UNIVERSITY OF CAPE COAST

IMPACT OF FINANCIAL LITERACY ON FINANCIAL BEHAVIOUR OF

UNIVERSITY OF CAPE COAST (UCC) STUDENTS

ABDUL-AZIM MAHAMUD BABA

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BY

ABDUL-AZIM MAHAMUD BABA

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Business, College of Humanities and Legal studies, University of Cape Coast in

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DECLARATION

Candidate's Declaration

I, ihereby, ideclare ithat ithis idissertation iis ithe iresult iof imy iown ioriginal iresearch iand ithat ino ipart iof iit ihas ibeen ipresented ifor ianother idegree iin ithis iuniversity ior ielsewhere.

Candidate's Signature…………………………… Date……………………

Name: Abdul-Azim Mahamud Baba

Supervisor's Declaration

I, hereby, declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature………………………….. Date…………………….

Name: Siaw Frimpong, PhD.

ABSTRACT

The main thrust of the study was to examine the impact of a mastery of a set of knowledge, attitude and bahaviour of UCC students. The research was conceptually framed by three research questions and three hypotheses. Descriptive survey design involving the quantitative approach was used in the study. The target population of the study was all UCC students. A sample size of 382 students was chosen for the study using Krejcie and Morgan (1970) sampling table of determination. Some Jumpstart (2013) and other notable literature questionnaire adapted on financial knowledge, financial attitudes, and financial behaviour, which affect financial literacy was used for the data collection. Pre-testing of the instrument was done and reliability and validity were ensured. The data collected was analysed using descriptive statistics (frequencies and percentages, variances) and statistical inference (Chi-square, χ^2 correlational regression between one-way ANOVA). The study revealed that the financial literacy levels (knowledge) of UCC students are generally fair. The results from the study further indicated that demographic characteristic of the students imparts upon their mastery of a set of financial alertness. The results of statistical evidence to the effect that financial literacy of UCC students do not differ in terms of the students' ages. Therefore, the null hypothesis stated as "There will be no statistically significant difference among the age groups of respondents with respect to the financial literacy of UCC Students".

ACKNOWLEDGEMENTS

DEDICATION

All brothers and sisters are duly remembered.

TABLE OF CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

LIST OF ABREVIATIONS

ANOVA   Analysis of Variance

CREF   College Retirement Equities Fund

FINRA   Financial Industry Regulatory Authority

GDP   Gross Domestic Product

NCEE   National Council on Economic Education

NEFE National Endowment for Financial Education

OECD   Organization for Economic Corporation & Development

SDG   Sustainable Development Goals

SES   Socio-economic Status

SLT   Social Learning Theory

SPSS   Statistical Package for the Social Sciences

UN   United Nations.

CHAPTER ONE

INTRODUCTION

Financial knowledge and behaviour are needed to successfully manage effective financial decisions, which could impact on students' financial literacy (Ma, Pender & Welch, 2016) .This research conceptualizes the transition to adulthood as a pathway toward a goal of financial self-sufficiency. However, irrespective of quite a number of studies have been done on financial literacy of students in Ghana, it remains highly under researched. Households with less financial knowledge tend to wallow in over indebtedness (Idris, Wee, Ismail & Abd Samad, 2018).

A particular area where many tertiary students are challenged in climbing the academic ladder is learning to avoid or better still manage expenses and life disadvantages that are pertinent hindrances that cut across cultural, institutional, and dispositional conditions that cause a person to participate in post-secondary education. With a lot of responsibilities that requires effective management in order to enhance student's success in pursuit of tertiary education, makes university entry a mixed experience or reaction for many students (Anis, 2017). Thus, in experiencing the educational cultural practices, much is required for a tertiary student to tackle rightly (Serido & Shim, 2014).

Background to the Study

The growing awareness of Financial literacy has been defined as "the ability to manage personal finance matters in an efficient manner" (Investopedia, 2017). Financial literacy includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future, and

1

respond competently to life events that affect every day financial decisions, including events in the general economy. The need for financial literacy remains unavoidable since contemporary markets are filled with sophisticated financial inventory. Considering the consumer thirst of people and the zest for every material good, it becomes notable to abreast the youth with financial literacy among people (Armstrong, 2015).   Financial literacy inculcates the fabric of knowledge, attitude, and behaviour on finance among others.

