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Financial Literacy in Dental Students: Assessment and its Relationship to Practice Management

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Abstract

Financial literacy is a key factor in the education of dental students, as many will practice independently. This study evaluates the level of financial literacy in dental students and its relationship with practice management. A quantitative approach was used, with a non-experimental, cross-sectional and correlational design, applying a survey to 27 students. The results show that 70.4% have a high ability to manage their personal finances and 63% have solid basic financial knowledge. In addition, there is a significant positive relationship between financial literacy and readiness to manage a dental practice. It is concluded that strengthening financial education in dentistry is fundamental for the professional success of future dentists, ensuring better management of their resources and compliance with their fiscal obligations.

Keywords: Financial Literacy, Dental Management, Financial Education, Fiscal Planning, Dental Entrepreneurship.

Introduction

Financial literacy is a fundamental pillar in the training of professionals who need to manage their own economic resources and make strategic decisions about income, expenses and financing. In the case of dentists, this competence is especially relevant, since many of them choose to establish their own practice after graduation, facing financial challenges related to the initial investment in equipment, management of operating costs, fiscal planning and income management (OECD, 2021). However, multiple studies have evidenced that health professionals present low levels of financial literacy, which may compromise the sustainability of their business practices (Lusardi & Mitchell, 2022; Shah et al., 2022). Based on theoretical approaches

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such as the Theory of Planned Behavior (Ajzen, 1991), which explains the relationship between financial knowledge and the intention to apply it; the Human Capital Theory (Becker, 1993), which argues that financial education has an impact on professional productivity; and the Theory of Financial Decision Making (Kahneman & Tversky, 1979), which describes how individuals manage economic uncertainty, the need to strengthen financial education in dentistry is evident. This problem is aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), promoting the inclusion of financial education in the study plans; SDG 8 (Decent Work and Economic Growth), by promoting sustainable business practices; SDG 9 (Industry, Innovation and Infrastructure), by facilitating the modernization of the dental sector through better financial management; and SDG 10 (Reducing Inequalities), by providing equitable financial education tools to students from diverse socioeconomic contexts. Given this problem, the question arises: What is the level of financial literacy in dental students and how does it influence their preparation for managing a dental practice? To answer this question, the present study aims to evaluate the level of financial literacy in dental students and its relationship with their preparation for dental practice management. To this end, the following specific objectives are proposed: (1) to determine the level of basic financial literacy in dental students; (2) to analyze the students' ability to manage their personal financial resources; (3) to evaluate the students' financial competencies in the dental professional context; (4) to identify the level of knowledge about legal and fiscal aspects applied to the dental practice; and (5) to establish the relationship between the level of financial literacy and the preparation for the management of a dental office. Based on these objectives, the following hypotheses are postulated: H1: There is a significant relationship between the level of financial literacy of dental students and their preparation for dental practice management. H1.1: A higher level of basic financial literacy is associated with better personal financial planning skills in dental students. H1.2: Students with better management of their personal financial resources are more prepared to manage a dental practice. H1.3: A greater knowledge of costs, income and expenses in dentistry positively influences the financial planning of a dental practice. H1.4: A high level of knowledge about taxes and fiscal obligations improves students' ability to comply with accounting regulations in their professional practice. H1.5: Financial literacy in dental students strongly predicts their confidence in making financial decisions in scenarios of economic uncertainty. Finally, it is expected that the results of this research will provide empirical evidence on the current situation of financial literacy in dental students and its impact on practice management, contributing to the design of training strategies that strengthen their preparation for professional practice and ensuring training aligned with the financial challenges of the dental sector.

Material and Methods

The methodological design of this study responds to the need to evaluate the level of financial literacy in dental students and its relationship with the preparation for the management of a dental office. The selection of research methods and techniques is based on recognized scientific approaches in educational and financial studies (Creswell & Creswell, 2023).

Research Design

This study adopts a quantitative approach, since it seeks to measure the level of financial literacy through specific indicators and establish relationships between variables (Hair et al., 2022). A non-experimental, cross-sectional and correlational design is used.

