

**FINANCIAL LITERACY AMONG WOMEN EMPLOYEES IN  
KATHMANDU METROPOLITAN**

A Dissertation submitted to the Office of the Dean, Faculty of Management in  
partial fulfillment of the requirements for the Master's Degree

by

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## **Certification of Authorship**

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled "**Financial Literacy Among Women Employees in Kathmandu Metropolitan.**" The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor it has been proposed and presented as part of requirements for any other academic purposes. The assistance and cooperation that I have received during this research work has been acknowledged. In addition, I declare that all information sources and literature used are cited in the reference section of the dissertation.

Hemant Lamichhane

June, 2024

### Report of Research Committee

Mr. Hemant Lamichhane has defended research proposal entitled "**Financial Literacy Among Women Employees in Kathmandu Metropolitan**" successfully. The research committee has registered the dissertation for further progress. It is recommended to carry out the work as per suggestions and guidance of supervisor Asso. Prof. Dr. Kapil Khanal and submit the thesis for evaluation and viva voce examination.

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## **ABBREVIATIONS**

ANOVA	Analysis of Variance
ASIC	Australian Securities and Investments Commission
FPEDAS	Faculty of Operations and Economic of Transport and Communications
GDP	Gross Domestic Product
GoN	Government of Nepal
IPO	Initial Public Offering
MSMEs	Small and Medium-Sized Enterprises
NGOs	Non-Governmental Organizations
NRB	Nepal Rastra Bank
OECD	Organization for Economic Cooperation and Development
OECD-INFE	OECD Internal and External Financial Challenges
UFA	Universal Financial Access

## ABSTRACT

The main aim of the study is to examine the level of financial literacy of women employees in Kathmandu district. The research applied descriptive and explanatory research design. In this study, the approach is women employed to establish how variables such as profession, income, qualification, financial behavior, financial influence and financial attitude impact on financial literacy of Kathmandu district 'women employees'. The study is based on primary data: a stratified sample survey through questionnaire of 200 employees in Kathmandu district. The study collects data from the respondents by directly in their working place. Questionnaires were distributed to each and every individual. After receiving the response, data were decoded into SPSS version 22 tools.

The study finds that women employees in Kathmandu district has lower level of knowledge on FL. The study shows that there is significant relationship between financial knowledge and income, education level and education stream at 10 percent level and 1 percent level and financial behavior at 10 percent level. Income, level of education and education stream is consistent. Which means with the increase in income, education level, education stream and financial behaviour, the level of financial knowledge also increases and vice versa.

The study showed that most of the employees like to invest in their own business, like to deposit, go for travel and vacation and maintain adequate records. There is significant difference in knowledge among various income, education level and education stream. Financial influence and financial attitude are statistically insignificant which means these variables have no significant impact on the financial knowledge.

The study may give the conclusion that with the there is no change if income level, level of financial behavior is increase and vice-versa. Thus result shows that age and financial attitude, financial behavior has significant relationship which are already described in chapter 4. Similarly, parents' income founded significance with financial attitude at 3.2736 percent. With the increase in education stream and financial behavior, level of financial literacy is also increase. However, level of financial literacy is not affected by gender, age, financial influence and financial attitude.

Key words: financial attitude, financial influence, financial behavior, investment,

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

The capacity or intelligence of an individual to manage their finances is the simplest definition of financial literacy. To prevent financial difficulties, everyone has to be financially literate. Because people frequently find themselves in trade-off situations when they must give up one set of interests in order to pursue another. A person's capacity to afford all the products they desire is restricted by his income, which gives rise to the trade-off dilemma. Almost every area of budgeting and financial management, including income, credit card use, savings, investments, financial management, and financial decision-making, is impacted by financial literacy.

In order to achieve its domestic poverty reduction goal, the Nepali government has emphasized the need for an inclusive financial system, which was reflected in the 2017 release of Nepal's Financial Sector Development Strategy Paper. The objective of the system is to increase financial literacy in relation to financial services and instruments, safeguard the interests of financial consumers, and facilitate easy and comfortable access to finance for low-income and rural residents. The goal of Nepal Rastra Bank (NRB), the country's central bank, is stated in NRB Act, 2002 Section 4(b): "To increase the access of the financial service and increase the public confidence towards the banking and financial sector." This aligns with GoN's proclamation for an inclusive financial system.

In order to facilitate the achievement of this goal, the NRB has made reference to it in the Financial Inclusion Roadmap (2017–2023), annual monetary policy statements, and its most recent Strategic Plan (2017–2021), which is part of the seventh pillar's strategy 2.1, "Enhancing financial literacy and financial education." The Financial Inclusion Roadmap establishes a comprehensive framework for the development of financial inclusion in Nepal and uses financial literacy as an intervention to fulfill its implementation priority in the areas of strengthening consumer empowerment, protection, and education. In contrast to the aforementioned viewpoint, the purpose of this book is to create and construct a formal framework for the Financial Literacy Framework (FLF) for NRB in order to aid in achieving financial system stability and to help boost financial access (NRB, 2021).

The knowledge and comprehension of several financial matters, such as managing investments, money, and personal finances, is known as financial literacy. This subject focuses on the capacity to handle personal financial affairs effectively. It covers the understanding of how to make wise choices about investments, insurance, real estate, college funding, budgeting, retirement, and tax preparation. To attain financial stability, those who are financially literate can become self-sufficient. An understanding of the subject should enable one to respond to a number of concerns concerning purchases, including whether an item is necessary, affordable, and an asset or liability (OECD, 2011).

In order to establish, manage, and eventually guarantee the longevity and expansion of a company, the awareness, knowledge, skills, attitudes, and behavior of a potential entrepreneur or owner or manager of a micro, small, or medium-sized business are all important (OECD, 2020). Women entrepreneurs need to be financially knowledgeable in order to participate in the economy successfully (Theses et al., 2021). It's because a lack of financial literacy remains one of the most obstacles that women company owners encounter when trying to expand their enterprises and handle day-to-day commercial operations.

Since it directly impacts their ability to effectively manage (Hasan et al., 2022), sustain (Burchi et al., 2021), and expand their businesses (Fauzi et al., 2020), financial literacy is especially important for women entrepreneurs. It is important to address the issue of women entrepreneurs having inadequate financial literacy since failing to do so can have a number of detrimental effects (Fauzi et al., 2020). These ramifications include restricted access to financing (Andriamahery & Qamruzzaman, 2022), missed opportunities (GEM, 2021), hindered business growth (Egbo et al., 2020), increased risk of business failure (Rachapaettayakom et al., 2020), and perpetuation of gender inequality (Filimonau et al., 2022). It is imperative that the issue of women entrepreneurs' inadequate financial literacy be addressed. Failing to take such steps not only makes it more difficult for a firm to become prosperous on its own, but it also slows down economic development as a whole and keeps gender inequality alive. To foster a more diverse, empowered, and economically vibrant entrepreneurial environment, it is critical to put into practice efficient tactics and initiatives aimed at enhancing financial literacy among female entrepreneurs.

This area shows how a person's thoughts and behaviors toward money are applied to his day-to-day activities. The ability to make sound financial judgments is

demonstrated by financial literacy. This ability can assist a person in creating a financial road map that shows his sources of income, expenses, and debt. Small company owners, who make significant contributions to economic stability and growth, are also impacted by this issue. All socioeconomic levels and all ages are affected by financial illiteracy. Many people who lack financial literacy fall prey to fraud, subprime mortgages, predatory lending, and exorbitant interest rates, which can lead to foreclosure, bankruptcy, or negative credit (Agunga, 2018).

The ability to understand and use financial ideas and principles, such as time value of money, compound interest, debt management, financial planning, and successful saving strategies, is another aspect of financial literacy. A person's financial well-being may suffer as a result of making unwise financial decisions due to a lack of financial literacy. As a result, the Financial Literacy and Education Commission was established by the federal government to offer tools to those seeking to increase their knowledge of financial literacy (OECD, 2012).

Learning how to make a budget, keep tabs on expenses, pay off debt, and properly plan for retirement are the key components of becoming financially literate. One of these actions may possibly be to seek financial professional assistance. Learning about the subject includes handling both internal and external financial obstacles, setting and accomplishing financial objectives, and comprehending how money is managed (OECD-INFE, 2011).

Many young individuals wish they had greater financial literacy since it is crucial to making wise financial decisions (Lusardi, Mitchell & Curto, 2010). People's financial literacy has to be raised, especially for university students, so they can join the workforce with constructive attitudes about money management. As working adults, this optimistic outlook will assist individuals in practicing appropriate personal financial management (Dahlia, Rabitah & Zuraidah, 2009).

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Financial education, according to Norman (2010), is the knowledge or comprehension of the value of money and how to utilize it; it provides a solution to the issue of why

to spend money on this rather than that. It is essentially the prudent utilization of financial resources. Being able to comprehend finance is known as financial literacy. More precisely, it refers to the combination of abilities and knowledge that enable a person to use their financial knowledge to make wise and responsible decisions.

Mahdzan and Tabiani (2013) claim that enhancing one's financial literacy and aptitude facilitates improved financial decision-making, which in turn facilitates more effective planning and handling of life events including retirement, house acquisition, and schooling. College students in particular should pay closer attention to this. According to Peng et al. (2007), students at universities assume greater personal financial responsibility. In addition to receiving pertinent teaching, these students have more financial difficulties. Additionally, it's probable that college students are dealing with additional financial difficulties as they manage debt, pay bills, use credit cards, work, save, and create monthly budgets. For this reason, financial literacy among college students is crucial.

Policymakers in all of the world's economies are beginning to recognize the value of financial education. Again, as younger generations are going to deal with ever more sophisticated financial goods and services, it is crucial to assist them in understanding their financial concerns. In addition, compared to their parents, they are likely to take on more financial risks as adults, particularly when it comes to saving money, making retirement plans, and paying for medical expenses (OECD, 2011). With the financial markets deregulated, credit more easily obtained, credit cards issued quickly, and the financial product industry growing quickly, the importance of financial literacy has increased. As more nations come to understand the value of financial literacy, national financial literacy programs are being created and education in order to improve the financial literacy of their populations in general, frequently with an emphasis on the younger generations in particular (Grifoni & Messy, 2012).

The provision of financial advice and information is only one aspect of financial literacy. It is the capacity to understand, keep an eye on, and make efficient use of financial resources in order to improve a person's and his family's financial security. "A combination of awareness, knowledge, skill, attitude, and behavior necessary to make sound financial decisions and ultimately achieve individual financial wellbeing" is how the OECD-INFE (2011) defines financial literacy. Understanding interest calculations, the link between inflation and return, pricing and inflation, risk and

return, and the function of diversity in lowering risk are all examples of financial knowledge. The financial behavior evaluates the person's money management skills.

It entails timely bill payment, creating and adhering to appropriate planned budgets, consistent saving practices, etc. An individual's financial mindset affects their conduct. A person's financial attitude reflects their planning philosophy, saving and consumption tendencies, and overall mindset. Therefore, an individual's level of financial literacy is determined by their mix of financial knowledge, attitude, and conduct.

The major goals of financial literacy include improved retirement life planning, progressive asset growth, and wiser financial decision-making. Therefore, it becomes crucial to have financial literacy at the outset of one's employment. However, people develop financial illiteracy as a result of many personal or professional obstacles. They thus have little financial understanding and make poor judgments, among other things. They must thus be equipped with the financial information and resources necessary to make wise decisions. The advancement of financial inclusion, which in turn leads to the financial stability of any economy, is impacted by financial literacy. Due to poor literacy rates and a sizable portion of the population being financially excluded from the official financial system, financial literacy has become more important in India.

According to Greenspan (2002), financial literacy plays a crucial role in equipping people with the financial information required to establish savings programs, make wise investment choices, and develop household budgets. Applying such information correctly enables households to use resources wisely in order to maximize utility and satisfy their financial commitments (Mwangi & Kihui, 2012).

The focus of the study is younger generations, specifically school and college students. In Nepal, the government, non-governmental organizations (NGOs), and private sector organize a number of initiatives to encourage financial literacy. In an effort to improve students' financial literacy, Nepal Rastra Bank introduced the "NRB with Students" initiative (NRB, 2014). The NRB Strategic Plan 2012-2016 prioritizes financial literacy initiatives for women, disadvantaged and marginalized groups, ethnic minorities, and victims of war when it comes to improving financial literacy. Similarly, since 2012, the NRB's monetary policy has placed a strong emphasis on financial literacy initiatives, noting that "appropriate strategy should be developed because financial services are not effective due to low financial literacy." On the other

hand, not much research has been done on financial literacy among young people in Nepal. Therefore, the purpose of this article is to determine the level of financial literacy among the female employees in the Kathmandu area.

