

VOICE, FINANCIAL LITERACY, AND HUMAN CAPABILITY IN CONTEMPORARY MANAGEMENT

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EDITORIALCarlos Miguel Oliveira ^{(1) (2)}, Marco Lamas ^{(1) (2)}, Jorge Remondes ⁽²⁾⁽¹⁾ ISLA - Polytechnic Institute of Management and Technology, Vila Nova De Gaia, Portugal⁽²⁾ CEOS.PP, Polytechnic of Porto/ISCAP, Portugal

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1 INTRODUCTION:

Contemporary management research is increasingly concerned with the capabilities that enable individuals, communities, and organisations to respond effectively to uncertainty, institutional complexity, and rapid socio-economic change. In this context, three interconnected themes stand out: employee voice, financial literacy, and adaptive human capability. Although these themes emerge from different scholarly traditions, they converge around a common concern: how to create conditions that allow people to make informed decisions, act responsibly, and contribute constructively to organisational and social resilience. Recent studies show that prohibitive voice plays a crucial role in identifying harmful practices and protecting organisational functioning, while its expression depends heavily on leadership, moral attentiveness, and psychologically safe climates (Mesdaghinia et al., 2022; Nguyen & Nguyen, 2024). At the same time, growing evidence suggests that financial literacy is not merely a technical competence, but a multidimensional capability linked to social inclusion, economic resilience, and long-term well-being, especially among young people and vulnerable populations.

A second important insight emerging from current research is that these capabilities are strongly shaped by context. In organisational settings, adaptive performance depends not only on formal role requirements but also on psychological conditions such as safety and engagement, which influence how employees respond to changing and demanding work environments. In social and educational settings, financial literacy outcomes are likewise conditioned by institutional support, pedagogical design, and the accessibility of learning opportunities. Recent research further suggests that financial literacy programmes are more effective when they combine knowledge acquisition with behavioural and contextual dimensions, particularly among younger and more vulnerable populations (Lusardi & Mitchell, 2014). This means that management research increasingly needs to move beyond narrow efficiency-based perspectives and explore the relational, institutional, and developmental conditions that enable voice, learning, and adaptation.

Taken together, the contributions included in this issue reflect this broader reorientation of the field. They examine how employees speak up to prevent organisational harm, how young people develop financial capability in uneven socio-economic contexts, how psychological safety and engagement strengthen adaptive performance in healthcare, and how community-

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based financial education can empower women at the household level. This broader perspective is consistent with research showing that psychologically safe environments support engagement and proactive work behaviour, while voice-related behaviours remain central to organisational learning and responsiveness (Mesdaghinia et al., 2022; Albrecht et al., 2023). In doing so, this issue highlights a central idea: sustainable management in contemporary societies depends on the cultivation of informed judgment, inclusive learning, and supportive environments in which individuals are able not only to participate, but also to adapt and act with confidence.

2 STRUCTURE OF THE ISSUE

This regular issue brings together four contributions that examine how human capability is formed and mobilised across organisational, educational, and community settings.

The first article, “Prohibitive Voice in the Workplace: A Systematic Review of Antecedents, Mechanisms, and Outcomes,” offers a systematic review of 157 empirical studies published between 2012 and 2026. The paper organises the literature on prohibitive voice into antecedents, outcomes, and explanatory mechanisms, showing that speaking up about harmful practices is shaped by leadership, individual and relational factors, team dynamics, and organisational context. By synthesising a rapidly growing body of research, the article provides a valuable framework for future studies and highlights the importance of psychologically safe environments for responsible employee voice.

The second article, “A Literacia Financeira e os Jovens no Século XXI: Uma Análise Comparativa,” examines disparities in financial literacy across regions worldwide, with particular attention to Europe and emerging economies. Drawing on international datasets and results from the Erasmus+ Finances4Youth project in Portugal, Romania, and Cabo Verde, the study shows that formal education, public policy, and financial digitalisation are key factors shaping financial knowledge, inclusion, and resilience among young people. Its comparative perspective reinforces the view that financial literacy is a multidimensional social competence connected to economic participation, well-being, and the Sustainable Development Goals.

The third contribution, “Mediating Effect of Employee Engagement in the Relationship between Psychological Safety and Adaptive Performance of Nurses in Ghana,” explores employee engagement as a mediator between psychological safety and adaptive performance. Based on a sample of 761 nurses and anchored in employee engagement theory, the study shows that psychologically safe work environments strengthen engagement and, through it, enhance employees’ capacity to respond to changing and demanding work conditions. By focusing on the healthcare sector in Ghana, the article adds contextual depth to the literature on performance and work psychology, while also underlining the managerial importance of non-financial factors in fostering resilience and effectiveness.

The fourth article, “Empowering Housewives through Financial Literacy: A Community-Based Approach at RPTRA Rambutan Jakarta,” examines a localised financial literacy initiative designed for housewives in West Jakarta. Using a participatory learning approach with 29 participants, the study reports improvements in budgeting, saving, borrowing, investment awareness, and confidence in long-term financial planning. The paper also shows how collaboration among universities, local government, and community actors can support inclusive empowerment and economic resilience, offering a practical model of community-based innovation with broader social relevance.

Together, the four articles illustrate the thematic diversity of this issue while remaining linked by a common concern with empowerment, adaptation, and responsible participation. Whether in workplaces, educational systems, healthcare organisations, or local communities,

the studies show that sustainable outcomes depend on the development of human capabilities supported by appropriate institutional and relational conditions.

3 ACKNOWLEDGEMENTS

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