1. **Non-experimental design:** Variables are not manipulated, but are observed in their natural context (Hernández Sampieri et al., 2022).

2. **Cross-sectional design:** Data are collected at a single point in time, which allows for an instantaneous assessment of the phenomenon without long-term follow-up (Saunders et al., 2021).

3. **Correlational design:** The aim was to identify the relationship between the level of financial literacy and preparedness for dental practice management without establishing causality (Field, 2022).

Population and sample

- **Population:** Dental students from a university institution in the Amazonas region, Peru.
- **Sample:** A **census sample of 27 students** was used, guaranteeing the representativeness of the target population (Cochran, 1977).

Inclusion and exclusion criteria

- **Inclusion criteria:**
 - Students enrolled in Dentistry.
 - Students in the last four academic cycles, since they are close to their professional insertion.
- **Exclusion criteria:**
 - Students who do not wish to participate voluntarily in the research.
 - First and second cycle students, due to their limited relationship with the administration of a dental office.

Data collection instrument

For the measurement of the variables, the **Self-Assessment of Financial Literacy Competencies for Dental Students** instrument, designed to evaluate six dimensions of financial literacy, was applied:

1. **Basic financial knowledge** (income, expenses, savings, investments).
2. **Management of personal financial resources** (planning, saving and investment capacity).
3. **Finance in the dental professional context** (revenue management, operating costs, cash flow).
4. **Legal and fiscal aspects in the management of a practice** (knowledge of taxes and fiscal obligations).
5. **Financial management at the dental enterprise level** (financial analysis, strategic planning).
6. **Personal financial management skills** (decision making in uncertainty scenarios).

The questionnaire consists of **30 items** distributed in these dimensions and uses a **Likert scale from 1 to 5** (1 = Strongly disagree, 5 = Strongly agree). Its design is based on previous instruments validated in financial education studies (Lusardi & Mitchell, 2022; OECD, 2021).

Validity and reliability of the instrument

To guarantee the validity of the questionnaire, a **content validity** analysis was carried out by means of expert judgment, who evaluate the relevance of the items based on the objectives of the study (Zamora & Carpio, 2023). The reliability of the instrument is measured by **Cronbach's Alpha coefficient**, obtaining a value of **0.970**, indicating high internal consistency (Nunnally & Bernstein, 2021).

Cronbach's alpha	Cronbach's alpha based on standardized items	N of elements
,970	,970	30

Table 1. Reliability statistics

Data Collection Procedure

The data collection process was developed in four phases:

1. **Planning:** Socialization of the study with the students and request for informed consent.
2. **Application of the questionnaire:** Distribution of the instrument in digital format through online forms.
3. **Monitoring and follow-up:** Review of data completeness and elimination of incomplete responses.
4. **Coding and analysis:** Organization of data on a structured basis for subsequent statistical analysis.

Data Analysis

The data obtained were processed with **SPSS v.27** software, applying descriptive and inferential statistical analysis techniques (Field, 2022).

1. **Descriptive analysis:** Frequencies, means and standard deviations were calculated for each dimension of the instrument.
2. **Inferential analysis:**
 - The **Kolmogorov-Smirnov normality test** was applied to determine the distribution of the data.
 - **Pearson's assessment** was used to measure the relationship between the level of financial literacy and preparedness for dental practice management.
 - **Student's t-test** was used to compare significant differences between groups according to sociodemographic variables.

Results

SO1: Determine the level of basic financial literacy in dental students;

		Frequency	Percentage	Cumulative percentage
	Moderate: 12-18	10	37,0	37,0
	Height: 19-25	17	63,0	100,0
	Total	27	100,0	

Interpretation of Results for SO1: Determine the level of basic financial literacy in dental students.