Ghana's economic outlook partly depends on knowledgeable consumption that is still fragile. Financial literacy has proven largely to half the illiteracy epidemic among the citizenry, which affects negative outcomes like mental health, psychology, as well as depression subjecting society on a tremendous burden (French & Mckillop, 2016). Moreover, financial challenges are obviously manifested in different ways, which is not necessarily related to initial access to high-level education. A money issue in diverse ways affects access, involvement, persistence, and achievement of educational goals (OECD / INFE, 2016). In addition, it is recognized that students exhibit a complex web of attitude towards money and employ a range of strategies for debt avoidance (Reyer, 2016). Leaving high school and entering a university is a big step, and it is often the first time many young adults taste the freedom of the real world and venture out from the warmth and safety of their parents' homes (Amanda, Aker & Boumnijel, 2016). At this level, therefore, the ability to manage one's finances is of great essence. Financial literacy consequently poses different effects (Abel, 2016).

Today, the meaning of money and the attitude of the youth towards money have become important concerns not only the need for successful adult life, but the

nation's educational institutions as they represent a logical resource for addressing the problem (Peach & Yuan, 2017). Due to the increased stature of money in communal living, it is essential to under study the make-up of financial literacy. As stated by Taneja (2015), financial attitude encompasses state of mind, norms, beliefs, opinion, values and satisfaction one portrays. Mudzingiri, Mwamba and Keyser (2018) also conceptualized important financial attitude that supports social wellbeing to maximize on monetary behaviour. An individual's money attitude may determine one's change in a social environment with interactive and reciprocal relationship. Past literature asserts that formal instruction in business related courses is not a sole panacea that cures financial illiteracy pitfalls (Crain, 2017). The study further suggests inculcating financial knowledge and skills at the foundations', broadened at the exit of diploma and reinforced at the tertiary level.

Financial attitude also combines views and emotions about learning, which could lead to a willingness to react positively (Pamungkas, Aminah & Nurosyid, 2018). The processes of expenditure, the accumulation of financial assets and the sort of objectives or targets students set for themselves concerning their finances is a necessary tool that indicates their financial attitude. Under research framework of this study, it was found that knowledge has a more positive influence on both financial behaviour and attitude. Therefore, developing a positive attitude about money may influence students to gain more financial knowledge and hence financial literacy; whereas negative money attitude could lead to poor management of student finances (Albeerdy & Gharleghi, 2015). A study by Wagner (2015) also asserts that financial behaviour is vastly accelerated through increasing the rate of constant involvements in social learning opportunities.

Hence, the youth by observing how parent's, peers and other social settings participate in financial practices are able to acquire and mimic some know-how and or skills exhibited easily particularly when directly instructed (Sundarasen & Rahman, 2017).

A study by Agnew and Harrison (2015) reveals how attitude about money affected digital transactional behaviour of students. This research by Agnew & Harrison asserts student reliance on digital platforms was positively related with mandatory or critical expenditure other than impulsive spending. Lantara and Kartini (2015) in their research intimated that students with higher sensation-seeking skills tended to have more problematic financial behaviour. Student's level of literacy is affected by his/her family and peers, and those are dependent largely upon demographic features like age group, gender, and years of education among others. They (Rooij, Lusardi & Alessie, 2011) also posit that financial literacy when targeted at special groupings, turn out to be more effective.

Tertiary students serve as mouth-watering venture for financial institutions, since they serve both a reliable source of short-term inflow and a way to initiate brand-loyalty throughout adulthood (Curran, Parrott, Ahn, Serido, & Shim, 2018). The seeming inadequate experience in money management could be especially toxic to graduates' financial futures (Oseifuah, Gyekye, & Formadi, 2018). In order to protect abusive lending practices that target vulnerable segments of the population like students which could result in unaffordable payments, equity stripping and foreclosure (Gyimah, Poku, & Osei-Poku, 2018), financing decisions are also critical and a rationale for this research.

Statement of the Problem

The need for financial stability and responsible attitudes towards financial management on the individual and national level are globally recognized. In view of this, one of the Sustainable Development Goals which is targeted at both social protection and sustained and inclusive economic growth (SDG-8) is hinged on access to quality education (SDG-4). These and many other provisions of the sustainable development goals meant to bridge societal gaps are still far-fetched in Ghana.

