of new things. The online wealth management platform's flexible and convenient operation assists both parties in completing the transaction efficiently, attracting an increasing number of users to use this platform. The college student investment and wealth management market has a lot of room for growth, and the agglomeration effect makes the online wealth management transaction platform necessary. Profits for the provider could be enormous. Another theoretical foundation for the rise of online financial management is platform economy theory.

3.2 Research hypothesis

Because of the nature of this study, some hypotheses have been identified in order to meet the intended objectives. The following assumptions are developed from the conceptual framework of figure 1:

H1: Financial concept are positively associated with online financial management ability among college students.

"Concept" is the understanding and view of things, and the concept of online financial management is our understanding and view on the problem of online financial management. College students are a special group of financial management. They are in an important period of forming their outlook on life, values and money. They are willing to accept new things, new ideas and new methods, which is an important period for establishing the concept of online financial management. In the process of college students' growth, college students establish correct online financial management concepts and form scientific values, wealth and money concepts, which are the foundation for the development of college students' online financial management capabilities. Ideas determine the way out, ideas determine behavior. Every successful financial person has a relatively correct financial concept. In an era of rising prices, people who do not know how to manage their money keep their money shrinking due to currency devaluation. Financial management is not the patent of the rich, and everyone should have the awareness and concept of financial management for survival and development. Successful financial managers do not only pay attention to consumption or investment, but pay equal attention to consumption and investment in order to obtain the joy of life and have the correct attitude, way and skills in life. The cultivation of online financial management ability is not to cultivate rich people, but to cultivate citizens of the era with financial awareness. Under the guidance of the society, college students should establish financial awareness, master financial knowledge, and have the ability to survive. The cultivation of financial ability not only requires college students to keep the book formulas and theories in mind, nor does it force everyone to become Bill Gates, but requires college students to establish financial awareness, find financial management methods, coordinate consumption and investment relations, and try the practice of wealth dreams.

H2: Financial ethics are positively associated with online financial management ability among college students.

Morality is one of the basic connotations of civic quality. Financial management behavior in the economic field has higher requirements for people's morality, and financial management morality can better show what kind of person you are. Financial ethics is a code of conduct formed by college students in financial management to guide financial activities and adjust financial relationships. Financial management ethics is the core element of online financial management quality. Excellent moral qualities have rich connotations. The society should cultivate college students' moral qualities such as integrity, honesty, self-reliance, dedication, trust, creativity, cherishing time, being thrifty and grateful, diligent and thrifty, and cherishing property, so as to provide motivation and direction for college students' financial behavior.

H3: Financial knowledge are positively associated with online financial management ability among college students.

Consumer financial knowledge education is to enable college students to arrange income and expenditure rationally, consume rationally, and master the knowledge of consumer economics, commodity science, accounting, and family budgeting. Saving and investment knowledge education is to enable students to rationally arrange investment, realize asset appreciation, and master various investment knowledge such as savings products and wealth management products. Reduce the risk of huge damage due to lack of financial knowledge, not understanding the operation rules of financial products, not understanding financial risks, and blindly following venture capital.

H4: Financial execution are positively associated with online financial management ability among college students.

Good financial management behaviors and habits require the ability to execute online financial management, financial planning ability, and reasonable consumption and investment according to one's own needs and actual conditions. Each student can choose appropriate financial tools according to their own financial conditions and financial knowledge. Because the amount of wealth management funds, wealth management products, wealth management period, income requirements, etc. are different, college students should rationally arrange wealth management funds, wealth management products, wealth management period, income budget, etc. Generally speaking, when making financial allocation, combine your own daily consumption and learning consumption to meet the premise of normal consumption, combine your financial knowledge, experience and skills, risk appetite and risk tolerance, through moderate investment, learning investment experience and realize the appreciation of assets.

H5: Financial risk control are positively associated with online financial management ability among college students.

The risk control ability of online financial management means that in the face of a complex and tempting financial management environment, college students can maintain a calm mind, choose appropriate financial management tools, and diversify financial management risks. Online wealth management risk control is one of the core capabilities of online wealth management execution. Choose wealth management products that suit your risk tolerance, and adhere to the principles of living within your means, diversifying wealth management, portfolio wealth management, and risk control.