## **1.2 Problem statement**

Financial literacy is an issue that almost every nation on the planet is dealing with. Sufficient financial literacy is necessary for an individual's and his family's financial prosperity. Feeble money management can impact the conduct of customers in such a manner that make them more vulnerable to a financial crisis. Raising knowledge of financial literacy is now crucial as it can reduce the likelihood of making a mistaken investment decision (Braunstein & Welch, 2002). Higher financial literacy levels are associated with increased confidence in one's ability to make personal financial decisions and the appropriateness of those decisions' financial results, according to De Bassa Scheresberg (2013). When making personal financial decisions, they employ financial instruments for both saving and investing.

The health of Nepal's economy and society rests in part on informed customers. One issue can be the lack of information and expertise among many people and families to manage even simple financial decisions, let alone complicated ones (Alhabeeb, 1999; Klemme, 2002; NEFE, 2002). "I learned how to get a job and make money, but no one ever taught me how to manage money," is a common statement. Acquiring financial literacy is just as crucial as having financial intelligence (Danes & Hira, 1987; Lachance & Choquette-Bernier, 2004). With rates still declining, the United States has the lowest personal savings rate among developed nations. Consumer debt grew by 152% among American families between 1970 and 2002, whereas the median family income climbed by just 13% during the same period (Economic Report of the President, 2006). Over the past 20 years, the number of bankruptcies has increased by approximately 400%, impacting 1,759,503 families in the United States in 2006 (U.S. Courts Bankruptcy Filings, 2006).

The state of financial literacy in our nation is dire. Approximately two thirds of that population are literate, and the majority of those who are literate also lack financial literacy. Even with low incomes, those who are financially knowledgeable can manage to save. Only when a nation's population is financially educated will that nation's economy prosper. The employment rate is higher than that of any other occupation in any nation. The nation's economic situation may be altered if those

employees possess strong financial knowledge and are able to make wise judgments. Given the aforementioned information, the purpose of this study is to investigate the careers of female employees in the Kathmandu district.

Various scholars and researchers have endeavored to explore the notion of financial literacy on an individual basis. In both established and developing nations, a problem that affects the local financial system is a lack of knowledge about personal finance. There are extremely few financially literate people in Nepal. One may assess financial literacy using several metrics, such as knowledge, behavior, attitude, and so on.

The study has following research questions:

- Does the educational background of female employees affect their financial literacy in any way?
- Do demographic factors affect women employees' financial literacy?
- Do personality traits affect a woman employee's financial literacy in her line of work?

### **1.3 Objectives of the study**

Examining the degree of financial literacy among female employees in the Kathmandu area is the study's main goal. The following are the research's precise goals:

- To investigate how educational attributes affect female employees' financial literacy.
- To examine how demographic traits affect employee women's financial literacy.
- To evaluate how personality traits affect working women's financial literacy.

### **1.4 Research hypothesis**

The following theories have been developed for the research:

H1: There is significance effect of profession on financial literacy.

H2: There is significance effect of age on financial literacy.

H3: There is a significance effect of income on financial literacy.

H4: There is a significance effect of stream on financial literacy.

H5: There is a significance effect of institution on financial literacy.

H6: There is a significance effect of university education on financial literacy.

H7: There is a significance effect of financial influence on financial literacy.

H8: There is a significance effect of financial behavior on financial literacy.

H9: There is a significance effect of financial attitude on financial literacy.

### **1.5 Rationale of the Study**

This research will add to the body of knowledge already available on financial literacy. The study is being carried out in Nepal, where there is a growing trend in the understanding of the value of financial literacy. In other words, this study contributes to the knowledge and investigation of financial literacy among academics, policymakers, and other individuals. This study focused on examining the level of financial literacy among female employees in the Kathmandu district, offering a valuable chance to examine the state of financial literacy among workers in the area. In a similar vein, it looked at how educational and demographic traits affected financial literacy. Stakeholders and Nepal Rastra Bank will benefit from this study's development and implementation of the literacy program. In a similar vein, financial institutions will find this study useful in launching various plans and programs. To the public, who should assess their current level of financial literacy and take appropriate steps to enhance it if needed, as well as to the researcher for more research involving variables beyond the scope of this study.

### **1.6 Limitations of the Study**

The study is essentially constrained by the following factors:

- The study focuses on female employees in the Kathmandu district who work in the governmental and private sectors.
- Only some variables—compound interest, inflation, money illusion, risk and return, share market, banking, insurance, taxes, credit, and diversification—are taken into account in this study.
- The respondents' personal, educational, and demographic characteristics form the basis of the study. As a result, not every facet of respondents' financial literacy can be covered by this survey.
- The correlation calculation has solely included personal variables.

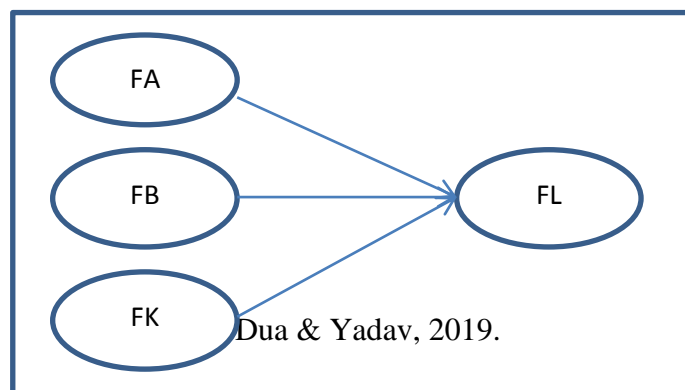
## CHAPTER II

### LITERATURE REVIEW

An academic work that demonstrates knowledge and comprehension of the academic literature on a particular issue within its context is called a literature review. It is referred to as a literature review rather than a literature report because it involves a critical assessment of the sources. The majority of the literature concentrated on how working women in the Kathmandu district applied financial literacy.

#### **2.1 Theoretical review**

According to the ASIC study from 2003, financial literacy is widely acknowledged as a crucial component of economic and financial stability as well as growth. It's still unclear what financial literacy is. Since financial literacy authorities have given researchers and writers latitude in defining and analyzing financial literacy, financial literacy has been defined in a variety of ways in the literature (Remund, 2010). According to Al-Tamimi and Bin Kalli (2009), Howlett, Kees, and Kemp (2008), and Yoong, See, and Baronovich (2012), the terms financial literacy, financial education, and financial knowledge can be used interchangeably. Huston (2010), in contrast, asserted that financial literacy encompasses more than simply financial education and financial knowledge, and that the two are only two aspects of it. Anthes (2004) provided a detailed description of personal financial literacy, defining it as the capacity to understand, evaluate, control, and communicate about the financial circumstances influencing one's material well-being.



According to the OECD (2013), financial literacy is the combination of an individual's knowledge, skills, behavior, awareness, and attitude needed to make wise financial decisions that will ultimately lead to financial well-being. According to this

concept, financial knowledge, financial behavior, and financial attitude are the three key factors that determine financial literacy. Since it makes sense and is frequently employed in literature, Atkinson and Messy (2012) suggested using just three criteria to assess financial literacy.

Theories that had already been established and that had throughout time demanded more investigation on the topic served as the study's guiding principles. These theories consist of the life cycle theory, prospect theory, and behavioral theory.

### **2.1.1 Behavioral finance theory**

The capacity to read is where the term "literacy" first originated. Learning is widely understood in psychology and education to be a process that combines experiences and effects from the cognitive, affective, and environmental domains in order to acquire, improve, or modify one's knowledge, abilities, values, and worldviews (Illeris, 2004; Ormrod, 1995). Therefore, a variety of factors, including age, gender, educational program and level, parents' educational background, media accessibility, financial education resources, and residential location, can be linked to an individual's level of knowledge in any given subject, including financial literacy (Shefrin & Statman, 1994). Some believe that models that acknowledge that certain investors are not completely rational or that arbitrageurs cannot balance every incident of mispricing are a better way to explain some financial occurrences (Barberis & Thaler, 2003). Psychologists have repeatedly discovered in recent years that the standard tenets of finance theory are descriptively incorrect.

### **2.1.2 Prospect theory**

People experience regret when they commit errors. Reluctant to sell shares whose prices have declined and eager to sell those whose values have increased helps investors avoid regret. According to Fogel and Berry (2006), investors often feel greater remorse for keeping losing equities for an extended period of time than for selling winning stocks too quickly. Prospect theory states that people experience greater pain from loss than they do pleasure from an equivalent gain. Individuals frequently overestimate the likelihood of some events while underestimating the likelihood of others, and their reactions to comparable circumstances vary depending on whether losses or profits are involved (Kahneman & Perttunen, 2004). Daniel Kahneman, a psychology professor at Princeton University, and Amos Tversky

created prospect theory in 1979 as a psychologically sound substitute for anticipated value theory. Prospect theory, as explained by Kahneman (2003), enables the description of how humans make decisions when faced with risky options. It explains how individuals interpret and evaluate uncertain decisions; as a result, they consider options in terms of possible profits or losses in connection to a certain reference point, which is frequently the purchase price. Prospect theory explains the mental states, such as regret aversion and loss aversion, that influence a person's decision-making processes (Waweru et al., 2003). One significant implication of prospect theory, according to Kahneman (2003), is that the utility that economic actors expect or get is influenced by how they mentally frame a transaction or result. The current study, which examined choosing between saving for future consumption and current consumption, was driven by this hypothesis. In order to inform specific objective four of the study, this study examined the moderating effect of financial factors on the relationship between financial literacy and financial preparedness for retirement. This takes into account the usefulness of time value of money based upon discount rates and credit constraints.

### **2.1.3 Life cycle theory**

This theory addresses rationalizing an individual's income to maximize utility over the course of his lifetime, with a focus on retirement savings decisions. It was first created by Ando & Modigliani (1963) and was based on the traditional economic theory of saving and consumption, which holds that a completely rational and knowledgeable person will save to support consumption when income declines (after retirement) and will consume less than his income during periods of high earnings (during employment). Households can smooth their marginal utility of consumption across their life cycle by engaging in this kind of saving activity. This model makes the following assumptions about human behavior: people look ahead to the length of their lives, they can forecast how much money they will have in the future, they have some idea of how much money they will need at different points in their lives, and they make well-informed decisions about how to use their money. The current study draws conclusions from life cycle theory to explain how people decide which current consumptions to postpone in favor of savings and investments in the future, given that retirement financial planning is an act of the future. This takes into account the utility of time worth of money based on discount rates, therefore the moderating effects of

financial variables, demographic traits, and the independent variable of financial literacy were investigated in this study. on retirement financial readiness. Theory and Data Support the Economic Significance of Financial Literacy.

"The Economic Importance of Financial Literacy: Theory and Evidence" by Lusardi and Olivia (2014) The rapidly expanding corpus of economic research on financial literacy is evaluated in this study. An overview of theoretical research that frames financial knowledge as an investment in human capital opens the study. Furthermore, initiatives aimed at raising the general public's degree of financial literacy as well as welfare are significantly impacted by how financial knowledge is organized. Next, we use data from recent polls to determine the level of knowledge (or lack thereof) and to pinpoint the demographic segments that are least financially literate. An analysis of how financial literacy affects financial decision-making both domestically and internationally follows this. Despite the literature's recent infancy, findings.

## **2.2 Review of empirical studies**

The level of investing literacy among internet investors was examined by Volpe et al. (2002). Investors who were 50 years of age or older have greater knowledge than younger ones. In this study, logistic regression and the ANOVA test were performed, and women's degree of investing knowledge was lower than that of younger people. Compared to investors with only a high school or college background, individuals with doctoral degrees demonstrated more expertise. The survey's findings suggested that novice internet investors should brush up on their understanding of fundamental investing principles and resources. The study's advice was that female investors should enhance their FL program more than that of male investors.

Britt et al. (2004) looked at university students' financial behavior and issues, and they found certain aspects. The research looked at 1500 Malaysian university and college students' self-reports about their financial habits. 90% of participants in the research expressed interest in learning about certain financial education subjects, with the greatest number of respondents citing the need for counseling services, saves and investments, budgeting, income growth strategies, and financial management. According to the survey, male students tended to keep their purchasing habits a secret from their families, while female students like to shop and purchased products that

were on sale. It was proposed that in order to enhance students' financial literacy, educational programs in finance should be offered to teach them about budgeting and saving.

Malik (2005) evaluated management students at the different colleges for their understanding of financial literacy. Four core elements of financial literacy were examined: degree and significance, theories and definitions, limitations, and strategies for enhancing financial literacy. In-depth focus groups were held in addition to the eight additional questions that were posed. The parents had the greatest impact on students' money management practices, according to the results (70.0% reported parents together, 13.0% indicated mother, 6.0% said father). Few students named their grandparents, siblings, other family members, or friends as the people who had influenced them the most. The study's conclusion was that some "recommended" procedures ought to be changed to better reflect the responsible money management techniques used by college students. It is recommended that future studies create a financial management responsibility scale that aligns with the alternatives accessible to college students.

Jorgensen (2007) investigated Virginian students' personal financial literacy. The purpose of this descriptive, cross-sectional, online survey design study was to gather information especially for this college student study. Undergraduate and graduate students from 450 colleges were included in the study as participants. In addition to 18 categories related to personal characteristics, the survey has 44 questions. The study discovered that although financial knowledge, attitude, and behavior ratings were poor, they grew dramatically from the first year to the master's level. Additionally, kids who experienced parental financial influence scored higher on financial conduct, attitude, and knowledge. Last but not least, students who scored better on financial attitude and conduct also had stronger financial understanding.

