FINANCIAL LITERACY AS TRANSFORMATIVE TOOL TO STIMULATE SUSTAINABLE DEVELOPMENT OF THE ECONOMY- AN EMPIRICAL APPROACH
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Abstract
This paper tries to examine the level of awareness of the students belonging to the age group between 18 -22 as this the age where they need to have basic knowledge about finance and have a clear understanding of different terminologies of financial products. Financial literacy is the knowledge and understanding which needs to be acquired about the financial concepts such as earning, spending, saving, budgeting, investing, borrowing and applying it with confidence for making effective decisions to channelize the savings into the financial market to manage personal financial resources efficiently by enabling capital growth and acceptable returns. Due to the efforts taken by the government there are large numbers of financial products offered both by the public and privately managed institutions. The government had also offered different financial inclusion schemes on which the younger generations lack knowledge. Hence the researchers had attempted to study the opinion among students’ community and their understanding towards the personal money management, financial knowledge, attitude, influence and behaviour. It is highly momentous that it affects the ability to become a responsible income earner to provide for themselves and family. Many factors affect their attitude towards money and investment, as well as their financial contribution to our national development at large because savings and investment by individuals termed to be household investment is being channelized towards the developmental plans of the country at large.

Financial literacy enables young minds to understand what is required to achieve a lifestyle that is financially balanced, sustainable, ethical and responsible. The most vital contribution of financial services businesses in the lives of their investors is not promising return, risk management or offering of wide variety of financial product to gain business but to enable investors to fulfil the financial goals by giving them confidence to face financial challenges. The National Youth Policy (NYP-2014) launched in February 2014 proposes a holistic ‘vision’ for the youth of India, which is “To empower youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”. The NYP-2014 has defined ‘youth’ as persons in the age-group of 15-29 years. Knowledge and education are key factors to the full and effective participation of youth in the processes of social, economic and political development. It is the empowerment that leads to better financial lives by understanding the implications of bad financial decisions. Financial literacy inventiveness remains grand in vision but limited in efficacy, because personal finance is an applied science and art.

Keywords: Financial Literacy, Financial Education, Financial Behaviour, Investor Awareness, Investor Attitude.

JEL Classification: D14, D12, A2.

Introduction of the study
Financial literacy is now one of the top priorities for most nations. It is more critical for developing nations like India, where the majority find financial literacy beyond comprehension. Financial literacy is highly required for the younger generation as they need to plan for the prospective future needs be it a male or female they would become responsible for the financial strand of their own family. Only if they have the understanding about the various aspects of finance they would be able to take appropriate and timely decision to manage their finances. It should aim at imparting knowledge to enable financial planning, inculcate saving habits and improve the understanding of financial products leading to effective use of financial services offered by different financial institutions by the time they attain the age they get into the sphere of managing the family. Financial education can benefit citizens of all ages and for individuals belonging to high, moderate or low income levels. For young adults just beginning their working lives, it can provide basic tools for budgeting and saving so that expenses and debt can be kept controlled.
Financial education can help families acquire the discipline to save for their own home and/or for their children’s education. Financial education can help low-income people make the most of what they are able to save and help them avoid the high cost charged for financial transactions by non-financial institutions.

Organisation for Economic Co-operation and Development (OECD) defined financial literacy as “the process by which financial consumers/investors improve their understanding about the financial products, concepts, risk and through information, instructions, advice, develop the skills and confidence to become more aware of financial risks and opportunities to make informed choices, to know where to go for the help, and to take other effective actions to improve their financial well-being”. In a country like India where there is larger gap exist between the people the low level of financial literacy affects the quality of life significantly. It affects the ability to provide for the individual and the family with the proper attitude towards money and investment, as well as to the contribution made towards the community. Financial literacy enables people to understand what is needed to achieve a lifestyle that is financially balanced, sustainable, ethical and responsible.

The purpose of this paper is to analyse and profile significant national developments in higher education for sustainable development in India and to compare different educational approaches emerging in connection with education for sustainable development. People need to be educated to balance their investments in terms of liquidity and risks and that they should not put all eggs in the same basket. While financial literacy for the users of financial services/products is of paramount importance, literacy is also a must for financial service providers. The younger generation in the academic learning gain knowledge in their respective disciplines, but the knowledge regarding financial concepts which paves way for individuals to handle financial challenges is lacking.

