Journal of Contemporary Educational Research, 2026, Volume 10, Issue 8
http://ojs.bbwpublisher.com/index.php/JCER
Online ISSN: 2208-8474
Print ISSN: 2208-8466

Thoughts on Cultivating Contemporary College Students' Financial Management Concepts

Chang-Lan Zhou*

School of Fashion Management, Beijing Institute of Fashion Technology, Beijing 100029, China

***Corresponding author:** Chang-Lan Zhou, sxyzcl@bift.edu.cn

Abstract: Starting from the goal of cultivating socialist successors with correct views on money and values, this article explores the necessity of cultivating contemporary college students' correct views on financial management, analyzes the current situation of teaching courses related to "Personal Finance" in universities, and puts forward the difficulties of transforming theoretical knowledge and methods into abilities, as well as the problem of not paying attention to cultivating risk awareness in the era of intelligence. Students' attitudes towards financial management are prone to misunderstandings, their understanding of dialectical relationships in financial management is inadequate, and some students are not aware of the unity between financial management and values. Based on summarizing some good practices in practice, corresponding countermeasures and suggestions are proposed, in order to provide certain references for the teaching of related courses, the cultivation of college students' financial concepts and methods, etc.

Keywords: Contemporary college students; Financial management; Financial concepts

Online publication: August 31, 2026

1. Introduction

After the 2020s, post-2000s college students have become the main group of students in Chinese universities. With the continuous development and improvement of China's socialist market economy, post-2000s college students will become direct participants in the future market economy. Cultivating them into outstanding successors with long-term vision and sufficient knowledge reserves has become an important responsibility of universities to keep up with the development of the times and adapt to the needs of society. Among them, a good investment and financial management concept is a life skill that college students must master. The development of science and technology has greatly enriched the material wealth of society. Post-2000s should learn early on how to create and accumulate social wealth reasonably, plan financial goals for different stages of life, and achieve the unity of goals and value realization among individuals, families, and society.

There have been many achievements in research on financial education for college students, mainly reflected in two aspects: influencing factors and educational practice. In terms of influencing factors, financial knowledge level is the foundation. Family and society are environmental factors. Psychological factors such as risk perception, self-control, and attitudes towards money are also crucial. In terms of educational practice, school financial education emphasizes theory over practical experience [1]. Most of the existing studies regard “college students” as a broad category, but the “post-2000s” college students grew up in the era of China’s rapid economic growth and the complete popularity of mobile Internet. Their wealth concept, information receiving mode, and financial behavior logic are different from those of the post-1990s [2]. This may make it difficult for existing educational strategies to meet their actual needs fully. Therefore, there is currently a lack of financial education research targeting the characteristics of the post-2000s generation, as well as research on financial risk education related to the intelligent era. Promoting the transformation of financial education research for college students from “extensive coverage” to “precise characterization,” especially focusing on the core group of “post-2000s” in the era of intelligence, will be the key to improving educational effectiveness and helping young people establish a healthy financial future.

2. Current situation and main problems of cultivation

2.1. Current status of relevant courses

Against the backdrop of the increasing importance of financial management for personal and family life, and the need for college students to establish correct financial concepts and master certain financial methods, universities that offer public elective courses often offer related courses in humanities and social science modules. Specific course names include “Personal Finance,” “Family Finance,” “One Point Financial Knowledge,” “Investment Finance,” “Personal Financial Knowledge,” etc. These courses are basically school-level public elective courses for all majors. These courses mostly systematically and comprehensively cover the basic knowledge and goals of financial management; the values of financial management and their related time value calculation methods, risk and reward calculation methods; and introduce the basic knowledge and precautions of financial products such as banks, funds, bonds, and stocks that are closely related to our daily lives. Through the study of such courses, students can understand and master basic financial tools and knowledge, in order to choose and combine their own financial products reasonably, avoid financial risks appropriately, and embark on a happy path of financial management.

