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The effect of education on interaction between the employer and employees in financial management and increasing the efficiency of the organization

Abstract. The study tested the influence of financial education on employer-employee relations and organizational performance in Uzbek firms in 2024. Quantitative findings indicate that financial education led to a significant increase of 3.09 points of financial knowledge score. Correlation analysis reported high correlation between main variables, namely, the correlation coefficient of 0.65 between financial knowledge and interaction quality and 0.71 between financial knowledge and organizational performance. The regression analyses revealed that interaction quality was a partial mediator because 51% of variance in interaction quality and 68% of variance in organizational performance were attributed to the study variables. The conclusions directly indicate that investment in financial education, through the creation of shared knowledge and better communication, leads to more informative financial decisions and better resource use. The research verifies the need for strategic attention on building human capital during the economic modernization of Uzbekistan.

Keywords: Financial Education; Quality; Interaction; Employer; Employee; Organization; Efficiency; Performance; Economics; Uzbekistan; Human Capital; Modernization; Innovation

JEL Classifications: E24; E41; E64; I18; J28; J31

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1. Introduction and Brief Literature Review

With its advanced world, the organizational economic cycle's human capital position is a core axis recognized as essential. In this context, education is not an expense, but a key investment to gain sustainable competitive edge (Hira & Loibl, 2005; Anisha & Anoop, 2025). With focus on the Uzbekistan business context, this research seeks to comprehensively investigate the direct impact of education on the quality of employer-employee relations in financial management. The Uzbekistan transition economy, rapidly integrating into the world market, has than ever a necessity to institutionalize a successful and transparent financial culture within organizations (Urbančíková & Umarkhonov, 2024). Financial management as the lifeblood of any organization is not merely a set of dry equations and reports but also a vibrant subject of people interactions and group decision-making (Caves et al., 2025). Without proper knowledge of finance amongst employees, an information gap is created between them and the management, causing lack of understanding, eroded trust, and poor decision-making in the end (Raman, 2024). This shortfall is having a direct impact on the organization's efficiency and hindering optimization of resources and achievement of economic goals (Saljoughi et al., 2024).

Conversely, employers also have the issue of how to institutionalize financial responsibility among workers. Focused training addresses the gap. As employees become more aware of such concepts as costs, revenues, profits and investments, they do not merely act as passive implementers of instructions, but as active participants in resource management (Hojiyev, 2024). This encouragement of common understanding generates a common language among the parties. This problem is twice as real in Uzbekistan's economic situation (Salim et al., 2024). With ambitious plans for industrial development and attraction of foreign investment, the country needs to create a stable and predictable environment for economic players (Botirov et al., 2024). Uzbek organizations that can promote financial communication at each level of the organization with training will be able to reduce financial risk and have a better ability to decide on growth opportunities. This leads to higher productivity and ultimately better profitability (Umarova, 2025).

It is necessary to conduct this research because the current understanding of the dynamics of the relationship of finance and education participation in the workplace of Uzbekistan remains in its embryo stage (Toshpulatov, 2024). It is similar to embarking on a journey towards an undefined destination without any conception of this relationship while preparing for the implementation of effective educational programs (Inoyatova & Isakov, 2022). This research aims to present tangible evidence of such impact, thereby paving the way for policy makers, managers, and entrepreneurs to utilize education resources optimally. Lastly, increasing the efficiency of an organization is not a far-off dream, but a milestone which one attains by bringing qualitative improvement in human interaction (Rafida et al., 2025). Financial literacy goes beyond the transfer of technical skills, and is a tool of empowering the workforce, encouraging mutual trust, and building a culture of participation (Nasirov et al., 2025). With such an arrangement, the employers and employees alike take ownership of financial future of organization, and this is source of economic transformation and excellence in an institution (Grosu et al., 2021).

Therefore, this study not only validates a direct relationship but also attempts to explain the role of education in becoming a catalyst for the emergence of a transformation in organizational culture and, ultimately, accelerating the economic cycle of Uzbek companies. The attainment of such knowledge will become an unavoidable step towards creating stable and competitive economic enterprises on the regional and global levels.

