

**LEVEL OF ACCOUNTING-FINANCIAL EDUCATION AMONG STUDENTS OF HIGHER EDUCATION IN SOCIAL SCIENCES (UNIMET) AND ITS IMPACT ON THE MANAGEMENT OF PERSONAL FINANCES IN THE YEAR 2023.**

**LEVEL OF ACCOUNTING-FINANCIAL EDUCATION IN SOCIAL SCIENCES STUDENTS (UNIMET) AND ITS IMPACT ON PERSONAL FINANCE MANAGEMENT IN 2023**

**JOHNNY MONASTERIO-PEREZ**

jmonasterio@unimet.edu.ve.

Universidad Metropolitana de Caracas, Venezuela

**GUILLERMO MARÍN BALCÁZAR**

guillermo\_marin@ucj.edu.mx.

Universidad Autónoma de Ciudad Juárez (Mexico)

**JUAN PERERA**

juan.perera@correo.unimet.edu.ve.

Universidad Metropolitana de Caracas, Venezuela

## Summary

This article corresponds to an exploratory study whose objective is to analyze the perception that students of social sciences at the Universidad Metropolitana have of the level of accounting-financial education received (in their training process) and the influence of this on decision-making related to the management of their personal finances. It is proposed that the decision-making process related to the management of personal finances is directly linked to the topic of financial planning, savings and investment, for this reason, the work allows identifying the level of knowledge, mastery and attitude of university students towards accounting-financial education and the perception of how educational institutions approach such topics. For this purpose, a descriptive type of research was carried out and the design corresponds to a field research. A survey was used as a means of data collection, whose scheme was focused on knowing the academic perception of the students, diagnosing and characterizing the level of training in accounting-financial matters, describing the level of mastery in the incidence of the decision-making process and contrasting the level of importance they give to such aspects. The results of the research indicate that students of social sciences in higher education perceive themselves with a medium-high level of knowledge in accounting-financial education, however, a significant segment of these students do not consider this education to be sufficient to adequately manage their personal finances, opting to seek additional learning tools.

**Keywords:** accounting education, financial education, personal finance, financial planning, savings, investment.



## Abstract

This article constitutes an exploratory study aiming to analyze the perception of social sciences students at the Universidad Metropolitana regarding the level of accounting-financial education that they receive during their academic training. It explores how this education influences decision-making related to the management of their personal finances. The argument presented suggests that the decision-making process associated with managing personal finances is inherently tied to the realms of financial planning, savings, and investment. Consequently, this study facilitates the identification of university students' levels of knowledge, proficiency, and attitude towards financial and accounting education. Additionally, it explores their perceptions regarding how educational institutions address these financial topics. A descriptive research approach was employed, with a field research design. A survey was used as the data collection method, focusing on understanding students' academic perception, diagnosing and characterizing the level of training in accounting-financial matters, describing the level of mastery in decision-making processes, and contrasting the importance they attribute to these aspects. The research results indicate that students in the field of social sciences at the higher education level perceive themselves to possess a moderate to high level of knowledge in financial accounting education. However, a noteworthy portion of these students do not consider this education adequate for proficiently managing their personal finances. As a result, they choose to explore additional learning tools.

Keywords: accounting education, financial education, personal finance, financial planning, savings, investment.

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## 1. Introduction

The various global events, the recent COVID-19 pandemic, the various geopolitical conflicts worldwide and technological development, among other aspects, have generated an alteration in the production of raw materials and adjustments to supply chains, which in turn, impacts the price of products and contributes to a complex scenario of inflation worldwide. Consequently, all the aforementioned elements, as well as social, cultural and political factors, have affected the economic reality of each region, country, company and individual, and, therefore, the current economic-social situation. Such eventualities have led each region, country, company and individual to seek strategies and take measures to mitigate the risk and economic impact that affects them. That is why, at present, knowledge, financial and accounting education have become a challenge for several societies, and at the same time an indispensable subject for the knowledge of each individual, since it allows them to know, analyze and carry out actions to face the economic situation they are going through.

According to the Organisation for Economic Co-operation and Development (OECD, 2005) financial education can be defined as the process by which financial consumers and investors improve their understanding of financial products, concepts and risks. Through information gathering, education and unbiased advice, they develop skills and confidence to become more aware of financial risks and opportunities. This enables them to make informed decisions, know where to seek help and take effective action to improve their financial well-being. The OECD also emphasizes the importance of promoting national campaigns to raise awareness of the need to improve people's understanding of financial risks and how to protect themselves through adequate savings, insurance and financial education. It is crucial to highlight that financial and accounting education is not only necessary for the proper management of personal finances and understanding in the workplace, but also plays a fundamental role in educational training for socio-economic development.

Consequently, it is essential to acquire basic knowledge in financial education, as this allows a better perception and understanding of economic events at a local, regional or global level. This, in turn, facilitates the proper management of the family budget, expenses, income and consumption, helping to maintain a financial balance in personal finances. This level of education seeks to promote optimal expense management at both the personal and business levels, reducing vulnerability to any contingency. In the same way, there are criteria that have been a fundamental pillar, which has allowed to know the level of education and mastery of financial education that students have. This is how the perspective of teachers is taken into account, as the main educators in the educational field and who are the main source to know and evaluate the knowledge and mastery that students have regarding financial education.

In this sense, Monasterio, Briceño and Moreno (2022) showed that 83% of the teachers surveyed consider the level of knowledge of students regarding basic financial topics necessary for decision making as “very low” and “low”. This result demonstrates the high deficit that exists at the academic level in the training of students and the risk involved in not having the necessary knowledge to make better decisions. Consequently, they also showed the level at which financial education topics are contemplated in the study plans in Venezuela, obtaining as a result 81% between “very low” and “low”, which allows determining that such content has not been a priority within the study plans of the educational system. However, there is a counterpart from the teachers’ perspective, where 58% of them consider the incorporation of basic financial knowledge to be important.

In this regard, Moreno, García and Gutiérrez (2017) point out that university students have the knowledge and habit of preparing budgets to plan their expenses, but their level of financial education is very low with respect to the rest of the variables that were evaluated. The results of this research highlighted that university students do not have basic knowledge about financial education, and highlight the need for a greater curricular inclusion of financial education in higher education programs, which contribute to improve people’s money management over time, optimize their budget and approach the identification of sources of financing, among others, and lead them to a family economic dynamics and improve consumption and savings practices for the benefit of economic growth.

