



Public Financial Management in Education and Youth Affairs: A Systematic Literature Review of Key Challenges for Sustainable Development and Policy Implementation

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Abstract Public Financial Management (PFM) is a critical element of good governance, transparency, and accountability, with direct implications for education and youth development. Despite its significance, research on PFM in these sectors remains fragmented, limiting a holistic understanding of its impact. This study conducts a Systematic Literature Review (SLR) to synthesize existing scholarship on PFM in education and youth affairs, following the PRISMA 2020 guidelines. A comprehensive search across Scopus and Web of Science identified peer-reviewed studies addressing financial governance, budgeting practices, accountability mechanisms, and financial literacy programs. The findings reveal that effective PFM contributes to improved educational outcomes by enhancing financial literacy, ensuring timely budget disbursement, promoting student savings, and enabling equitable access to financial education. Conversely, persistent challenges such as delays in fund allocation, weak accountability, and disparities in program implementation continue to hinder progress. The review also highlights the broader implications of SLRs in advancing curriculum innovation, guiding evidence-based policymaking, and strengthening accountability frameworks in education finance. This study contributes to both theory and practice by offering an integrated synthesis of PFM in education and youth affairs, identifying critical research gaps, and providing recommendations for policymakers and practitioners. The results underscore the importance of embedding financial literacy into school curricula, adopting performance-based budgeting, and fostering collaboration between researchers and policymakers. Ultimately, strengthening PFM in education not only enhances institutional efficiency but also equips youth with the financial skills and opportunities required for sustainable social and economic development. The findings from this review contribute to the ongoing discourse on PFM by offering an integrated synthesis of current knowledge. The study not only uncovers critical research gaps but also provides actionable recommendations for both policymakers and practitioners.

Keywords: Education, Financial Literacy, Public Financial Management, Systematic Literature Review, Youth Affairs

1. INTRODUCTION

Public Financial Management (PFM) is a fundamental pillar in supporting good governance, transparency, and accountability in the public sector. The effectiveness of PFM plays a critical role in ensuring that public resources are utilized optimally to achieve development goals, including those in the fields of education and youth affairs. Education and youth development are often regarded as long-term investments for enhancing human capital, national competitiveness, and the sustainability of socio-economic development. Therefore, sound financial management practices in these sectors are essential for the successful implementation of programs and policies.

The topic of public financial management (PFM) in education and youth affairs is highly relevant, especially given the increasing focus on financial literacy and management among youth and the role of education in fostering these skills (Chuah et al., 2020; Storm et al., 2010;

Vettriselvan et al., 2024). This growing emphasis highlights the need for effective budget governance, not only to ensure efficiency and accountability in resource allocation but also to strengthen the capacity of younger generations in understanding and managing financial resources responsibly. In recent years, programs and policies aimed at enhancing financial capability among youth have expanded significantly, particularly in response to the economic challenges that followed the global financial crisis. This development reflects a growing recognition of the need to equip young people with the knowledge, skills, and attitudes required to make sound financial decisions throughout their lives. Several policy initiatives, such as the establishment of the President's Advisory Council on Financial Capability for Young Americans and the Financial Literacy Education Commission's (FLEC) strategic emphasis on "*Starting Early for Financial Success*," illustrate the increasing commitment of policymakers to advancing financial literacy at an early stage. Empirical initiatives, such as the *Assessing Financial Capability Outcomes (AFCO) Youth Pilot*, further demonstrate practical approaches to strengthening youth financial skills, including savings and investment practices (Rodriguez, 2015).

Despite its strategic importance, numerous studies indicate that the education and youth sectors frequently face challenges in financial management, such as delays in fund disbursement, weak accountability mechanisms, and limited transparency in budget allocation and execution. At the same time, public demand for efficiency and effectiveness in resource utilization is rising, particularly in the context of fiscal constraints faced by many governments, both in developed and developing countries. In this regard, adaptive and performance-based PFM, grounded in the principles of good governance, becomes highly relevant and necessary. Systematic literature reviews (SLRs) are valuable for synthesizing existing research, identifying gaps, and suggesting future research directions. This approach is increasingly popular and respected in the field of management and education, making it a suitable method to advance knowledge in public financial management within education and youth affairs (Bearman et al., 2012; Chakraborty & Kar, 2024; Riaño-Casallas & Rojas-Berrio, 2023).