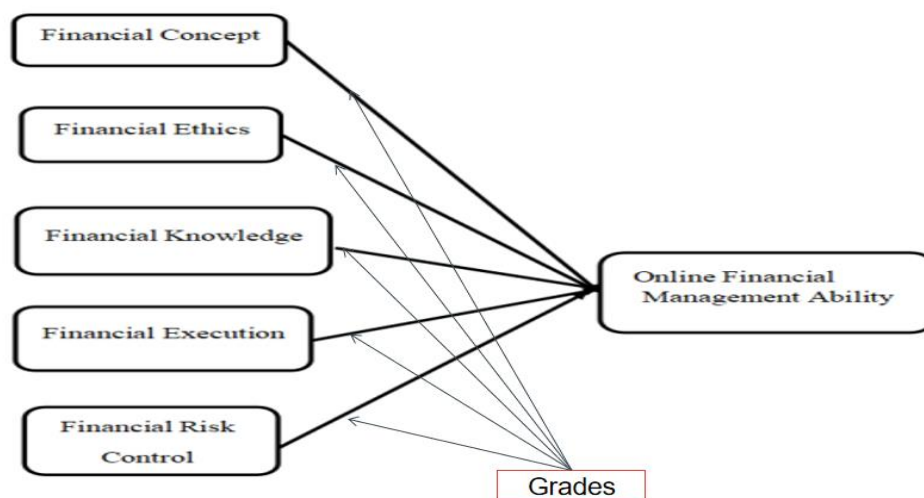


Figure 1: Conceptual Framework

4. Data collection and analysis

4.1 Data collection

There are secondary and primary data, which differ fundamentally in terms of meaning, data nature, data collection process, source, cost, collection time, and even availability. Primary data are those that are collected for the first time by the researcher. They are gathered through various methods such as surveys, observations, experiments, questionnaires, personal interviews, and so on. In contrast to secondary data, which has already been gathered by someone else in the past. They are typically available in a variety of publications, organization databases, books, journals, and so on. They are less expensive and can be collected in a very short period of time; however, they must be purchased; however, the cost is less than that normally incurred in primary data collection (Boslaugh, 2007)^[2].

Data collection methods are broadly classified as qualitative or quantitative. Quantitative methods deal with numerical data that can be statistically analyzed, whereas qualitative methods focus on intangible factors that cannot be quantified or analyzed statistically. In terms of sampling methodology, this study employed a convenient sampling strategy.

4.2 Data analysis steps

The total number of respondents' details were entered one by one into the Statistical Package for the Social Sciences (SPSS), and then the individual data were analyzed as a group. A graphical presentation, such as a histogram, was used to aid in interpretation.

Analyzing the frequencies of five variables aids in better understanding the relevance and validity of the sample group in this study. The statistics in this research paper included both descriptive statistics, i.e., frequency, percentage, mean, and standard deviation for respondents' profiles.

Meanwhile, this study employed Structural Equation Modeling (SEM) Smart Partial Least Squares (SmartPLS) to analyze the theoretical model, which included direct (and indirect) relationships between the independent and dependent variables.

5. Data Analysis

5.1 Descriptive analysis

In this study, a total of 324 valid samples were collected, which were described and analyzed from the basic information of the respondents in Gender and Grades, as shown in Table 1.

Table 1: Basic information description analysis

	category	N	%
gender	1	187	42.5
	2	253	57.5
grades	1	177	40.2
	2	120	27.3
	3	89	20.2
	4	54	12.3

The descriptive statistical results of the sample are shown in table 2 below. If the absolute value of the skewness statistic of a variable in the sample is within 3 and the absolute value of the kurtosis statistic is within 7, the variable is considered to be approximately following a normal distribution.

From the table below, we can see that the absolute value of the skewness statistic of each item in the questionnaire is 1.046, and the absolute value of the kurtosis statistic is 0.945, so it can be considered that the data recovered in this survey basically follow a normal distribution.