According to the data presented in **Table 2: Basic financial literacy**, the level of basic financial literacy in dental students was evaluated, classifying the scores in two levels: **Moderate (12-18 points)** and **High (19-25 points)**

Analysis of Results

1. Distribution of students according to their level of basic financial knowledge

- **37.0% (n = 10)** of the students present a **moderate level** of basic financial knowledge, indicating that they have a partial understanding of concepts such as income, expenses, savings, investments and budgeting, but may have difficulties in their practical application.
- **63.0% (n = 17)** of students achieved a **high level** of basic financial literacy, reflecting a solid understanding of financial principles essential for managing resources in their personal and professional lives.

2. Trend interpretation

- The majority of students (**63.0%**) demonstrate a **high level of basic financial literacy**, suggesting that, overall, dental students have a good background in essential financial concepts.
- However, **37.0%** of respondents presented a **moderate** level, indicating that there are still gaps in financial literacy within dental education.

SO2: Analyze students' ability to manage their personal financial resources;

		Frequency	Percentage	Cumulative percentage
	Maximum moderation: 12-18	8	29,6	29,6
	High capacity: 19-25	19	70,4	100,0
	Total	27	100,0	

Table 3. Management of Personal Financial Resources

Interpretation of Results for SO2: Analyze students' ability to manage personal financial resources

Table 3: Management of personal financial resources presents the results obtained in relation to the ability of dental students to manage their income, savings, investments and personal debts. The results have been classified into two levels: **Maximum moderation (12-18 points)** and **High capacity (19-25 points)**.

Analysis of Results

1. Distribution of students according to their personal financial management capacity

○ **29.6% (n = 8)** of the students present a level of **maximum moderation**, which suggests that they have a partial knowledge about the management of their personal finances, with some difficulties in the management of savings, investment and financial planning.

○ **70.4% (n = 19)** of the students achieved a **high ability level**, indicating that they have effective management of their personal financial resources, which translates into better planning, spending control and informed decisions about their finances.

2. Trend interpretation

○ The majority of students (**70.4%**) demonstrate a **high capacity in the management of their personal financial resources**, which is a positive indicator that dental students have adequate management of their income and expenses.

○ However, **almost 30% of respondents** are still at the **maximum level of moderation**, indicating that although they have basic concepts of personal financial management, they could benefit from additional training strategies to optimize their decision making in areas such as savings, investment and long-term planning.

SO3: Assess students' financial competencies in the dental professional context;

		Frequency	Percentage	Cumulative percentage
	Low proficiency level: 5-11	2	7,4	7,4
	Moderate proficiency level: 12-18	9	33,3	40,7
	High level of competence: 19-25	16	59,3	100,0
	Total	27	100,0	

Table 4. Finance In The Dental Professional Context

Interpretation of Results for SO3: To assess students' financial competencies in the dental professional context.

Table 4: Finance in the dental professional context presents the results obtained in relation to the financial competencies of the students in the field of their future professional practice. The results have been classified into three levels: **Low level of competence (5-11 points)**, **Moderate level of competence (12-18 points)** and **High level of competence (19-25 points)**.

Analysis of Results

1. Distribution of students according to their level of financial competencies in the dental professional context.

○ **7.4% (n = 2)** of the students present a **low level of competence**, indicating that they have difficulties in applying financial concepts in the management of a dental office, including fee setting, income and expense control, and cost planning.

○ **33.3% (n = 9)** of the students achieved a **moderate level of competency**, suggesting that they have general knowledge of financial management in the dental setting, but could present challenges in making strategic decisions for managing a practice.

○ **59.3% (n = 16)** of the students achieved a **high level of proficiency**, reflecting that they possess advanced skills in applying financial concepts in their professional practice, including cost planning, pricing strategies and profitability evaluation.

2. Trend interpretation

○ The majority of students (**59.3%**) demonstrate a **high level of financial competencies in the dental field**, which is a positive indicator that they are prepared to manage their future professional practice effectively.

○ However, **40.7%** of the respondents have a **low or moderate level of competence**, indicating that a considerable number of students could face difficulties in the financial management of their dental practice without additional training.