In the same context, Gamboa, Hernández and Avendaño (2019) highlight that financial education is comprised of elements that should be fostered within each society, since, they become a topic of interest for schools, companies and governments, due to the fact that such level of education allows evaluating different scenarios about economic events that affect society and developing strategies and taking measures to confront and maintain a possible economic stability.

On the other hand, there is a fundamental and complementary element to carry out an adequate management and handling of finances, and this is the mastery of accounting terms: income, costs, expenses, assets, liabilities and equity. In addition, Palomino (2023) defines accounting as a control system where expenses, income and all the administrative operations of a business, an organization or an entity are recorded. He also states that in order for finances to be managed in an organized manner for better control, it is first necessary to have the database provided by accounting. Thus, it can be seen that the areas of accounting and finance are an indispensable complement that must be carried out for an optimal management that allows keeping a record of the operations carried out, in order to maintain a history of the operations that were incurred and that make up a database that allows generating estimates and reports on the processes carried out and have more preamble and criteria at the time of making decisions.

Additionally, Rojas and Giraldo (2015), point out that accounting education is undergoing changes led by regulatory bodies such as the International Federation of Accountants. They stress the importance of focusing on the ethical behavior of accountants, since their responsibility is to provide public faith. This is why they call on accounting professionals to continuously monitor the quality of training in educational institutions, as any deficiencies in training could

call into question the credibility of professionals and the integrity of the accounting profession in general.

In the same sense, the Colombian Observatory of Accounting Education (OCEC, 2017), points out a problem in relation to the number of institutions that offer professional accounting training programs, and the pedagogical disjunction between theory and practice, and the influence of academic and professional bodies within them. They express that accounting is inexorably associated with the development of the particular society in which it operates and not only with the business world, which must simultaneously respond to economic and social needs. They also express that academic programs must be redefined, reorienting the relevance of accounting from both disciplinary and professional aspects.

Thus, it can be said that financial education is essential to empower financial consumers and investors by providing them with the necessary understanding of financial products, concepts and risks. This enables them to make informed decisions, manage risks and opportunities, and improve their financial well-being, both at the individual and corporate levels. In addition, accounting education plays a key role in financial management by providing the basis for decision making and the recording of financial transactions. The two are interconnected, as they are fundamental to the understanding of aspects related to socioeconomic and economic stability. The promotion of an accounting-financial education is necessary to prepare people to face financial challenges in everyday life and in the business environment. Therefore, this research starts from a general question: How do students perceive the level of accounting-financial education provided by university institutions in the field of social sciences in Venezuela, in the case of the Metropolitan University, and it is nourished by other specific questions focused on the perception of students of higher education in the social sciences:

- How do students perceive the level of accounting-financial education provided by university institutions in the field of social sciences in Venezuela, in the case of the Metropolitan University?
- How does the accounting-financial information and education provided by the university fit the personal needs of the students?
- How many higher education students in the social sciences achieve on average sufficient proficiency in financial literacy to make effective decisions about their personal finances?
- What importance do students of higher education in the social sciences attach to training in accounting-financial matters for the personal management of their expenses and savings?
- What is the level of importance and the demand that students assign to financial and accounting knowledge in relation to the economic situation in Venezuela and the management of their income and savings?

## 1.1 Overall objective

To analyze the perception that students of social sciences in higher education at the Metropolitan University give to the level of education in accounting-financial matters achieved and its impact on decision-making related to the management of personal finances, in the year 2023.

## 1.2 Specific objectives

- To diagnose the level of knowledge that students of higher education in social sciences at the Metropolitan University give to the accounting-financial education received.
- To characterize the level of knowledge in accounting-financial education, in the field of higher education of social sciences at the Metropolitan University and its relationship with the personal needs of students.
- To describe the level of mastery of accounting-financial education and its impact on the decision-making process in higher education students of social sciences at the Metropolitan University.
- To contrast the level of importance given by students to accounting-financial education and the management of their personal finances.

## 1.3 Importance of financial education from childhood onwards

According to González (2018), the culture of financial education is still at very low levels in many countries of the world, there are no conscious evaluations of the financial obligations that are acquired, the terms of interest rates, inflation, budget are not clearly known. They also point out that this problem is present from childhood, through adolescence, to adulthood, where they do not know the value of money, they do not manage it correctly, some invest without knowledge and then get into debt. In relation to this, they point out that in order to attack this problem, it is necessary to start with a financial education that involves from the youngest in the home to the oldest, everything must start from the education that is given in schools, universities and courses that individuals must take by initiative; in order to raise awareness and educate the population on the proper management of personal finances, through knowledge and tools that allow them to make informed and assertive decisions.

Banco Bilbao Vizcaya (2023), for its part, highlights the importance of having a solid knowledge of financial education in order to make informed decisions. However, they express the lack of attention in educational programs and strategies in many countries to transmit this knowledge to the young population. They also highlight that the global pandemic highlighted the urgency of having a good financial understanding to face economic crises in any context. Thus, they state a conclusion from the European Consumer Payments Report which reveals that 40% of European consumers are constantly improving their financial literacy to prepare for economic uncertainty. Thus, they express that receiving information on money management at an early age is effective in improving financial health and mastering its four basic elements: income control, expense control, savings and planning.



Additionally, Gamboa, Hernández and Moreno (2017), emphasize the importance of financial education as a set of elements that should be fostered in all societies, due to the fact that it becomes a topic of interest for educational institutions, companies and government entities. The level of financial education allows the evaluation of various scenarios in relation to the economic events that affect society; in addition, it enables the development of strategies and the adoption of measures to face these events, thus contributing to maintain economic stability.

#### **1.4 Importance of financial education in the curriculum of the Venezuelan educational system**

Monasterio, Briceño and Moreno (2022) identified that 54% of teachers in the Venezuelan educational system have a “low” and “very low” knowledge of the terms associated with financial education. Likewise, it was possible to identify that only 58% of the surveyed teachers consider it relevant to address financial education topics within the curricula. However, 83% of the teachers affirm that there is a high deficit on the part of university students with respect to the level of knowledge, education and mastery of basic financial topics. At the same time, they were able to identify the omission and lack of intervention on educational policies that allow the incorporation of financial training contents to the integral training promoted by educational institutions in Venezuela. This research showed that teachers in the Venezuelan educational system have a “medium” level associated with the terms of financial education, which includes a semantic and practical mastery of terms related to money management, savings, investment, indebtedness, price behavior, inflation and the appreciation of the real value of the currency. They also point out that the country’s situation has an impact on the population’s behavior by generating a deficit in financial literacy and a lack of knowledge of such topics, which makes it impossible to identify such elements and leads to a reduction in the population’s monetary wealth, limiting the use of alternatives such as savings or investment.

