

Financial Literacy, Socioeconomic Status, and Emotional Intelligence as Determinants of Financial Management Behavior among Civil Servants in Gunungkidul, Indonesia

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ABSTRACT

Financial management behavior is a key determinant of individual financial well-being, particularly among civil servants with relatively stable incomes but diverse financial needs and obligations. This study examines the role of financial literacy, socioeconomic status, and emotional intelligence in improving financial management behavior among civil servants in Gunungkidul, Indonesia. This research employed a quantitative approach using a saturated sampling technique. The population consisted of all permanent employees of the Gunungkidul Regional Secretariat, totaling 121 employees, all of whom were included as respondents. Thus, the final sample consisted of 121 respondents. The researchers collected primary data through questionnaires distributed directly to respondents. The researchers analyzed the data using validity and reliability tests, multiple linear regression, t-tests, and coefficient of determination (R^2) analysis. The findings indicate that financial literacy positively affects financial management behavior, showing that individuals with stronger financial knowledge tend to manage income, expenditure, saving, and financial planning more effectively. Socioeconomic status also contributes to financial management behavior by providing greater financial resources and supporting better financial decision-making. Furthermore, emotional intelligence positively influences financial management behavior, indicating that the ability to regulate emotions and control impulses facilitates more responsible financial decisions. Financial literacy, socioeconomic status, and emotional intelligence are important factors in strengthening financial management behavior among civil servants. Financial education programs should therefore integrate financial knowledge with emotional and behavioral skills while considering individuals' socioeconomic conditions..

1. Introduction

Today, strong financial management skills are essential for everyone. As the global and local economic environment grows more complex, individuals are expected to manage expenses, save, and invest responsibly. From an Islamic perspective, financial management is not only about economic efficiency but also about responsibly managing wealth (maal) as a trust (amanah) from Allah. Islam encourages individuals to manage their wealth prudently, avoid wastefulness (israf), maintain a balance between consumption and saving, and use financial resources for beneficial and permissible purposes. Therefore, financial management behavior can be understood not only as an economic practice but also as part of responsible wealth management in accordance with Islamic principles (Yang et al., 2023). To prevent major financial problems, individuals with strong financial literacy are generally better able to manage their financial resources effectively and make informed financial decisions. In contrast, limited financial literacy may lead individuals

to make inappropriate financial choices, potentially resulting in poor financial management. This condition highlights the importance of strengthening financial education to promote more responsible and effective financial management behavior. According to the Financial Services Authority (OJK) survey conducted in 2024, Indonesia's financial literacy level was recorded at 65.43%, indicating that a substantial proportion of the population still requires improved financial knowledge and capabilities (Financial Services Authority/OJK, 2024).

Socioeconomic status also influences financial management skills, in addition to financial literacy (Uzoma et al., 2020). People with higher socioeconomic backgrounds have easier access to financial education because they have more opportunities. To maintain quality of life, employees must balance the demands of their social environment with a lifestyle that aligns with their financial situation. Financial management behavior has become increasingly important as individuals face growing financial responsibilities, economic uncertainty, and more complex financial products. Effective financial management behavior enables individuals to plan expenditures, control debt, save regularly, and make appropriate financial decisions (Zhang et al., 2024). For civil servants, sound financial management is particularly important because stable income does not necessarily guarantee responsible financial behavior. In developing regions such as Gunungkidul, Indonesia, socioeconomic conditions, access to financial resources, and individual psychological characteristics may shape how civil servants manage their personal finances.

Emotional intelligence also influences financial judgment. Emotional intelligence includes the ability to identify, understand, and analyze individual emotions. People with consistent emotional stability are better able to control their consumption and manage their finances rationally. Employees who cannot consistently express their emotions make financial decisions based on their feelings, such as buying something to entertain themselves or cope with stress at work, which often leads to overspending (Wang & Xin, 2024). Because they fear difficult financial situations, they avoid budgeting or financial evaluation and may lose control of their finances. As the center of government administration at the district level, the Gunungkidul Regional Secretariat plays a key role in implementing policies and managing the regional budget sustainably. Employees at the Regional Secretariat handle various financial tasks, such as planning, allocating, and reporting the budget.