2.2.Theoretical knowledge in the classroom becomes a difficult problem for students to apply their abilities

The traditional teaching mode in universities mostly adopts the method of teacher classroom lectures, and the teaching design mainly uses theoretical knowledge combined with financial case explanations. Based on mastering the theoretical knowledge and methods of financial management, students learn some typical cases. For courses that focus on theory, this approach is more suitable [3]. However, courses related to personal finance are highly practical, and students often feel like they are just talking on paper after completing them, making it difficult to apply them effectively in real life.

2.3.Lack of emphasis on cultivating risk awareness in the era of intelligence

In the era of intelligent society development, with the continuous development and growth of the financial investment market, new types of financial investment tools continue to emerge. Various investment products and financial instruments are no longer as structurally simple and easy to understand as before, and their principles are becoming increasingly complex. Investors with insufficient knowledge reserves and investment experience are prone to falling into investment traps. The increasingly complex financial products and marketing methods have led to frequent incidents of blind participation in frauds, such as illegal fundraising, telecommunications fraud, stock recommendations from "stock gods," and live streaming marketing related to financial products, all of which pose risks and hidden dangers. It is urgent to cultivate risk awareness from the post-2000s student era, learn to identify relevant subject qualifications, carefully understand important information and risk levels of financial products or services, prevent potential sales-misleading risks, and establish a scientific and rational concept of financial investment and consumption [4].

2.4.Students often fall into financial management misconceptions

Students' attitudes towards financial management often fall into misconceptions. Mainly including: no money, no need for financial management, equating financial management with investment, financial management is too complicated and cumbersome, financial investment is similar to gambling, financial products are designed for wealthy people, waiting until they get older to manage, fantasizing about overnight wealth, financial management can be copied from others, and so on.

2.5.Inadequate understanding of dialectical relationships in financial management

There are many dialectical relationships in financial management, such as diversified investment and concentrated investment, leveraging and increasing returns, asset liquidity and profitability, risk and return, funding sources and long-term and short-term investment allocation. Some students find it difficult to understand or do not fully comprehend.

2.6.Some students are not aware of the unity between financial management and life values

The current individual social phenomena reflect that the attitude of individual students towards money and life values still needs to be improved, and universities consciously pay attention to and encourage teachers to cultivate, nurture, and guide students to actively learn relevant theoretical knowledge and concepts, establish correct financial management views, which will help them to correctly view money, life, and the social value of people [5].

3. Countermeasures

3.1. Cultivating students' self-consciousness and ability to independently and continuously engage in lifelong learning and practice financial management

Financial awareness is not innate. Practice has shown that financial awareness can be actively cultivated, emphasizing students' status as the main body of learning, cultivating the habit of independent and continuous lifelong learning, and mastering appropriate self-learning methods [6]. For example, developing the habit of regularly reading newspapers and media articles related to investment, learning from the experiences of successful investors, and learning from the lessons of failures; many successful investors start from reading and gain broader knowledge and experience through reading. Regularly listen to or watch TV financial programs or online information resources, and selectively browse the latest news and resources that interest you. Consciously seek opportunities to communicate with successful investors and pay attention to researching the reasons that lead to investment failures. Pay attention to the surrounding conditions and investment environment, and strive to discover beneficial investment channels and projects. In short, financial management accompanies people throughout their lives, and it is necessary to master knowledge of various industries or investment fields as much as possible, and widely collect personal investment information and intelligence; Consciously honing one's skills to analyze and think about problems, learn to experience the laws of investment activities in this practice, and develop the habit of insight into surrounding things.