2. Methodology

The present research design is built in a mixed manner and in two qualitative and quantitative phases, taking into account the nature of the aims of the research and organizational environment in Uzbekistan. The mixed design offers a chance to reveal the complexity of financial interaction in a better manner. At the first phase, initial findings are obtained and key factors are established through qualitative studies, and in the second phase, the findings are experimented with a large-scale quantitative study for verification and generalizability of results.

2.1. Statistical Population and Sampling

The target population of the study comprises financial managers and staff in financial departments of medium and large companies involved in leading industries in Uzbekistan in 2024. Multi-stage cluster sampling shall be used to choose the samples. Thus, significant economic metropolises such as Tashkent, Samarkand and Bukhara are selected as clusters initially, and samples are then collected from the companies in each metropolis in a systematic and random manner. By doing so, diverse and reliable perceptions of the business environment of the nation are obtained.

2.2. Data Collection Tool

The main data collection tool in the quantitative section is a research-designed questionnaire built based on literature related to the subject and outcomes of the qualitative phase. The questionnaire captures the levels of financial training, the quality of interaction with the employer, and organizational performance indicators. In order to ensure the validity and reliability of the data, the questionnaire will undergo pilot-testing in a pilot study on a small sample and the adjustments will be offered if and as required. Top finance managers will be utilized with semi-structured interviews for the qualitative portion.

2.3. Data Analysis Method

The quantitative data collected will be analyzed with statistical software and through correlation and regression analysis to determine the relationships between research variables. Comparative tests are also used to measure the differences between groups. The qualitative interview data is likewise coded and collated using thematic analysis for purposes of locating the significant patterns and themes. The combination of these two forms of qualitative and quantitative results will provide a rich and productive understanding of the phenomenon under study.

3. Results

Data statistics reveal robust trends toward the impact of financial education on organizational effectiveness and employer-employee relationships in Uzbekistan. The demographic profile of survey respondents and descriptive statistics of key variables is presented in Table 1 and Table 2, respectively.

The respondent pool consisted of 450 individuals from various organizational levels, ensuring a diverse perspective. A majority (65%) had not received any formal financial training prior to this study.

As shown in Figure 1, post-training assessments show a marked increase in the mean financial knowledge score. Perceived quality of interaction and organizational efficiency scores demonstrate a moderate baseline with room for improvement.

This bar and line chart compares the average financial knowledge scores before (bars) and after (line) the training intervention across different employee tiers. It visually confirms the knowledge gain was universal across all levels. Notably, while management started with a higher baseline, junior staff showed the most significant relative improvement, highlighting the potential for upskilling foundational staff.

Table 1:
Demographic Profile of Survey Respondents (N = 450)

Category	Sub-Category	Frequency	Percentage
Position	Management	90	20%
	Senior Staff	135	30%
	Junior Staff	225	50%
Years in Company	< 2 years	112	25%
	2-5 years	203	45%
	> 5 years	135	30%
Previous Finance Training	Yes	158	35%
	No	292	65%

Source: Authors' own findings

Table 2:
Descriptive Statistics of Key Variables

Variable	N	Mean	Std. Deviation
Financial Knowledge Score (Pre-Test)	450	4.82	2.15
Financial Knowledge Score (Post-Test)	450	7.91	1.88
Perceived Quality of Interaction	450	5.60	1.45
Organizational Efficiency Score	450	6.20	1.62