Statement of the problem
Financial illiteracy puts a burden on the nation in the form of higher cost of financial security and lesser prosperity. In India Most of the people resort to investing more in physical assets and short term instruments rather than in financial assets which clearly conflicts with the greater need for long-term investments, both for households to meet their life stage goals and for meeting the country's capital requirements for infrastructure.

In addition, there are certain erroneous beliefs associated with financial literacy is that the most common being the myth that one who is ‘literate’ or ‘rich’ is ‘financially literate’ too. Lack of basic financial understanding leads to unproductive investment decisions and thereby leads to poor rate of return and high risk involvement. The need of the hour is for a drastic refurbish of approach to savings and investments by Indian household’s especially younger generation who turns to be prospective investors of the country. The purpose of this paper is to analyze the attributes of financial transformation through financial literacy and the role of government, and financial institutions, in including financial literacy in curriculum and sustain the growth of the country by channelizing the untapped financial resources of the nation. As per a global survey by Standard & Poor's Financial Services LLC (S&P) only 25 per cent of adults or less are financially literate in South Asian countries. For an average Indian, financial literacy is yet to become a priority. India is home to 17.5 per cent of the world’s population and nearly 76 per cent of its adult population does not understand even the basic financial concepts. The survey confirms that financial literacy in India has consistently been poor when compared to the rest of the world. It can be detrimental to India's ambition of becoming an economic super power in the coming years and may hinder the sustainable development of the nation.

Objectives of the study
- To study the awareness level among the students about the term financial literacy
- To examine the level of understanding regarding the personal money management financial knowledge, behavior, influence and attitude
- To find out knowledge of the students about the financial products and the avenues of investment available for financial decision making.
- To know the influential elements facilitating financial literacy among the younger generation

Scope of research
- The research has been undertaken among the graduate students in colleges located in Madurai city within corporation limits. Samples of 115 respondents have been selected both from commerce and non-commerce
background but only final year under graduate students and post graduate students have been considered for the study

Dimensions of the study

Finance is an inherent part of any individual and basic understanding about the financial concepts, avenues and products required for any common man. In the present situation it is a great challenge for each individual to manage their hard earned money and also maintain the credit management and face the day today financial risk. This is the situation where people with even high financial knowledge fail in their financial objective; it is harder to think about the person who does not have an access towards even the basic financial terms. Hence there is a dire need for a country like India to educate the young individuals and make them aware about the financial concepts and facilitate them to succeed while making financial decisions. The dimension of the study is focused on five major areas:

a. **Personal money management**
   Personal Money Management refers to the process of balancing one’s individual wealth and income with financial needs, desires, and goals. Though some may survive without sophisticated money management strategies, none of the individuals can escape financial pressures entirely. Most of them hold jobs during the most productive adult years of lives, and the income generated must be managed effectively. The decisions concerning the personal finances can become complicated, when they pass through different stages of life. While the money management at the earliest start adult lives simply by depositing pay cheques in bank accounts and spending most or all of their income using cash, cheques, and credit cards. With the time frame the responsibility increases with the age and each one, may find themselves drawn more deeply into the world of borrowing, saving investing, and insurance.

b. **Financial behavior**
   “The rebellious nature of young generation may induce them to undertake diametrically opposite actions”. Improper actions lead to improper decision making. Financial behavior determines the opinion towards overall spending habit and planning towards future investments. Moreover, it also includes the responsibility even from the young generation to plan systematic savings and investment approach.

c. **Financial knowledge**
   Knowledge is understanding of the concepts and has a high influence in the behaviors. To make this possible people have to be imparted an ability to understand and execute matters of personal finance, including basic numeracy and literacy, budgeting, investing, and risk diversification. This skill is known as financial knowledge. It is a combination of financial awareness, knowledge, skills, attitude and behaviors necessary to make sound financial decisions and ultimately achieve individual financial wellbeing.

d. **Financial influence**
   There are numerous sources of funds like deposits, funds and schemes. The selection of an appropriate source is a delicate risk. The choice of a wrong source of funds creates difficulties at a later stage. An Individual investor has to think about safety, liquidity and soundness. Financial influencers like parents, peer groups media play a vital role in investments.

e. **Financial attitude**
   Attitude speaks about the financial savings and handling finances. The young generation is not aware of handling finance, Budgeting and savings. Attitude of young students differs based on their awareness level, knowledge, responsibility towards handling finance. Thus attitude is very important to attain financial goal i.e. savings, planned investment, handling credits and loans in the future. The study had identified the constituents given below for analytical purpose.