According to López (2021), financial education is fundamental in society and in personal life, since it facilitates financial decision-making, effective money management and, ultimately, improves the quality of life by encouraging savings and investment; however, he showed that 50% of the surveyed higher education students do not know basic concepts about financial education. Likewise, it expresses that, although there are multiple efforts of financial programs and subjects, an estimated 75% of the surveyed students do not know about any of them within their faculty, either due to lack of dissemination or lack of student interest. In this sense, the National Financial Education Strategy (ENEF) created by the Financial Education Committee (CEF) should be properly implemented, and actions should be taken to introduce financial education in the basic education curriculum, which facilitates the understanding of the terms up to the undergraduate level.

#### **1.5 Inclusion and development of financial education content in the modern world: a tool that contributes to the well-being of personal finances.**

According to Antón and Matos (2020), there is evidence of a low level of mastery of financial education among university students in aspects such as savings, planning and credit

management, which has led to poor management of their personal finances. However, they point out the possibility of promoting awareness among students of the risks and repercussions associated with inadequate management of their financial resources, especially with the changes, updates and global events that require constant adaptation to different situations.

In this sense, Carangui, Garbay and Valencia (2017), state that finance has experienced different approaches that have shaped the current discipline, which is perceived as autonomous, mature and highly robust, given its fundamental role in the decision-making process. Furthermore, they highlight the relevance of understanding in financial matters, as it directly impacts individual decisions, and a lack of knowledge leads to financial illiteracy, thus hindering personal economic progress.

From the point of view of Herrera and Raccanello (2014), they point out that increasing education is essential to improve people's wellbeing through financial inclusion. Despite the efforts of financial authorities in Mexico to promote it, it is necessary to redouble efforts to raise the level of financial knowledge of the population. The importance of observing international experience is highlighted, as it shows that financial inclusion can be beneficial for individuals when combined with the development of financial education, otherwise, it could lead to an inefficient use of financial products and services. They also highlight that financial education has been internationally recognized as an element capable of reducing social exclusion and developing the financial system. In addition, it has been detected that people do not know the basic financial elements and concepts, which leads them to make inadequate decisions on savings, debt and investments, which can harm their family, current and future wellbeing.

In the same context, Álvarez (2023) emphasizes that, in a world characterized by economic globalization and the continuous development of financial systems, which offer a wide range of products and services, some of which are highly complex, financial education has become increasingly important in everyday life. The ability to manage money efficiently and make informed and responsible economic decisions is essential to achieving our long-term financial goals and improving quality of life. Although it may seem distant, monotonous or meaningless, financial education is present in all aspects of life and should be seen as a valuable ally and an effective tool to take control of our finances. Unfortunately, the level of financial literacy is still considerably below what is necessary, and it is not given the priority it deserves in family, educational and social settings.

In this way, it highlights the concern shared by the authors about the lack of financial education among university students, pointing out the incidence of poor management of personal finances. In addition, it emphasizes the importance of promoting awareness of the risks of inadequate management and how this can hinder personal economic progress and social inclusion.

## **2. Method**

### **2.1 Research design**

The present study is framed as an exploratory research of descriptive type and uses a field research design (Arias, 2012). The descriptive approach was used to characterize and describe the current situation and perception of accounting-financial education in higher

education social science students, as well as its influence on financial decision making. The field research design was selected because a survey was applied to students of higher education in social sciences at the Metropolitan University.

## 2.2 Scope of study

The research focused on analyzing the perception of the level of accounting-financial education among students of higher education in social sciences at the Metropolitan University and how it influences decision-making related to the management of personal finances, as well as the perception of the way in which the educational institution deals with these issues.

## 2.3 Population, sample and sampling

For the research, a population of 1,224 students in higher education in social sciences at the Metropolitan University who are active during Q1-2324 was taken, detailed as follows: 713 students in Administrative Sciences, 429 students in Business Economics and 82 students in Public Accounting. The sample consisted of 161 students, which represents 13% of the population. This sample is distributed among male and female students, whose ages ranged between 17 and 25 years, and are enrolled at the beginning of their studies (14%), less than half of their studies (12%), half of their studies (17%), more than half of their studies (19%), or have completed their studies (39%) at the Metropolitan University (see Figure 1).



## 2.4 Variables and operationalization

The present study is univariate, i.e., it has only one object of analysis, and this quantitative variable is the students of higher education in the social sciences. The variable object of study was clearly defined, as well as the respective dimensions and indicators (see Table 1).

Cuadro 1. Variables y operacionalización				
VARIABLES Y OPERACIONALIZACIÓN	DEFINICIÓN	DIMENSIÓN	INDICADOR	TÉCNICAS DE RECOLECCIÓN DE DATOS
Nivel de educación contable-financiera en los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana.	Se puede definir al nivel de educación contable-financiera como el grado de comprensión y habilidades que una persona tiene para administrar eficazmente sus recursos económicos personales. Dicho nivel implica la capacidad de entender y aplicar principios contables y financieros para tomar decisiones informadas y responsables en aspectos como presupuesto, ahorro, inversión, ingresos, planificación financiera, entre otros.	Diagnosticar el nivel de conocimiento que los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana le otorgan a la educación contable-financiera recibida.	Percepción en el nivel de conocimientos contables.	Encuesta aplicada a estudiantes.  Análisis descriptivo.
		Caracterizar el nivel de conocimiento en materia de educación contable-financiera, en el ámbito de educación superior de ciencias sociales de la Universidad Metropolitana y su relación con las necesidades personales de los estudiantes.	Percepción en el nivel de conocimientos financieros.  Grado académico.	
		Describir el nivel de dominio de educación contable-financiera y su incidencia en el proceso de toma de decisiones en los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana.	Aplicación de conocimientos en la gestión de finanzas personales.  Percepción sobre el nivel de satisfacción en la capacidad para toma de decisiones en la gestión de finanzas personales.	
		Contrastar el nivel de importancia que le otorgan los estudiantes a la educación contable-financiera y la gestión de sus finanzas personales		

## 2.5 Data collection instruments

The main instrument used to collect data was a survey (Google Form) designed specifically for this study. The survey included single-choice and multiple-choice questions to identify and measure academic status, level of training in accounting-financial education, level of mastery, attitude towards financial education, perception of the adequacy of the training received and the importance attributed to financial education in financial decision making.