A systematic review of the existing literature is therefore crucial to provide a comprehensive understanding of trends, best practices, and challenges in public financial management in these sectors. To date, much of the scholarship has remained fragmented, focusing on specific issues or limited contexts, and thus has not offered a holistic synthesis of conceptual and empirical developments in this field. **To the best of our knowledge, no prior systematic literature review has comprehensively examined PFM in the context of**

education and youth affairs. This research gap underscores the novelty of this study, as it seeks to consolidate fragmented findings and provide a structured overview of the field.

Against this backdrop, this article presents a *Systematic Literature Review (SLR)* on public financial management in education and youth affairs. By employing the SLR approach, this study aims to identify key trends, research gaps, and future directions in the field, thereby contributing to both academic discourse and practical recommendations for policymakers seeking to strengthen the effectiveness of public financial management in education and youth development. Accordingly, this article seeks to address two core research questions:

- 1) **How does public financial management impact educational outcomes for youth?**
- 2) **What are the potential implications of a systematic literature review on public financial management in education and youth affairs?**

A. Research Objectives

Building on the research questions, this study is designed with the following objectives:

- 1) **To analyze how public financial management (PFM) influences educational outcomes for youth**, with a particular focus on the mechanisms through which financial governance, budgeting practices, and accountability frameworks affect access, quality, and equity in education.
- 2) **To synthesize existing research on public financial management in education and youth affairs**, identifying prevailing trends, conceptual frameworks, and empirical evidence across different contexts.
- 3) **To identify critical gaps in the literature** where further research is needed, especially regarding the intersection of financial governance and youth-focused educational initiatives.
- 4) **To explore the broader implications of systematic literature review (SLR) findings** for both academic scholarship and policy practice in strengthening PFM systems in education and youth development.
- 5) **To provide recommendations for policymakers and practitioners** aimed at improving transparency, accountability, and efficiency in financial management to better support youth education outcomes.

2. METHODOLOGIES

This study adopts a **Systematic Literature Review (SLR)** approach to synthesize the existing body of research on public financial management (PFM) in education and youth affairs. The SLR was conducted following the **PRISMA 2020 guidelines (Preferred**

Reporting Items for Systematic Reviews and Meta-Analyses) to ensure transparency, rigor, and reproducibility in the review process.

A. Search Strategy

A comprehensive search was performed across multiple academic databases, including **Scopus and Web of Science**. The search covered publications up to **August 2025** without a lower time restriction to capture the historical development of the field.

The keywords were developed using Boolean operators and grouped into three main categories:

- 1) **Public Financial Management Terms:** “public financial management,” “PFM,” “public sector finance,” “budget governance,” “financial accountability,” “public budgeting.”
- 2) **Education and Youth Terms:** “education sector,” “school finance,” “higher education finance,” “youth affairs,” “youth development,” “student outcomes.”
- 3) **SLR Contextual Terms:** “impact,” “policy,” “governance,” “outcomes,” “management.”
- 4) “Literature Review”, “Systematic Literature Review”
- 5) An example of the search string applied in Scopus was (“public financial management” OR “public sector finance” OR “udget governance” OR “financial accountability”) AND (“education” OR “school finance” OR “higher education” OR “youth” OR “youth development” AND “Systematic Literature Review”)

B. Inclusion and Exclusion Criteria

To ensure the relevance and quality of the studies included, the following criteria were applied:

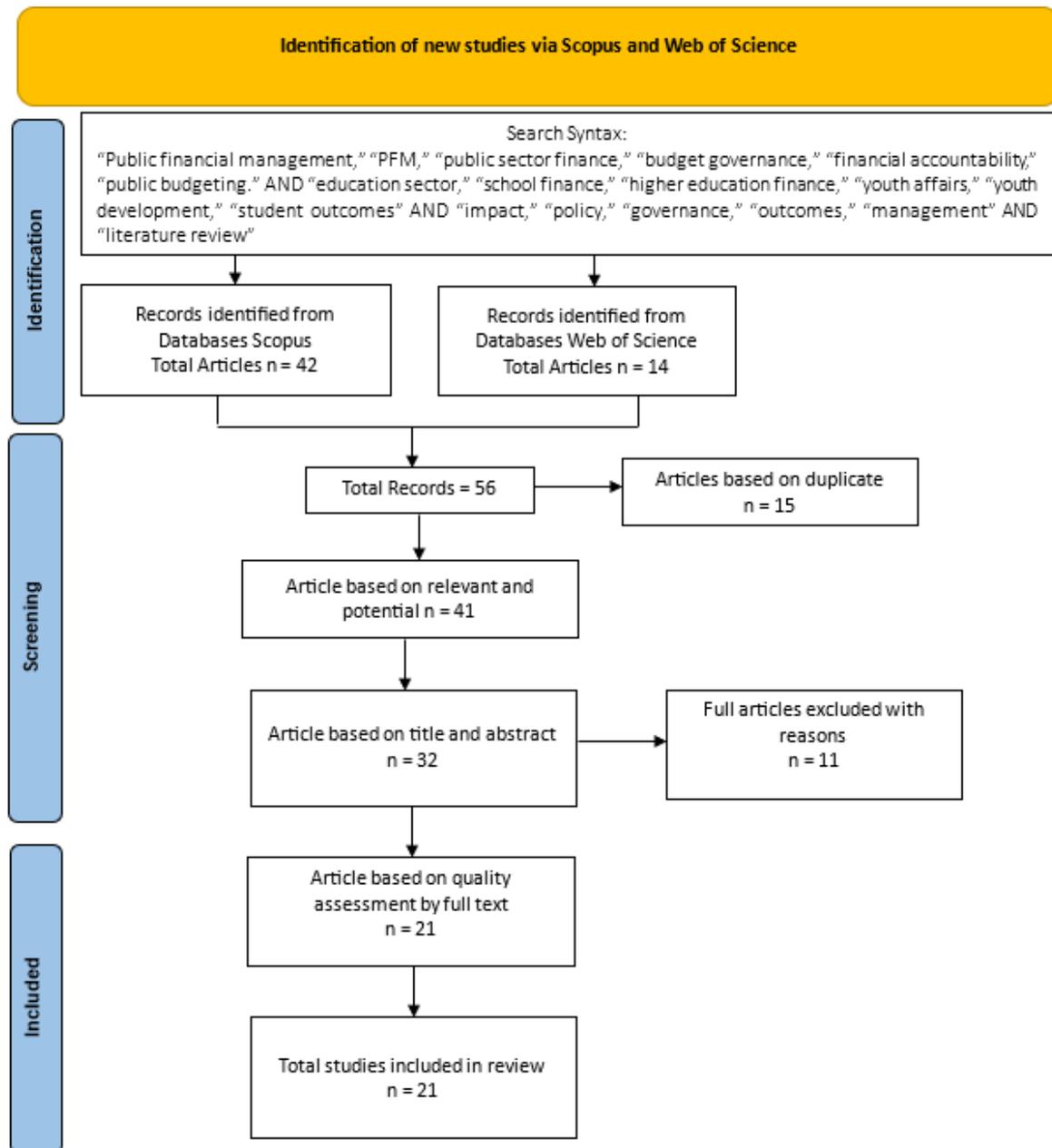
- 1) **Inclusion Criteria:**
 - a. Peer-reviewed journal articles, book chapters, and conference papers.
 - b. Publications focusing on public financial management within the education and/or youth sectors.
 - c. Studies addressing financial governance, budgeting practices, accountability, transparency, or efficiency.
 - d. Both conceptual and empirical studies.
 - e. Articles written in English.
- 2) **Exclusion Criteria:**
 - a. Non-academic sources (e.g., newspapers, blogs, policy briefs without empirical/theoretical grounding).

- b. Studies focusing solely on private sector financial management.
- c. Publications not directly linked to education or youth development.

C. Screening Process

A PRISMA flow diagram will be provided to illustrate the process of study selection.

Table 1. PRISMA Identification.



Source: Author's own work (2025)

D. Data Extraction and Analysis

A structured data extraction form was developed to collect key information from each study, including: author(s), year, and country/region of study, research objectives and methodology, core themes (e.g., financial governance, transparency, efficiency, literacy

programs), key findings and implications for education and youth affairs. The analysis combined **descriptive mapping** (e.g., publication trends, regional distribution, methodological approaches) with **thematic synthesis** to identify recurring patterns, gaps, and emerging themes in the literature.