SO4: Identify the level of knowledge of legal and fiscal aspects applied to dental practice;

		Frequency	Percentage	Cumulative percentage
	Low knowledge: 5-11	1	3,7	3,7
	Moderate knowledge: 12-18	14	51,9	55,6
	High knowledge: 19-25	12	44,4	100,0
	Total	27	100,0	

Table 5. Legal and Fiscal Aspects in Dentistry

Interpretation of Results for SO4: To identify the level of knowledge on legal and fiscal aspects applied to dental practice.

Table 5: Legal and fiscal aspects in the dental field presents the results obtained in relation to the students' level of knowledge of tax and fiscal regulations applicable to their future professional practice. The data have been classified into three levels: **Low knowledge (5-11 points)**, **Moderate knowledge (12-18 points)** and **High knowledge (19-25 points)**.

Analysis of Results

1. Distribution of students according to their level of knowledge of legal and fiscal issues

○ **3.7% (n = 1)** of the students present **low knowledge** in these aspects, indicating a deficient understanding of taxes, tax regulations and accounting regulations applicable to their future dental practice.

○ **51.9% (n = 14)** of the students achieved a **moderate level of knowledge**, suggesting that they have general notions about tax and fiscal obligations, but lack mastery of their application in the management of a practice.

○ **44.4% (n = 12)** of the students demonstrated a **high knowledge** of tax and legal aspects, which implies that they are prepared to comply with applicable regulations in their professional practice and make informed decisions on tax matters.

2. Trend interpretation

- More than half of the students (**51.9%**) have **moderate knowledge** about tax and legal aspects, suggesting that, although they have basic information about their tax obligations, they may face difficulties in applying them in practice.
- Only **44.4%** of the students have achieved a **high level of knowledge**, which means that less than half of the sample has a solid background in fiscal and accounting regulations applied to dentistry.
- The existence of **3.7% of students with low knowledge** indicates that there are still cases in which training in this aspect has not been sufficient to ensure adequate compliance with regulations in professional practice.

SO5: Establish the relationship between the level of financial literacy and preparedness for dental practice management.

			Practice Management Readiness Level (Sections III, IV and V)		Total
			Moderate: 30-44	Height: 45- 60	
Financial Literacy Level (Sections I and VI)	Moderate: 24-37	Count	3	5	8
		of total	11,1%	18,5%	29,6%
	Height: 38-50	Count	0	19	19
		of total	0,0%	70,4%	70,4%
Total		Count	3	24	27
		of total	11,1%	88,9%	100,0%

Table 6. Level of Financial Literacy (Sections I and VI) Vs Level of Preparedness for Practice Management (Sections III, IV and V)

Interpretation of Results for SO5: Relationship between Financial Literacy Level and Preparedness to Manage a Dental Practice

Table 6: Level of Financial Literacy (Sections I and VI) vs. Level of Readiness to Manage a Dental Practice (Sections III, IV and V) shows the relationship between students' level of financial literacy and their level of readiness to manage a dental practice. The results were grouped into two levels for each variable:

- **Level of financial literacy:**
 - Moderate (24-37 points)
 - High (38-50 points)
- **Level of preparation for the management of a practice:**

- Moderate (30-44 points)
- High (45-60 points)

Analysis of Results

1. Distribution of students according to the relationship between financial literacy and readiness to manage a practice

- **29.6% (n = 8)** of the students present a **moderate level** in both financial literacy and preparation for managing a practice, suggesting that they still need to strengthen their training in both areas.
- **70.4% (n = 19)** of the students have a **high level of financial literacy and also a high level of preparedness for managing a practice**, indicating a strong competitiveness between these two factors.
- No students with a **high level of financial literacy** obtained a **moderate level of readiness for practice management**, which suggests that those with higher financial literacy have an advantage in terms of their ability to manage a dental business.

Trend Interpretation

- The **strong positive relationship** between financial literacy and preparedness for dental practice management is evident in the data. All of the students with high financial literacy also demonstrated high readiness for practice management.
- The presence of **29.6% of students at the moderate level** indicates that, although the majority is well prepared, there is a segment that still needs support in both dimensions.