Huston (2010) examined how financial literacy was measured. A goal of public policy was raising consumer financial literacy in order to facilitate better decision-making and enhance welfare. The purpose of the paper was to review prior research in order to pinpoint challenges and suggest a solution for creating a more uniform financial literacy assessment. Data on interviews and rating scales, as well as the quantity,

phrasing, and arrangement of the instrument's items, were gathered, together with information on the administration settings. The findings demonstrated that the majority of research (72%) lacked a definition of financial literacy; also, the conceptual differences between these two notions suggest that using the words interchangeably may be problematic. A common or broad understanding of the financial literacy construct was hampered by this ambiguity.

Kindle (2010) investigated how financial literacy was perceived by students. This study extended the paradigm that had been used to explain the importance of financial literacy to social work to include data that links financial stress—rather than just poverty—to unfavorable client outcomes. A novel 15-item quantitative instrument and logistic regression analysis were utilized in this study to gather impressions from 1,506 students. In 11 out of 15 problems that are frequently encountered in practice, respondents showed a moderate awareness of the significance of financial literacy, indicating a moderate receptivity to financial education. Subsequent investigations ought to elucidate the specific aspects of financial literacy necessary to aid customers. In their study, Padjadjaran personal financial literacy among Indonesian university students was investigated by Nidar and Bestari (2012). A number of contributing factors were considered, including basic personal finance, income and spending, credit and debt, saving and investing, and insurance. 400 current students completed a questionnaire for the study, and logistic regression was employed for analysis. The findings indicated that Padjadjaran University students' personal financial literacy is inadequate and has to be raised, particularly in the areas of investments, credit, and insurance. For students at Padjadjaran University, characteristics such as parental knowledge, insurance ownership, level of education, faculty, personal income, and parental income all had a big influence on their level of personal financial literacy. The government, non-governmental organizations, and financial institutions should be among the responsible parties tasked with educating the public about financial management. The government or other appropriate parties can create a new workshop and provide students with financial education and training.

Agarwal et al. (2013) looked at the impact of several sociodemographic characteristics on the various financial literacy dimensions of young, working adults in urban India. Although the impact of many characteristics like gender, income, and

education was found to be similar to previous reports in other settings, certain elements unique to India, such joint-family and consultative decision-making processes, were discovered to have a substantial influence on financial literacy. Ordered multinomial logistic regression was used to independently assess the impact of sociodemographic factors on the three response variables—financial knowledge, financial behavior, and financial attitude. The association between the various financial literacy factors was also examined in the study. The study offers an analytical foundation for formulating policies for improving the financial literacy of young in India, contributing to the expanding empirical understanding of financial literacy across national boundaries.

Mahdzan & Tabiani (2013) investigated how financial literacy affected personal savings in Malaysia, a developing economy. About 200 people in the Klang Valley of Malaysia participated in a survey to learn more about the connection that was the subject of the research. A number of other factors were also looked at, including risk-taking tendencies, regularity in saving, and sociodemographic traits. Individual saving was significantly and favorably impacted by financial literacy, according to the results of a probability regression. Additionally, the likelihood of saving was positively impacted by income, gender, education level, and frequency of saving. The study's findings indicate that in order to further affect saving rates across the country, officials should work to raise household financial literacy by putting in place various financial education initiatives.

The University of Mauritius's management students' understanding of financial literacy was evaluated by Ramasawmy et al. (2013). Four core elements of financial literacy were examined: degree and significance, theories and definitions, limitations, and strategies for enhancing financial literacy. In order to gather data from University of Mauritius students, a survey approach was used in the form of a questionnaire. Four core elements of financial literacy were examined: degree and significance, theories and definitions, limitations, and strategies for enhancing financial literacy. However, the findings showed that the majority of students had a medium degree of borrowing and saving as well as financial literacy. The study discovered that the degree of financial literacy is unaffected by age, gender, language, race, or economic level. A number of recommendations, including the requirement for financial literacy

courses to be included in all curricula, were made in order to raise the level of knowledge and comprehension in financial concerns for both management and all university students.

Bhushan & Medury (2014) employed the Anova Test and the Regression approach for data analysis as they investigated the association between financial literacy and investing behavior of salaried adults in India. The survey makes it quite evident that people invest in traditional financial goods because they lack financial literacy, missing out on newer financial products that might provide greater profits. The study's findings indicated that people's levels of financial literacy had an impact on salaried people's knowledge of and investing choices for financial goods.

In order to determine the correlation between financial literacy (FL) and student characteristics, gender, educational background, parental status, employment status, and financial knowledge, Sariguln (2014) looked at the degree of financial literacy among university students. For this study, logistic regression analysis was employed using 1127 participants from three universities. The study found that the knowledge of social science students was higher than that of other stream students, that of seniors was higher than that of juniors, that of business school students was greater than that of other stream students, and that of educated parents' children, the knowledge of FL was higher. According to the survey, institutions could enhance their students' FL programs in light of their unique needs. The quality and economic results of students may be enhanced by such program.

Bongini, Trivellato, and Zenga (2015) looked at the financial literacy of business students. This investigation was carried out. The gender gap was a common finding of financial literacy surveys, which also showed that, on a sample of 400 undergraduate students, inequalities between men and women in the area of financial competence are independent of nation variations. This study used IRT models, a novel indicator in the financial literacy space. Thirteen items from the Jumpstart Coalition financial literacy test made up the survey instrument. According to this study, neither was taking into account a general financial literacy test. The curiosity piqued in the youth throughout their school years may pay off later in life, allowing them to reach maturity with a greater degree of

Chmelíková (2015) examined the financial behavior, attitudes, and knowledge of finance students from the Republic of the Czechs. The questions included a range of topics linked to financial literacy, including decision-making, personal finance behavior, and financial knowledge. The quantitative analysis was chosen as the best course of action. The poll was carried out in the Czech Republic at the Faculty of Economics and Administration at Masaryk University. The findings demonstrated that the pupils' level of financial literacy exceeded that of the Czech adult community. The findings showed that compared to adults, the participating kids had greater levels of financial behavior, financial literacy, and financial understanding. The research advised that participants show that they understood the fundamentals of finance and how such concepts will affect the industry going forward.

Potrich, Vieira, and Kirch (2015) looked at socioeconomic and demographic factors to determine a person's level of financial literacy. The data analysis was carried out utilizing multivariate analysis techniques and descriptive statistics on a sample of 1,400 residents of Rio Grande do Sul, Brazil. Both probit and logit models were applied. The majority of respondents (67.1%) were classed as female and had a lower degree of financial literacy than males. According to this study, identification might be helpful in helping different economic players create financial strategies and goods that fit the needs of their target market. From the perspective of the government, it may make it possible, for example, to identify the most vulnerable populations and then concentrate efforts on raising their respective levels of financial literacy.

Thapa and Nepal (2015) investigated Nepalese students' financial literacy. 436 college students were chosen as a sample for this study, which examined the effects of demographic, educational, and personality traits on FL. For data analysis, the study employed the mean, an ANOVA, and a logistic regression model. According to this survey, most students only have a rudimentary understanding of money, while some have more expertise. They have minimal credit, taxes, financial statements, insurance, and a dearth of banking and financial activity. They also have low share market and inflation rates. Purchases of insurance policies, stock market investments, jewelry purchases, and friend loans accounted for the majority of student involvement in family assistance. According to the study's findings, college students have a basic understanding of finance, and this understanding is influenced by a variety of factors,

including age, family income, type of college attended, educational background, and financial attitude. The study suggested that in order to build financial strategies and policies in financial literacy, educators, NGOs, government regulators, and financial sector regulators might apply these findings.

Amoah (2016) examined African Americans' financial literacy levels and effects. 382 African Americans who lived in Columbus, Ohio, made up the sample. The Jump-Start Coalition survey instrument was utilized to gather data in order to measure financial knowledge. The T-Test and Anova Test were used to evaluate the data. This result was in line with other research findings as well as the main premise, which held that African Americans lacked financial literacy. The findings, however, showed that formal financial education improved one's understanding of personal money. Those who completed finance and economics courses showed a significant difference in knowledge ( $t = 12.921$ ,  $p = .00$ ) compared to those who did not. This study might enhance African Americans' economic well-being and the state of the US economy, which would have a positive social change impact. The study's conclusions may have helped regulators, legislators, and educators create effective policies and programs that would raise the financial literacy of African Americans and other ethnic groups.

In 2016, Semercioglu and Akcay conducted a study on the financial literacy of Turkish high school and religious school pupils. 519 high school students participated in this study, which employed a non-random sampling strategy. The study assessed data using a logistic model to identify variations between school kinds. According to this survey, there are notable differences between the various school kinds when it comes to high school pupils. According to the survey, high school pupils knew more about FL than those in religious high schools. This research made recommendations that would assist the government in creating financially and educationally sound financial literacy programs. It assisted with the government's and the ministry of education's plans for financial literacy training, which is necessary for a deeper comprehension of FL. A financial literacy course or FL program may be offered in high school in the future to promote financial activity.

Murugiah (2016) looked at Malaysians' comprehension levels and methods for improving their financial literacy. In 2014, 2500 Malaysians, ages 18 to 45, who lived

in Peninsular Malaysia, received questionnaires. According to the report, although Malaysians believe they are financially literate, their actual financial literacy expertise is still lacking. This study also shown the need to focus on financial literacy awareness and understanding among young males in Malaysia who earn less than RM 1500 and possess a diploma in order to improve their financial literacy. Thus, in summary, having the ability to manage finances well and make prudent financial decisions are essential life skills.

Murugiah (2016) looked on the degree of knowledge and methods used by Malaysians to improve their financial literacy. 2014 saw the distribution of questionnaires to 2,500 Malaysians in Peninsular Malaysia, ages 18 to 45. The poll revealed that although Malaysians believe they are well-versed in financial matters, their actual understanding of the subject is still lacking. The results of this study also demonstrated the necessity to use young men with incomes under RM 1500 and those with certificate qualifications as focus groups in order to raise their awareness of and expertise in financial matters. As a result, the ability to manage money well and make sensible financial decisions are fundamental life skills.

According to Rai, Dua, and Yadav (2019), financial literacy is the capacity of an individual to make significant judgments about the wise and economical use of money. The current study's authors have shown a relationship between working women in Delhi, India's financial literacy level and their financial behavior, attitude, and knowledge. For the study, a sample size of 394 working women from various Delhi-based public and commercial organizations has been included. According to Rai, Dua, and Yadav (2019), financial literacy is the capacity of an individual to make significant judgments about the wise and economical use of money. The current study's authors have shown a relationship between working women in Delhi, India's financial literacy level and their financial behavior, attitude, and knowledge. For the study, a sample size of 394 working women from various Delhi-based public and commercial organizations has been included.

A research on financial literacy was conducted by Yadav (2019) among management students in many Kathmandu institutions. Examining management students' understanding of banking and financial habits was the primary goal of the study. Four

core elements of financial literacy were examined: degree and significance, theories and definitions, limitations, and strategies for enhancing financial literacy. In-depth focus groups were held in addition to the eight additional questions that were posed. The parents had the greatest impact on students' money management practices, according to the results (70.0% reported parents together, 13.0% indicated mother, 6.0% said father). Few students named their grandparents, siblings, other family members, or friends as the people who had influenced them the most. The study's conclusion was that some "recommended" procedures ought to be changed to better reflect the responsible money management techniques used by college students.

The purpose of Basnet's (2020) study on financial literacy among students in Nepal was to investigate this topic. The awareness level of college students was the main focus of the investigation. 436 college students were chosen as a sample for this study, which examined the effects of demographic, educational, and personality traits on FL. For data analysis, the study employed the mean, an ANOVA, and a logistic regression model. According to this survey, most students only have a rudimentary understanding of money, while some have more expertise. They have minimal credit, taxes, financial statements, insurance, and a dearth of banking and financial activity. They also have low share market and inflation rates. Purchases of insurance policies, stock market investments, jewelry purchases, and friend loans accounted for the majority of student involvement in family assistance. According to the study's findings, college students have a basic understanding of finance, and this understanding is influenced by a variety of factors, including age, family income, type of college attended, educational background, and financial attitude.

In order to study 436 college students' financial literacy and the effects of demographic, educational, and personality traits on financial literacy, Thapa & Nepal (2020) conducted a survey. For the analysis, logistic regression, mean, and ANOVA were employed. The majority of students, according to the results, have a rudimentary grasp of finance, but they are not well-versed in credit, taxes, the stock market, financial statements, or insurance. Students have a favorable attitude toward saving money since they are greatly impacted by their parents at home. The study also found that financial knowledge is independent of gender, university affiliation, financial conduct, and financial influence, and that factors influencing financial knowledge

include income, age, kind of education, college, and attitude of students. It is determined that college students possess a rudimentary understanding of finance. Nonetheless, a few of the students' educational, psychological, and demographic traits have an impact on their total financial literacy.