There exist abound research on this topic in the country to the effect that there is inadequate financial literacy among Ghanaians especially the youth (Oseifuah *et al.,* 2018). During the past decades, the level of household borrowing has grown considerably, both in absolute terms and relative to household income reaching higher record levels (Oppong-boakye & Kasanba, 2013). Knowledge is the most obvious and most common component of the many conceptual definitions of financial literacy (Zimmerman, 2014). Fernandes, John, and Netemeyer (2013) also stated that financial behaviour may be hierarchal and that some behaviour may be more affected by financial knowledge.

Due to an increasingly complex marketplace (Turner, 2014), a number of persons pursuing higher degrees of education are, however, struggling with high debt burdens and are therefore classified as being in debt distress due to the high cost of education (Dale & Krueger, 2014). Aside the immediate negative outcomes, irrational behaviour depicted by consumers is often driven by knowledge and psychological processes that result in mental "shortcuts" as well as biases (Smith & Barboza, 2014). The overwhelming majority of over-

5

indebtedness is made –up of young people aged between 25 - 40 years (Idris et al., 2016). Rapid growth in personal debt or over-indebtedness makes one ponder whether individual's debt illiteracy led one to the high over-indebtedness or incur credit one could not afford (Goodman, Smith, & Hurwitz, 2015). Where should the youth acquire the cherished livelihood kits? Their families' presents an exuberant alternative yet an intergenerational educational spill over do not offer any intervention necessary to mitigate present challenges. Basic financial knowledge is possessed by many students through trouble-shooting, yet their money know-how may not be sufficient to maximize their utility and resemble real life behaviour (Mudzingiri et al., 2018). Hence, it is high-time or of essence students are supported by educators in acquiring effective money management practices (Jumpstart, 2016).

Shortage of funds may interfere with an educational career (Goldin & Katz, 2016). Particularly, where there is a growing and valid concern about the detrimental effect on individuals and the waste of resources resulting from high interest rates on personal financing offers in Ghana .This makes the gap between students of high and low income backgrounds in degree attainments much larger. The lack of experience on the part of young adults in managing money does not absolve them of any irrational behaviour exhibited by consumers in escaping the psychological costs associated with indebtedness (Baum, Kurose, & Ma, 2013). Despite the government of Ghana's effort at instilling financial literacy among its citizenry, a week-long campaign dedicated to this subject matter is centred on the general public rather than tertiary students. Hence, the need for this thorough assessment of the relevance in the mastery of a set of tools or skills on the

knowledge, attitude and behaviour of students in the University of Cape Coast sought to bridge that gap.

Purpose of the Study

This research is aimed at examining the impact of financial literacy on financial behaviour of University of Cape Coast (UCC) students.

Research Objectives

The objectives of this research were to:

1. Assess the financial knowledge (levels) of students in University of Cape Coast;

2. Evaluate the relations between demographic features and financial literacy of University of Cape Coast students;

3. Assess the impact of financial literacy on financial behaviour of University of Cape Coast students.

Research Questions

To critically study afore areas within this fold, ensuing criticism guided the research:

1. What are the financial levels (know-how) of University of Cape Coast students?

2. How does a demographic characteristic influence financial literacy of University of Cape Coast students?

3. How does financial knowledge impart on financial behaviour of University of Cape Coast students?

Research Hypotheses

In order to establish the differences among financial literacy of University of Cape Coast students, the hypotheses below were formulated and tested in the present research.

H_0: There is no statistical significance among the ages of University of Cape Coast students and their financial literacy.

H_0: There is no statistical significance among the field of study of University of Cape Coast students and their financial literacy.

H_0: Financial literacy has no relationship with financial behaviour of University of Cape Coast students.

Significance of the Study

The significance of this research is to test the degree to which young adults' financial attitudes mediates their financial knowledge and the perceived influence of parents and or peers on financial behaviour. This research outlines the guiding theoretical framework, the perceived parental and or peer influence on the financial socialization of tertiary students.