Financial literacy is widely recognized as a key determinant of financial management behavior because individuals with adequate financial knowledge are better able to understand financial products, budget, save, and evaluate financial risks (Li et al., 2024). However, financial knowledge alone may not explain actual financial behavior. Individuals with similar levels of financial literacy may demonstrate different financial management practices because their socioeconomic circumstances and emotional capabilities differ. Socioeconomic status may influence financial behavior through differences in income, education, financial resources, and access to financial services. Meanwhile, emotional intelligence may determine an individual's ability to regulate emotions, control impulses, and make rational decisions under financial pressure (Ugwuanyi et al., 2022).

Despite extensive research on financial literacy and financial management behavior, the combined roles of socioeconomic status and emotional intelligence remain less frequently examined within an integrated framework. Previous studies have largely examined financial literacy and financial behavior among students, households, employees, and general consumers, with comparatively fewer studies focusing on civil servants as a specific occupational group. In particular, empirical studies that simultaneously consider financial literacy, socioeconomic status, and emotional intelligence in explaining the financial management behavior of civil servants at the local government level, especially in economically diverse and rural settings such as Gunungkidul, remain relatively scarce. This gap is identified based on the limited number of studies found through a literature search using combinations of keywords related to financial literacy, financial management behavior, socioeconomic status, emotional intelligence, civil servants, and local government employees. Therefore, examining these three dimensions simultaneously may provide a more comprehensive understanding of financial management behavior by integrating cognitive, socioeconomic, and emotional perspectives within a local government context (Xie & Fu, 2024)

However, some employees still neglect personal financial planning and tend to spend without proper calculation. They also have less control over expenses that exceed income, and many employees still lack emergency savings to cover sudden needs (Meng et al., 2024). Consequently, this study focuses on permanent employees of the Gunungkidul Regional Secretariat to better understand the problems they face and solutions that can improve their personal financial management. Therefore, this study examines the effects of financial literacy, socioeconomic status, and emotional intelligence on financial management behavior among civil servants in Gunungkidul, Indonesia. By integrating these three perspectives, the study contributes to the financial behavior literature by demonstrating that responsible financial management may be shaped not only by what individuals know, but also by their socioeconomic circumstances and ability to regulate emotions. The findings are expected to inform financial education and employee financial well-being programs in the public sector

2. Literature Review

Financial Literacy

Financial literacy is a person's capacity to manage money, which affects their standard of living. Financial literacy is now essential and a life skill everyone needs to live their life (Sayekti et al., 2026). Financial literacy means having the information and skills needed for effective personal money management. People with this awareness are better prepared to make financial decisions and plan for their long-term financial needs (Resmi et al., 2023). Financial literacy is a fundamental determinant of financial management behavior. It reflects an individual's knowledge and understanding of financial concepts, including budgeting, saving, credit, interest rates, investment, risk, and financial planning. Individuals with higher levels of financial literacy are generally better equipped to evaluate financial alternatives and understand the consequences of their financial decisions (Resmi et al., 2022). Financial literacy can therefore facilitate more rational and informed financial behavior. For example, individuals who understand the importance of budgeting and saving are more likely to track their spending and create financial plans.

Consequently, financial literacy provides a cognitive foundation that enables individuals to translate financial information into responsible financial practices (Resmi et al., 2019).

Socioeconomic Status

Socioeconomic status (SES) measures a society's social and economic position within a hierarchical structure. A family's socioeconomic position is an important indicator (Liang et al., 2025). A person's socioeconomic status is determined by income, type of work, and level of education; these are general indicators of socioeconomic factors related to work experience and relative socioeconomic position. Beyond financial knowledge, socioeconomic status (SES) is an important contextual factor influencing financial management behavior. Socioeconomic status generally encompasses income, educational attainment, occupational position, and access to economic resources (Hasan et al., 2024). Individuals with higher socioeconomic status tend to have greater access to financial information, educational opportunities, formal financial services, and investment instruments. These resources may provide greater opportunities to engage in financial planning and wealth accumulation. Conversely, individuals with limited socioeconomic resources may face greater financial constraints and prioritize immediate consumption and basic needs over long-term financial planning (Damane & Ho, 2024). However, higher socioeconomic status does not necessarily guarantee responsible financial behavior because financial resources must still be paired with sound decision-making and self-control (Koudalo & Toure, 2023)