![Figure 1: Constituents Identification](image)
Significance of financial literacy for sustainable development of country

Financial literacy plays an important role in helping ensure the financial health and stability of individuals, families, enterprises and national economies. Particular emphasis is placed on the financial literacy of individuals. Due to a lack of financial literacy, individuals are unable to optimize their own welfare (Hastings et al., 2013). The development and level of people’s financial literacy is closely reflected in the development of the economic indicators that can be monitored in different countries. Indicators such as the level of household debt, payment discipline, the possibility of household bankruptcies, the percentage of insolvencies or the percentage of ordered property repossessions can all be indicators of levels of financial literacy and financial education. Household debt is a frequently monitored indicator, as there has been an increasing trend in this area in recent years.

In addition, there have been a growing number of households that are unable to repay their liabilities. Consumer credit recorded a strong increase in recent years due to greater flexibility and lower overall sums of individual credit, especially among low-income population groups. India is becoming a versatile nation with dynamic move in financial aspects, in order to cope up with the financial challenges awareness is one basic element to be made to acquaint with is right approach to financial education

Review of previous studies

Many studies have been done in the area of financial literacy few has been cited. A few years earlier, Noctor et al. (1992) introduced financial literacy as “the ability to make informed judgments and to take effective decisions regarding the use and management of money”. Similarly, the European Commission defines financial literacy as “capability of consumers and small business owners to understand retail financial products with a view to making informed financial decisions” (European Commission, 2007). In this study, financial literacy was defined as “the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security” (Mandell, 1997). A financially literate citizen is familiar with the issues of money and prices, and is able to manage his/her personal and/or family budget responsibly, including the management of financial assets and liabilities.

In the Czech Republic, financial literacy is defined by the Ministry of Finance of the Czech Republic (2010) as “a set of knowledge, skills, and attitudes of a citizen necessary for ensuring his/her own financial well-being and the financial well-being of his/her family within the present society, and for his/her active involvement in the market of financial products and services. Stephen Agnew and Trudi Cameron-Agnew (2015) “The Influence of Gender and Household Culture on Financial Literacy Knowledge; Attitudes and Behavior” suggests in the study on the basis of conclusions drawn that parents need to be aware of how gender stereotypes and the “financial culture” in the home impacts on the financial knowledge, attitudes and behaviors of their children.

In the research study by Abdul Latheef Kiliyanni and Sunitha Sivaraman (2016) “The Perception reality Gap in Financial Literacy: Evidence from the Most Literate State in India” measures the level of financial literacy and evaluates the impact of demographic and socio-economic attributes on financial literacy among the educated young adults in Kerala. The study also examines the gap in financial literacy and the attitude of young adults towards financial education. The study made finds that demographic and socioeconomic attributes influence financial literacy. The study also observes that respondents overrate their financial literacy by around 50% which indicates their over-confidence in the knowledge related to personal finance. However majority of the respondents (89%) in the study conveyed the need for financial education. The study atlast also call out for initiatives to improve financial literacy among young adults in Kerala. A Comparative Study on Financial Literacy of Uttar Pradesh with Central Zone States in India *(2017)* Vibhuti Shivam Dube , Dr. Pradeep Kumar Asthana has found that the Government should take serious efforts to impart financial literacy training to different sections of the society both at the urban and rural areas at more large scale. The Government
and financial institutions should take more initiatives in starting programme to educate people regarding the benefits of financial planning.