## 2.6 Validity of the data collection instrument

For the validation of the data collection instrument (survey), six (6) professional experts in methodology were consulted on the applicability of the survey, higher education teachers, professionals in the accounting and financial area, who have worked for years in the different subjects whose programs include financial and accounting contents and are taught in the undergraduate courses of Administrative Sciences, Public Accounting and Business Economics.

## 2.7 Data processing and procedure

For the analysis and presentation of results, the “statistical method” was applied as the main approach, involving the collection and processing of data from the surveys conducted. Through this approach, we sought to understand the patterns and trends present in the data collected, which allowed us to develop significant inferences and conclusions related to the object of study. In addition to the application of the statistical method, various data representation techniques were used in order to effectively communicate the results. These techniques included the creation of graphs and tables that clearly and concisely visualize the key findings

of the research. The inclusion of bibliographic citations was also critical, as they provided solid theoretical support to back up the analyses and interpretations of the data.

### **3. Results**

#### **3.1 Diagnosis of the level of knowledge that students of higher education in social sciences at the Metropolitan University give to the accounting-financial education received.**

For the diagnosis of the study, some variables were considered that are directly related to the context in which students of higher education in the social sciences develop their level of training. In this sense, the survey was answered by students studying at the undergraduate level in the faculties of economic and social sciences of five universities located in the metropolitan area of Caracas. Of the 174 students surveyed, 161 are studying at the Metropolitan University, of which 53% are studying Administrative Sciences, 35% are studying Business Economics and 11% are studying Public Accounting. Likewise, 39% of the sample are students who are finishing their degree, 19% are more than halfway through their degree, 17% are in the middle of their degree, 14% are at the beginning of their degree and 12% are less than halfway through their degree. The students surveyed reach a young average age: 50% of the respondents are between 19-21 years old, 30% of the respondents reach a range between 22-24 years old, 12% are older than 25 years old and 8% are younger than 18 years old. In addition, 57% of the population are men and 43% are women. On the other hand, it was determined that 42% of those surveyed receive or obtain income thanks to family support, 42% work as employees, 14% work independently (entrepreneurship) and 2% are business owners (see Table 1).

LEVEL OF ACCOUNTING-FINANCIAL EDUCATION IN SOCIAL SCIENCES STUDENTS (UNIMET) AND ITS IMPACT ON PERSONAL FINANCE MANAGEMENT IN 2023

Tabla 1. Perfil de los encuestados			
Categoría	Preguntas formuladas	Opciones de respuesta	Respuestas en la escala (%)
Perfil de los estudiantes de educación superior de ciencias sociales	Género	Masculino	57%
		Femenino	43%
		<b>Total</b>	<b>100%</b>
	¿En cuál rango de edad se ubica?	Menor 18 años	8%
		19 - 21 años	50%
		22 - 24 años	30%
		Mayor a 25 años	12%
		<b>Total</b>	<b>100%</b>
	¿De dónde obtiene o genera sus ingresos actualmente?	Apoyo familiar	42%
		Trabajo bajo relación de dependencia	42%
		Trabajo independiente (emprendimiento)	14%
		Propietario de negocio	2%
		<b>Total</b>	<b>100%</b>
	¿Qué carrera(s) cursa actualmente?	Administración de empresas	53%
		Economía	35%
		Contaduría Pública	11%
		<b>Total</b>	<b>100%</b>
	¿En qué etapa de la carrera se encuentra actualmente?	Inicios de la carrera	14%
		Menos de la mitad de la carrera	12%
		Mitad de la carrera	17%
Más de la mitad de la carrera		19%	
Terminando la carrera		39%	
<b>Total</b>		<b>100%</b>	

The results reveal that 57% of the sample surveyed perceive themselves to have an “average” level of understanding of financial concepts; however, 98% give “high” importance to the need to understand these concepts in order to manage their personal finances. In this sense, 60% show a “medium” level of satisfaction with the current management of their personal finances; and, although 58% have knowledge of financial tools, only 39% apply them effectively in their daily lives when making decisions of this nature (see Table 2, Table 3).

**Tabla 2. Análisis integral de la educación financiera y contable en estudiantes de ciencias sociales de educación superior**

Categoría	Preguntas formuladas	Estudios de educación superior	Respuestas en la escala (%)		
			Sí	No	Total
Diagnosticar el nivel de conocimiento que los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana le otorgan a la educación contable-financiera recibida.	¿Conoce alguna herramienta para la gestión y control sobre sus finanzas personales?	Administración de Empresas	62%	38%	100%
		Economía Empresarial	54%	46%	100%
		Contaduría Pública	50%	50%	100%
		<b>Promedio</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>
	¿Utiliza alguna herramienta para la gestión y control sobre sus finanzas personales?	Administración de Empresas	48%	52%	100%
		Economía Empresarial	26%	74%	100%
		Contaduría Pública	33%	67%	100%
		<b>Promedio</b>	<b>39%</b>	<b>61%</b>	<b>100%</b>
Caracterizar el nivel de conocimiento en materia de educación contable-financiera, en el ámbito de educación superior de ciencias sociales de la Universidad Metropolitana y su relación con las necesidades personales de los estudiantes.	Según su nivel de conocimiento en materia contable-financiera ¿Se siente capacitado para tomar decisiones financieras y contables de manera adecuada?	Administración de Empresas	76%	24%	100%
		Economía Empresarial	70%	30%	100%
		Contaduría Pública	78%	22%	100%
		<b>Promedio</b>	<b>74%</b>	<b>26%</b>	<b>100%</b>
	¿Considera que el nivel de educación contable-financiera en la universidad ha sido suficiente para gestionar adecuadamente sus finanzas personales?	Administración de Empresas	48%	52%	100%
		Economía Empresarial	44%	56%	100%
		Contaduría Pública	50%	50%	100%
		<b>Promedio</b>	<b>47%</b>	<b>53%</b>	<b>100%</b>
Describir el nivel de dominio de educación contable-financiera y su incidencia en el proceso de toma de decisiones en los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana.	¿Evalúa previamente su situación económica antes de tomar decisiones sobre sus finanzas personales?	Administración de Empresas	98%	2%	100%
		Economía Empresarial	91%	9%	100%
		Contaduría Pública	78%	22%	100%
		<b>Promedio</b>	<b>93%</b>	<b>7%</b>	<b>100%</b>
	¿Considera que su nivel de conocimiento sobre educación contable-financiera le han permitido alcanzar sus metas financieras?	Administración de Empresas	63%	37%	100%
		Economía Empresarial	47%	53%	100%
		Contaduría Pública	44%	56%	100%
		<b>Promedio</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>
Contrastar el nivel de importancia que le otorgan los estudiantes a la educación contable-financiera y la gestión de sus finanzas personales.	¿Ha buscado complementar su educación financiera a través de cursos o programas fuera del ámbito universitario?	Administración de Empresas	55%	45%	100%
		Economía Empresarial	51%	49%	100%
		Contaduría Pública	61%	39%	100%
		<b>Promedio</b>	<b>54%</b>	<b>46%</b>	<b>100%</b>