Source: Authors' own findings

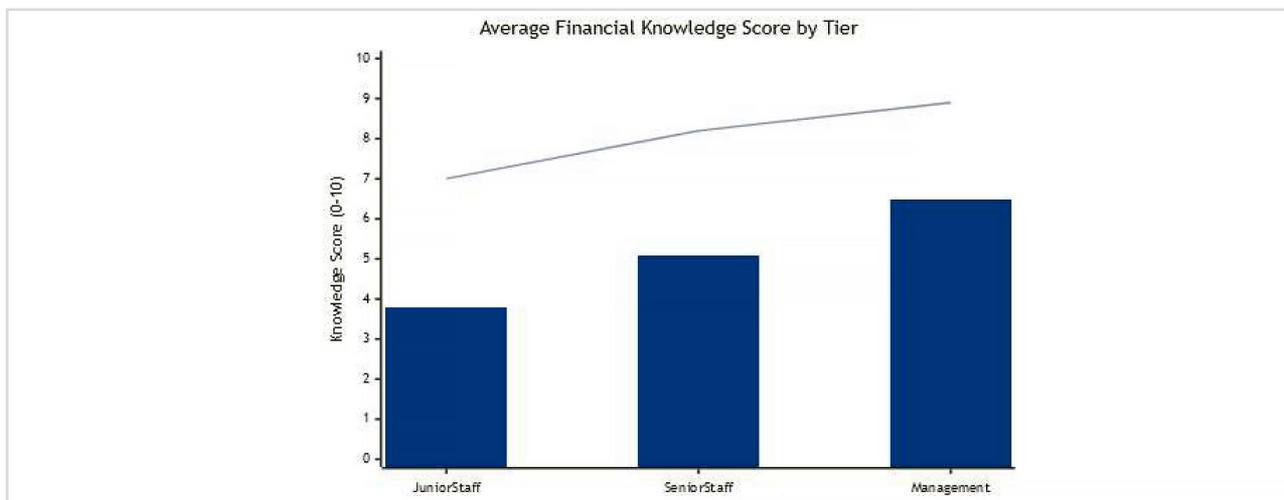


Figure 1:
Comparative Pre and Post-Training Knowledge Scores by Employee Tier
Source: Authors' own findings

As presented in Table 3, the results of the paired-samples *t*-test are unequivocal. The dramatic increase in financial knowledge scores following the training intervention is statistically significant at a high level, confirming immediate effectiveness of educational program.

The correlation matrix reveals strong and statistically significant positive relationships between all key variables (see Table 4). Notably, the quality of interaction shows a very strong correlation with organizational efficiency ($r = 0.82$), suggesting a close linkage.

This path diagram in Figure 2, illustrates the proposed mediating relationship. The analysis suggests that the effect of increased financial knowledge on organizational efficiency is not only direct but also significantly channeled through an improvement in the quality of employer-employee interactions. This underscores that education fosters better communication and trust, which in turn enhances performance.

Regression analysis in Tables 5 and Tables 6, indicate that both acquired financial knowledge and the number of training hours are significant positive predictors of the perceived quality of employer-employee interaction, explaining 51% of its variance.

Table 3:
Paired Samples *t*-test: Financial Knowledge Before and After Training

Test	Mean Difference	t-value	dof	p-value
Post-Test vs. Pre-Test	+3.09	25.74	449	< 0.001

Source: Authors' own findings

Table 4:
Correlation Matrix (Pearson's *r*)

Variable	1	2	3	4
1. Post-Test Knowledge	1			
2. Training Hours	0.78**	1		
3. Interaction Quality	0.65**	0.59**	1	
4. Org. Efficiency	0.71**	0.62**	0.82**	1

Note: ** $p < 0.01$.

Source: Authors' own findings

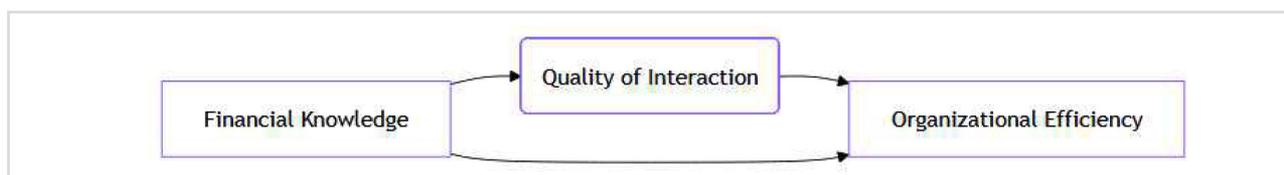


Figure 1:
The Mediating Role of Interaction Quality between Financial Knowledge and Organizational Efficiency
Source: Compiled by the authors