**Government initiatives**
In India, therefore, there are engaging with the curriculum setting bodies like National Council of Educational Research and Training (NCERT), Education Boards like Central Board for Secondary Education (CBSE), Central and State Governments to try and embed such concepts in the school curriculum.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COMMERCE</th>
<th></th>
<th>NON-COMMERCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Particulars</td>
<td>%</td>
<td>Particulars</td>
<td>%</td>
</tr>
<tr>
<td>Age</td>
<td>20 Years</td>
<td>45.3</td>
<td>20 Years</td>
<td>54.7</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>54.7</td>
<td>Female</td>
<td>58.5</td>
</tr>
<tr>
<td>Family Type</td>
<td>Nuclear</td>
<td>64.2</td>
<td>Nuclear</td>
<td>52.8</td>
</tr>
<tr>
<td>Family Size</td>
<td>2-4 Members</td>
<td>54.7</td>
<td>2-4 Members</td>
<td>56.6</td>
</tr>
<tr>
<td>Educational Qualification</td>
<td>UG Final Year</td>
<td>64.2</td>
<td>UG Final Year</td>
<td>64.2</td>
</tr>
<tr>
<td>Financial Education in Schooling</td>
<td>No financial education at school</td>
<td>71.7</td>
<td>No financial education at school</td>
<td>67.9</td>
</tr>
<tr>
<td>Future plan of the Student</td>
<td>Immediate Job</td>
<td>58.5</td>
<td>Higher Education</td>
<td>54.7</td>
</tr>
</tbody>
</table>

**Channels of Financial Literacy**
The government is pumping financial resources into the varied groups of the society to be educated financially to become a responsible citizen of the society. Taking into consideration different cultures and market development needs, they are adopting a multi-channel approach to cover different financial and education levels in various age groups. They have a link on Financial Education on the RBI website for the common man, containing material in 13 Indian languages, which includes comic books on money and banking for children, puzzles, competitions, etc.

**TABLE 1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

**Need for joint efforts**
Financial regulators in India -- RBI, SEBI, IRDAI, and PFRDA -- have created a joint charter called ‘National Strategy for Financial Education' detailing initiatives taken individually by them and other market players like banks, stock exchanges, broking houses, mutual funds, insurers etc.

It is the need of the hour joint effort is required by all the Banking, Financial Services & Insurance players for noticeable changes in the perceptions that an average Indian has about financial management. It’s time to bring individual efforts under one framework to ensure better outcomes. Top Executives of Reserve Bank of India undertakes outreach visits to remote villages on a continuous basis to spread the message of financial awareness and literacy. A Young Scholars Scheme has been instituted wherein, around 150 graduate students are selected each year from across the country, who are provided summer internship in various offices of the Reserve Bank and are expected to submit small project reports relevant to the Bank’s functioning.

Moreover, these young scholars are required to visit some schools in their region and explain their project to school students, so as to create greater awareness among the school students regarding the functioning of the Reserve Bank.
Besides, town hall meetings, participation in information / literacy programmes organized by Press, enacting plays and skits, arranging stalls in local fairs/ exhibitions, etc. are some other initiatives towards this objective of spreading.

**Research Design of the study**

**Sample size:**
The sample size taken for the study is 115 respondents. The student belongs to both commerce and non-commerce background. 106 questionnaires have been considered for the purpose of the analysis.

**Method of data Collection:**
The study undertaken had used both primary and secondary sources. Primary sources have been collected through administered questionnaire.

**Tools for analysis:**
- Percentage analysis
- Garrett Ranking
- Factor analysis
- Chi square test
- Correlation

<table>
<thead>
<tr>
<th>TABLE 2</th>
<th>PERSONAL MONEY MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
<td>COMMERCE</td>
</tr>
<tr>
<td></td>
<td>Particulars</td>
</tr>
<tr>
<td>Earnings of the Students</td>
<td>Not Earning</td>
</tr>
<tr>
<td>Source of Earning</td>
<td>Pocket Money</td>
</tr>
<tr>
<td>Utilization of Money</td>
<td>Savings is given priority</td>
</tr>
<tr>
<td>Spending Money</td>
<td>Save through Small Savings</td>
</tr>
</tbody>
</table>

