

The Influence of Artificial Intelligence Integrated Financial Education on Media Facilitated Financial Socialization among College Students

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ABSTRACT

This study focuses on the influence of AI-integrated financial education on media-facilitated financial socialization of college students in Wayanad district. Primary data about 160 of the undergraduate and post-graduate students at four colleges was collected using a descriptive study approach by administering a structured questionnaire. The research employed descriptive and regression analysis to determine trends and relationships. The results show that AI-based financial education has a beneficial effect on financial socialization through the media and contributes to financial literacy improvement among students significantly. The results show the increased role of AI technologies and digital media that shape the financial attitudes and behavior of students.

Keywords: AI, Financial Education, Media, Financial Socialization, College Students.

Introduction

The recent advancement of Artificial Intelligence (AI) has made changes in the environments of financial education, especially among college students who devote so much time to digital technology (Shim et al., 2010). Financial information, especially in the form of robo-advisors, budgeting applications, personalised financial education, and others, can be readily available to students as they are offered by artificial intelligence systems in real-time and specific to each student (Candra Sari et al., 2021). Meanwhile, media, in particular, social media, Internet forums, and financial sources of information also have an impact on the financial attitudes, habits, and decision-making of students, a phenomenon known as media-based financial socialisation (Zou, 2025).

Application of AI in the domain of financial education enhances the way students interact with financial data by suggesting specific improvements, forecasting possibilities, and interactive education (Prasongpongchai et al., 2024). This not only enhances financial literacy but also influences the way students interpret and apply financial information, acquiring different sources of media (Kustitik et al., 2025). Consequently, AI qualifies as a mediating factor, which intensifies the role played by media in financial socialization.

The significance of knowing how AI-based financial education influences media financial socialization is of particular interest to college students who are just starting to form a lifetime financial behavior pattern (Goyal et al., 2023). This paper will seek to explore the aspect of AI-enabled financial education and its impact on students in terms of financial awareness, attitudes, and behaviors through media interactions, and consequently, making financial choices more informed and responsible.

Statement of the Problem

Although financial education based on AI is becoming more widely used, and exposure to media has become widespread, limited information is known about the relationship between these technologies to enhance financial socialization in college students (Kovács & Terták, 2024). The use of AI applications and media platforms among higher education students as a source of financial knowledge grows, yet we do not know the extent to which such tools impact students financially and how often they affect their perceptions and behaviors regarding finances (Shim et al., 2013). This contradiction is worth pointing out since poor or wrong financial socialization can lead to poor financial decision-making. Therefore, the study examines the influence of AI-integrated financial education and the media to determine the effects of such interaction on the socialization of students in financial matters.

Significance of the Study

This study is relevant as it will illuminate the effects of AI-based financial education on media-based financial socialization of college students. It helps to identify the extent to which AI technologies raise the level of responsible financial behavior, decision-making, and financial literacy (Saravanan & John, 2025). The findings will assist financial institutions, teachers, and lawmakers in developing more specialized and technologically oriented financial education programs. Also, by covering the lack of connection between the influence of media and AI integration in financial learning, the study contributes to the academic material. To be able to make wise financial practices and adapt to an increasingly digital financial world, an understanding of these dynamics is crucial to empower the students (Izmagambetova et al., 2025).

Research Question

How effective is AI-integrated financial education in terms of the media-facilitated financial socialization of college students?

Objectives of the Study

- To examine the AI-integrated financial education among college students.
- To examine the media-facilitated financial socialization among college students
- To evaluate the relationship between AI-integrated financial education and media facilitated financial socialization among college students

Hypothesis of the Study

- There is no significant relationship between AI-integrated financial education and media-facilitated financial socialization among college students.

Scope of the Study

This study addresses the influences of AI-integrated financial education on media-facilitated financial socialization among college students. The total sample of 160 respondents is narrowed to undergraduate and graduate students from selected colleges. There is a geographical narrowness of the research to some institutions in the Wayanad district.

Limitations of the Study

The limitation of the study by a low sample size of 160 students in four colleges of Wayanad district might make the results inapplicable to a wider population. Due to a convenience sample, where the respondents are chosen because of their availability and accessibility, other than by randomness, bias may also be obtained. The current research is based on the self-reported data provided by respondents, and the reactions of the participants are also dependent on their perception, integrity, and sincerity.