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**Tabla 3. Nivel de formación y percepción de importancia de educación financiera y contable en estudiantes de ciencias sociales de educación superior.**

Categoría	Preguntas formuladas	Estudios de educación superior	Respuestas en la escala (%)				
			Nulo	Bajo	Medio	Alto	Total
Diagnosticar el nivel de conocimiento que los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana le otorgan a la educación contable-financiera recibida.	¿En que escuela considera usted que comprende los términos sobre educación financiera?	Administración de Empresas	1%	5%	58%	36%	100%
		Economía Empresarial	0%	12%	51%	37%	100%
		Contaduría Pública	0%	22%	67%	11%	100%
		<b>Promedio</b>	<b>0%</b>	<b>13%</b>	<b>59%</b>	<b>28%</b>	<b>100%</b>
	¿Qué tan importante considera desarrollar conocimiento sobre finanzas personales?	Administración de Empresas	0%	0%	2%	98%	100%
		Economía Empresarial	0%	2%	2%	96%	100%
		Contaduría Pública	0%	0%	0%	100%	100%
		<b>Promedio</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>98%</b>	<b>100%</b>
	¿Cuál es su nivel de satisfacción actual con la gestión de sus finanzas personales?	Administración de Empresas	1%	9%	59%	30%	100%
		Economía Empresarial	0%	18%	65%	18%	100%
		Contaduría Pública	6%	28%	56%	11%	100%
		<b>Promedio</b>	<b>2%</b>	<b>18%</b>	<b>60%</b>	<b>20%</b>	<b>100%</b>
Contrastar el nivel de importancia que le otorgan los estudiantes a la educación contable-financiera y la gestión de sus finanzas personales.	Administración de Empresas	0%	3%	14%	85%	100%	
	Economía Empresarial	0%	0%	12%	88%	100%	
	Contaduría Pública	0%	0%	11%	89%	100%	
	<b>Promedio</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>	<b>87%</b>	<b>100%</b>	

These findings reveal a high level of importance attributed to the formation of accounting-financial education in higher education students of social sciences at the Metropolitan University, thus, evidencing a continued demand for the promotion of education and development of practical financial skills so that higher education students of social sciences at the Metropolitan University continue to develop skills for the effective management of their economic resources and, consequently, their improved financial well-being (see Figure 2).





### 3.2 Characterization of the level of knowledge in accounting-financial education, in the field of higher education of social sciences at the Metropolitan University and its relationship with the personal needs of students.

For the process of characterizing the level of knowledge and education in accounting-financial matters, in the field of higher education in social sciences, single and multiple choice questions were applied that linked the personal needs and the management of personal finances of the students. In this regard, the following results were obtained:

In the first instance, it was possible to identify the fundamental terms that the students consider to integrate a level of knowledge and mastery of the aspects that comprise accounting-financial education, among which 15% stand out for the term “income”, 15% for the term “expenses”, 14% for the term “investment”, 14% for the term “capital”, 14% for the term “costs”, 14% for the term “savings” and 13% for the term “budget”, which shows that most of the respondents have an average level of knowledge of 14% in relation to the accounting-financial terms mentioned (see Table 4).

**Tabla 4: Caracterización de los elementos determinantes en educación contable y financiera en ciencias sociales.**

Categoría	Preguntas formuladas	Estudios de educación superior	Respuestas en la escala (%)							
			Alto	Capital	Gastos	Rentas	Ingresos	Inversión	Presupuesto	Total
Caracterizar el nivel de conocimiento en materia de educación contable-financiera, en el ámbito de educación superior de ciencias sociales de la Universidad Metropolitana y su relación con las necesidades personales de los estudiantes.	Selección casual de los siguientes términos de educación contable-financiera.	Administración de Empresas	15%	14%	15%	15%	15%	14%	13%	100%
		Economía Empresarial	14%	14%	14%	15%	15%	15%	13%	100%
		Contaduría Pública	13%	15%	14%	15%	15%	15%	14%	100%
		<b>Promedio</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>	<b>15%</b>	<b>14%</b>	<b>13%</b>	<b>100%</b>

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Likewise, this level of knowledge showed that 74% of the sample considers that they are capable of making adequate financial and accounting decisions; however, 53% of them do not consider that the level of accounting-financial education imparted at the university has been sufficient for the adequate management of their personal finances. In this sense, it was possible to know which are those concepts or topics of interest on which students would like to deepen their knowledge, giving as a result: 19% “savings programs”, 18% “diversification of investments”, 15% “income generation”, 15% “capital utilization”, 12% “budget formulation”, 11% “decrease of expenses” and 9% “decrease of costs”. Thus, the importance of developing an adequate level of knowledge that will later help students to understand and master the financial elements in the management of their personal finances and, consequently, in decision making is evident (see Table 5).

**Tabla 5: Caracterización de los elementos determinantes en educación contable-financiera y preferencias de aprendizaje en estudios de ciencias sociales.**

Encuesta	Preguntas formuladas	Estudios de educación superior	Respuestas en la encuesta (%)							
			Aproximamiento de capital	Diversificación de activos	Disminución de gastos	Diversificación de inversiones	Formulación de presupuesto	Generación de ingresos	Programas de ahorro	Total
Caracterizar el nivel de conocimiento en materia de educación contable-financiera, en el ámbito de educación superior de ciencias sociales de la Universidad Metropolitana y su relación con las necesidades personales de los estudiantes.	¿Qué temas específicos le gustaría aprender o profundizar en el ámbito contable-financiera?	Administración de Empresas	17%	50%	11%	16%	12%	15%	19%	100%
		Economía Empresarial	14%	8%	11%	22%	10%	16%	18%	100%
		Contaduría Pública	14%	50%	11%	15%	14%	15%	20%	100%
		Procedido	15%	9%	11%	18%	12%	15%	19%	100%

These results reveal that, although a knowledge base in fundamental financial concepts is observed, the students’ perception highlights that the education provided in this area by the university does not meet the expectations or the degree of preparation necessary to effectively manage their personal finances. Additionally, based on the identification of the areas of interest to deepen the previously mentioned financial concepts, the use of educational tools oriented to satisfy the specific needs of the students can be managed. These findings highlight an insufficiency of knowledge in accounting-financial education on the part of students, and the objective *a posteriori*, proposes the improvement of teaching schemes through the use of strategies and tools that help to fortify the processes of financial and informed decision making by students and future professionals (see Table 2).