GO: To assess the level of financial literacy in dental students and its relationship to preparedness for dental practice management.

Overall Interpretation of the Results: Assessment of the Level of Financial Literacy in Dental Students and its Relationship to Preparedness for Dental Practice Management

The analysis of the results obtained from the five specific objectives has allowed us to identify the **level of financial literacy in dental students** and its **impact on their preparation for managing a dental practice**. In general terms, a **significant positive relationship** between both variables is evident, indicating that students with greater financial knowledge and competencies have better capabilities to manage their future professional practice.

General Level of Financial Literacy among Dental Students

The results showed that **most students have a high or moderate level of financial literacy**, to include both basic knowledge of personal finance and skills applied to managing a dental practice. Specifically:

- **Financial literacy: 63%** of the students showed a high level of financial literacy, suggesting a good foundation in aspects such as income, expenses, budgeting and financial planning.

- **Management of personal financial resources:** 70.4% of the students demonstrate a high capacity to manage their personal finances, indicating that they have healthy financial habits that can be transferred to the management of a practice.
- **Financial competencies in the dental context:** 59.3% of the students achieved a high level of financial knowledge specific to the dental practice, such as setting fees, controlling income and expenses, and calculating profitability.
- **Legal and fiscal aspects:** Although 44.4% of the students demonstrated a high level of knowledge of fiscal regulations applied to dentistry, 51.9% are still at a moderate level, which indicates the need to reinforce the teaching of accounting and tax regulations in their training.

Relationship between Financial Literacy and Dental Practice Management Readiness

Analysis of the relationship between financial literacy and preparedness for dental practice management **confirmed a strong positive activation** between the two variables.

- **The 70.4% of students with high financial literacy also showed a high level of preparedness for managing a dental practice.**
- **No students with high financial literacy ranked in the moderate level of readiness for practice management,** suggesting that mastery of financial literacy is a **key factor for success in dental management.**

These findings are consistent with previous studies that highlight the importance of financial education in the training of dentists for the efficient management of their professional practice ([Dentistry33](#)).

Discussion

Level of Basic Financial Literacy in Dental Students

The results of this study show that 63% of dental students have a **high level of basic financial knowledge**, while 37% have a **moderate level**, indicating a positive trend in their financial literacy. However, these findings contrast with previous studies, such as that of the **Universidad Diego Portales**, where 92.16% of dental students reported insufficient knowledge in this area (repositorbiblioteca.udp.cl). This difference can be attributed to variations in study plans and the integration of financial education modules in different institutions. Similarly, at the **Tecnológico Nacional de México**, it was observed that students in administrative engineering showed greater financial knowledge compared to those in applied engineering, who showed deficiencies in savings and banking services (researchgate.net). These results reinforce the need for comprehensive financial training in all disciplines. The **OECD** emphasizes that financial education is key to informed decision making and economic sustainability of professionals (repositorio.javeriana.edu.co). The implementation of national strategies, such as those developed in **Peru**, has proven to be effective in improving.

Discussion of Dental Students' Ability to Manage Personal Financial Resources

The results of this study indicate that 70.4% of the dental students have a high capacity to manage their personal financial resources, while 29.6% show a moderate capacity, which reflects a positive trend in the financial self-management of future dentists. Comparatively, at the National University of Canindeyú, Paraguay, only 53% of management students claimed to plan their finances, while 24% did not do so and 18% did so occasionally (revistascientificas.una.py). This

difference suggests that dental students may be more aware of the importance of financial management, given the independent nature of their future profession. Furthermore, in Honduras, a study revealed that financial education strengthens the development of entrepreneurial skills, a crucial aspect for managing a dental practice (researchgate.net). Financial education in university education is key to making informed decisions and preparing for economic challenges (ride.org.mx). It has also been pointed out that health professionals, including dentists, require administrative and management skills to optimize their processes and ensure the efficient practice of their profession (scielo.org.mx). In conclusion, although most dental students demonstrate a solid capacity in personal financial management, it is necessary to strengthen their training in this area to ensure effective administration of their resources both in their personal lives and in their future professional practice.