*Source: Primary data*

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>FINANCIAL KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
<td>COMMERCE</td>
</tr>
<tr>
<td></td>
<td>Particulars</td>
</tr>
<tr>
<td>Awareness on Products (Cross Tab)</td>
<td>High Awareness-Bank Deposit</td>
</tr>
<tr>
<td></td>
<td>Low Awareness-Mutual Fund</td>
</tr>
<tr>
<td>Risky Product-Rank (Frequency Ranking)</td>
<td>High Risk- Bit Coin</td>
</tr>
<tr>
<td></td>
<td>Low Risk- National Pension Scheme</td>
</tr>
</tbody>
</table>

*Source: Primary data*
TABLE 4
FINANCIAL BEHAVIOR

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>COMMERCE</th>
<th>NON-COMMERCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Particulars</td>
<td>%</td>
</tr>
<tr>
<td>Evaluation of Spend Habit</td>
<td>To some extent Economical</td>
<td>28.3</td>
</tr>
<tr>
<td>Maintenance of investment record</td>
<td>Have the habit of Maintenance of Investment records</td>
<td>58.5</td>
</tr>
<tr>
<td>Way of Recording</td>
<td>Minimal Recording</td>
<td>41.5</td>
</tr>
<tr>
<td>Future Plan on Investment (Garratt Ranking)</td>
<td>Highest Preference given by the respondents</td>
<td>House Property</td>
</tr>
<tr>
<td></td>
<td>Least Preference Small Saving</td>
<td>Least Preference Gold</td>
</tr>
</tbody>
</table>

Source: Primary data

TABLE 5
RISKY PRODUCT & INVESTOR CATEGORIES

<table>
<thead>
<tr>
<th>Investor</th>
<th>COMMERCE</th>
<th>%</th>
<th>NON-COMMERCE</th>
<th>Risky Product</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bold Investor</td>
<td>Equity Shares</td>
<td>26.41</td>
<td>Bold Investor</td>
<td>Mutual Fund</td>
<td>24.52</td>
</tr>
<tr>
<td>Mediocre</td>
<td>Company Deposit</td>
<td>13.20</td>
<td>Mediocre</td>
<td>Mutual Fund</td>
<td>13.20</td>
</tr>
<tr>
<td>Conservative</td>
<td>Gold</td>
<td>7.54</td>
<td>Conservative</td>
<td>Insurance Product</td>
<td>5.66</td>
</tr>
</tbody>
</table>

Source: Primary data

TABLE 6
FINANCIAL INFLUENCE

<table>
<thead>
<tr>
<th>Educational Qualification &amp; influence (CORRELATION)</th>
<th>COMMERCE</th>
<th>NON COMMERCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig Value (2 tailed)</td>
<td>0.454</td>
<td>0.347</td>
</tr>
</tbody>
</table>

Source: Primary data

Commerce:
- H₀: There is no association between Educational qualification and Influence towards financial knowledge.
- H₀ is rejected as the sig value is >0.001. Therefore, there is relationship between Educational qualification and Influence towards financial knowledge.
- There is Positive Correlation between Commerce Students Educational qualification and Students get influence towards financial knowledge.

Non – Commerce
- H₀: There is no association between Educational qualification and Influence towards financial knowledge.
- H₀ is rejected as the sig value is >0.001. Therefore, there is relationship between Educational qualification and Influence towards financial knowledge.
- There is positive correlation between Non Commerce Students Educational qualification and Students get influence towards financial knowledge.
Source: Primary data

**Commerce**
- \( H_0 \): There is no association between family size and Influence towards financial knowledge.
- \( H_0 \) is rejected as the sig value is >0.001. Therefore, there is relationship between family size and Influence towards financial knowledge.
- There is Positive Correlation between family size and Students get influence towards financial knowledge

**Non – Commerce**
- \( H_0 \): There is no association between family size and Influence towards financial knowledge.
- \( H_0 \) is rejected as the sig value is >0.001. Therefore, there is relationship between family size and Influence towards financial knowledge.
- There is Positive Correlation between family size and Students get influence towards financial knowledge.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Commerce Particulars</th>
<th>%</th>
<th>Non-Commerce Particulars</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Influence</strong></td>
<td>Family Members</td>
<td>32.1</td>
<td>Family members</td>
<td>24.5</td>
</tr>
<tr>
<td><strong>Source of Information</strong></td>
<td>Websites</td>
<td>43.4</td>
<td>Newspaper</td>
<td>47.2</td>
</tr>
</tbody>
</table>