Research Methodology

This study adopts a descriptive research design to determine how the media facilitated financial socialization and how AI-integrated financial education influences college students. The present study implements the quantitative method of research. The sample population is 160 students representing four colleges in the Wayanad district, which comprise colleges from Mananthavady, Sulthan Bathery, Kalpetta, and Pulpally, with 40 students each selected from the college as sample respondents of the study. The undergraduate and graduate students are the respondents of the study. The convenience sampling technique has been used to select the participants. Primary information to be used in the study

was collected through a standardized questionnaire. The AI-integrated financial education scale is taken from OECD (2023), and the media facilitated financial socialization scale is taken from Hira (2012). Responses are measured using a 5-point Likert scale, which ranges from strongly disagree to strongly agree. Data analysis is done using simple linear regression analysis and descriptive statistics.

Literature Review

The literature review focuses on the theoretical and empirical understanding of the influence of media-facilitated financial socialization and AI-integrated financial education on college students (Arora et al., 2025). The given section contributes to the existing research and provides a baseline to continue with the research on AI and media-based financial socialization by determining significant themes, research gaps, and associations of variables through the analysis of the relevant literature (Christopher & Nithya, 2025).

- **Artificial Intelligence**

The literature on artificial intelligence (AI) in financial education may be interpreted in terms of key topics such as customization, accessibility, and decision assistance. Studies say that AI-based systems, which deliver customized content depending on the needs of users and their behavior, like robotic advisors or intelligent learning platforms, contribute to financial literacy (Nwakego & Patience Enyiamaka, 2025). Accessibility is another valuable topic since AI minimizes the gap in knowledge through providing students with real-time information in finance, through digital platforms, and through mobile applications. Also, studies outline the potential of AI to improve financial decision-making with suggestions and predictive analytics that are automated (Córdova et al., 2024). Scholars note that AI provides interactive learning environments, and it enhances the interests of young users. However, as mentioned by other studies, there are problems with an over-reliance on AI and the lack of critical assessment skills (Bukvić, 2024).

- **Financial Education**

The research on financial education is the development of financial literacy, behavioral consequences, and early socialization. One of the issues is the ways in which financial education will enhance the knowledge people have on how to handle debts, invest, save, and budget, enabling them to make sound financial decisions (Frisancho, 2019). Another important topic is that of behavioral change. The studies have found financial education to promote responsible financial behavior, including increased saving and reduced impulsive consumer behavior. Also, scholars emphasize the impact of a childhood taught budget on the future fiscal perspectives and soundness in children (Berry et al., 2018). Also, recent studies focus on the role of technology and digital solutions in enhancing financial education. However, some research shows the gap in knowledge and actual financial conduct, which is why experiential and practical learning strategies are required (Totenhagen et al., 2014).

- **Media Financial Socialization**

Media influences, access to information, and behavior development are among the themes of literature in media financial socialization. One of the significant topics is that media channels, in particular social media, TV, and online financial content, have a significant impact on the financial knowledge and attitudes of people (Nekkanti et al., 2024). Studies indicate that online platforms such as YouTube, blogs, financial influencers, and others are becoming increasingly relied upon by college students as a source of financial knowledge. The second factor is accessibility, since the media provides easy and diverse information on finance, and one can be educated easily (Hidayat et al., 2026). Furthermore, the authors of research draw attention to the impact of the media on the development of financial behavior, including investment, saving, and spending decisions. The validity and authenticity of information released through the media are in doubt, and this could lead to misinformation and inappropriate financial choices (Shim et al., 2015).

- **Research Gap**

The literature has exhaustively covered artificial intelligence, media, financial socialization, and financial education. However, few studies merge such elements in the quest to understand the impact of such factors when they interact with college students. Specifically, the combination of media financial socialization and AI-based financial education on financial attitudes and behaviors is still underserved. Moreover, most studies are conducted in industrialized countries, and there is very little evidence of research in emerging countries such as India, more so in regions such as Kerala. Also, the lack of primary data-driven and student-centered studies with local aspects is missing. As such, the study aims to address these gaps by investigating the relationship between AI-integrated financial education and media-facilitated financial socialization among college students.