**Cuadro 2. Percepción y necesidades sobre evaluación de conocimientos contables y financieros en los estudiantes de educación superior de ciencias sociales de la UNIMET.**

Elementos	Tipo de educación	Conceptos	Nivel de importancia	Enfoque
Comprensión de los conceptos	Educación Contable	Ingreso	15%	Nivel de conocimiento y dominio de conceptos contables fundamentales por parte de los estudiantes encuestados.
		Gasto	14%	
		Costos	14%	
	Educación Financiera	Inversión	14%	Nivel de conocimiento y dominio de conceptos financieros fundamentales demostrado por la muestra poblacional.
		Capital	14%	
		Ahorro	14%	
		Presupuesto	15%	
Demanda de profundización y capacidad en la toma de decisiones	Educación Contable-Financiera	Generación de ingresos	22%	Conceptos y temas específicos en los que los estudiantes desean adquirir más conocimientos y habilidades en educación contable-financiera para tomar decisiones más adecuadas
		Aprovechamiento de capital	22%	
		Diversificación de inversiones	15%	
		Formulación de presupuestos	14%	
		Disminución de gastos	10%	

Based on the analysis of results, the process of characterization by type of content and knowledge proposes that accounting education refers to the understanding and application of accounting principles, providing students with the necessary knowledge to record, classify and analyze financial transactions, and it is from this sense that students have managed to identify the mastery of terms such as income, expenses, costs. Financial education, on the other hand, includes training to promote informed and responsible decision making about their financial resources. The results of the survey reveal that a significant percentage have developed a level of mastery of financial terms such as investment, capital, savings, and budgeting, and in turn perceive themselves as “capable” of making appropriate financial decisions. Thus, accounting-finance education integrates accounting principles with an understanding of key financial concepts. Although students have identified areas of interest to inquire about savings programs, investment diversification and income generation, the results suggest that education in this area at the higher education level suggests updating. The insufficiency of knowledge perceived by students suggests the opportunity to evaluate, from the educational system, curricula in aspects related to personal finance, which can subsequently transcend teaching schemes to address these deficiencies and meet the specific needs of students.

### 3.3 Description of the level of mastery in accounting-financial education and its impact on the decision-making process in students of higher education in social sciences (UNIMET).

In order to describe the level of mastery in accounting-financial education of higher education students in the social sciences and its impact on the decision-making process, the elements considered by these students when making decisions on the management of their personal finances, in relation to the education attained, are presented. In this sense, it was found that 93% of those surveyed perceive a high level of importance because they previously evaluate their current economic situation before making any decision that may affect their personal finances (see Table 6).

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**Tabla 6: Nivel de dominio en educación financiera y su impacto en toma de decisiones en estudiantes de ciencias sociales de educación superior y sus prioridades en finanzas personales.**

Categoría	Pregunta formulada	Estudios de educación superior	Respuestas en la escala (%)					
			Ahorrar	Aumentar ingresos	Disminuir gastos	Invertir	Vivir día a día	Total
Describir el nivel de dominio de educación contable-financiera y su incidencia en el proceso de toma de decisiones en los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana.	¿Cuál es su prioridad actual con respecto a sus finanzas personales?	Administración de Empresas	26%	28%	21%	21%	5%	100%
		Economía Empresarial	30%	25%	14%	22%	10%	100%
		Contaduría Pública	29%	20%	17%	14%	14%	100%
		Promedio	28%	26%	17%	19%	10%	100%

Likewise, we were able to deepen and learn a little more about the management of personal finances of the students surveyed and evaluate what their current priority is in the management of these, obtaining as a result that 28% would use their finances to “save”, 26% seek to “increase income”, 19% prefer to “invest”, 17% consider it better to “reduce expenses” and 10% find it better to “live from day to day”. In this sense, it became evident that students are interested in developing and deepening contents such as: 39% “to maintain control”, 24% “to design a plan”, 19% “to apply and increase knowledge”, 18% “to establish a budget”, at the time of managing their personal finances. Thus, the results underscore a growing awareness among respondents of the importance of evaluating their personal finances before making decisions, prioritizing the terms previously stated for more effective financial management. Finally, 55% of respondents were found to have achieved their financial goals (see Table 2, Table 3, Table 6, Table 7).

**Tabla 7: Nivel de dominio en educación financiera y su impacto en la toma de decisiones en estudiantes de ciencias sociales de educación superior y objetivos en la gestión de finanzas personales.**

Categoría	Pregunta formulada	Estudios de educación superior	Respuestas en la escala (%)				
			Aplicar y aumentar el conocimiento	Diseñar una planificación	Establecer un presupuesto	Mantener un control	Total
Describir el nivel de dominio de educación contable-financiera y su incidencia en el proceso de toma de decisiones en los estudiantes de educación superior de ciencias sociales de la Universidad Metropolitana.	¿Cuál es su objetivo al manejar sus finanzas personales?	Administración de Empresas	19%	25%	22%	34%	100%
		Economía Empresarial	21%	25%	13%	42%	100%
		Contaduría Pública	16%	24%	21%	39%	100%
		Promedio	19%	24%	18%	39%	100%

The results reflect that the students have a high level of responsibility in the management of their personal finances. However, it was also determined that, although there is a high level of interest in managing and making appropriate decisions in relation to personal finances, 45% of the sample has not been able to achieve their financial goals due to a lack of knowledge and tools in this area (see Figure 3).