Table 2: Basic information description analysis

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
FC1	440	1	5	3.275	1.065	-0.202	-0.412
FC2	440	1	5	3.318	1.121	-0.466	-0.408
FC3	440	1	5	3.523	1.032	-0.492	-0.225
FC4	440	1	5	3.555	1.031	-0.629	0.11
FC5	440	1	5	3.518	1.03	-0.677	0.187
FC6	440	1	5	3.405	1.028	-0.481	-0.007
FC7	440	1	5	3.573	1.017	-0.532	-0.034
FC8	440	1	5	3.477	1.065	-0.657	0.048
Fe1	440	1	5	3.652	0.989	-0.449	-0.196
Fe2	440	1	5	3.493	1.123	-0.574	-0.272
Fe3	440	1	5	3.584	1.033	-0.569	-0.064
Fe4	440	1	5	3.605	1.123	-0.68	-0.137
Fe5	440	1	5	3.525	1.119	-0.563	-0.252
FK1	440	1	5	3.420	1.098	-0.403	-0.421
FK2	440	1	5	3.320	1.115	-0.261	-0.587
FK3	440	1	5	3.373	1.134	-0.515	-0.409
FK4	440	1	5	3.355	1.093	-0.434	-0.362
FK5	440	1	5	3.345	1.065	-0.269	-0.476
FK6	440	1	5	3.427	1.111	-0.482	-0.322
FK7	440	1	5	3.332	1.077	-0.515	-0.324
FK8	440	1	5	3.302	1.116	-0.341	-0.511
FK9	440	1	5	3.236	1.071	-0.236	-0.496
FK10	440	1	5	3.250	1.122	-0.135	-0.784
FE1_A	440	1	5	3.407	1.089	-0.393	-0.467
FE2_A	440	1	5	3.375	1.098	-0.421	-0.412
FE3_A	440	1	5	3.427	1.088	-0.452	-0.32
FE4_A	440	1	5	3.332	1.153	-0.387	-0.531
FE5_A	440	1	5	3.450	1.053	-0.508	-0.18
FRC1	440	1	5	3.120	1.154	-0.156	-0.736
FRC2	440	1	5	3.323	1.089	-0.327	-0.464
FRC3	440	1	5	3.373	1.085	-0.557	-0.159
FRC4	440	1	5	3.291	1.083	-0.339	-0.397
FRC5	440	1	5	3.143	1.125	-0.255	-0.602
OFMA1	440	1	5	3.593	1.198	-0.437	-0.776
OFMA2	440	1	5	3.498	1.147	-0.258	-0.852
OFMA3	440	1	5	3.598	1.254	-0.502	-0.813
OFMA4	440	1	5	3.534	1.182	-0.314	-0.842
OFMA5	440	1	5	3.584	1.22	-0.442	-0.821

5.2 Reliability and validity analysis

Table 3: Reliability and validity analysis

Variable	Item	Factor loading	Cronbach's Alpha	CR	AVE
FC	FC1	0.709	0.890	0.912	0.565
	FC2	0.797			
	FC3	0.701			
	FC4	0.757			
	FC5	0.810			
	FC6	0.790			
	FC7	0.705			
	FC8	0.735			
FEA	FE1_A	0.759	0.845	0.889	0.616
	FE2_A	0.779			
	FE3_A	0.803			
	FE4_A	0.807			
	FE5_A	0.775			
FK	FK1	0.739	0.920	0.933	0.581
	FK10	0.765			
	FK2	0.743			
	FK3	0.767			
	FK4	0.734			
	FK5	0.751			
	FK6	0.735			
	FK7	0.798			
	FK8	0.790			
	FK9	0.796			
FRC	FRC1	0.805	0.839	0.886	0.608
	FRC2	0.785			
	FRC3	0.753			
	FRC4	0.789			
	FRC5	0.765			
Fe	Fe1	0.813	0.864	0.902	0.648
	Fe2	0.804			
	Fe3	0.817			
	Fe4	0.809			
	Fe5	0.783			
OFMA	OFMA1	0.813	0.898	0.925	0.711
	OFMA2	0.821			
	OFMA3	0.881			
	OFMA4	0.867			
	OFMA5	0.831			

Reliability Analysis uses Cronbach's Alpha reliability coefficient to examine the degree of agreement between the survey variables on each measurement item. It is generally accepted that for variables to have good reliability, Cronbach's alpha coefficient must be greater than 0.7.

Convergence validity refers to the similarity of measurement results when different measurement

methods are used to determine the same feature, that is, different measurement methods should be aggregated together in the determination of the same feature. AVE is a reliability evaluation index of comprehensive ability to illustrate. The size of the AVE value can reflect whether the latent variable can also indicate the capabilities of the corresponding measurement variable. Typically, the value of AVE is greater than 0 and less than 1. Most researchers believe that if the AVE value is greater than 0.5, it means that the reliability and convergence validity of the latent variable are ideal. CR is a measure of the consistency of action between variables. Most scholars believe that CR values greater than 0.7 are reasonable. Therefore, this paper combines the previous experience and can smoothly carry out subsequent tests and analysis, AVE not less than 0.5 and CR not less than 0.7 as a scale to measure whether the latent variables designed in this study have good convergence, as shown in the following table 3.