Emotional Intelligence

Emotional intelligence includes a person's ability to identify their own emotions and regulate their feelings. More important abilities include reading emotions, understanding why someone is upset, and communicating without violating social boundaries; emotional intelligence also includes the capacity to challenge oneself, act proactively, and persist in difficult circumstances (Al-Smadi, 2023). Another important psychological determinant is emotional intelligence (EI). Emotional intelligence refers to an individual's ability to recognize, understand, regulate, and use emotions effectively. Financial decisions are not always based solely on rational calculations; emotions such as anxiety, fear, excitement, stress, and impulsive desires can also influence them (Bouaamri et al., 2024). Individuals with higher emotional intelligence are expected to have better self-regulation and greater ability to manage emotional responses when making financial decisions. This capacity may reduce impulsive consumption, improve spending control, and encourage individuals to consider the long-term consequences of financial choices. Thus, emotional intelligence complements financial literacy by helping individuals transform financial knowledge into appropriate financial behavior (Feghali et al., 2021).

Financial Management Behavior

The Theory of Planned Behavior (TPB), developed by Ajzen (1991), provides a theoretical framework for explaining how individual characteristics and perceptions influence behavioral intentions and subsequent behavior. According to TPB, behavior is primarily determined by behavioral intention, while intention is influenced by three main factors: attitude toward the behavior, subjective norms, and perceived behavioral control. Perceived behavioral control also directly influences behavior when individuals have sufficient actual control. In the context of financial management behavior, TPB provides a useful framework for understanding how

individuals translate their knowledge, social circumstances, and personal capabilities into financial decisions. Financial literacy can shape an individual's evaluation of financial alternatives and may influence attitudes toward responsible financial practices. Socioeconomic status represents the social and economic conditions within which financial decisions are made, including access to resources and opportunities. Meanwhile, emotional intelligence may influence an individual's ability to regulate emotions, exercise self-control, and make rational decisions under financial pressure.

Financial management behavior represents the behavioral outcome in this framework, reflected in how individuals manage income, expenditure, saving, budgeting, and other financial decisions. Thus, TPB allows the relationships among financial literacy, socioeconomic status, emotional intelligence, and financial management behavior to be examined within a behavioral framework rather than treating the four constructs as independent concepts. Although these variables do not correspond perfectly to the three original TPB components, they can be positioned as individual and contextual factors that may shape attitudes, perceived control, and ultimately financial management behavior. This theoretical positioning provides the basis for developing the hypotheses in this study (Nagaaba et al., 2025). Financial management behavior refers to the ability to organize and budget, supervise, manage, find, and distribute money to meet daily needs. This study shows how financial knowledge, attitudes, and discipline influence financial management behavior. Financial Management Behavior (FMB) has increasingly attracted attention in financial and behavioral research because effective financial management is essential for achieving financial stability and long-term financial well-being. Financial management behavior refers to individuals' actions in planning, allocating, controlling, and evaluating their financial resources (Atahau et al., 2023). It includes activities such as budgeting, saving, managing debt, controlling expenditures, and making investment decisions. FMB is influenced not only by individuals' financial knowledge but also by their socioeconomic environment and psychological characteristics. In this context, financial literacy, socioeconomic status, and emotional intelligence represent important factors for explaining differences in individuals' financial management behavior (Sebai et al., 2025).