Notwithstanding the incentives to borrow that the life cycle permanent income hypothesis suggests, this research seeks to assess the association that exist within financial literacy of tertiary students and the behaviour been portrayed by them. Though, it measures how well an individual do understand as well as use personal related information that shape the financial decisions of households. This implies that for one to be financially literate, one should be able to use financial knowledge to improve one's welfare. This study is geared toward informing the government and other well-meaning stakeholders on the financial literacy levels

8

among tertiary students in Ghana, thereby enable them to effectively formulate and implement policies that would improve upon the situation. Besides, as the youth shall be the touch bearers of the next Sustainable Development Agenda, we must ensure that this transition leaves no one behind. We have a shared responsibility to embark upon a path to inclusive and shared responsibility in a peaceful and resilient world, where millions of people are expected to be lifted from poverty through education.

Albert Einstein postulates that 'all that is valuable in human society depends upon the opportunity for development accorded the individual'. This maxim if applied on seeking knowledge could easily bring about lifelong learning opportunities for all, thereby promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Delimitations

This research focuses on the university of Cape Coast and covers all youth who are in pursuit of any form of tertiary education, including technical and vocational training. This research, however, excludes youth in basic and second cycle, and any form of intermediate training.

Limitations

Much as this research affirms that intervention within intentions, time preferences and behaviour cannot be imagined by the researcher, a link is yet to be initiated. Meanwhile previous studies by Mudzingiri et al., (2018) repeatedly found expected meaningful relations between individuals' intentions and behaviour. Relatively, another study has found valid associations between changed intentions and subsequent behavioural change. It is therefore, worth

9

emphasizing that change in students' minds to become risk averse in financial behaviour typically indicates program effectiveness at enhancing participants' future financial behaviour. Although intentions may have strong association with future behaviour, subjecting this relationship to hypothesis requires data from a longer term.

Furthermore, this study does not take into consideration any autonomous role or liberty that present circumstances play in making or actualising innovative behaviour. Digital transaction, for instance, may be activated to resolve immediate and cogent financial needs; such as unanticipated expenses or interruptions in on-going transactional system support. Finally, a study by Meier and springer (2013) also declared how tertiary students utilise digital platforms for routine transactions to ease convenience, which aspects of time preferences do not regulate (Mudzingiri et al., 2018). Presently, no study has yet examined a strike-up within the entire terrain of transactional charges. This could form an exciting and essential twist to activate in consideration for future research**.**

Definition of Terms

Financial literacy: It is the confluence of financial, credit and debt management and the knowledge that is necessary to make financially responsible decisions. Thus, decisions that is integral to our everyday lives. Financial literacy includes understanding how a checking account works, what using a credit card really means, and how to avoid debt.

Socio-economic status (SES): It is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

Household income: It is defined as income received on a regular basis before payments for taxes, social security, etc. and does not reflect noncash benefits.

Life-cycle model: It is a model that strives to explain the consumption pattern of individuals. The life-cycle hypothesis suggests that individuals plan their consumption and savings behaviour over their life-cycle. They intend to even out their consumption in the best possible manner over their entire lifetimes, doing so by accumulating when they earn and dis-saving when they are retired. The key assumption is that all individuals choose to maintain stable lifestyles.

Debit-card: It is a plastic payment card that can be used instead of cash when making purchases and or withdrawals.

Theory: It is an explanation of a natural or social behaviour, event, or phenomenon. A scientific theory is a system of constructs (concepts) and propositions (relationships between those constructs) that collectively presents a logical, systematic, and coherent explanation of a phenomenon of interest within some assumptions and boundary conditions (Bacharach, 2018). A theory is based on a hypothesis that is backed by evidence. A scientific theory presents an explanation about some aspects of human behaviour or the natural world which is supported through repeated testing and experiments. This means that scientists have repeated these experiments and replicated these findings. They have also collected evidence that supports the theory. Many different researchers have gathered evidence that supports the theory.

11

Construct: It is a tool in psychology, which is used to facilitate understanding of human behaviour. It is abstract concept specified at a high level of imagination that is chosen specifically to explain the phenomenon of interest. Construct may either be uni-dimensional (i.e., embody a single concept), such as weight or age, or multi-dimensional (i.e., embody multiple underlying concepts), such as personality or culture. All sciences are built on systems of construct and their inter-relationships. While some constructs, such as age, education, and firm size, are easy to understand, others, such as creativity, prejudice, and organizational agility, may be more complex and abstruse, and still others such as trust, attitude, and learning, may represent temporal tendencies rather than steady states.