3. FINDING AND DISCUSSION

Table 1. Research Discussion.

No	Researchers and year	Research discussion
1	Boateng (2014)	This paper analyzes public expenditure management in South African primary schools, showing delayed fund disbursement increases dropouts, while learning support spending reduces repetition, with poverty and inefficiency driving outcomes
2	Grinstein-Weiss et al. (2012)	This study shows parental financial teaching shapes children's future asset outcomes. Among low-income homeowners, stronger parental guidance reduces delinquency and foreclosure, highlighting long-term impacts and policy implications for financial literacy gaps
3	Storm et al. (2010)	This paper reviews global efforts to expand youth-inclusive financial services. Drawing on surveys and NGO initiatives, it outlines six emerging guidelines, highlights challenges of impact and sustainability, and presents practitioners' future visions for financial inclusion
4	Zerihun & Makgoo (2019)	This study examines financial literacy among South African youth using logistic regression. Results show financial literacy, gender, education, and living standards positively affect financial management, while household size has negative effects, highlighting policy needs.
5	Vettriselvan et al. (2024)	This chapter examines innovative strategies to strengthen public financial management (PFM) in higher education. It highlights efficiency, accountability, transparency, and best practices in budgeting, resource allocation, and oversight, offering recommendations for sustainable institutional performance

- 6 Narmaditya & Sahid (2025) This study explores factors influencing students' economic behaviour. Results show family education, economic and digital literacy, school education, lifestyle, and psychological aspects affect consumption, entrepreneurship, and financial behaviour, offering insights for academic and policy interventions
- 7 Brinn & Jones (2008) This study investigates factors influencing manuscript acceptance in accounting journals through surveys of 129 editorial board members. Results highlight originality, theory application, and statistical rigor as strengths, while replication, secondary data, and overlap reduce publishability
- 8 Sinurat (2025) This scoping review of 48 studies proposes an integrated public finance curriculum framework combining theory, models, and strategies, emphasizing regional finance, attitudes, and policymaker guidance for effective education in the industrial era 4.0.
- 9 Damasceno & Gomes (2023) This research review analyzes fiscal governance frameworks, showing crises and external pressures drive reforms. Impacts are mainly assessed through fiscal rules, with research gaps highlighting future directions in public finance scholarship
- 10 Ferrada et al. (2022) This systematic review of 16 SCOPUS articles (PRISMA-based) shows financial education in primary schooling significantly improves knowledge and behaviors. Findings highlight multidisciplinary approaches and early interventions as essential for long-term positive financial outcomes
- 11 Parker (2012) This study examines financial management in global universities, revealing a trend toward market-driven models shaped by New Public Management. With reduced public funding, strategies emphasize mass education and education export for revenue expansion
- 12 Evans & Benefield (2001) This article discusses adapting systematic review methods, inspired by the Cochrane Collaboration, to education. A pilot study on supporting pupils with emotional and behavioural

- difficulties highlights processes, adaptations, and implications for evidence-informed educational policy-making
- 13 Ansong et al. (2020) This study examines education savings accounts in Ghana using instrumental variable methods. Findings show account ownership alone does not drive engagement; active saving improves it, underscoring policies fostering savings habits and financial education
- 14 Rodriguez (2015) This book analyzes youth financial capability initiatives post-crisis, highlighting U.S. policy efforts like the President’s Advisory Council and FLEC’s “Starting Early” strategy. It reviews AFCO Youth Pilot findings and offers savings and investment options
- 15 Frisancho (2020) This paper assesses school-based financial education using RCT evidence from Peru. Mandatory courses significantly improve financial literacy, while voluntary programs show limited impact. Results reveal no negative spillovers and inclusive effects across student groups
- 16 Bearman et al. (2012) This paper outlines systematic review methodology, contrasting it with narrative reviews. Despite limited use in higher education, it highlights benefits, debates, and application challenges, concluding systematic reviews can strengthen research transparency and synthesis in the sector
- 17 Johnson et al. (2018) This study shows schools can advance youth financial inclusion by integrating financial education and services. Evidence from four countries reveals school banking boosts savings uptake, overcomes barriers, and benefits marginalized youth, enhancing participation and well-being
- 18 MacLure (2005) This article critiques the EPPI-Centre’s approach to systematic reviews in education, arguing it undermines scholarly reading and writing, limits policy relevance, and challenges research quality, driven by a fear of language rather than evidence
- 19 Mertkan & Gümüş (2024) This study analyzes 236 systematic reviews in educational leadership and management, revealing topic concentration, scarce