The presentation of Bohm et al. (2021) on financial literacy, particularly its assessment and instruction in this area, is a highly relevant subject right now. This study's primary goals were to determine if secondary schooling raised students' financial literacy levels and to pinpoint other significant variables that did so. Participating in the study were all 363 first-year bachelor's students at the University of Zilina, Slovakia's Faculty of Operations and Economic of Transport and Communications (FPEDAS). The study was divided into two sections: a test and a questionnaire. The demographic, educational, and socioeconomic characteristics affecting students' financial literacy were the main topics of the questionnaire.. Questions on the test were designed to determine whether or not students could accurately describe certain financial ideas, comprehended these concepts, and could analyze them. The primary outcome of the study indicated that there was no statistically significant correlation between the quantity of mathematics and financial literacy classes taught in secondary schools and the financial literacy level of the students. Conversely, there was a correlation found between the student's level of financial literacy and both the sort of secondary school they attended and their overall performance. The study also sought to confirm the theory that a student's study program had an impact on their degree of financial literacy. It turns out that raising the quantity of financial literacy or mathematics classes won't raise students' financial literacy levels; teacher preparation, including the kind and substance of instruction as well as the efficiency of the teaching methodology, is more crucial.

Flory (2021) gives people in rural Malawi access to financial information through extension workers. Extension agents are a frequent means of providing people in rural villages with fresh knowledge about agriculture or health, therefore the method of delivery benefits from an established and reliable connection. These agents met with each village's people one-on-one and in groups for a few hours once every two to three weeks after being introduced to them. The intervention took place during and just after the harvest months, when there was a chance to save, and they were

accessible to answer inquiries and offer information on savings accounts and bank services.

By including personal finance messaging in popular television, Berg and Zia (2021) found that, out of all the research considered, financial literacy is possibly the most scalable and economical technique. The protagonist of the South African soap drama becomes caught in a debt cycle. The plot offers specific guidelines for what not to do in addition to step-by-step instructions on paying off debt. The National Debt Mediation Association's toll-free number was provided to viewers at the conclusion of each program, offering assistance to anyone experiencing financial difficulties. In addition to offering instruction, this intervention operates through non-cognitive pathways and elicits an emotional response from viewers toward the series' fictitious characters.

Using survey data from the United States, Puelz & Puelz (2023) investigated the association between financial literacy and self-reported, reflective economic outcomes from respondents. We test whether changes in financial literacy infer meaningful changes in self-perceived economic outcomes using a new econometric technique developed by Hahn et al. specifically for causal inference from observational data. Our dataset includes a large number of covariates from the National Financial Capability Study (NFCS), which is widely used by literacy researchers. We discover a negative treatment parameter on financial literacy, which goes against the assumption in many empirical research that link financial literacy with traditional financial outcome measures and is consistent with the recent work of Netemeyer et al. We wrap up by talking about the variability of the financial literacy treatment impact on subpopulations with respect to education level, gender, and family income. Our research on the connection between reflective economic outcomes and financial literacy also begs the issue of how crucial financial literacy is to an individual's overall financial wellbeing.

Kaiser et al. (2023) conducted a meta-analysis of 76 randomized studies including a total sample size of over 160,000 participants, quickly examining the expanding body of research on the causal impacts of financial education programs. Reputable financial and economics journals have published several of similar experiments. Research

demonstrates that financial education initiatives often have a positive causal treatment impact on participants' financial knowledge and subsequent financial habits. The extent of the treatment effects is economically significant, comparable to the outcomes of educational interventions in other fields, and resilient to taking into account publication bias in the literature. The cost-effectiveness of financial education initiatives is also covered.

According to Molchan (2023), financial illiteracy has been a problem in the US for many years, but the COVID-19 epidemic brought it to light. Teachers of Family and Consumer Sciences (FCS) can affect how financially literate people are as individuals, as families, and as communities. Hogarth asked FCS instructors to encourage fiscal education in 2002, but this hasn't occurred. This cry now has to be answered by FCS instructors. The issue of financial illiteracy in the US, its significance, its inclusion in the FCS National Standards, and the steps FCS instructors may take to raise financial literacy are all covered in this text.

According to Woodyard and Robb (2023), financial literacy is a crucial component of personal financial wellbeing. Data from the financial competence research allow for the evaluation of financial knowledge and its analysis in relation to financial happiness and engagement in widely regarded as desirable financial behaviors. This study examines these correlations by age group and gender, highlighting significant variations in behaviors and results. The purpose of this research was to pinpoint problems and areas on which policymakers should concentrate their efforts, as well as areas in which clinicians should create treatment and education plans to help clients rebuild and strengthen their finances.

According to Syafiqah, Razak, and Said (2023), financial literacy plays a crucial role in the success of female entrepreneurs. To accomplish the research goals, a qualitative study was carried out in which twenty-three women entrepreneurs were used as a sample, and interview data was collected using the OECD core competencies framework on financial literacy for entrepreneurs. The selection of participants was contingent upon their business having been in existence for a minimum of five years. The findings show that the effectiveness of women's entrepreneurship is highly influenced by financial literacy when taking into account the three variables that were

evaluated: financial knowledge, abilities, and attitude. As such, it is advised that female entrepreneurs participate in focused, group-based training courses in order to get the skills required to improve their financial literacy.

### Meta Table

Name/Year	Topic	Objective	Research methodology	Findings
Yadav (2019)	Financial Literacy among Management Students in Kathmandu	To examine the awareness level of management students towards banking and financial habits	In-depth focus groups	Most significant influence on students' money management behaviors have their parents (70.0% reported parents together; 13.0% said mother, 6.0%, father)
Basnet (2020)	Financial Literacy of Students in Nepal	To analyze the awareness level of college level students.	Survey method, descriptive design	Students have basic level of finance knowledge and some of students have higher knowledge.
Bohm et al. (2021)	The Impact of Secondary Education on the Level of Financial Literacy	To find out whether secondary school education had a positive impact on the level of student's financial literacy.	Questionnaire, survey method	The number of lessons dedicated to mathematics and financial literacy in secondary school did not have a statistically significant impact on the level of student's financial literacy
Thapa & Nepal (2020)	Financial Literacy in Nepal: A Survey Analysis from College Students	To examine their financial literacy of students.	Survey method, mean, ANOVA and logistic regression	Most of the students have basic level of financial knowledge but they lack in understanding of credit, taxes, share market, financial statement and insurance.
Rai, Dua & Yadav (2019)	Association of financial attitude, financial	To analyze association of financial knowledge,	Questionnaire designed on a 5-point Likert	financial attitude and financial behaviour have strong association

	behavior and financial knowledge towards financial literacy.	and financial behaviour and financial attitude towards the financial literacy level among working women in Delhi, India.		with financial literacy of working women than financial knowledge.
Isomidinova & Singh (2017)	Determinants of financial literacy	To examine the relationship between financial education, financial socialization agents and money attitude towards financial literacy among students	Quantitative survey	Financial education and financial socialization agents had a positive impact towards financial literacy among students.
Murugiah (2016)	The level of understanding and strategies to enhance financial literacy among Malaysian	To investigate the level of understanding and strategies to enhance financial literacy among Malaysian.	Questionnaires, descriptive survey	Being able to positively handle the financial matters and make wise decisions about money are gist life skills.
Semercioglu and Akcay (2016)	High school student financial literacy according to school type	To examine the impact of financial literacy on African Americans.	Jump-Start Coalition survey	There was significant knowledge difference ( $t = 12.921$ , $p = .00$ ) between participants who took courses in finance and economics and participants who did not

### 2.3 Research Gap

A survey of the literature on financial literacy reveals that the majority of the research was student-focused. While other research focused on teachers instructing graduate and undergraduate students to investigate the connections between their financial behavior, financial awareness, financial literacy, and background traits. Studies using young participants and demographic characteristics have been conducted. Parallel to this, studies have been done to gauge investors' knowledge and then to gauge adults' financial literacy by examining variables such as attitudes toward saving and borrowing, use of banks and building societies, account management practices, family

money management, and degree of confidence in managing financial matters. The analysis of financial contentment and engagement in widely regarded as beneficial financial activities is done by Woodyard and Robb (2023). Similar findings were made by Syafiqah, Razak, and Said (2023) about the significance of financial literacy for the success of female entrepreneurs. Knowledge of financial instruments and markets, financial decision-making, problem-solving techniques, and financial planning were also included as factors in addition to this study. In a similar vein, study on Young Working People in Urban India was done.

Studies on the financial literacy of female employment students are uncommon in the Nepalese environment. Seldom can one find research on women's financial literacy in Nepali workplaces. For the first time, women's employment in the Kathmandu district will be covered in this research. The independent factors in this study are categorized into three groups: personality traits, demographic traits, and educational traits. The findings are consistent with the work of Jorgensen (2007) and Thapa and Nepal (2020). Therefore, from an academic and policy standpoint, this study will be beneficial to interested parties, scholars, students, instructors, businesspeople, civic society, other stockholders, and the government. Literature from a Nepalese perspective is lacking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research methodology refers to the particular steps or methods that are utilized to locate, choose, organize, and evaluate data related to a subject. The methods utilized in this study is covered in this chapter. Various study kinds employ different methodologies based on their goals, the nature of their problems, and their data. The data collected for the study is analyzed using quantitative techniques. The population and sample, data sources, data collecting process, data processing procedure, and data analysis tools & techniques are all covered in this part. The following approaches are used in this study:

#### **3.1 Research design**

The general scheme or organization of research is known as research design. The researcher and the design of the descriptive and explanatory study. Women are used in this study to determine how factors like occupation, income, education, financial behavior, financial influence, and financial attitude affect the financial literacy of "women employees" in the Kathmandu area. Therefore, a survey was used as the primary research approach in this study since it enables the gathering and analysis of quantitative data using both descriptive and inferential statistics. A further aspect of quantitative research technique is the gathering and evaluation of numerical data.

#### **3.2 Population and sample**

In the Kathmandu district, women make up the majority of the workforce. The researcher attempted to collect responses from 250 working women after distributing a questionnaire to them. However, there were just 200 responses. As a result, 200 employees were sampled, representing an 80% response rate. Initially, all of the responses are categorized into four groups: women teachers, bankers, public servants, and private industry. Stratified sampling was used to choose 60 civil service women, 58 bankers, 26 private firm workers, and 56 teachers as sampled personnel from each stratum for the research.

### **3.3 Sources of data**

The study's major source of data is a stratified sample survey conducted among 200 district workers in Kathmandu using a questionnaire. The first week of January 2023 saw the administration of the questionnaire survey. There are two sections to the questionnaire. The workers' demographic and educational profile is covered in Section 1, and information on financial behavior, financial attitude, and financial impact is the main topic of Section 2. It also seeks to determine the respondents' degree of financial literacy. The questionnaire consists of multiple choice and option-based questions as well as Likert scale questions (1 to 4; that is, 4 is extremely true for me, 1 is not at all true for me).

### **3.4 Data collection and processing procedures**

The respondents' data is directly collected by the research at their place of employment. Everyone who was approached received a questionnaire. Following receipt of the response, SPSS version 22 tools were used to decode the data.

### **3.5 Data analysis tools and techniques**

It lists the data sources along with the methods used for collection. Primary sources are used to acquire data for this investigation. They were gathered from the female respondents who worked in the Kathmandu metropolitan area. Following the requisite data collection, they were divided and examined. The research work's primary focus is on the presentation and interpretation of the data that was gathered. To accomplish the goals of the study, collected data were first systematically displayed in tabular form and then statistical methods were applied for analysis.

The summary of descriptive statistics related to the primary data analysis—which is based on questionnaire survey responses—is used in this study. ANOVA tests, linear regression, and correlation are used to demonstrate the link between dependent and independent variables, while descriptive statistical tools such as mean, standard deviation, and percentage are used to characterize the results produced. Data are displayed in a tabular format, which facilitates data analysis and comprehension. data analysis based on the proportion of respondents who answered a survey. The information gathered is utilized to determine the employees' circumstances. The goal of the acquired data is analysis. Tools from SPSS version 22 are used to process,

analyze, and interpret the data that have been gathered. The following equation and variable will be utilized in the study:

### 3.6 Reliability and validity

Finding out if the data are reliable or not is the goal of the validity and reliability analysis. Before asking respondents to participate, the questionnaire design is completed. Cronbach's Alpha for this questionnaire was computed for the reliability test. It is typically applied as a gauge for dependability or internal consistency. Table 3.1 displays specific results.

The independent variables' Cronbach's alpha coefficients—financial behavior, financial influence, and financial attitude—are displayed in Table 3.6. According to Sekaran (2000), a Cronbach's Alpha coefficient of less than 0.6 is seen as "poor," more than 0.6 but less than 0.8 is regarded as "acceptable," and more than 0.8 is regarded as "good." In this case, every variable's Cronbach's Alpha is more than 0.6 but less than 0.8. For any variable, the Cronbach's Alpha is acceptable. As a result, it is thought that the research's instruments are trustworthy.