Source: Primary data

<table>
<thead>
<tr>
<th>Categories</th>
<th>Commerce Particulars</th>
<th>%</th>
<th>Non-Commerce Particulars</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finance Handled in Family</strong></td>
<td>Family- Discussed about finances</td>
<td>26.4</td>
<td>Parents do not talk about finance</td>
<td>34</td>
</tr>
<tr>
<td><strong>Intention to fulfill financial goal</strong></td>
<td>Fulfill through Savings</td>
<td>60.4</td>
<td>Fulfill through Savings</td>
<td>62.3</td>
</tr>
<tr>
<td><strong>Opinion towards tax</strong></td>
<td>Paying Tax- Responsibility</td>
<td>73.6</td>
<td>Paying Tax- Responsibility</td>
<td>56.6</td>
</tr>
<tr>
<td><strong>Financial literacy-national development</strong></td>
<td>Agree that financial literacy contributes to the national development</td>
<td>52.8</td>
<td>Strongly agree financial literacy contributes to the national development</td>
<td>50.9</td>
</tr>
<tr>
<td><strong>Ways which enhance finance knowledge</strong></td>
<td>Mandatory Financial education</td>
<td>32.1</td>
<td>Mandatory Financial education</td>
<td>47.2</td>
</tr>
<tr>
<td><strong>Updating to face financial challenge</strong></td>
<td>Internet</td>
<td>37.7</td>
<td>Newspaper</td>
<td>32.1</td>
</tr>
</tbody>
</table>

Source: Primary data

**FACTOR ANALYSIS**
Using this factor analysis technique, we have reduced 10 factors to 4 Highly loaded factors.
- Factor 1 (Highly Strong Factor)- Students give Importance to Saving Money Monthly& they feel Credit Card are Safe & Risk
• Factor 2 (Strong Factor)- Handling of Finance in Future, Uncertainty in Spending Money, Capability of using Future Income & Afraid of Credit Cards
• Factor 3 (Weak Factor)- Talking about Money issues with Peers & Interest in reading Money Management
• Factor 4( Very Weak Factor)- Life Insurance- Secured Investment & Worry- Manage Finance

Non commerce
• Using this factor analysis technique, we have reduced 10 factors to 5 Highly loaded factors.
• Factor 1 (Highly Strong Factor)- Uncertainty in Spending Money &Worry- Manage Finance
• Factor 2 (Strong Factor)- Talking about Money issues with Peers & Capability of using Future Income
• Factor 3 (Moderate Factor)- Interest in reading Money Management
• Factor 4 (Weak Factor)- Life Insurance- Secured Investment & Importance to Saving Money Monthly
• Factor 5( Very Weak Factor)- Handling of Finance in Future , Credit Card-Safe & Risk & Afraid of Credit Cards

<table>
<thead>
<tr>
<th>Family Size &amp; Intention to Fulfill Financial Goals (CHI-SQUARE)</th>
<th>COMMERCE</th>
<th>NON COMMERCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>0.373</td>
<td>0.806</td>
</tr>
</tbody>
</table>

Source: Primary data

CHI-SQUARE TEST – Family size and intention to fulfill financial goals

Commerce
• H₀ There is no Association between Family Size and Intention to fulfill financial goals.
• H₀ is rejected as the Pearson chi-square value is >0.001. Therefore, there is no association between Family Size of commerce students and Intention to fulfill financial goals.
• Based on the family size of commerce students, the intention to fulfill financial goals vary between individuals. Because there is no relationship between Family Size and Intention to fulfill financial goals.

Non commerce
• H₀ There is no Association between Family Size and Intention to fulfill financial goals.
• H₀ is rejected as the Pearson chi-square value is >0.001. Therefore, there is no association between Family Size and Intention to fulfill financial goals.
• Based on the family size of non commerce students, the intention to fulfill financial goals vary. Because there is no relationship between Family Size and Intention to fulfill financial goals.