3. Methodology

This study was conducted on permanent employees of the Gunungkidul Regional Secretariat with a sample size of 121 respondents. The sampling used a total sample of 121 permanent employees of the Gunungkidul Regional Secretariat. The variables of financial literacy, socioeconomic status, emotional intelligence, and financial management behavior are represented by several indicators in the questionnaire. Six indicators from Fatimah (2019) form the financial literacy variable, seven indicators from Fatimah (2019) form the socio-economic status variable, nine indicators from Riyana et al (2021) form the emotional intelligence variable, and nine indicators from Fatimah (2019) form the financial management behavior variable. Financial Management Behavior refers to an individual's behavior in planning, managing, controlling, and evaluating financial resources to achieve financial goals. The variable is measured through indicators adapted from Fatimah (2019), covering financial planning, expenditure management,

saving behavior, debt management, and financial control. Each survey indicator is scored using a Likert scale.

Data validity testing uses Pearson product-moment (bivariate correlation). The validity criteria require a positive r value and an r value greater than the table value (Sugiyono, 2019). Furthermore, a reliability test is conducted to ensure the consistency of respondents' answers. If respondents' answers to the survey questions are consistent, the survey is considered reliable (Sugiyono, 2019). If the Cronbach's alpha value is greater than 0.6, each variable is considered reliable. The influence of the independent variables on the dependent variable is then determined using hypothesis testing with the t -statistic to assess how financial literacy, socioeconomic status, and emotional intelligence influence financial management behavior. If the t -count value is greater than the t -table value, then the hypothesis can be accepted. To determine how much financial literacy, socioeconomic status, and emotional intelligence explain financial management behavior, this study conducted a coefficient of determination (R^2) test. The coefficient of determination (R^2) indicates how well the model explains the variables it influences; a value close to zero means the model has very low explanatory power, and vice versa (Sugiyono, 2019).

4. Results And Discussion

Table 1. Validity Test Results

LK (X1)			
Item	Corrected Item-Total Correlation	R table	Result
LK1.1	.776**	0.1786	VALID
LK1.2	.572**	0.1786	VALID
LK1.3	.792**	0.1786	VALID
LK2.1	.784**	0.1786	VALID
LK2.2	.730**	0.1786	VALID
LK2.3	.543**	0.1786	VALID
SSE (X2)			
Item	Corrected Item-Total Correlation	R table	result
SSE1.1	.549**	0.1786	VALID
SSE1.2	.551**	0.1786	VALID
SSE1.3	.490**	0.1786	VALID
SSE2.1	.712**	0.1786	VALID
SSE2.2	.757**	0.1786	VALID
SSE3.1	.763**	0.1786	VALID
SSE3.2	.706**	0.1786	VALID
KE (X3)			
Item	Corrected Item-Total Correlation	R table	result
KE1.1	.598**	0.1786	VALID
KE1.2	.679**	0.1786	VALID

KE1.3	.718**	0.1786	VALID
KE2.1	.796**	0.1786	VALID
KE2.2	.807**	0.1786	VALID
KE2.3	.545**	0.1786	VALID
KE3.1	.676**	0.1786	VALID
KE3.2	.527**	0.1786	VALID
PP (Y)			
Item	Corrected Item-Total Correlation	R table	result
PP1.1	.564**	0.1786	VALID
PP1.2	.801**	0.1786	VALID
PP1.3	.530**	0.1786	VALID
PP2.1	.733**	0.1786	VALID
PP2.2	.744**	0.1786	VALID
PP2.3	.704**	0.1786	VALID
PP2.4	.667**	0.1786	VALID

Source: Primary Data Processed by SPSS

Table 1 shows the results of the validity test of the variables of financial literacy, socioeconomic status, emotional intelligence, and financial management behavior. If the calculated r value is positive and smaller than the r table value, the question item is valid, and its validity is confirmed.

Table 2 presents the reliability test results for the research variables. The financial literacy variable has a value of 0.752, the socioeconomic status variable has a value of 0.773, the emotional intelligence variable has a value of 0.814, and the financial management behavior variable has a value of 0.789. All of these variables are declared reliable because the Cronbach's Alpha value is greater than 0.6.