- methodological reviews, and growing interest in mapping the field. Findings highlight knowledge patterns, gaps, and directions for future research
- 20 Paul & Criado (2020) This article highlights the value of systematic literature reviews in International Business research, providing guidelines, methodology, and structure for developing insightful reviews, and presents nine selected articles to guide future researchers
- 21 Chuah et al. (2020) This study examines financial management among university students, finding that money attitude, financial knowledge, and self-efficacy positively influence behaviour. Results suggest integrating financial management education into higher education curricula

Source: Author's own work (2025)

This systematic literature review demonstrates that public financial management (PFM) plays a pivotal role in shaping educational outcomes and advancing youth development. The findings highlight that effective PFM enhances educational attainment through financial literacy programs, timely budget disbursement, targeted resource allocation, and initiatives that promote savings and financial responsibility among young people. Strong financial governance not only reduces dropout and repetition rates but also fosters greater student engagement, long-term economic stability, and equity in access to education. At the same time, challenges such as delays in fund allocation, weak accountability mechanisms, and disparities in financial education delivery remain persistent barriers that require urgent attention.

Beyond its direct impact on education, this review underscores the broader implications of systematic literature reviews (SLRs) in guiding curriculum design, shaping financial education practices, and informing evidence-based policymaking. An integrated public finance curriculum, early financial education interventions, and structured policy reforms are essential to maximize the benefits of PFM in education and youth affairs. However, the effectiveness of these strategies depends on addressing systemic challenges, including resistance to change in financial reforms, the complexity of financial education, and concerns about the quality and relevance of existing research

How does public financial management impact educational outcomes for youth?

The findings of this systematic review reveal that public financial management (PFM) exerts a significant influence on educational outcomes for youth through multiple mechanisms. One prominent theme is the role of financial literacy and education. Evidence from South

Africa demonstrates that financial literacy is positively associated with improved financial management outcomes, which in turn contribute to higher levels of educational attainment and better living standards (Zerihun & Makgoo, 2019). School-based financial education initiatives, such as youth savings programs, also play a crucial role in enhancing student engagement, encouraging savings behavior, and fostering economic participation (Johnson et al., 2018). Moreover, parental involvement in teaching money management has long-term benefits, as children exposed to early financial education tend to develop stronger financial decision-making abilities and asset-building capacity, which ultimately support educational persistence and long-term economic stability (Grinstein-Weiss et al., 2012).

Another important finding relates to the influence of public expenditure management on student outcomes. Studies show that delays in fund disbursement to schools are correlated with higher dropout rates, while timely and efficient financial management practices contribute to improved retention and reduced repetition rates. Similarly, targeted investments in learning and teaching support materials have been shown to enhance student performance, underscoring the importance of not only the amount but also the efficiency and allocation of education funding (Boateng, 2014). These insights suggest that accountable, transparent, and performance-based budgeting systems are critical for achieving positive educational outcomes.

The review also emphasizes the impact of savings-related interventions on student engagement. Programs that provide education savings accounts, particularly those that encourage active participation from students, have been associated with stronger school commitment and improved engagement (Ansong et al., 2020). This indicates that financial capability and academic motivation are mutually reinforcing, with savings habits serving as a bridge between financial responsibility and educational dedication.

Finally, the equity dimension of financial education emerges as a recurring concern. Evidence from Peru highlights that mandatory financial education programs significantly improved financial literacy without adversely affecting academic achievement, whereas voluntary programs produced limited results (Frisancho, 2020). This finding suggests that inclusivity and structure are essential for ensuring that financial education benefits are distributed equitably across student populations. It also illustrates the importance of policy design in addressing disparities and ensuring that marginalized groups are not excluded from critical financial literacy opportunities.

Taken together, these findings affirm that effective public financial management contributes to improved youth education outcomes through financial literacy enhancement, efficient and timely budget allocation, savings promotion, and equitable access to financial

education. This indicates that PFM serves not only as a governance mechanism but also as a catalyst for empowering young people with the skills, resources, and opportunities necessary for academic success. The implications of these findings are twofold. First, they highlight the importance of integrating financial literacy into school curricula and strengthening accountability in budget execution to reduce dropout and repetition rates. Second, they identify research gaps that need to be addressed, particularly the lack of longitudinal and quantitative studies that can establish stronger causal links between PFM practices and educational outcomes.