3.2. Enriching campus-related themed educational activities

Universities can carry out diverse campus or club financial activities. For example, simulating stock trading competitions, college student financial planning and design competitions, establishing various investment and financial clubs, and conducting exchanges. etc., are conducive to creating a good financial atmosphere in universities. Due to the provision of many modern means or media in the era of intelligence, universities can also use the internet and other new media, television terminals or other display terminals, bulletin boards and other means or media to create a public opinion atmosphere for students' scientific financial management in daily life. At the same time, in response to the current situation where students generally spend more time online in their spare time, schools can set up some financial knowledge columns on various new media to attract students to browse, learn, cultivate their interests, and so on. These are all good ways and methods [7]. The college years are the golden period for learning financial management. The comprehensive use of various methods and approaches to help post-2000s cultivate an awareness of proactive financial management can help them form good financial habits and master necessary financial knowledge.

3.3. Integrating risk education in the era of intelligence throughout financial education

In the era of intelligent society development, financial management and risk go hand in hand, and risk and return are two sides of the same coin. We cannot just see the returns without seeing the risks. Returns without risk protection are just floating clouds. The cognitive bias of investors towards risk itself may be the biggest risk in investment and financial management. It is necessary to integrate risk education into all aspects of financial knowledge education and establish the concept of matching expected returns with risks. The fundamental logic of financial markets is to generate returns through operational risks, and both individuals and institutions need to balance expected returns with appropriate risks, learn to allocate investment product portfolios with corresponding risk levels based on their investment preferences, and learn to control and avoid risks. Post-2000s need to learn to understand their risk preferences and tolerance, and manage and control risks effectively. Master and consciously apply some basic principles, such as the higher the potential returns, the higher the investment risk; The lower the potential return, the lower the investment risk; And liquidity and risk are inversely proportional, etc. Learn to respect the market and risks, and maintain a good financial and investment mindset.

3.4. Guiding students to overcome financial misconceptions

In teaching design, it is necessary to consider that some students have misconceptions about financial management [8]. Educate students to understand the following principles: regardless of whether they have money or not, they should manage their finances. For those who do not have money, financial management should start from two aspects: one is to increase revenue, and the other is to reduce expenses. Financial management is not equal to investment. Investment focuses more on the rapid appreciation of wealth, with the goal of maximizing profit. Financial management often focuses more on optimizing asset allocation, taking into account investors' asset liability status, risk preferences, and risk tolerance, and ultimately seeking to achieve various financial goals. When people make choices, they should start from their own reality; financial management should start as early as possible. If one can start managing money as early as possible, it will make future life easier. If one only thinks about preparing funds when they are about to spend, it will lead to a tight and tense situation, making it impossible to achieve the desired financial goals. Financial management does not equal wealth; it is a pre-planning or strategizing process that takes place as a whole. Financial management is an ongoing process on the path of life, which can prevent problems before they arise and make an individual or family's financial situation more stable. Financial management is personalized. Everyone has different financial situations and life goals, so it is necessary to start from one's own actual situation. Financial management should be independent; one should be the master of finance and adhere to one's own investment ideas. For the so-called investment myth, it is even more important to maintain rationality and remain calm.

3.5. Using diversified teaching methods to focus on explaining the dialectical relationships in financial management

Use various teaching methods such as debate and discussion to help students identify the dialectical relationships that exist in financial management [9]. For example, diversified investment, as a classic investment and financial management concept, is widely praised by investors. Students often deeply understand this financial management concept: "Don't put all your eggs in the same basket." Therefore, they believe that when investing, the more baskets you prepare, the better, and the more diversified the investment products, the better. In fact, there is a "degree" issue with dispersion here; ignoring this "degree" will actually make investment tracking difficult. For clients with a large amount of funds, it is necessary to diversify their assets to avoid risks, but for investors with limited funds, putting too many eggs in a basket may not necessarily be the optimal choice. There is also a "degree" issue in the use of leveraged funds in financial management. Leverage is related to returns, and the larger the leverage, the higher the utilization rate of funds, which can greatly improve the return on own funds. Students often understand that leverage can play a role of "pulling a thousand pounds with four or two," making the return far exceed the average market return, but often overlook the risks on the other side of leverage. Under appropriate circumstances and conditions, using leverage can indeed increase returns. If investors buy and sell in the same direction as the market investment target, leverage will bring significant returns to investors. However, if the direction of investors' buying and selling is opposite to the market investment target, leverage will bring greater risks to investors, and the negative impact on the return rate of their own funds will be multiplied, and so on.