Table 2 Reliability Test Results

Variable	Cronbach's Alpha
LK (X1)	0.752
SSE (X2)	0.773
KE (X3)	0.814
PK (Y)	0.789

Source: Primary Data Processed by SPSS

The overall research hypothesis is accepted, as the overall t-count value exceeds the t-table value, in accordance with the hypothesis test results shown in Table 3. The first hypothesis shows a positive influence of financial literacy on financial management behavior; the second hypothesis shows a positive influence of socioeconomic status on financial management behavior; and the third hypothesis shows a positive influence of emotional intelligence on financial management behavior.

Table 3. T-Test Results

Model		t	Sig.
1	(Constant)	1.778	0.078
	LK	4.480	0.000
	SSE	3.515	0.001
	KE	4.086	0.000

Source: Primary Data Processed by SPSS 25

The results of the coefficient of determination test in Table 4 obtained an R² value of 0.536 (53.6%), indicating that the financial management behavior variable can be explained by the financial literacy, socio-economic status, and emotional intelligence variables, namely 53.6%, with the remaining 46.4% explained by variables outside the scope of this study.

Table 4. Results of Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.732 ^a	.536	.524	.31584
a. Predictors: (Constant), KE, LK, SSE				

Source: Primary Data Processed by SPSS 25

DISCUSSION

The statistical analysis for the first hypothesis indicates that financial literacy has a positive and significant effect on financial management behavior. This finding suggests that individuals with better financial knowledge and skills tend to demonstrate better financial management practices. This relationship can be explained through the Theory of Planned Behavior (TPB) (Ajzen, 1991), which posits that behavioral intentions influence behavior, and that attitudes, subjective norms, and perceived behavioral control shape intentions. In the context of financial management, financial literacy can strengthen individuals' perceived behavioral control by providing the knowledge and skills needed to evaluate financial alternatives and make informed financial decisions. Individuals with higher financial literacy are more likely to understand financial planning, develop appropriate financial management strategies, and make deliberate decisions regarding expenditure, saving, and investment. Thus, financial literacy provides an important cognitive foundation for translating financial intentions into responsible financial management behavior. The finding is consistent with Hasan et al. (2024), who reported a positive relationship between financial literacy and financial management behavior. Similarly, Liang et al. (2025) found that financial knowledge contributes to individuals' ability to make appropriate decisions concerning expenditure, saving, and investment. These findings indicate that financial literacy is not limited to possessing financial knowledge but also facilitates applying that knowledge in everyday financial decision-making. Therefore, strengthening financial literacy may help employees develop more structured and responsible financial management practices.

The statistical analysis of the second hypothesis indicates that socioeconomic status has a positive and significant effect on financial management behavior. This finding suggests that employees with more favorable socioeconomic conditions tend to demonstrate better financial management practices. From the perspective of the Theory of Planned Behavior, socioeconomic status can be viewed as a contextual factor that may shape individuals' opportunities, resources, and perceived behavioral control in performing financial behaviors. Employees with greater socioeconomic resources may have better access to education, financial information, financial services, and opportunities to develop financial planning capabilities. These conditions can facilitate the implementation of financial management practices, including budgeting, saving, expenditure control, and financial risk management.

In the context of employees of the Gunungkidul Regional Secretariat, socioeconomic status may therefore contribute to differences in the capacity to manage financial resources. More favorable socioeconomic conditions may provide greater financial flexibility and opportunities to allocate resources toward saving, investment, and risk management. This finding aligns with the argument that socioeconomic conditions are an important contextual factor in shaping financial behavior. However, socioeconomic status should not be interpreted as automatically determining responsible financial behavior, because individual knowledge, attitudes, self-control, and other behavioral factors also influence financial management. Taken together, the findings support the relevance of TPB in explaining financial management behavior by showing that both individual cognitive resources and socioeconomic conditions may contribute to differences in employees' financial practices.

The statistical analysis of the third hypothesis shows that emotional intelligence positively influences financial management behavior; higher emotional intelligence is associated with more emotional financial management. Emotional intelligence influences the financial management behavior of Gunungkidul Regional Secretariat employees because it enables them to act proactively and regulate themselves, rather than acting as if the external environment controls them. Emotional intelligence also affects their ability to control emotions when fulfilling desires by planning expenses based on wise judgment, making sound choices, and balancing the risks of spending decisions. In addition, employees have self-confidence that uses feelings, thoughts, and actions to control emotions proportionally, based on their ability to balance the risks of financial decisions (Ghosh, 2023).