Table 3.1

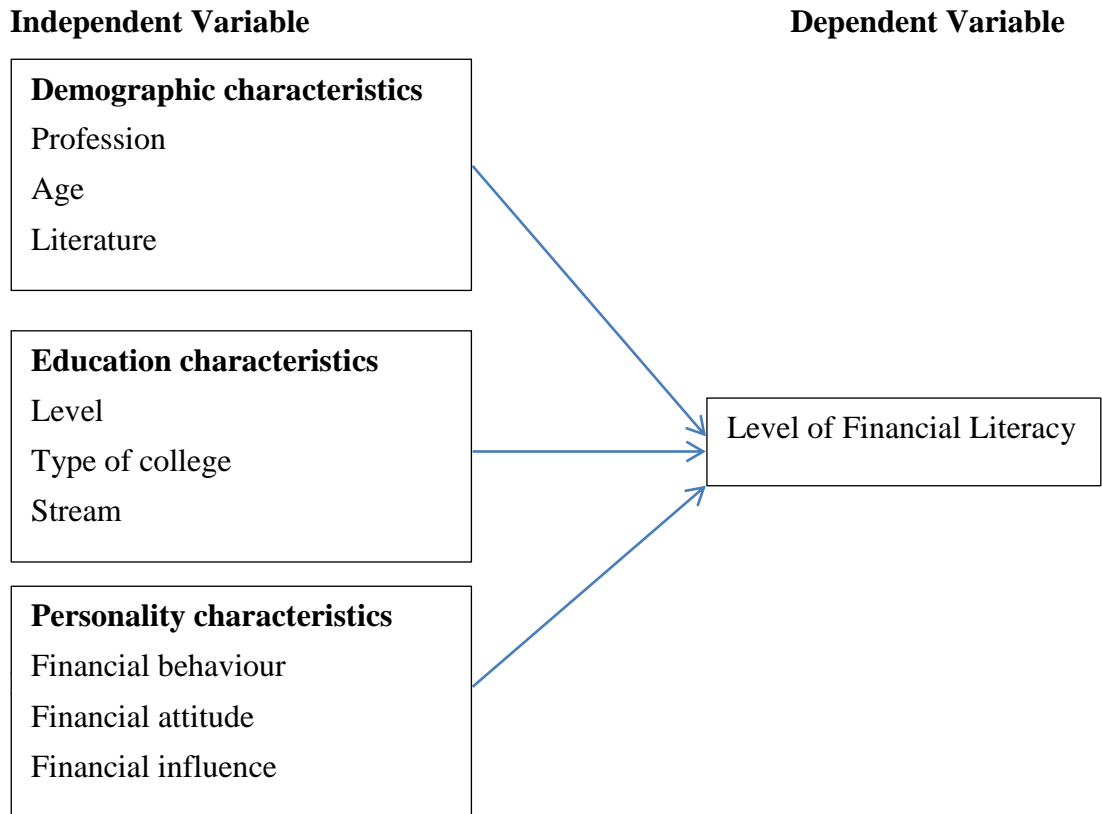
*Shows the Cronbach's alpha variables*

S.N.	Variables	Cronbach's Alpha
1.	financial behavior	0.766
2.	financial influence	0.795
3.	financial attitude	0.743
4.	financial literacy	0.768

### 3.7 Research framework and definitions of variables

An analytical technique for organizing thoughts or drawing conceptual differences is the conceptual framework. The study's conceptual framework provides a methodical explanation of the relationship between the independent and dependent variables in order to explain the financial literacy of female employees as well as the factors that influence their financial literacy. The dependent variable for the study is the financial literacy of professional women employees in the Kathmandu metropolitan area (figure

3.1), whereas the independent variables are the personality, educational, and demographic traits.



The capacity to read is where the term "literacy" first originated. According to the behavioural finance theory, learning is generally understood in psychology and education to be a process that combines experiences and effects from the cognitive, emotional, and environmental domains in order to acquire, improve, or alter information, abilities, values, and worldviews. Thus, there are a number of factors that may be linked to an individual's degree of knowledge in any subject, including finance, including age, gender, educational program and level, parents' educational background, media accessibility, financial literacy resources, and area of residence.

### 3.7.1 Demographic characteristics

It comprises of age, income level, and occupation. Teachers, bankers, and government servants make up the professions, while employees are split into four categories based on their monthly wage. 1. Less than Rs. 20,000; 2. Between Rs. 20,000 and Rs. 300,000; 3. Between Rs. 30,000 and Rs. 50,000; and 4. Above Rs. 50,000. Five age categories are used to categorize personnel. 1st, under 18, 2nd, 18–20, 3rd, 21–24, 4th, 25–29, and 5th, 30 and higher.

### **3.7.2 Educational characteristics**

Employees are divided into three subgroups based on their educational background. The levels are as follows: (i) high school; (ii) undergrad; and (iii) graduate. Employees are classified as management or non-management based on their educational background. based on the kind of workers employed by large corporations, small business owners, and the governmental sector.

### **3.7.3 Personality characteristics**

It consists of three components: financial influence, financial conduct, and financial attitude. Does an employee's financial attitude affect their degree of financial literacy or not? What effect do the employees' financial attitudes and behaviors have on financial literacy?

### **3.7.4 Financial literacy**

Understanding financial ideas and principles, such as time value of money, compound interest, debt management, financial planning, and successful saving strategies, is a prerequisite for financial literacy. A person's financial welfare may suffer as a result of making bad financial decisions due to a lack of financial literacy or financial illiteracy. The key components of attaining financial success include mastering the art of budget creation, tracking expenses, debt repayment strategies, and retirement planning. The theme centers on the capacity to effectively handle personal financial affairs, encompassing the understanding of making prudent choices about investments, insurance, real estate, education funding, budgeting, retirement, and tax preparation.

## CHAPTER IV

### RESULTS AND DISCUSSION

This part covers the analysis and interpretation of the main data that was gathered from 200 respondents via questionnaire. Data were examined in light of the prior chapter's description of the research's goal. This chapter's main goals are to provide the questionnaire survey findings and evaluate and explain the data that was gathered. The primary aim of this research study will be achieved by the results obtained from the data analysis.

#### 4.1 Results

##### 4.1.1 Respondents profile

The demographic profile of the respondents, including age, gender, monthly income range, and educational level, type, and stream, is shown in the table below.

Table 4.1

##### *Respondents Profile*

<b>Demographic Characteristics</b>		
	<b>Frequency</b>	<b>Percentage</b>
<b>Profession</b>		
teacher	56	28
civil services	60	30
bankers	58	29
private	26	13
<b>Age</b>		
below 18	0	0
18-20	6	3
21-24	30	15
25-29	68	34
30 and above	96	48
<b>Education Stream</b>		
management	107	53.5
non-management	93	46.5
<b>Monthly Income (NRs.)</b>		

Below 20000	20	10
20000-30000	72	36
30000-50000	64	32
More than 50000	44	22
<b>University Affiliation</b>		
Tribhuvan university	186	93
Pokhara university	8	4
Prubanchal university	6	3
Far Western university	0	0
<b>Type of collage</b>		
private collage	36	18
government collage	164	82
Total		200

Source: Field Survey, 2023

The sample's characteristics are displayed in Table 4.1. It reveals that teachers make up 28% of respondents, civil servants make up 30%, bankers make up 29%, and private respondents make up 13% of respondents. According to age, 0 percent of respondents are under the age of 18, whilst 3 percent, 15 percent, 34 percent, and 48 percent are between the ages of 18 and 20, 21–24, 25–29, and 30 and above, respectively. Based on income level, 10% of respondents are from below Rs. 20,000, 36%, 32%, and 22% of respondents are from the income groups of Rs. 20,000–30000, Rs. 30000–50000, and More than Rs. 50000, respectively. 53.5 percent of respondents are from management, and 46.5 percent are from non-management, based on the education stream. When respondents were categorized based on their academic background, 18% came from private colleges and 82% from government colleges. In a same vein, when it comes to university affiliation, the top affiliate had the greatest proportion (93%) whereas the workers of Tribhuvan University, Pokhara University, Prubanchal University, and Far Western University had percentages of 4, 3, and 0 correspondingly.

### 4.1.2 Financial knowledge

Being well-versed in financial terminology entails knowing both fundamental and advanced concepts. It is the capacity for wise decision-making on matters pertaining to financial. Twelve questions encompassing topics ranging from basic to advanced level finance—numeracy, inflation, compound interest, money illusion, risk and return, share market, banking, insurance, taxes, credit, and diversification—were posed to respondents in this research.

There are two levels for overall financial knowledge: basic and advanced. According to Rooij et al. (2007), the questions about numeracy, compound interest rate, inflation, and money illusion make up the basic financial literacy index. The questions about risk and return, insurance, banking, taxes, credit, share markets, and diversification make up the advanced financial literacy index.

Table 4.3 displays the mean percentage scores for each area of the sample characteristics, which are divided into three categories: basic, advance, and overall. Chen and Volpe (1996, 2002) created the financial literacy benchmark. Three groups were identified by the benchmark based on the percentage of accurate scores: above 80% (Highest), 60–79% (Medium), and under 60% (Low). As to the standard, a correct score of 80% or more indicates a high level of financial awareness, whilst scores ranging from 60 to 79% indicate a reasonable level of financial understanding. Finally, responses with scores below 60% suggest a lack of financial literacy, indicating a need for more financial literacy instruction.

Table 4.3

#### *Frequency and Percentage of Components of Financial Knowledge*

Concept	Total	Frequency	Percentage
Compound Interest 1	200	82	41
Compound Interest 2	200	62	31
Inflation	200	96	48
Risk And Return	200	32	16
Money Illusion	200	54	27
Net Worth	200	22	11
Share Market	200	168	84
Taxes Rate	200	114	57
Credit	200	102	51
Banking	200	190	95
Insurance	200	112	56

Source: Field Survey, 2023

The data presented in Table 4.3 indicates that the majority of employees possess a high level of financial knowledge. Of those who responded to questionnaires about financial education, 95% correctly answered the question about banking, while 84% correctly answered the question about share markets. Conversely, a relatively small percentage of respondents had knowledge about taxes (57%), credit (51%), compound interest rate 1 (41%), net worth (35%), compound interest rate 2 (31%), inflation (29.5%), money illusion (27%), insurance (19%), and risk and return (16%).

Table 4.4.

*Mean and Standard Deviation in Financial Knowledge According to Level of Women employees.*

Items	Total	Test scale: 2.5	
		Mean	Std. deviation
I have adequate knowledge to manage my personal finance.	200	3.115	.96771
I understand inflation and how it may impact my future investment income.	200	3.130	.88147
Insurance provides opportunity to earn returns on premium in the future.	200	2.870	1.07652
It is less likely that you will lose all of your money if you save it in more than one place.	200	2.580	1.06266
High inflation that the cost of living is increasing rapidly	200	2.930	.97460
It is usually possible to reduce the risk of investing in the stock market by buying a wide range of stocks and shares.	200	2.930	.91327
An investment with a high return is likely to be high risk.	200	3.270	.88374

Source: Field Survey, 2023

The maximum number of female employees is indicated in Table 4.4. A high-return investment is probably going to include a high level of risk. I need to have sufficient information to manage my own finances, comprehend inflation and how it can affect my future investment income. High inflation means that living expenses are rising quickly. Generally, purchasing a variety of stocks and shares can lower the risk of

investing in the stock market. Insurance gives you the chance to receive premium returns in the future. The mean premium returns in the future are 3.270, 3.130, 3.115, 2.930, 2.930, 2.870, and 2.580, respectively. Additionally, their total mean score is 2.5, indicating an average degree of understanding.

#### 4.1.3 Financial influences

Financial influence refers to having an impact on employees' financial knowledge. This section demonstrates the ways in which parents, friends, school, books, media, jobs, life experiences, and the internet impact employees with and without greater knowledge. And what lessons about financial literacy did they receive from their upbringing at home?

Table 4.5

*Mean and Standard Deviation in Financial Influence According to Level of Women employees*

Items	Total	Test scale: 2.5	
		Mean	Std. Deviation
Parents	200	3.3500	.75522
Friends	200	2.2900	1.02526
School	200	2.5800	1.06266
Books	200	2.9300	.97460
Media	200	2.9900	.91327
Job	200	3.6000	.67993
Life experience	200	3.6200	.70576
Internet	200	3.1500	2.64243

Source: SPSS Results

Table 4.5 demonstrates how life experiences have an average impact on financial knowledge of 3.62. The average impact of friends, school, and the internet is 3.35, 2.58, and 3.15, respectively, while the average impact of parents, books, media, and a job is 3.35, 2.93, 2.99, and 3.6, respectively. Thus, I believe that a large number of employees are aware that life events have an impact on one's level of financial awareness.