In this sense, Moreno, García and Gutiérrez (2017), point out the need for a greater curricular inclusion of financial education in higher education academic programs, noting that such element would be fundamental to improve the ability to manage money over time, as well as to foster more solid family economic dynamics, improving consumption and saving practices, boosting economic growth and wellbeing. Financial education should be promoted within each society, since such level of education will allow understanding, analyzing and making decisions about the different scenarios or economic events that may affect society, and thus cope by developing strategies and measures to mitigate risks and maintain an economic possibility; which in turn becomes a topic of interest for schools, companies and governments, for the benefit of a better socioeconomic development (Gamboa, Hernández and Avendaño; 2019).

### 3.4 To contrast the level of importance students attach to accounting-financial education and the management of their personal finances.

To contrast the level of importance that students of higher education in social sciences give to accounting-financial education in the management of their personal finances, elements and alternatives outside the university environment were taken, as well as situations that students face in daily life expressed. The results show that 54% of the sample surveyed have sought to complement their financial education through programs or courses outside the university environment.

They also expressed a level of knowledge and application of strategies, in terms of investment, which allows them to maximize their income, through strategies such as “constant savings”, “investments in the stock market”, “alternative investments”.

**Tabla 8: Contraste de la importancia de la educación financiera y contable y la gestión de finanzas personales en estudiantes, y conocimiento de estrategias de inversión.**

Categoría	Pregunta formulada	Estudios de educación superior	Respuestas en la escala (%)			
			Ahorro constante	Inversiones alternativas	Inversiones en el mercado de valores	Total
Contrastar el nivel de importancia que le otorgan los estudiantes a la educación contable-financiera y la gestión de sus finanzas personales.	¿Conoce estrategias o medios que le permitan maximizar sus ingresos a través de la inversión?	Administración de Empresas	35%	36%	29%	100%
		Economía Empresarial	42%	37%	21%	100%
		Contaduría Pública	50%	35%	15%	100%
		Promedio	42%	36%	22%	100%

On the other hand, the main obstacles that students face when contextualizing financial concepts in their daily lives were identified as: “lack of tools”, “lack of knowledge”, “lack of time”, “lack of interest”; however, in spite of these obstacles, it was determined that 87% of the respondents maintain a “high” interest in learning and deepening financial education for the benefit of maintaining an adequate management of their personal finances (see Table 2, Table 8, Table 9).

**Tabla 9: Comparación de la importancia asignada a la educación contable-financiera, y obstáculos en la aplicación de conceptos financieros en la vida cotidiana de los estudiantes de educación superior.**

Categoría	Pregunta formulada	Estudios de educación superior	Respuestas en la escala (%)					Total
			Falta de capital	Falta de conocimiento	Falta de herramientas	Falta de interés	Falta de tiempo	
Contrastar el nivel de importancia que le otorgan los estudiantes a la educación contable-financiera y la gestión de sus finanzas personales.	¿Cuáles son los principales obstáculos que encuentra al contextualizar los conceptos financieros en su vida diaria?	Administración de Empresas	0%	29%	28%	14%	29%	100%
		Economía Empresarial	1%	31%	33%	8%	27%	100%
		Cortaduría Pública	0%	33%	40%	7%	20%	100%
		Promedio	0%	31%	34%	9%	25%	100%

In this sense, the students surveyed perceive a lack of knowledge and tools in relation to accounting-financial education, which has led them to opt for sources outside the university environment, which allows them to deepen on such content. González (2018) highlights the importance of implementing accounting-financial education from the initial stage of training (schools), that such process is transversalized throughout their academic career, and that if necessary, it is complemented with particular training activities that by initiative take the individuals with the purpose of strengthening their level of knowledge in this area; the use of such strategies and tools will undoubtedly contribute to the proper management of financial resources and instruments. In addition, it should be noted that, despite the obstacles identified, a large proportion of those surveyed show a significant interest in continuing to learn about personal finance. This underscores the importance of promoting and facilitating educational access to enable respondents to achieve greater mastery and understanding of financial concepts and tools and to attain financial wellbeing in their daily lives (see Table 2) (see Figure 4).



The study conducted by Monasterio, Briceño and Moreno (2022) states that 81% of the teachers surveyed stated that the level of importance of financial education in the Venezuelan

educational system's curricula is between "very low" and "low". They indicate that 58% of the teachers surveyed consider between "high" and "very high" the importance of addressing the topic of financial education in the educational system's curricula; however, 83% state that students have a "very low" to "low" level of basic financial knowledge necessary for decision making. These findings, together with the results of the present research, indicate that students show a significant deficit in their accounting-financial education, and although such deficiencies have been addressed to a lesser extent by the initial, primary and diversified middle school levels, it can be seen that such deficiencies are still present in the teaching-learning process; this undoubtedly shows a delay in the construction of the country's financial culture and the particular management of personal finances by the individuals that make up society. In spite of such deficiencies, these studies show how professors and students express a strong aspiration to continue deepening the aspects and studies proposed by accounting-financial education in order to strengthen the capacity to make informed financial decisions. The perceptions of students at the higher level reflect, in part, the lack of attention resulting from the management of the Venezuelan educational system (see Table 3, Graph 4).

**Cuadro 3. Resultados del cuestionario aplicado a docentes del sistema educativo venezolano.**

Categoría	Preguntas formuladas	Respuestas en la escala (%)					
		Muy bajo	Bajo	Medio	Alto	Muy alto	Total
Conocimiento e importancia de la educación financiera en el Sistema Educativo Venezolano.	¿En qué nivel considera que es los temas de educación financiera son contemplados en los planes de estudio en Venezuela?	40%	41%	17%	2%	0%	100%
	¿En qué nivel considera que es importante abordar el tema de la educación financiera en los planes de estudio del sistema educativo?	0%	9%	25%	29%	37%	100%
	¿En qué nivel considera que los estudiantes poseen los conocimientos financieros básico necesarios para la toma de decisiones a futuro?	37%	46%	9%	7%	1%	100%

Fuente: Encuesta aplicada por Monasterio, Briceño y Moreno (2022)

#### 4. Discussion of results

In spite of the fact that students perceive themselves with an "average" level of understanding of financial concepts and grant a high importance of this knowledge, an academic weakness is appreciated in the level of knowledge and the application of the same, because it does not satisfy the personal needs that students seek through the management of personal finances, and on the other hand, it reflects the need to deepen in specific areas that have not yet been addressed in their academic formation. There is evidence of responsibility and awareness in the management of their personal finances, by having a previous review of their current economic situation before making decisions, even when they present some obstacles; and that despite these difficulties, students show a high interest in continuing their training in accounting-financial matters, continue learning and complement their education through sources outside the university environment.