This study examines the roles of financial literacy, socioeconomic status, and emotional intelligence in explaining financial management behavior among civil servants in Gunungkidul, Indonesia. The findings provide important insights into how financial decision-making is shaped not only by individuals' knowledge of financial concepts but also by their socioeconomic circumstances and psychological capabilities (Duan & Ni, 2024). The results suggest that financial management behavior is multidimensional and involves cognitive, socioeconomic, and emotional factors. The positive relationship between financial literacy and financial management behavior indicates that civil servants with greater financial knowledge are more likely to demonstrate responsible financial practices (Feghali et al., 2021). Financial literacy enables individuals to understand basic financial concepts, including budgeting, saving, credit, investment, risk management, and financial planning. This knowledge helps individuals evaluate financial

alternatives and make decisions aligned with their long-term financial objectives. For civil servants, regular income does not automatically guarantee sound financial management. Instead, people need knowledge to allocate income effectively among consumption, savings, debt repayment, investment, and emergency funds. Thus, the finding reinforces the argument that financial literacy constitutes an important cognitive foundation for responsible financial behavior (Bongomin et al., 2020).

These results can be explained through the Theory of Planned Behavior (TPB), which provides a unified framework for understanding how individual and contextual factors may contribute to financial management behavior. According to TPB, behavioral intentions shape behavior and are influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). Within this framework, financial literacy represents an important cognitive resource that may strengthen perceived behavioral control. Individuals who understand financial concepts, products, and planning are more likely to feel capable of managing their financial resources and translating intentions into appropriate financial practices. Consequently, financially literate civil servants may be better able to prepare budgets, control unnecessary expenditures, maintain savings, and evaluate borrowing decisions. Within the TPB framework, socioeconomic status can also be understood as a contextual condition that may affect the resources and opportunities available to individuals when engaging in financial behaviors. More favorable socioeconomic conditions may provide greater access to education, financial information, financial services, and economic resources, which can facilitate perceived behavioral control and the implementation of responsible financial practices. Thus, socioeconomic status may shape financial management behavior by creating conditions that facilitate or constrain individuals' ability to act on their financial intentions.

Similarly, emotional intelligence may relate to the behavioral mechanisms emphasized by TPB, particularly an individual's capacity to regulate emotional responses when making decisions. Individuals with stronger emotional intelligence may better manage emotional impulses, maintain self-control, and evaluate financial decisions more deliberately. Such capabilities may support the formation and implementation of favorable financial intentions, particularly when individuals face financial pressure or competing consumption desires. Taken together, these relationships indicate that financial management behavior cannot be explained solely by financial knowledge. Financial literacy provides cognitive resources, socioeconomic status represents an important contextual condition, and emotional intelligence contributes to the individual's capacity to regulate emotional responses. TPB therefore provides a common theoretical framework for understanding how these cognitive, contextual, and emotional factors may contribute to the development of responsible financial management behavior among civil servants (Mohd Daud et al., 2024).

Socioeconomic status offers another important perspective on financial management behavior. Socioeconomic status reflects differences in economic resources and social conditions that may influence individuals' capacity and opportunities to manage their finances. Civil servants with relatively more favorable socioeconomic conditions may have greater financial flexibility, enabling them to allocate resources toward savings, investment, insurance, and other forms of long-term financial planning. Conversely, individuals facing greater financial constraints may

prioritize basic consumption and immediate financial obligations, leaving fewer resources for precautionary savings or investment.

Nevertheless, the relationship between socioeconomic status and financial management behavior is not necessarily consistent across individuals and research contexts. Although some studies report a positive association, others find a weak or statistically insignificant relationship between socioeconomic status and financial management behavior. These contrasting findings suggest that socioeconomic resources alone may not determine how individuals manage their finances. Individuals with similar socioeconomic conditions may show different financial behaviors because financial literacy, financial attitudes, self-control, emotional factors, and financial goals can shape how they use available resources.