Discussion on the Financial Competencies of Dental Students in their Professional Context.

The results of this study reflect that 70.4% of dental students have a high capacity to manage their personal financial resources, while 29.6% show a moderate capacity, which shows a positive trend in their financial self-management. These findings surpass the results from the National University of Canindeyú, Paraguay, where only 53% of management students planned their personal finances, while 24% did not do so and 18% did so occasionally (revistascientificas.una.py). This difference suggests that financial planning might be more developed in dental students, possibly due to their future professional independence. On the other hand, in a study of university students in Honduras, there is evidence that adequate financial education increases entrepreneurial intention (researchgate.net), which reinforces the idea that effective personal financial management is key to managing a dental practice. Financial education in university education has been recognized as essential for making informed economic decisions and preparing to face financial challenges in professional life (ride.org.mx). In addition, administrative management in the health sector, including dentistry, is a determining factor for the successful performance of professionals in their practices (scielo.org.mx). In conclusion, although most dental students demonstrate solid skills in personal financial management, it is recommended to strengthen their education in this area to ensure efficient administration both in their personal lives and in their future professional practice.

Discussion on the Knowledge of Legal and Fiscal Aspects in Dental Students.

The results of this study indicate that 44.4% of dental students have a high knowledge of legal and fiscal aspects applied to their future practice, while 51.9% have moderate knowledge and 3.7% have low knowledge. This reflects an adequate general understanding, but also evidences the need to strengthen training in this area. A study in Guatemala revealed that 58% of dentists were aware of infractions in their practice and 89% understood the sanitary regulations on waste (biblioteca.usac.edu.gt), which coincides with the trend observed in this study. The FDI World Dental Federation (FDI) emphasizes that dental education should include knowledge of legislation and administration to ensure professional practice in accordance with current regulations (fdiworldldental.org). Likewise, the University of Salamanca states that dental students should acquire competencies in professional law and dental ethics, highlighting the importance of regulatory compliance (guias.usal.es). These findings suggest that, although a significant proportion of students have knowledge in fiscal and legal aspects, their teaching needs to be reinforced to ensure a professional practice that complies with ethical and legal standards. Comparison with other studies and the guidelines of international organizations underline the need to integrate these contents more effectively into dental education.

Discussion of the Relationship between Financial Literacy and Preparedness for Dental Practice Management

The results of this study evidence a strong positive relationship between financial literacy and dental students' preparedness to manage a dental practice, with 70.4% of students with high financial literacy also demonstrating high preparedness in dental management. This supports the importance of a strong financial literacy education in dental school to ensure effective management of future dental practices. According to *Odontologia33*, proper financial education enables dentists to make informed strategic decisions, avoiding overreliance on outside advisors and reducing the risk of indebtedness (odontologia33.com). In addition, efficient financial management is key to the economic stability and growth of the dental practice (softwaredentallink.com). Lack of knowledge in this area can lead to critical financial errors, such as mixing personal and business accounts, which complicates the actual assessment of the practice's financial status (doctoeliq.com). Likewise, poor financial planning can affect the viability of the business and compromise the quality of service offered to patients (uvp.mx). In conclusion, these findings reinforce the need to integrate financial education into the dental curriculum, providing essential tools for efficient practice management and ensuring long-term sustainability.

Conclusions and Recommendations

Conclusion:

The results reflect that the majority of dental students have solid financial knowledge in basic aspects, which is a positive point for their professional development. However, 37.0% with a moderate level suggests that there is still a considerable proportion of students who need to strengthen their financial knowledge.

Recommendations:

- Implement complementary financial education programs within the dental career, especially aimed at those students with a moderate level.
- Develop practical workshops on financial planning, income and expense management, and investment strategies to enhance the actual application of financial literacy in the dental profession.
- Encourage the use of simulations and case studies on financial management in dental offices to reinforce practical learning and prepare future dentists for their professional practice.