Table 4.6

*Frequency and Percentage in Financial Influences According to Level of Women employees.*

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Home while Growing up</b>		
Budgeting	22	11
Investing	122	61
Taxes	79	39.5
Insurance	111	55.5
Loans	98	49
Interest Rate	88	44
Saving	132	66
Keeping records	18	9
<b>Finance were handled in family</b>		
Usually argued	111	55.5
Open discussed	79	39.5
Explicitly taught	56	28
Learned from examples	44	22
Included various decision	103	51.5
Others	2	1
<b>Total</b>	<b>200</b>	

Source: Field Survey, 2023

In accordance with the level of women employees, Table 4.6 displays the frequency of financial impacts as follows: 132, 122, 111, 98, and 88 for savings, investing, insurance, and interest rates on loans. In a similar vein, the percentages are 44, 49, 51, 56, and 66. Similar to this, family members managed finances, which were typically contentious, involved open discussion of a variety of decisions, were clearly taught, and were learnt by example. Other instances and frequency and percentages are 111, 103, 79, 56, 44, 2 and 55.5, 51.5, 39.5, 28, 1 correspondingly.

#### **4.1.4 Financial behavior**

It is the capacity to gather a comprehensive awareness of how financial actions affect one's situations (i.e., personal, family, community, and nation) and to make the best

choices about cash management, safety measures, and chances for budget planning. Any human activity that has to do with managing finances can be classified as it. There are fifteen questions posed to female employees regarding common financial activities, such as saving, credit, and cash use.

The financial habits, record-keeping practices, savings usage, problem-solving techniques, and utilization of extra income are all displayed in Table 4.7 for female executives. Similarly, table 4.7 displays the financial behavior's mean and standard deviation with relation to planning, investing, spending, and budgeting.

Table 4.7

*Frequency and Percentage in employees*

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Spending oriented</b>		<b>200</b>
Very economically	74	37
Somewhat Economically	74	37
Neither Economical	30	15
Rarely Saving	14	7
Very Spending Oriented	8	4
<b>Maintain Financial Records</b>		<b>200</b>
No Records	52	26
Minimal Records	108	54
Very Detailed Records	40	20
<b>Money Left Right Before Income Arrives</b>		<b>200</b>
Spend It On Consumer Goods	14	7
Keep It In Cash	18	9
Deposit It Into Bank	88	44
Invest It In The Capital Market	74	37
Lend it to friends and relatives	4	2
Invest It In Own Business	2	1
Buy Gold And Jewelry	0	0
Others	0	0
<b>Run Out Money Before Next Income Arrives</b>		<b>200</b>

Cut Down Expenses And Save	92	46
Borrow Money From Relatives, Friends	48	24
Spend Our Savings	36	18
Use A Credit Card Or Bank loan	12	6
Work Extra Hours Or Extra Jobs	12	6
Others	0	0
<b>What Would You Like To Do</b>		<b>200</b>
<b>The Money</b>		
Bought Household Goods	12	6
Fixed Deposit For Future	52	26
Saving For Meeting Contingency	8	4
Repay Earlier Debts	20	10
Go For Travel Or Vacation	18	9
Investment In Own Business	12	6
Buy An Insurance Policy	0	0
Buy Shares	84	42
Others	4	2

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Source: Field Survey, 2023

Table 4.7 demonstrates that the following students are spending oriented: 74,74,30,14, and 8. They are also spending oriented: slightly, extremely spending oriented, both economical, and seldom saving. Second, keep financial records with zero, minimum, and extremely thorough information at 52, 108, and 40, respectively. Prior to receiving income, money can be spent on consumer items, kept in cash, deposited in a bank, invested in the capital market, lent to friends and family, invested in one's own business, used to purchase gold and jewelry, and other uses. The remaining amounts are 14, 18, 88, 74, 4, 2, 0 and 0 accordingly. In a same vein, run out of money before the next paycheck arrives despite cutting costs and conserving, borrowing from friends and family, using a credit card or bank loan, What would you like to do with the money? Purchase household items, make a fixed deposit for the future, save for an emergency, pay off previous debts, take a trip or vacation, invest in your own business, purchase shares, buy an insurance policy, and so on. The other options are 12, 52, 8, 20, 18, 12, 0, 84, and 4, respectively.

Table 4.8

*Mean and Standard Deviation in Financial Behavior According to Level of women employees*

Items	Total	Test scale: 2.5	
		Mean	Std. deviation
Spending oriented	200	2.0400	1.07899
Maintain financial records	200	1.9400	.67727
Financial behavior(overall)	200	3.1120	1.065569
I budget and track my spending	200	3.1000	.97713
I contribute to a bank saving account regularly	200	3.1300	.88147
I compare prices when shopping for purchase	200	3.4200	.86449
I have a life insurance policy	200	2.8700	1.07652
I invest in the shares under IPO	200	2.9100	1.15262
I read to increase my financial knowledge	200	3.1200	.92187
I maintain adequate financial records	200	3.0700	.92160
I spend less than income	200	3.3800	.84805
I maintain adequate insurance coverage	200	2.9200	1.03875
I plan and implement a regular saving/investment program	200	3.2000	.89667

Source: Field Survey, 2023

Comparing prices when making purchases, spending less than income, being spending-oriented, reading to learn more about finance, planning and implementing a regular savings and investment program, and keeping track of my spending have mean values of 2.0400, 1.9400, 3.2100, 3.1000, and 3.100, respectively, as shown in Table 4.8. The same goes for maintaining a life insurance policy, keeping adequate financial records, investing in shares under IPO (2.8700, 2.9100, 2.9100, 3.1200, 3.0700, 3.3800, 2.9200, and 3.2000, respectively), and making regular contributions to a bank savings account. Ultimately, 2.5 is the mean value overall. It implies that the knowledge level of female employees is lower.

#### **4.1.5 Financial attitude**

Financial knowledge is the comprehension of key ideas in personal finance, such as saving and budgeting. A person's values and opinions about many aspects of personal finance, such as whether or not saving money is essential, are referred to as their

financial attitude. The findings of the women employees' financial attitudes are shown in the table.

Table 4.9

*Mean and Standard Deviation of Financial Attitude According to Level of women employees*

Items	Total	Scale: 2.5	
		Mean	Std. deviation
Financial attitude (overall)	200	3.2736	1.002
I feel in control of my financial situation	200	3.310	.79818
I feel capable of using my future income to achieve my financial goals	200	3.270	.90620
I worry to manage my finance	200	3.310	.89325
I am uncertain about where my money is spent	200	2.970	.97666
I feel credit cards are safe and risk free	200	3.140	.89690
I feel capable of handling my financial future (e.g. buying insurance)	200	3.410	2.09376
I am afraid of loan	200	3.180	.93379
I give importance to saving money from my monthly income	200	3.490	.68721
I feel having life insurance is an important way to protect loved ones	200	3.430	2.01629
I enjoy thinking about and have interest in reading about money management	200	3.230	.88374
I enjoy talking to my peers about money related issues (i.e. taxes)	200	3.270	.93889

Source: Field Survey, 2023

Table 4.9 demonstrates that the highest proportion of female employees are strongly associated with the following: feeling in control of their financial situation, worry about managing finances, importance of saving money from monthly income, ability to purchase insurance programs in the future, and importance of life insurance as a means of protecting loved ones. The respective mean values are 3.490, 3.310, 3.410, and 3.430. Similar to this, the mean values for fear of loans, ability to reach financial objectives in the future, risk-free credit cards, enjoyment of thought, uncertainty about

where money is spent, interest in reading about money management, and enjoyment of discussing money-related topics with peers are 3.180, 3.270, 3.140, 3.230, 2.970, and 3.270, respectively. Additionally, their total mean score is 2.5, indicating a poorer degree of understanding.

#### 4.1.6 Analysis of financial literacy

##### 4.1.6.1 Analysis of variance (ANOVA)

ANOVA is used to test whether there is significant difference in financial attitude and behavior among different income and age the result is shown in Table 4.10.

Table 4.10

*Results of ANOVA*

Characteristics	F-Statistics	F-Statistics	Sig
Profession	0.003	0.003	0.953
Age (in years)	0.379	0.379	0.540
Monthly Income (NRS)	4.623	4.623	0.034
Type of collage	11.514	11.514	0.001
Education Stream	7.622	7.622	0.007

Source: SPSS Results

Age and occupation are shown in the table to be unimportant, indicating that there is no discernible variation in employee knowledge. Nonetheless, it is discovered that monthly income, education level, and educational stream are important at the 10% and 1% levels of significance, respectively. This suggests that there are notable disparities in knowledge between groups based on wealth, kind of college, and educational stream. Along with increases in monthly income, educational attainment, and educational stream, financial literacy also rises.

##### 4.1.6.2 Linear regression analysis

To determine if a given occupation, monthly income, educational attainment, educational track, behavior, influence, and attitude have a substantial impact on financial understanding, logistic regression analysis is utilized. It is employed because to the dichotomous nature of the dependent variable, financial literacy.

Table 4.11

*Multiple linear regression analysis between the Financial Literacy level and Demographic independent variable (coefficients)*

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.803	.272		10.301	.000
profession	.007	.017	.013	.415	.678
age	.035	.022	.052	1.611	.109
income	.003	.021	.005	.132	.895
stream	.052	.040	.047	1.286	.200
institution	.042	.049	.029	.848	.397
university	-.096	.031	-.106	-3.143	.002
financial influence	.464	.034	.580	13.719	.000
financial behaviour	.606	.040	.515	15.251	.000
financial attitude	.011	.038	.012	.289	.773

a. Dependent variable: financial literacy

Source: SPSS Results

Table 4.11 looks at which of the nine independent factors will have the most impact on respondents' financial literacy. After income and educational background, income has the most influence on financial literacy. Of all the independent factors, income is found to be the greatest predictor of financial literacy.

As a result, the following equation may be used to describe the determinant of financial literacy:

$$\text{Income} +.003 +.052 \text{ Educational stream} +.042 \text{ institution} -.096 \text{ university} +.464 \text{ Financial influence} +.606 \text{ Financial behavior} +.011 \text{ Financial attitude} = -.501 +.007 \text{ profession} +.035 \text{ age} +.086 \text{ Financial attitude}.$$

According to the calculation, there would be a 0.035 rise in financial literacy for every unit of study age.

Furthermore, an increase of one professional unit will result in a financial literacy score of 0.007, or 035. Even though employee monthly income grew by one unit, financial literacy improved by 0.003.

Moreover, a rise of 0.052 in financial literacy will result from every additional unit of schooling. Even while university enrollment climbed by one unit, financial literacy fell by -0.096.

Additionally, a rise of 0.042 institutions in financial literacy will result from every unit increase in the institution stream. According to the equation, there would be a 0.464 rise in financial literacy for every unit of financial power that rose. A one unit rise in the financial behavior stream corresponds to a 0.606 unit gain in financial literacy. Lastly, for every unit improvement in financial attitude, there will also be a 0.011 increase in financial literacy.

Table 4.12

*Summary of hypothesis testing*

<b>Hypothesis</b>	<b>P value</b>	<b>Level of significance</b>	<b>Result</b>
H1: There is significant relationship between profession and financial literacy.	.678	0.05	Rejected
H2: There is significant relationship between age and financial literacy.	.109	0.05	Rejected
H3: There is significant relationship between income and financial literacy.	.895	0.05	Rejected
H4: There is significant relationship between stream and financial literacy.	.200	0.05	Rejected
H5: There is significant relationship between institution and financial literacy.	.397	0.05	Rejected
H6: There is significant relationship between university education and financial literacy.	.002	0.05	<b>Accepted</b>
H7: There is significant relationship between financial influence profession and financial literacy.	.000	0.05	<b>Accepted</b>
H8: There is significant relationship between financial behavior and financial literacy.	.000	0.05	<b>Accepted</b>
H9: There is significant relationship between financial attitude and financial literacy.	.773	0.05	Rejected

Source: SPSS Results

#### **4.1.7 Correlation and Regression**

This study section explains the correlation between women's engagement in the workforce and financial impact, financial behavior, financial attitude, and financial knowledge. For each independent and dependent variable, a correlation analysis was performed using the Pearson Correlation Coefficient. For this research study, 200

people made up the sample size. It is therefore reasonable to anticipate that these pairings of variables will have some sort of statistically significant association. The Pearson Correlation Coefficient between the independent variables financial behavior, financial influence, and financial attitude and the dependent variable financial knowledge is displayed in Table 4.13. A correlation exists between the independent and dependent variables.

Table 4.13

*Pearson correlation coefficient*

		Financial influence	Financial behaviour	Financial attitude	Financial literacy
Financial influence	Person correlation	1	.384**	.692**	.788**
	Sig. (2-tailed)		.000	.000	.000
	N	200	200	200	200
Financial behaviour	Person correlation	.384**	1	.440**	.721**
	Sig. (2-tailed)	.000		.000	.000
	N	200	200	200	200
Financial attitude	Person correlation	.692**	.440**	1	.632**
	Sig. (2-tailed)	.000	.000		.000
	N	2000	200	200	200
Financial literacy	Person correlation	.788**	.721**	.632**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	200	200	200	200

\*\* . correlation is significant at the 0.01 level (2-tailed)

Source: SPSS Results

The correlation data required to address the study's first assumptions is provided in this table. In this case,  $p < .01$ . At the 1% level, there is a substantial correlation between financial influence and financial literacy, suggesting that the higher the financial literacy, the greater the financial impact.