5.3 Reconciliation test

In this study, SmartPLS3.0 statistical analysis software was used to test the collected data by partial least squares method, and the adjustment test results are shown in table 4, it can be obtained that Fe*grades -> OFMA ($\beta=0.174$, $p<0.05$) has a significant positive effect, indicating that grades have a positive regulating effect between Fe and OFMA, the hypothesis is true. FC*grades -> OFMA ($\beta=0.212$, $p <0.05$) has a significant positive effect, indicating that grades have a positive regulatory effect between FC and OFMA, assuming that it is true. FE_A*grades -> OFMA ($\beta=0.056$, $p>0.05$) does not have a significant positive effect, indicating that grades have a non-positive regulatory effect between FE_A and OFMA, and the hypothesis is not valid. The FK*grades -> OFMA ($\beta=0.072$, $p<0.05$) had a significant positive effect, indicating that grades have a positive regulatory effect between FK and OFMA, and the hypothesis is true. FRC*grades -> OFMA ($\beta=0.055$, $p<0.05$) has a significant positive effect, indicating that grades have a positive regulatory effect between FRC and OFMA, and the hypothesis is true.

Table 4: Reconciliation test

Path	β	STDEV	T	p
Fe*grades -> OFMA	0.174	0.032	5.422	0.000
FC*grades -> OFMA	0.212	0.037	5.790	0.000
FE_A*grades -> OFMA	0.056	0.033	1.678	0.093
FK*grades -> OFMA	0.072	0.031	2.319	0.020
FRC*grades -> OFMA	0.055	0.031	1.756	0.079

6. Conclusions

6.1 Research conclusion

According to the statistical analysis of the above influencing factors, the grade of study has a relatively large impact on the ability of online financial management of college students, while family economic conditions and gender have little impact. Whether it is the analysis of the influencing factors of the total sample or the cluster analysis of the samples, the influencing factors basically present this sorting.

6.2 Research implications

Considering the influence of majors and grades on college students' online financial management ability, college education is an important way to promote the development of college students'

online financial management ability. The curriculum structure should be scientifically set and the teaching model should be reformed. Ideological and political courses can improve the moral cultivation of college students, guide college students to establish a correct concept of labor and wealth, guide students to work to get rich, work to support their families, and work to be a person; Get rich overnight thinking. The educational affairs departments of colleges and universities should adjust the structure of elective courses and encourage college teachers to offer elective courses on financial education for all students in the school. Courses such as "Financial Management", "Consumer Economics", "Consumer Ethics", "Investment", "Basics of Finance" and "Basics of Accounting" all contain rich financial management education content.

Teachers can systematically explain common financial management theories, theoretical knowledge, financial management cases, financial management skills, financial simulation simulations and other personal financial management knowledge and skills. Lectures are the basic method for college teachers to transfer theoretical knowledge. In the freshman stage, teachers can start with the financial needs of college students, teach the production of personal balance sheets, and teach basic knowledge such as savings, credit cards, student loans, and stocks. In the sophomore stage, teachers can explain the principles of financial planning, financial foundation, common sense of taxation, common sense of insurance and legal knowledge of financial management. In the third and fourth grades, teachers explain the basic knowledge of financial management, case analysis, operating procedures, etc., guide students to apply what they have learned, and gradually transform the theory into practice. Some students can learn more professional financial management knowledge, laying the foundation for future professional development. The case teaching method is an effective teaching method that integrates theory and practice. Teachers should choose appropriate cases based on students' actual conditions, such as online financial fraud, P2P investment, speculative stocks, illegal fund-raising, corporate financial fraud, college students' extravagant consumption, etc. Serious overfunding of beauty care, serious overfunding of credit cards, etc., guide students to consciously resist various financial frauds and learn to control financial risks.

References

- [1] Cheng Liwei (2016). *Research on the Current Situation and Influencing Factors of College Students' Investment and Financial Management—Taking Quanzhou as an Example [D]*. Quanzhou: Huaqiao University.
- [2] Boslaugh S. (2007). *An Introduction to Secondary Data Analysis, in Secondary Data Sources for Public Health: A Practical Guide*, Cambridge University Press.
- [3] Guo Mingtai. (2016) *Analysis of online lending combined with college students' installment market business model—Taking installment music and orange financing as examples*. Kunming: Yunnan University.
- [4] He Hanzhen. (2016) *The relationship between family financial education, consumption values and consumption behavior of college students [D]*. Kaifeng: Henan University.
- [5] Zhao Baoguo, Cheng Yinghui. (2017) *A Study on the Factors Affecting the Acceptance Behavior of Individual Users in Network Investment and Financial Management [J]*. *Research on Financial and Economic Issues*.