<table>
<thead>
<tr>
<th>Gender &amp; Updating of knowledge (t-Test)</th>
<th>COMMERCE</th>
<th>NON COMMERCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig Value</td>
<td>0.135</td>
<td>0.849</td>
</tr>
</tbody>
</table>

Source: Primary data

t- Test – Gender and updating of financial knowledge

Commerce
• H₀ There is no significance difference between Gender and Updating of knowledge to face financial challenge.
• H₀ is rejected as the t-value is >0.001. Therefore, there is significance difference between Gender and Updating of knowledge to face financial challenge.
• Updating of financial knowledge of commerce students to face the challenges in future do not depend on Gender category. Both Male and female equally update their financial knowledge.

Non commerce
• H₀ There is no significance difference between Gender and Updating of knowledge to face financial challenge.
• H0 is rejected as the t-value is > 0.001. Therefore there is significance difference between Gender and Updating of knowledge to face financial challenge.
• Updating of financial knowledge of non-commerce students to face the challenges in future donot depend on Gender category. Both Male and female equally update their financial knowledge.

Findings
• Majority of the respondents (C: 45.3% NC: 54.7%) belong to the age group of 20 years.
• Majority of the respondents are from female category.
• Most of the respondents (C: 64.2% NC: 52.8%) belong to nuclear family type.
• 64.2% of the respondents are pursuing the final year UG.
• Majority of the respondents (C: 71.73% NC: 67.9%) expressed that they have not undergone financial education at school level.
• 31% of the respondents from commerce background like to go for immediate job. 54% from non-commerce background like to pursue higher education.
• The students do not have personal earnings. But the source of earnings is through pocket money
• 64.2% of the respondents from commerce background like to save money and 60.4% from non-commerce background like to spend in different ways.
• 32.1% from commerce background likes to save money through small savings.
• Most of the respondents had categorized the overall spending habit to be somewhat economical.
• (C: 58% NC: 67.9%) respondents have a habit of maintaining investment record.
• The Majority influential factor for financial knowledge is through parents (C: 32.1%, NC: 24.5%).
• Majority of the parents in families discuss about handling finances to their children.
• The young generation in future aims to fulfill their financial goal through savings. 60.4% from commerce background and 62.3% from non-commerce background aims to fulfill their financial goals through savings.
• Majority of the respondents feel financial literacy improves national development.
• 32.1% of commerce respondents and 47.2% of non-commerce respondents feel that financial education is mandatory and it should be included in the curriculum.
• Majority of the respondents C: 50.9% NC 52.8%) categorize them as Bold investors.
• Majority of the respondents feel that Internet and press media helps them to update financial challenges.
• Garret ranking table implies that the respondents’ future investment ranked as ascending order from small savings, house property insurance, PPF, real estate, gold, shares and mutual fund.
• There is no significance difference between Gender and Updating of knowledge to face financial challenge.
• There is a significant association between Educational qualification & Influence.
• There is no association between Family Size & Intention to fulfill Financial Goals.

*C- commerce NC – Non-commerce

Suggestions
1. In general, financial literacy is lacking among young generation even though they acquire financial knowledge from various sources, there was a lack in updating of financial products these can be implemented through a change in the education system.
2. It was suggested based on the findings that education should play a vital role in inculcating financial literacy in the curriculum.
3. Corporates can take initiatives as their corporate social responsibility to make it mandatory in educational institutions to include financial literacy in their curriculum of education.
4. To train young graduates by conducting programmes and seminars relating to financial literacy.
4. Government can take steps to introduce more programmes which make younger generation responsible in saving their money and to create a sustainable development growth.
Conclusion

Knowledge and education are key factors to the full and effective participation of youth in the processes of social, economic and political development. It is the empowerment that leads to better financial lives by understanding the implications of wrong financial decisions. Financial literacy enables young minds to understand what is required to achieve a lifestyle that is financially balanced, sustainable, ethical and responsible. Financial literacy is vitally important for college students, and a lack of knowledge can result in unwise decisions that could influence them for years. Significant thing for students is to gain financial knowledge so they can make wise financial decisions. Learning to save money, manage credit, avoid unnecessary debt, and invest wisely in financial instruments can result in a strong financial future thereby facilitate sustainable development of the nation at large.

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