Employee engagement in financial literacy, an independent variable, and employee sense of fairness, a dependent variable, are correlated. The correlation data required to address the second research study hypothesis is provided in this table. In this case,  $p < .01$ . At the 1% level, there is a substantial correlation between employee engagement in financial literacy and employee perceptions of fairness. This suggests that more employee participation in financial literacy will translate into higher employee perceptions of justice.

There exists a link between the dependent variable of corporate commitment and the independent variable of financial literacy employee engagement. The correlation data required to address the third research study hypothesis was included in this table. In this case,  $p < .01$ . At the 1% level, there is a substantial correlation between employee engagement in financial literacy and organizational commitment. This suggests that more employee participation will equate to higher corporate commitment.

Table 4.14

*Regression Analysis*

Model	Intercept	Demographic Characteristics	Education Characteristics	Personality Characteristics	Adj R <sup>2</sup>	F-statistic	Number of observation
1	5.566 (14.498)	0.045 (0.632)**			0.003	1.399	200
2	5.403 (16.565)		0.017 (0.233)**		0.05	1.054	200
3	5.654 (13.486)*			0.098 (1.245)**	0.01	1.55	200
4	5.026 (7.587)**	0.40 (0.567)*	0.195 (3.043)		0.16	1.632	200
5	3.727 (16.90)*		-0.35 (0.463)	0.113 (1.327)**	0.01	1.881	200
6	5.765 (12.040)		0.196 (3.105)**	0.117 (0.496)	0.20	1.610	200
7	5.347 (8.919)	-0.084 (1.119)**	-0.46 (0.623)**	0.135 (1.854)	0.05	1.332	200

\*Significant at 1% level of significance

\*\*Significance at 5% level of significance

Source: Author's calculation

Table 4.14 indicates a substantial link between financial literacy and its independent variables, education, personality traits, and demographics, as indicated by the positive intercept and positive adjusted R square. Both the independent and dependent variables are moving in a positive direction.

## 4.2 Findings

The focus of this study has been on women workers in Kathmandu who are financially literate. The following are the study's main conclusions:

- A total of two hundred and fifty women workers in Kathmandu received questionnaires. A total of 200 personnel were included in the sample; of them, 28% are teachers (56), 30% are civil servants (60), 29% are bankers (58), and 13% are private sector workers (26). The rate of respondents was 66.7%.
- workers over 30 (48%), those in the 30–50 000 salary range (32%), those in the management stream (53.5%), workers of government institutions (82%), and Tribhuvan University (93%), according to the results.
- The majority of employees relied only on their jobs and life experiences (3.62 and 3.60). Parental education and knowledge (3.35), media (2.99), books (2.93), school (2.58), friends (2.29), and the internet (3.15).
- The results of the ANOVA test indicate that, at the 10% and 1% significant levels, there are differences in knowledge across groups based on income, education level, and educational stream. Along with increases in monthly income, educational attainment, and educational stream, financial literacy also rises.
- The majority of female employees were afraid of loans (3.180), thought credit cards were safe or risk-free (3.140), felt in control of their finances (3.31), were able to use their future income to achieve financial goals (3.27), worried about managing their finances (3.31), were unsure of where their money was being spent (2.97), were able to purchase insurance (3.41), thought that money management was important for life (3.43), and enjoyed discussing money matters with peers (3.27).
- Overall financial attitude of women employee were lower (2.5).
- Employees who are women dislike spending This includes not being frugal (15%), keeping few records (54%), transferring funds to a bank account (44%), borrowing from family members, reducing spending and saving (24%,

46%), setting up a fixed deposit for the future (26%), investing in one's own business (6%), paying off previous debts (10%), holding cash (9%), keeping no records (18%), spending on consumer goods (18%), working overtime (6%), purchasing shares (42%), and making capital market investments (37%).

- Overall level of financial behavior is lower (2.5).
- Less students' connections to finance came from their parents or families in the form of different decisions (51.5%), open discussions (39.5%), explicitly taught (28%), learned from examples (22%), other (1%), loans (22.97%), savings (25.29), maintaining records (18.16%), interest rates (14.09%), and taxes (6.56%).
- The majority of students (52.25%) are connected to compound interest and numeracy.
- (41%), risk & return (16%), taxes rate (57%) and banking (95%).
- The majority of students have negative opinions about the stock market (84%), money illusion (27%), credit (51%), net worth (11%), inflation (18%), insurance (56%), budgeting (11%), excessive spending (4%), meticulous record-keeping (20%), purchasing gold and jewelry (0%), using credit cards and bank loans (6%) and purchasing insurance policies (0%).
- In order to determine the association, the three research hypotheses were developed and evaluated. The findings rejected all three of the null hypotheses and revealed a positive, significant relationship. Similarly, it may also be said that female employees have a strong motivation level within their financial knowledge staff.

### **4.3 Discussion**

Overall, it was shown that employees knew less about money. Additionally, Semercioglu and Akcay (2016) suggested that the government implement financial literacy programs that are both economically and educationally beneficial. Specifically, the most compound knowledge was discovered in the areas of banking and the stock market, while the least amount was found in the areas of interest, taxes, numeracy, risk and return credit in banking, inflation, and insurance. The majority of employees save money in banks rather than purchasing jewelry, insurance policies, stock market investments, or loans to friends. According to Thapa & Nepal (2020),

the majority of students possess a rudimentary grasp of finance, but they are not well-versed in credit, taxes, share markets, financial statements, or insurance.

Buying stock and starting your own firm is also a very dangerous endeavor. Employees use fewer credit cards, borrow money from friends and family, and don't invest in their own businesses or share. Jorgensen (2007) also discovered that their upbringing, education, literature, and parents all have an impact on them. There are employees who keep extensive records, are highly focused on their spending, manage their finances using credit cards, invest in their own ventures, borrow money from friends and family to ease financial difficulties, and take frequent trips or vacations. According to Murugiah (2016), the ability to manage money well and make sensible financial decisions are essential life skills. According to this study, the majority of employees are scared of taking out loans, worry about managing their finances, and are unable to make sound financial decisions. which were previously examined using the Independent Sample F-Test, which produced a significant ANOVA. Similar to this finding, the test indicates that there is a substantial correlation between age groups' financial attitudes and behaviors. However, the results of the Anova Test show that the association between income level and financial habits is not statistically significant. Similarly, programs for financial education have, on average, beneficial causal treatment effects on financial knowledge and subsequent financial behaviors, as demonstrated by Kaiser et al. (2023).

Three groups were identified by the benchmark based on the percentage of accurate scores: above 80% (Highest), 60–79% (Medium), and under 60% (Low). As to the standard, a correct score of 80% or more indicates a high level of financial awareness, whilst scores ranging from 60 to 79% indicate a reasonable level of financial understanding. According to Rooij et al. (2007), the questions about numeracy, compound interest rate, inflation, and money illusion make up the basic financial literacy index. The questions about risk and return, insurance, banking, taxes, credit, share markets, and diversification make up the advanced financial literacy index. Chen and Volpe (1996, 2002) established the financial literacy standard.

The study discovered that employees' financial behavior is positively impacted by financial literacy. It could be accurate as financial literacy initiatives can boost participants' financial literacy. In line with these findings, a study conducted in 2023 by Kaiser et al. also found that financial education initiatives often had favorable causal treatment effects on financial knowledge and subsequent financial behaviors.

The correlation data required to address the second research study hypothesis is also included in this study. In this case,  $p < .01$ . At the 1% level, there is a substantial correlation between employee engagement in financial literacy and employee perceptions of fairness. This suggests that more employee participation in financial literacy will translate into higher employee perceptions of justice. Similar to this finding, Yadav (2019) discovered that working women's financial literacy is strongly correlated with their financial behavior and attitude rather than their financial knowledge.

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

#### **5.1 Summary**

The capacity to comprehend and use financial skills, such as investing, budgeting, and personal financial management, is known as financial literacy. To be sustainable in the world of investments and multichannel wealth creation, money alone is insufficient. To effectively engage in family financial matters, both men and women should become financially literate. However, it has been noted that Nepali women are not very knowledgeable about finances. This may be due to the fact that women have historically taken care of the house and don't worry about where their money is coming from or going. But considering the current state of the economy and the increased number of women entering the workforce, financial literacy for women need to come first.

This study's primary research method is a survey, which enables the collecting of quantitative data and the use of descriptive for analysis. A further aspect of quantitative research technique is the gathering and evaluation of numerical data. Analytical and descriptive research methods are used in this study. The study's female participants complete a comprehensive questionnaire encompassing all the important facets of personal finance. Financial literacy topics covered include share market, banking, insurance, taxation, credit, inflation, compound interest, money illusion, risk and return, and diversification. A number of factors are taken into account while choosing the study's questionnaire items.

In accordance with Jorgensen (2007), a comprehensive questionnaire is created that covers five topics: respondents' personal information, financial conduct, financial influence, financial attitude, and financial knowledge. Participants in the survey are asked 21 questions, including multiple-choice questions about their financial knowledge, multiple-answer questions, and opinions about various areas of financial literacy, in addition to demographic data. We provide the questionnaire to 250 female employees. Of 250, 200 were received. Thus, 80% of respondents have responded. A total of 200 submissions were considered valid, including the following: teachers (56), civil servants (60), bankers (58), and private sector (26). Frequency, percentage, mean, standard deviation, ANOVA test, and independent sample F-test are used to characterize data. Data analysis and coding are done by

According to the report, female employees have a lower degree of financial literacy and are less knowledgeable about credit, insurance, net worth, and inflation (19%, 36%, 35%, and 29.5 percent). The majority of students dislike keeping meticulous records, being highly focused on their spending, purchasing jewelry, using credit cards, purchasing insurance, and purchasing shares (12 percent, 17 percent, and 1 percent, 10.5 percent, 3 percent, and 2.5 percent). They don't put in extra hours at work to deal with money problems, save seldom, keep no records, squander savings, pay off past debts, or invest in businesses (18%, 21.5%, 35%, 18%, 10%, and 6%). Age and financial behavior and attitude are significantly correlated. Income group does, however, have a substantial link with financial attitude and an insignificant relationship with financial conduct (3.112 percent). Other variables, such gender and institution, are significant when examining financial conduct, but profession, stream, and institution have little bearing on financial attitude.

The findings indicate that the majority of female employees choose to deposit money, keep minimum records, reduce spending and save, purchase shares, and make fixed deposits for the future (44 percent, 54 percent, 46 percent, 26 percent, and 42 percent). Twenty percent of them keep extremely extensive records. With mean values of 3.35, 2.93, 2.5800, 3.1500, 3.62, and 3.62, the majority of female employees are impacted by their parents, books, schools, the internet, life experience, and jobs.

## **5.2 Conclusion**

In order to assess the financial literacy of 200 female employees in the Kathmandu metropolitan area, this study surveyed them on FK, FB, FA, and FI. The following significant conclusions have been derived from the data and discussion:

1. The study demonstrates a substantial correlation between income and financial knowledge, education level and stream at the 10%, 1%, and 10% levels, as well as financial conduct. The income, educational attainment, and educational path align with the findings of Nidar and Bistari (2012), Thapa and Nepal (2014), and Henkenda (2014). This implies that as income, educational attainment, educational program, and financial behavior rise, so does the degree of financial literacy and vice versa. Nonetheless, it demonstrates a negligible correlation between gender and financial literacy, in line with Shari et al. (2013)'s findings on financial impact and attitude. Gender, however, does not align with Henkenda (2014). This implies that the degree of financial knowledge does not rise together with a growth in income, educational

attainment, or financial activity, and vice versa. In line with Shari et al. (2013), financial influence, and financial attitude, it does, however, demonstrate a negligible correlation between financial literacy and career. Profession, however, does not align with Henkenda (2014).

2. A study by Volpe et al. (2002) discovered that those over 50 had higher levels of knowledge, women had lower levels of knowledge than men, and those with degrees had higher levels of knowledge. According to Bhushan (2014), the survey makes it quite evident that people invest in traditional financial products because they lack financial literacy. According to the survey, the majority of workers enjoy making deposits, traveling, taking vacations, and keeping accurate records in addition to investing in their own businesses. The knowledge of people with different incomes, educational backgrounds, and educational streams varies significantly. The statistical insignificance of financial influence and financial attitude indicates that they have no discernible effect on financial knowledge.
3. Information about saving, spending, banking, insurance, risk and return, compound interest, budgeting, investing, taxes, loans, record-keeping, decision-making, share market, and financial literacy, as well as the connections between it and traits like occupation, income level, age, and institution. According to the study, female employees in Kathmandu had a lower level of FL knowledge, which is in line with Chen and Volpe's findings (1987).