Therefore, socioeconomic status may affect not only the amount of financial resources available but also the range of financial choices that individuals can realistically make. However, greater financial resources do not automatically translate into better financial management behavior. In this study, the significant positive relationship indicates that socioeconomic status is associated with financial management behavior among civil servants at the Gunungkidul Regional Secretariat. This finding should be interpreted alongside the mixed evidence in previous research, suggesting that the relationship between socioeconomic status and financial management behavior may be context-dependent and may interact with other cognitive, psychological, and behavioral factors (Wang et al., 2023).

However, socioeconomic status should not be interpreted simply as a determinant of whether an individual behaves financially responsibly. Individuals with similar income levels may exhibit substantially different financial behaviors because they differ in financial knowledge, financial goals, family responsibilities, and psychological characteristics. This implies that economic resources provide the context for financial management, while individual capabilities determine how those resources are used. In Gunungkidul, where socioeconomic conditions may differ across communities and households, this distinction becomes particularly relevant. The findings therefore support a broader understanding of financial behavior in which economic capacity and individual competence operate simultaneously (Dong, 2024).

The findings concerning emotional intelligence further demonstrate that financial management is not exclusively a rational process. Emotional intelligence refers to an individual's ability to recognize, understand, regulate, and appropriately respond to emotions. Financial decisions are frequently associated with emotional conditions, including anxiety, stress, impulsivity, satisfaction, and the desire for immediate gratification. Individuals with higher emotional intelligence may better regulate emotional impulses and resist short-term consumption decisions that conflict with their long-term financial objectives. They may also better maintain financial discipline when faced with financial pressures (Hung, 2023).

Emotional intelligence is particularly relevant because financial knowledge alone may not guarantee appropriate behavior. An individual may understand the importance of saving but still overspend because of emotional impulses or social pressures. Emotional intelligence can bridge this gap by enabling individuals to translate financial knowledge into consistent behavior. In this sense, financial literacy represents the cognitive capability to know what to do. In contrast, emotional intelligence represents an important psychological capability to control how one

responds when making financial decisions. Together, these capabilities may therefore produce more sustainable financial management behavior (Michels et al., 2024).

The findings have several practical implications, particularly when viewed from the perspective of Islamic financial management. For government institutions, financial education programs for civil servants should move beyond conventional financial literacy training by incorporating behavioral, emotional, and Islamic financial principles. Training programs could include budgeting simulations, debt-management exercises, financial goal setting, stress management, and techniques for controlling impulsive consumption. Emotional intelligence is particularly relevant because recognizing and regulating emotions may help employees avoid excessive or emotionally driven consumption and make more deliberate financial decisions.

From an Islamic perspective, responsible financial management is closely related to the principle of moderation and the avoidance of *israf* (excessiveness or wastefulness). Civil servants should be encouraged to manage their income and personal assets responsibly, balancing present consumption with saving and future financial needs. Moreover, as public employees, civil servants are entrusted with responsibilities related to public resources. The value of *amanah* emphasizes that financial resources, whether personal income or resources entrusted through public office, should be managed responsibly, transparently, and in accordance with ethical and lawful principles.

These practices are also consistent with the objective of *maqashid al-shariah*, particularly *hifz al-mal* (the preservation and protection of wealth). From this perspective, effective financial management aims not only to improve individual financial outcomes but also to protect wealth from waste, irresponsible financial decisions, and avoidable financial risks. Therefore, government financial education programs could integrate Islamic financial values such as moderation, responsibility, *amanah*, and *hifz al-mal* alongside practical financial management skills.