Conclusion:

The results suggest that the majority of dental students have good personal financial management skills, which may favor their performance in managing a dental practice in the future. However, 29.6% of the students with maximum moderation indicate that there are still areas for improvement in their financial education, especially in making strategic decisions about savings and investment.

Recommendations:

- Include personalized financial education programs aimed at students with moderate levels, focusing on practical strategies for optimizing savings and investment.
- Conduct financial planning workshops, where tools for the management of personal income and expenses are taught with scenarios applied to their future professional practice.

Implement financial simulations, where students can experience the management of a monthly budget and learn to make decisions under real economic conditions.

Conclusion:

The results show that more than half of the dental students have acquired financial competencies applied to their future professional practice. However, 40.7% still need to strengthen their skills in key aspects of dental financial management, such as costing, income and expense management, and strategic decision making in their practice.

Recommendations:

- Include specialized modules in dental financial management within the curriculum, focusing on cost management, fees, financing and profitability.
- Conduct dental practice management simulations, where students can apply their financial knowledge in real scenarios.
- Develop training in investment and financing strategies for dentists, in order to strengthen their capacity to make efficient economic decisions in their professional practice.
- Promote education in business planning within dental education, ensuring that future professionals have adequate tools to manage their practice in a sustainable and profitable manner.

Conclusion:

The results show that, although there is a considerable group of students with a high knowledge of legal and fiscal aspects, more than half are still at a moderate level and a small percentage have low knowledge. This suggests that training in fiscal regulations within the dental curriculum could be improved to ensure that future professionals are fully prepared for the financial management of their practices.

Recommendations:

- **Incorporate specialized courses on tax legislation and dental accounting**, ensuring that students understand how to comply with their tax obligations.
- **Conduct practical workshops on accounting management and electronic invoicing**, to reinforce the knowledge acquired in the classroom with examples applied to the dental practice.
- **Provide access to tax advice through agreements with entities such as SUNAT or local tax agencies**, allowing students to become familiar with tax procedures before starting their professional practice.
- **Implement case studies and simulations of tax management in dental offices**, so that students face real scenarios and make strategic decisions about their tax obligations.

Conclusion:

The results evidence that **a high level of financial literacy is directly associated with greater preparedness for managing a dental practice**. This highlights the importance of strengthening financial literacy in dental programs, as financial management knowledge appears to significantly influence students' ability to manage their practice.

Recommendations:

- **Include advanced courses in financial management and dental entrepreneurship**, with a focus on practice management, to ensure that students acquire the necessary skills before graduation.
- **Develop mentoring and business simulations**, where students can apply their financial knowledge in real practice management scenarios.
- **Promote education in investment and financing strategies for dentists**, in order to improve their ability to manage financial resources in their future professional practice.
- **Conduct complementary financial education programs**, especially aimed at students who present a moderate level in both dimensions, to strengthen their competencies and ensure a successful transition to professional life.

Conclusions:

1. **Financial literacy is an essential component of dental education.** It has been shown that students with greater financial literacy are better prepared to manage a dental practice.
2. **There are areas for improvement in financial education applied to dentistry.** Especially in the area of tax legislation and accounting, where **51.9% of students have moderate knowledge**.
3. **The development of financial competencies not only impacts personal stability, but also influences sustainability and professional success.** The results reflect that students with better management of their personal finances also show greater ability to manage a dental practice.

Recommendations:

- ✓ **Include specialized courses in financial management and dental entrepreneurship** within the study plans.
- ✓ **Implement business simulations and case studies of dental office management** to strengthen the application of financial knowledge in real situations.
- ✓ **Develop training in tax legislation and accounting applied to dentistry**, ensuring that students understand tax regulations before starting their professional practice.
- ✓ **Promote extracurricular financial education programs** to reinforce knowledge in investment, savings, income and expense management, and financing strategies.

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