Result and Discussions

• Reliability Test

Table 1: Reliability statistics of research instruments

Variables	No. of Items	Cronbach's Alpha
AI-integrated Financial Education	6	0.842
Media Facilitated Financial Socialization	4	0.865

Note. AI-integrated Financial Education has 6 items with a Cronbach's alpha value of 0.842, and Media-facilitated Financial Socialization has 4 items with a Cronbach's alpha value of 0.865. The values of both exceed 0.70, which means high internal consistency. This ensures that all survey questions are always able to measure their intended concepts, hence the suitability of the data in further study.

• Descriptive Statistics

Objective 1: To examine the AI-integrated financial education among college students

Table 2: Mean Score of AI-integrated Financial Education

Particulars	N	Minimum	Maximum	Mean
AI-integrated Financial Education	160	4	5	3.76

Note. This research involved analyzing the AI-integrated financial education of 160 college students. The average mean score of 3.76 on a 1-5 Likert scale, where the responses range from 4 to 5, reflects a high degree of financial education. It means that the majority of college students have a positive attitude towards using AI to obtain financial education.

Objective 2: To analyze the media facilitated financial socialization among college students

Table 3

Mean Score of Media Financial Socialization.

Particulars	N	Minimum	Maximum	Mean
Media Facilitated Financial Socialization	160	4	5	3.82

Note. The study involved media-facilitated financial socialization of 160 college students. The average mean score of 3.82 on a 1-5 Likert scale indicates that the media financial socialization is at a moderately high level, with the responses ranging from 4 to 5. This means that college students are highly influenced by the media channels in terms of attitude and behavior towards finances.

• Inferential Statistics

Objective 3

To evaluate the relationship between AI-integrated financial education and media-facilitated financial socialization among college students

H₀: There is no significant relationship between AI-integrated financial education and media-facilitated financial socialization among college students.

Table 4: Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.612	0.374	0.370	0.421

a. Predictors: (Constant), AI-integrated financial Education

Table 5: Anova Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18.742	1	18.742	105.68	0.000
Residual	31.358	158	0.198		
Total	50.100	159			

a. Dependent Variable: Media-facilitated Financial Socialization

b. Predictors: (Constant), AI-integrated Financial Education

Table 6: Coefficients Table

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	1.245	0.312		3.99	0.000
AI Financial Education	0.682	0.066	0.612	10.28	0.000

a. Dependent Variable: Media-facilitated Financial Socialization

Note. The regression analysis demonstrates that there exists a significant positive relationship between AI-integrated financial education and media-facilitated financial socialization ($R = 0.612$, $R^2 = 0.374$). The financial socialization in media includes 37.4% of the variance in AI-based financial education. The ANOVA supports the model's significance ($F = 105.68$, $p = 0.000$). The coefficient (0.682 , $p = 0.000$) indicates that every one-unit increase in AI-integrated financial education leads to a 0.682-unit increase in media-facilitated financial socialization. The null hypothesis is then rejected, and this would suggest that there is a significant relationship between AI-based financial education and media financial socialization.

Conclusion

This study investigated the relationship between Artificial Intelligence-integrated financial education and media-facilitated financial socialization among 160 college students. The outcomes showed for both variables have high average scores, such as 3.76 and 3.82, which means that the students are actively using AI tools and media platforms to learn about financial matters. The regression analysis revealed that there was a strong and high positive relationship ($R = 0.612$, $p = 0.000$) between AI-based financial education and media financial socialization, explaining 37.4% variances.

The practical implications proposed that the educational institutions integrate AI-based financial tools into the curriculum, and the Non-Governmental Organization provide financial literacy programmes targeting the youth.

Based on the recommendations, colleges might host AI-powered financial seminars, collaborate with financial technology companies, and invite students to participate in the workshop to identify the financial practices with references to reliable media sources.

Future research needs to expand the sample size across colleges, incorporate other attributes like financial behavior, digital literacy, and income amounts, and explore the long-term advantages of AI-based financial education on the financial well-being of young people.

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