Accordingly, this review responds to the guiding research questions. Public financial management impacts educational outcomes for youth by equipping them with financial skills, ensuring efficient resource allocation, and improving both academic engagement and retention. Moreover, the implications of this SLR lie in its contribution to advancing both academic discourse and policy practice by offering evidence-based insights that can guide future reforms in PFM for education and youth affairs.

What are the potential implications of a systematic literature review on public financial management in education and youth affairs?

The systematic literature review on public financial management (PFM) in education and youth affairs demonstrates several important implications for curriculum development, policy practice, and future research. First, one of the strongest findings concerns the role of curriculum design in higher education institutions. The review indicates that there is a need for a comprehensive public finance curriculum that integrates theoretical foundations, delivery strategies, and management practices, particularly in the context of the industrial era 4.0 (Sinurat, 2025). Such an integrated approach can strengthen the relevance of educational programs while ensuring that future public administrators possess the knowledge and competencies necessary to manage financial resources effectively.

Second, the findings emphasize the benefits of financial education at the primary level. Evidence shows that early interventions in financial literacy education contribute significantly to students' financial knowledge and long-term behavioral outcomes (Ferrada et al., 2022). This suggests that embedding financial education into school systems from an early age is a critical component of PFM in education, as it equips youth with the tools for lifelong financial decision-making.

The review also reveals that systematic literature reviews themselves have significant value in informing evidence-based policymaking. By synthesizing a wide range of research, SLRs can provide policymakers with a more comprehensive understanding of which financial

education interventions and management strategies are most effective (Bearman et al., 2012). Nevertheless, a key challenge lies in bridging the gap between academic research and policy implementation, given that discourses among scholars, practitioners, and policymakers often diverge.

Several challenges were also identified. Concerns regarding the **quality and relevance of individual studies** were raised, with critiques noting that some systematic reviews struggle to achieve the necessary levels of transparency and reliability (MacLure, 2005). Furthermore, the **multidisciplinary and complex nature of financial education** requires careful attention when designing and implementing curricula to ensure that content is both meaningful and practical (Ferrada et al., 2022). Another notable barrier is **resistance to change** in public sector financial reforms. As shown in studies of the transition from cash to accrual accounting, both citizens and politicians may find new accounting rules difficult to understand, which can hinder educational finance reforms (Bonollo, 2022).

In terms of future directions, the review highlights the need to close persistent research gaps. For instance, there is limited understanding of how fiscal governance frameworks influence national education financing, and further inquiry is needed to identify the drivers of effective governance (Damasceno & Gomes, 2023). Methodological improvements were also emphasized, particularly through the use of structured tools such as the SyReMa checklist, which can enhance the transparency, rigor, and replicability of SLRs in management and education (Riaño-Casallas & Rojas-Berrio, 2023).

Taken together, these findings underscore that systematic literature reviews on PFM in education and youth affairs are not only valuable for consolidating fragmented research but also crucial for shaping curriculum innovation, guiding financial education practices, and informing policymaking. However, the effectiveness of these reviews depends on addressing challenges such as research quality, conceptual complexity, and resistance to institutional change. By doing so, SLRs can maximize their contribution to both scholarly advancement and practical governance reforms in public financial management.

4. CONCLUSION

This systematic literature review demonstrates that public financial management (PFM) plays a pivotal role in shaping educational outcomes and advancing youth development. The findings highlight that effective PFM enhances educational attainment through financial literacy programs, timely budget disbursement, targeted resource allocation, and initiatives that promote savings and financial responsibility among young people. Strong financial governance