Such programs would be more meaningful if they were adapted to employees' socioeconomic circumstances rather than applying a uniform financial education model. Combining financial knowledge with emotional regulation, ethical values, and Islamic principles may help civil servants develop financially responsible management behavior that aligns with the broader objectives of Islamic financial ethics (Hug et al., 2024). Overall, this study shows that knowledge, socioeconomic resources, and emotional capabilities shape financial management behavior among civil servants. Financial literacy provides the foundation for understanding financial decisions, socioeconomic status determines the resource environment within which those decisions are made, and emotional intelligence supports the self-regulation required to implement responsible financial choices. The study therefore contributes to the literature by positioning financial management behavior as a multidimensional outcome that financial knowledge alone cannot adequately explain (Lo Prete, 2022). For civil servants in Gunungkidul, strengthening financial capability should consequently involve not only increasing financial knowledge but also improving financial resilience and emotional self-regulation. This study has several limitations to consider when interpreting its findings. First, the study focuses on civil servants at the Gunungkidul Regional Secretariat. Although this context provides a specific institutional setting for examining financial management behavior, the findings may not be directly generalizable to civil servants in other

regions, government institutions, or occupational groups with different socioeconomic and organizational characteristics. Future research could therefore examine civil servants across different regions and government institutions to assess whether the relationships identified in this study remain consistent across contexts.

Second, the study employs a cross-sectional research design, which captures financial literacy, socioeconomic status, emotional intelligence, and financial management behavior at a single point in time. Consequently, the findings indicate statistical associations among the variables but should not be interpreted as establishing temporal or definitive causal relationships. Longitudinal studies could provide stronger evidence regarding how changes in financial literacy, socioeconomic conditions, and emotional intelligence influence financial management behavior over time.

Third, the study relies on self-reported questionnaire data. Respondents may have provided socially desirable responses, particularly when reporting financial practices, emotional characteristics, and personal financial management. Such potential response bias may affect the accuracy of the measurements. Future studies could complement questionnaire data with objective financial indicators, behavioral records, or validated psychological assessment instruments where appropriate.

Fourth, the explanatory model is limited to financial literacy, socioeconomic status, and emotional intelligence. The model excludes other factors that may contribute to financial management behavior, such as financial attitude, self-control, financial socialization, religiosity, family financial background, financial stress, and access to financial services. Future research could incorporate these variables to develop a more comprehensive explanation of financial management behavior.

Finally, although this study is situated within an Islamic economic context, the empirical model does not directly measure Islamic financial values such as amanah, avoidance of israf, financial religiosity, or hifz al-mal. These principles provide an important normative perspective for interpreting responsible financial management but were not operationalized as empirical variables in the present study. Future research could explicitly integrate Islamic financial values into the conceptual model to examine whether they strengthen the explanation of financial management behavior and provide a more comprehensive Islamic financial management framework.

5. Conclusion

This study concludes that permanent employees of the Gunungkidul Regional Secretariat have a background of competent financial management behavior, supported by factors such as financial literacy, socioeconomic status, and emotional intelligence. Further research can use a larger sample from other agencies in the Gunungkidul regional government, such as the Regional Development Planning Agency, Education Office, and Tourism Office, and add other independent variables to enrich the findings, such as Financial Technology, Hedonism, and so on. The findings provide both theoretical and practical implications. From a theoretical perspective, the results support the relevance of the Theory of Planned Behavior in explaining financial management behavior through cognitive, contextual, and emotional factors. From an Islamic financial perspective, responsible financial management is consistent with values of moderation, avoidance

of israf, and amanah, as well as the broader objective of maqashid al-shariah, particularly hifz al-mal (protection of wealth). Practically, government institutions may strengthen financial education programs by integrating financial planning, saving, expenditure control, emotional regulation, and Islamic financial values rather than relying solely on conventional financial literacy training.

Future research should extend the study to civil servants in different regions and institutions, employ longitudinal designs, and incorporate additional variables such as financial attitudes, self-control, financial stress, religiosity, and Islamic financial values to provide a more comprehensive understanding of financial management behavior.

Author contribution statement

Deny Ismanto: Conceptualization, methodology, investigation, data collection, formal analysis, and writing the original draft. Conceptualization, supervision, project administration, interpretation of findings, writing, review and editing, and correspondence with the journal as the corresponding author.

Mahmudah Auwaliah: Literature review, methodology development, data validation, interpretation of results, and writing, review and editing.

All authors contributed to the development of the manuscript, critically reviewed the manuscript for important intellectual content, approved the final version, and agreed to be accountable for all aspects of the work.

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