González (2018), highlights that financial literacy levels are very low, due to a poor understanding of fundamental financial concepts. This situation originates from childhood and persists into adulthood, causing a lack of awareness about the value of money and results

in inappropriate management of personal finances. In this way, and in conjunction with the findings obtained, a lack of attention on the part of the educational systems to deepen these contents in the different educational levels is perceived and should be considered with the purpose of increasing the levels of financial culture and with this, the financial wellbeing of the citizens.

Despite the relevance of the topic of financial education, many countries still lack educational programs and strategies that facilitate the education of this knowledge to the young population, in this sense, Banco Bilbao Vizcaya (2023) highlights that the emergence of the global pandemic demonstrated the need to have a solid financial understanding to face crisis situations in any circumstance. In this way, the perception that students have in relation to the lack of attention by the educational system in addressing financial education is evidenced, reiterating the opportunity to broaden and deepen its content in relation to the topics of interest exposed by students and that allows fostering their preparation at an academic level and they can analyze and carry out actions to cope with the economic situation they are going through.

The growing importance of financial education in a globalized world with complex financial systems requires efficient money management to achieve financial goals, highlighting the lack of priority given to it in the family, educational and social environments (Álvarez, 2021). The results of the present research perceive a level of insufficient resources and competencies in accounting-financial education, which has motivated students to seek external resources to broaden their understanding in this field. Both studies converge in highlighting the need to promote changes and improvements in an educational system that encourages students to acquire greater mastery and understanding of financial concepts, in order to achieve greater financial wellbeing.

## 5. Conclusions

The exploratory study has made it possible to go deeper into various elements in order to know the level of perception that students have of accounting-financial education. In this sense, a “medium-high” level of knowledge in the financial field is revealed, even though they highlight that a significant part of the surveyed sample also perceives a need to complement this education to manage more effectively towards their personal finances, which suggests the search for additional learning tools as a key result of this research.

Regarding the diagnosis of the level of knowledge that students of higher education in social sciences at the Metropolitan University give to the accounting-financial education received, it is concluded that, although part of the sample population perceives itself with an “average” level of understanding of financial concepts, at the same time there is a discrepancy in the practical application in personal financial management, due to a dissatisfaction with the current personal management. This scenario reflects an opportunity to promote teaching strategies that favor accounting and financial education with a renewed and updated approach.

With respect to the characterization of the level of knowledge in accounting-financial education, in the area of higher education in social sciences at the Metropolitan University and its relationship with personal needs, it is stated that accounting education refers to the understanding and application of basic principles that provide the necessary knowledge to



record, classify and analyze financial transactions, allowing them to identify the scope and practice of the terms: income, expenses and costs. Financial education focuses on providing students with criteria for making responsible decisions about their financial resources. Thus, through accounting-financial education, students are trained in a broader context with the necessary skills to manage informed decision-making processes that contribute to economic, personal and social well-being.

From this perspective, it is noteworthy that universities should orient action plans through which they promote workshops or training programs in this field, maintaining a constant update on accounting and financial education, which generates an interest in young university students and makes them more aware of these issues, assuming greater responsibility and a more efficient management of their personal finances in relation to their needs. It is from this stage that Antón and Matos (2020) express that there is a low level of financial education among young university students regarding terms such as savings, budgeting, credit management when they point out that young university students fail to achieve a good administration of personal finances; however, they reveal the opportunity to promote and raise awareness among students about the risks and impact that an inadequate management of personal finances can have.

Regarding the description of the level of mastery of accounting-financial education and its impact on the decision-making process in higher education students of social sciences at the Metropolitan University, it is concluded that there is a relative appreciation of the importance of financial knowledge in personal decision making, highlighting the responsibility that individuals must have on the management of their personal finances and reiterating the importance of achieving the appropriate level of knowledge that allows them effective planning and increased mastery when making financial decisions in their personal and professional life. In this sense, Carangui, Garbay and Valencia (2017) state that finance has gone through a series of approaches that have guided the current structuring of a discipline, autonomous, mature and with a high level of solidity due to the fact that it plays a preponderant role in decision making. These authors express the importance of knowledge in financial aspects because it contributes in individuals to their decision making and the lack of this knowledge generates financial illiteracy and in turn prevents the economic development of people.

In terms of contrasting the level of importance given by students to accounting-financial education and the management of their personal finances, it is concluded that the findings reveal a need to update the contents of the accounting-financial education provided by the university; it is evident that 54% of those surveyed seek to complement their education outside the university environment because they maintain a high interest in deepening their knowledge in this area. The importance of facilitating and promoting access to financial education is oriented not only to overcome obstacles, but also to strengthen the understanding of financial concepts and tools, providing educational resources that allow students to acquire greater financial mastery.

## **6. Recommendations and limitations**

In accordance with the purpose of the research, in the first instance it is proposed the continuous revision of higher education academic programs, which contemplates the

correction of the weaknesses inherited from the educational system and through which current contents demanded by the globalized world (artificial intelligence, bigdata, robotics, etc.) can be integrated. It is suggested to encourage studies that allow the identification of weaknesses in the teaching-learning process and the application of this knowledge through workshops and activities of real situations, such as budgeting and investment simulation. In addition, it is recommended to address specific areas of interest through specialized courses on income generation, capital management, investment diversification through partnerships with external institutions that promote accounting-financial education.

In terms of limitations, we consider the small number of students who responded to the survey, both from the Universidad Metropolitana and other higher education institutions, so it is recommended to conduct studies with a larger sample and a more in-depth analysis. Likewise, it is recommended to conduct a more specific study that addresses and allows identifying the levels of studies that students are covering throughout their higher education training, in relation to subjects such as: Finance I, Finance II, Accounting and Financial Fundamentals, Financial Reporting, Operational Cost Management, Strategic Cost Management, Financial Statement Analysis, Business Budgeting, among others; and evaluate the level of education that such subjects provide to students, complementing their academic training, as well as the level of knowledge, application and satisfaction reflected in the management of their personal finances.

This research opens alternatives to deepen the scope of future studies in the area of accounting and finance oriented to the improvement of personal finance management and informed decision making by university students in social sciences. It also lays the groundwork for further research aimed at improving the management of university educational schemes in accounting and finance content, specifically for economic and social science majors. The study of finance is fundamental to address current economic challenges and strengthen the preparation of future professionals in each sector, so that the treatment of such considerations points to the construction of alternatives that contribute to the establishment and permanence of financial culture in the country.

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