not only reduces dropout and repetition rates but also fosters greater student engagement, long-term economic stability, and equity in access to education. At the same time, challenges such as delays in fund allocation, weak accountability mechanisms, and disparities in financial education delivery remain persistent barriers that require urgent attention. Beyond its impact on educational outcomes, this review also underscores the broader implications of systematic literature reviews (SLRs) in informing curriculum design, shaping financial education practices, and guiding evidence-based policymaking. An integrated public finance curriculum, early financial education interventions, and structured policy reforms are essential to maximize the benefits of PFM in education and youth affairs. However, the effectiveness of these strategies depends on addressing systemic challenges, including resistance to change in financial reforms, the complexity of financial education, and concerns about the quality and relevance of existing research. Taken together, this review contributes to both academic discourse and practical governance by synthesizing fragmented evidence and providing a comprehensive overview of how PFM affects education and youth affairs. It identifies critical research gaps, particularly the need for more longitudinal, quantitative, and context-specific studies to better establish causal relationships between financial governance and educational performance. Ultimately, strengthening PFM in education and youth development not only enhances institutional accountability and efficiency but also equips future generations with the knowledge, skills, and opportunities required for sustainable social and economic progress.

5. IMPLICATIONS

Theoretical Implications

This review makes several contributions to the theoretical understanding of public financial management (PFM) in education and youth affairs. First, it extends the discourse on governance and financial accountability by demonstrating how PFM directly influences educational outcomes, not only through budget allocation but also through mechanisms such as financial literacy, parental involvement, and youth savings initiatives. Second, it highlights the multidimensional nature of PFM, bridging the fields of public administration, education, and youth development, thereby enriching existing theoretical frameworks. Third, by synthesizing fragmented evidence, this study identifies gaps in current scholarship—particularly the limited use of longitudinal and quantitative approaches—thus offering clear directions for future theoretical advancement.

Practical Implications

From a practical perspective, the findings provide valuable insights for policymakers, education practitioners, and financial managers. Strengthening accountability and ensuring timely disbursement of resources can directly improve student retention and learning outcomes. Embedding structured financial literacy into school curricula equips youth with the knowledge and skills for lifelong financial decision-making. Furthermore, designing equitable and inclusive financial education policies ensures that marginalized groups also benefit, thereby reducing social disparities. For practitioners, these findings stress the importance of adopting performance-based budgeting and fostering community engagement to enhance the impact of financial reforms. For policymakers, systematic literature reviews (SLRs) serve as a reliable evidence base to guide reforms in PFM, curriculum innovation, and youth development strategies

RECOMMENDATION

Based on the findings of this review, several recommendations can be proposed for policymakers, practitioners, and scholars in the field of public financial management (PFM), education, and youth development:

1) Integrate Financial Literacy into Education Systems

Policymakers should mandate the integration of structured financial literacy programs across all levels of education, beginning at the primary school stage. Early interventions help cultivate positive financial behaviors and decision-making skills, which not only enhance students' academic engagement but also contribute to their long-term economic stability.

2) Ensure Timely and Transparent Resource Allocation

Governments and education authorities must strengthen financial governance mechanisms to guarantee timely disbursement of funds to schools and youth programs. Efficient allocation and utilization of resources are essential to reduce dropout rates, minimize repetition, and improve educational equity, especially in under-resourced regions.

3) Promote Equity and Inclusivity in Financial Education

Financial education initiatives should be designed to reach all segments of society, including marginalized and disadvantaged groups. Mandatory programs have proven more effective than voluntary ones in ensuring equitable access and should therefore be prioritized to avoid widening social and educational disparities.

4) Strengthen Accountability and Performance-Based Budgeting

Public financial management reforms should emphasize accountability, transparency, and performance-based budgeting. These measures can improve public trust, enhance institutional efficiency, and ensure that educational outcomes align with policy objectives.

5) Address Resistance to Change in Financial Reforms

When implementing new financial systems—such as the transition from cash-based to accrual accounting—governments must provide adequate training, communication strategies, and stakeholder engagement to mitigate resistance and build understanding among educators, administrators, and the public.

6) Advance Research and Methodological Innovation

Scholars are encouraged to conduct more longitudinal and quantitative studies to establish stronger causal links between PFM and educational outcomes. Future research should also explore fiscal governance frameworks and their impact on national education financing. Moreover, adopting standardized methodological tools such as the SyReMa checklist can enhance the rigor, transparency, and replicability of SLRs in this domain.

7) Foster Collaboration between Researchers and Policymakers

To maximize the impact of research, stronger collaboration is needed between academics, practitioners, and policymakers. Bridging these discourses will improve the translation of research findings into practical reforms and policy actions that directly benefit education systems and youth development initiatives.

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