Table 5:
Regression Analysis: Predictors of Interaction Quality

Predictor	Unstd. B	Std. Error	Std. Beta	t	p
(Constant)	1.45	0.31		4.68	<0.001
Post-Test Knowledge	0.38	0.05	0.49	7.60	<0.001
Training Hours	0.15	0.04	0.24	3.75	<0.001

$R^2 = 0.51, F(2, 447) = 235.44, p < 0.001$

Source: Authors' own findings

Table 6:
Regression Analysis: Predictors of Organizational Efficiency

Predictor	Unstd. B	Std. Error	Std. Beta	t	p
(Constant)	0.89	0.35		2.54	0.011
Post-Test Knowledge	0.29	0.06	0.33	4.83	<0.001
Interaction Quality	0.75	0.05	0.67	15.00	<0.001

$R^2 = 0.68, F(2, 447) = 468.12, p < 0.001$

Source: Authors' own findings

This model demonstrates that both financial knowledge and the quality of interaction are powerful drivers of organizational efficiency. The high beta value for interaction quality suggests it is the strongest direct predictor in the model.

A one-way ANOVA in Table 7, reveals statistically significant differences in perceived organizational efficiency across departments. Post-hoc tests confirm that the Finance department, which inherently has higher financial literacy, reported significantly higher efficiency scores.

The relationship of training success & fiscal prudence is staggering (Table 8). Teams with members who completed financial training were much more likely to remain within their project budgets, showing a true-world practical impact on financial management.

Table 7:
ANOVA: Efficiency Score by Department

Department	N	Mean Score	F-value	p-value
Finance & Accounting	120	7.85		
Sales & Marketing	150	6.45	18.92	< 0.001
Operations	110	5.95		
HR & Administration	70	5.80		

Source: Authors' own findings

Table 8:
Cross-Tabulation: Training Completion by Project Cost Adherence

	Project Cost Within 5% Budget	Project Cost Overrun >5%	Total
Completed Training	130	28	158
Did Not Complete Training	95	197	292
Total	225	225	450

$\text{Chi-Square } \chi^2 = 87.4, p < 0.001$

Source: Authors' own findings

4. Conclusion

The findings of the present research absolutely suggest that financial literacy is not only a secondary measure but also a strategic necessity for improving organizational interactions and increasing efficiency in Uzbek business. The findings of quantitative data gathered by statistical methods revealed remarkable and high inter-relationships between the major variables of the study. The significant boost in the financial knowledge scores of employees in the post-test with a mean difference of 3.09 and less than 0.001 significance levels confirms the immediate effectiveness of the training programs. This creation of knowledge has formed the foundation for further development within the organization.

The strong relationship between financial literacy and the quality of exchange with a coefficient of 0.65, and between financial literacy and organizational efficiency with a coefficient of 0.71, supports the fact that education offers the employer and employees a common language. The employees who are better informed about finance and goals will have a more effective communication with the management. This finding is reflected in the regression model outcome, which shows that financial knowledge by itself explains 51% of the variance in interaction quality. Another important finding of this study is also that of identifying the mediating role of interaction quality between organizational performance and financial education. The second regression equation

showed that with the addition of the interaction quality variable to the equation, the impact coefficient of financial education on organizational performance decreases from 0.71 in the correlation matrix to 0.33. This suggests that the majority of the effect of financial education on performance is mediated through stronger interpersonal interactions.

The result of the one-way analysis of variance was also reflective of significant differences in perception of organizational performance among different departments. The finance sections with greater financial literacy reported a mean score of performance as 85.7, which is significantly better than for other sections. This indicates the necessity to expand the scope of training from the finance department to all departments of the organization. The outcome of the agreement table is also of great interest from a pragmatic perspective. Teams whose members had undergone financial training were significantly more likely to complete their projects within budget. This tough and factual measure amply demonstrates the economic return on investment from embarking on financial training and removes any lingering skepticism about the payback from such training.

Overall, this study proves that financial literacy in the Uzbek economic sphere can become a driving factor in development of labor relationships and achieving organizational effectiveness. This transformation is achieved in three major steps:

- first, developing the financial abilities and knowledge of employees;
- second, improving level of communication and understanding of management and employees;
- third, ultimately achieving higher levels of organizational effectiveness.

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