3.6. Emphasizing the integration of ideological and political education into courses related to personal finance

Integrating ideological and political education into the teaching process with the development of China's financial industry and capital market is conducive to enhancing national confidence and guiding students to shape correct worldviews, outlooks on life, and values [10].

Individuals should have a correct value orientation towards money and wealth, oppose the value system of money supremacy, and unify personal actions with contributions and values to society and the country through career planning and asset allocation activities in financial management, in order to achieve the ultimate goal of personal social value realization and social civilization harmony.

Through cases such as campus loans, pension savings, and education funds, we aim to cultivate students' risk prevention awareness and rational consumption concepts, advocate for students to abide by laws and regulations, and convey the traditional concept of respecting the elderly and loving the young.

Personal finance is based on the principles of safety and risk control as the first priority. Based on risk prevention, it pursues the optimal allocation of personal and social resources in a fair and legal environment, achieving the goal of preserving and increasing value.

When teaching investment tools, integrate the development of China's modern financial system and multi-level financial markets, China's monetary policy and macroeconomic regulatory framework, and guide students to establish confidence in culture and deepen understanding of the importance of financial supervision.

4. Conclusion

This article analyzes the financial management education provided by universities to the post-2000s generation. Identified the main problems or difficulties in current education. The era of intelligence is a double-edged sword for financial education. The era of intelligence not only brings new risks, but also provides many modern educational methods or media. On this basis, combined with the characteristics of the post-2000s generation, corresponding solutions are proposed.

Disclosure statement

The author declares no conflict of interest.

References

[1] Wang S, Jiang Z, Yu W, 2022, Investigation and Research on College Students' Financial Quotient Education under the Background of "Mass Entrepreneurship and Innovation" in the New Era. Vocational Education Development, 11(5): 486–492.

[2] Zhang Y, Zhang Y, Gu Y, 2024, "Post-00s" Investors: Rational and Positive, Eager to Improve Financial Literacy, Shanghai Securities News, January 29, 2024.

[3] Wu Q, Yang J, 2010, Investigation and Analysis of Personal Financial Management Status of College Students: A Case Study of the School of Finance and Accounting at Shanghai Business University. China Adult Education, (14): 116–117.

[4] Cai Y, Wang Y, Xing Y, 2020, A Study on the Ideological and Political Education of Personal Financial Planning Courses from a Risk Perspective. Finance and Accounting Learning, (33): 173–174.

[5] Li H, 2021, Research on the Construction of Three Levels of Socialist Core Values for College Students. Journal of China University of Political Science and Law, (05): 74–89.

[6] Ning C, 2023, Research on Student-centered Personal Finance Course Teaching, Guangdong Teacher Continuing Education Association Proceedings of the 6th Teaching Seminar of Guangdong Teacher Continuing Education Association.

[7] Lv J, 2021, Teaching Practice and Effect Exploration Of Personal Finance Online Course. Science and Education

Guide, (03): 82–83.
[8] Huang S, Que X, 2021, Research on the Implementation Mode of Teaching Method in the Course of Personal Finance. Finance and Economics, (32): 46–47.
[9] Zou L, Zhang W, 2021, Construction and Implementation of Investment and Financial Management Courses for General Education Elective Courses in Colleges and Universities, Sichuan Science and Education Maker Research Association. Proceedings of the 2021 Science and Education Innovation Academic Symposium (Third Issue).
[10] Zhang J, 2021, Research on the Value and Practical Path of Curriculum Ideology and Politics. Heilongjiang Education (Theory and Practice), (10): 28–30.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.