Ultimately, the study may conclude that while income levels remain constant, financial behavior levels rise and vice versa. The outcome therefore demonstrates the strong correlation between age and financial behavior and attitude. Similarly, 3.2736 percent of parents' income was shown to be significant when it came to financial attitude. The degree of financial literacy is rising in tandem with the expansion of educational opportunities and financial behavior. However, age, gender, financial influence, or financial attitude have no bearing on one's degree of financial literacy.

### **5.3 Implications**

They aim to improve the general financial literacy of female employers in the Kathmandu metropolitan area, among other places. In order to grow or improve the financial situation of the country, governments must be aware of or comprehend this

study, which may serve as a useful resource for banking institutions and other organizations that implement financial literacy policies and strategies.

Just four factors—financial knowledge, financial attitude, financial influences, and financial behavior—have been taken into account in this study. Financial knowledge may be further categorized into eleven more variables, including numeracy, inflation, compound interest, interest rates, time value of money, money illusion, risk and return, share market, banking, insurance, taxes, credit, and diversification. Additional studies can be carried out with a wider range of future considerations.

Financial conduct is classified into categories such as budgeting, buying shares, keeping records, using money for the past and future, investing in one's own business, and purchasing insurance.

According to the mean and standard deviation, this study's results indicate that plus two pupils are significantly influenced by their parents, books, school, life experiences, and the internet.

This study is helpful for understanding students' financial perspectives for new researchers and relevant institutions. A financial attitude may be determined by one's ability to manage one's finances, use income, purchase shares and insurance, take out loans, and deal with money-related problems.

This study focuses solely on women employers in the Kathmandu metropolitan area; more research might be done taking into account different regions and participants in Nepal. Entrepreneurs, businesspeople, bankers, young people, laborers, government employees, educators, professors, residents of metropolitan areas, and more may be the subject of future research.

Nepal Rastra Bank, stakeholders, banking and financial institutions, researchers, the general public, and others may find the report valuable in introducing new policies and regulations for student literacy. Both the country as a whole and the individual may benefit from it.

#### **5.4 Recommendation for future researchers**

- For future study, a new researcher can expand the sample size, region, number of respondents, and factors that impact FL and its constituent aspects.
- Only female employees in the Kathmandu area were chosen as a sample in

this study. As a result, additional personnel from other levels, streams, cities, and sectors may also be hired as new researchers.

- The four financial factors that were the focus of this study were FB, FI, FK, and FA. Financial product, inclusion, budgeting, decision-making, financial knowledge, and much more may be contributed by new researchers.
- Since demographic factors make up the majority of the independent variables in this study, further researchers may choose to include social, economic, or other variables.

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## Appendix-I

### Questionnaire on Financial Literacy Among Women Employee in Kathmandu Metropolitan

Dear madam

First of all I would like to introduce myself as a student of Shanker Dev Campus, thesis year. I am going to conduct a research on financial literacy among women employees. I want to request you to fill up this questionnaire schedule. I also want to assure you that the information from you will be only used for academic purpose and kept secret.

Hemant Lamichhane

#### Section I: Personal Profile of Respondents

**Name (optional):** .....

**Gender:** Female [200]

**Profession:** Teacher [56] Civil services [60] Bankers [58] Private [26]

**Age (in Years):** Below 18 [0] 18-20 [6] 21-24 [30]

25 - 29 [68] 30 and above [96]

**Family Monthly Income Range:**

Below Rs.20, 000 [20] Rs. 20,000- 30,000 [72]

Rs.30, 000-50,000 [64] More than Rs.50, 000 [44]

**Educational Stream:** Management [107] Non-Management [93]

**Type of Academic Institution/College:** Private College [36]

Government College [164]

**University Affiliation:** TU [186] PU [6] Far U [X] Pokhara University [8]

**Financial Behavior**

1. *How economical/spending oriented are you? (Please select only one option)*

- a. Very economical [74]
- b. Somewhat economical [74]
- c. Neither economical nor spending oriented [30]

- d. Somewhat spending-oriented, rarely saving money[14]
  - e. Very spending-oriented, hardly ever saving money [8]
2. *In what manner do you maintain financial records?*
- a. Maintain no records [52]
  - b. Maintain minimal records [108]
  - c. Maintain very detailed records [40]
3. *If you (your family) have/has any money left right before the next income arrives, what would you usually do with it? (Select the most appropriate option).*
- a. Spend it on consumer goods (14)
  - b. Keep it in cash (18)
  - c. Deposit it into bank account (88)
  - d. Invest it in the capital market (74)
  - e. Lend it to friends or relatives (4)
  - f. Invest it in our own business (2)
  - g. Buy gold and jewelry (0)
  - h. Other (Please specify)... (0)
4. *What do you usually do when you (your family) run(s) out of money before the next income arrives?*
- a. Cut down expenses and save (92)
  - b. Borrow money from relatives, friends and acquaintances (48)
  - c. Spend our savings (36)
  - d. Use a credit card or bank loan (12)
  - e. Work extra hours or do additional jobs (12)
  - f. Other (Please specify) [ 0]
5. *Let's assume that in addition to your regular income your family got some money in the amount of Rs50,000- Rs200,000. What would you do with this money most likely?*
- a. Purchasing of household goods like furniture, clothes etc.(12)
  - b. Fixed deposit for future.(52)

- c. Saving for meeting contingency. (8)
  - d. Repay earlier debts. (20)
  - e. Go for travel or vacation. (18)
  - f. Investment in own business.(12)
  - g. Buy an insurance policy.(0)
  - h. Buy shares. (84)
  - i. Other (Please specify)... (4)
6. Rate the following statements on a scale of 1-4 (1, not at all true for me; 2, somewhat not true for me; 3, somewhat true for me, 4, very true for me)

Statements	1	2	3	4
a. I budget and track my spending	18	32	62	88
b. I contribute to a bank saving account regularly	18	42	66	84
c. I compare prices when shopping for purchases	10	20	46	124
d. I have a life insurance policy	30	40	56	74
e. I invest in the shares under IPO	36	34	42	88
f. I read to increase my financial knowledge	12	38	64	86
g. I maintain adequate financial records	14	36	72	78
h. I spend less than income	10	18	54	114
i. I maintain adequate insurance coverage	26	38	62	74
j. I plan and implement a regular savings/investment program	12	28	68	92

### Financial Influences

7. Rate the following items of influences on a scale of 1-4 (1, none; 2, not much; 3, some; 4,a lot). How much did you learn about managing your money from the following?

Items	1	2	3	4
a. Parents	6	16	80	98

b. Friends	50	76	40	3
c. School	38	58	54	50
d. Books	20	42	70	68
e. Media	10	54	64	72
f. Job	0	22	36	142
g. Life experiences	4	14	36	146
h. Internet	28	47	41	84

8. Which of the following items did you learn about in your home while growing up?  
(Check all that apply)

- a. Budgeting [22]      b. Investing [122]      c. Taxes [79]  
d. Insurance [111]      e. Loans [98]      f. Interest Rates [88]  
g. Saving [132]      h. Keeping Records [18]

9. How would you describe how finances were handled in your family? (Check all that apply)

- a. My parents usually argued about the finances [111]  
b. Within the family we openly discussed or finances .[79]  
c. My parents explicitly taught me about finances [56]  
d. We didn't talk much about finances but I learned from their examples [44]  
e. My parents included me in various financial decisions [103]  
f. Other (Please specify)... [2]

**Financial Attitude**

10. Rate the following items on a scale of 1-4 (1, not at all true for me; 2, somewhat not true for me; 3, somewhat true for me, 4, very true for me)

Statements	1	2	3	4
a. I feel in control of my financial situation	2	36	60	102
b. I feel capable of using my future income to achieve my financial goals	12	26	58	104
c. I worry to manage my finance	12	22	58	108
d. I am uncertain about where my money is spent	16	50	58	76
e. I feel credit cards are safe and risk free	14	26	78	82

f. I feel capable of handling my financial future (e.g buying insurance)	16	24	62	98
g. I am afraid of loan	14	29	62	95
h. I give importance to saving money from my monthly income	2	16	64	118
i. I feel having life insurance is an important way to protect loved ones	16	28	48	104
j. I enjoy thinking about and have interest in reading about money management	12	24	70	94
k. I enjoy talking to my peers about money related issues(i.e. taxes)	10	37	47	106

### Financial Knowledge

Please select only one answer option for question no. 11 to question no.21.

11. Suppose you had Rs.1000 in a savings account and the interest rate was 2% per year. After 5 years, how much do you think you would have in the account if you left the money to grow?

- a. More than Rs.1020 [82]                      b. Exactly Rs. 1020 [86]  
c. Less than Rs. 1020 [4]                      d. Do not know [28]

12. Suppose you had Rs.1000 in a savings account and the interest rate is 20% per year and you never withdraw money or interest payments. After 5 years, how much would you have on this account in total?

- a. More than Rs. 2000 [62]                      b. Exactly Rs. 2000 [106]  
c. Less than Rs. 2000 [6]                      d. Do not know [26]

13. Imagine that the interest rate on your savings account was 1% per year and inflation was 2% per year. After 1 year, how much would you be able to buy with the money in this account?

- a. More than today[22]                      b.Exactly the same[38]  
c. Less than today[96]                      d.Do not know[44]

14. Assume a friend inherits Rs.10,000. today and his sibling inherits Rs.10,000, 3 years from now. Who is richer because of the inheritance?

- a. My friend[26]                      b.His sibling[100]  
c. They are equally rich (32)                      d.Do not know[42]

15. Suppose that in the year 2014, your income has doubled and prices of all goods have doubled too. In 2014, how much will you be able to buy with your income?

- a. More than today[34]
- b. The same[84]
- c. Less than today[54]
- d. Do not know[28]

16. Net worth is:

- a. The difference between expenditures and income.[30]
- b. The difference between outsiders' liabilities and assets.[112]
- c. The difference between cash inflow and outflow.[36]
- d. None of the above.[22]

17. A company issues shares in the:

- a. Secondary markets[18]
- b. Primary markets[168]
- c. Stock exchange[14]
- d. Derivative markets[0]

18. What is the general corporate tax rate in Nepal?

- a. 15%[66]
- b. 20%[18]
- c. 25%[114]
- d. 30%[2]

19. What do you think deserves primary attention when one has to compare between the banks to choose the one where to take a loan from?

- a. Bank's reputation (fame) and its reliability[78]
- b. View of the bank office and qualifications of its personnel.[14]
- c. Interest rate and the other costs[.102]
- d. Gifts and advertising campaigns[6]

20. Who regulates the banks and financial institutions in Nepal?

- a. Securities Board of Nepal.[2]
- b. Securities Exchange Commission.[2]
- c. Insurance Board of Nepal.[6]
- d. Nepal Rastra Bank.[190]

21. The main reason to purchase insurance is to

- a. Protect you from a loss recently incurred[20]
- b. Provide you with excellent investment returns[20]

- c. Protect you from sustaining a severe loss[28]
- d. Protect you from small incidental losses.[112]
- e. Improve your standard of living by filing fraudulent claims.[20]

17. Rate the following items on a scale of 1-4 (1, not at all true for me; 2, somewhat not true for me; 3, somewhat true for me, 4, very true for me)

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
a. I have adequate Knowledge to manage my personal finance.	17	32	62	89
b. I understand inflation and how it may impact my future investment income.	8	42	66	84
c. Insurance provides opportunity to earn returns on premium in the future.	30	40	56	74
d. It is less likely that you will lose all of your money if you save it in more than one place.	38	58	54	50
e. High inflation that the cost of living is increasing rapidly	20	42	70	68
f. It is usually possible to reduce the risk of investing in the stock market by buying a wide range of stocks and shares.	10	54	64	72
g. An investment with a high return is likely to be high risk.	11	25	63	101

**Thank you !**

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ABSTRACT The main aim

**of the study is to examine the level of financial literacy of women employees in Kathmandu district. The**

research applied

**descriptive and explanatory research design. In this study, the approach is women employed to establish how variables such as profession, income, qualification, financial behavior, financial influence and financial attitude impact on financial literacy of Kathmandu district 'women employees'. The**

study is based on primary data: a stratified sample survey through questionnaire of 200 employees in Kathmandu district.

**The study collects data from the respondents by directly in their working place. Questionnaires were distributed to each and every individual. After receiving the response, data were decoded into SPSS version 22 tools**

. The study finds that women employees in Kathmandu district has lower level of knowledge on FL.

**The study shows that there is significant relationship between financial knowledge and income, education level and education stream at 10 percent level and 1 percent level and financial behavior at 10 percent level. Income, level of education and education stream is consistent . Which means with****the increase in income, education level, education stream and financial behaviour, the level of financial knowledge also increases and vice versa****The study showed that most of the employees like to invest in their own business, like to deposit, go for travel and vacation and maintain adequate records. There is significant difference in knowledge among various income, education level and education stream. Financial influence and financial attitude are statistically insignificant which means these variables have no**