A construct derives its identity due to the fact that it is a mental construction, which thrives on the general scientific process: taking stock of natural occurrence, identifying the common features of those occurrences, and building a brand for the observed commonality or the underlying cause of the commonality. In short, constructs are the building blocks of scientific theories (John F. Binning, 2009)

Organization of the Study

This research is categorized into five (5) chapters. Chapter one introduces personal financial literacy under study; why the challenge persists; how it relates to previous work and the practical and theoretical implications. It also points out existing knowledge gaps, controversies to be resolved; Purpose of my study in broad terms; research objectives and questions; and statement of hypotheses among others. Limitation of the research is also placed in perspective.

Chapter two outlines the boundaries of this research and how the elements are organized. In addition to the theoretical and conceptual frameworks, the literature explores key theories around which the research is built; clarify any interpretation or critique of these concepts in relation to this study and summarize the main points that emerged from the review and their implications for the development of this research.

Chapter Three elaborates on research design; study area; population; sampling procedure; data collection instruments and procedure; data processing and analysis and summary of the chapter. Chapter Four briefly restates purpose of the study and summarizes research methods utilized, including analytical techniques. It presents the study findings by research questions/ hypotheses. Findings are also interpreted and evaluated in reference to the literature or previous findings alongside current theoretical position on the issue as well as practical applications. The chapter concludes with an executive summary of the key findings.

Chapter five begins with a good overview of the dissertation. Thus, the purpose of the study; discussion of research questions and the research methods employed. Summary of the results from the research questions. Recommendations are also based on the key findings of the study. Suggestions for further research identify new areas that need to be studied further.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The significance of the review makes a provision for an appropriate medium or platform for the research over which the present registry of diction on the financial literacy of UCC students is identified, evaluated and interpreted. Attention to financial literacy has grown in recent years because of a complex financial services industry that requires consumers to be very actively involved in managing their finance. Acquainting one with gaps in literature makes one pervious to the empirical dimensions of student debt illiteracy, demographic factors and measurable impacts on the lifestyle of tertiary students' financial literacy shall be brought into perspective.

Theoretical Framework of Study

The theoretical rope or abstract concepts used in this study are both the theory of planned behaviour – TPB (Adjen & Fishbein, 1980) and systems theory (Goldsmith, 2005). Much as the theory of planned behaviour predicts an individual's intention to engage in a particular act at a specific time and place, it was intended to explain all behaviour over which people have the ability to exert self-control. The key component to this model is behavioural intent – thus, the kind of intentions which are affected by the attitude incidental to the likelihood that the acts exhibited will have the expected outcome and the pending evaluation of the risks and benefits of that outcome. Systems theory on the other hand, involves a synergetic input-throughput-output-feedback model (McGregor, 2016) designed a model which serves a procedure with systems alienation where

14

resources are managed with reference to "a process of using resources to achieve goals" (Goldsmith, 2005). Systems thinking provided the lens through which the world better accounts for its complexity. Instead of trying to understand financial literacy by studying it in isolation, scientists looked at what types of patterns emerged when financial elements (knowledge; attitude and behaviour) interacts together.

Based on the framework, children nurtured under well-endowed environments (e.g., who live in communities with social networks and resources for the youth, who have strong ties to schools and teachers, who benefit from nurturing and parental support that includes clear and consistent discipline, exposure to pro-social peers) assume normal development and exude healthy behaviour. Although the family is recognized as the fundamental societal unit, it is recognized that management principles and techniques apply to singles as well as to families. Most of the latest literature, however, centred on financial literacy seeks to measure the aggregate level of financial knowledge, because higher financial behaviour standards are highly influenced by higher benchmarks of financial know-how (Hanson & Kalthoff, 2018). There also exists a high tendency of consistent financial behaviour among people with positive attitude.

The present study is an integration of theory of planned behaviour (TPB) and social learning module, deeply rooted on systems theory, serves as underscore to the financial management practices of UCC students, since economic theory also presumes that people seek to maximize their satisfaction by means of the decisions they make. In life, individuals are seen as rational and acquisitive. Management, however, recognizes that even though individuals want to increase

utility, they often behave without any optimizing less than rational ways. But, unexpected events or reactions to events may require adjustments to plans and actions.

The four-pronged processes proposed by the family resource management model and adapted in this research, highlights how an individual is capable of utilizing financial knowledge to improve upon one's welfare (Mudzingiri et al., 2018).   The processes include resource-supplied or inputs; channels or resource-chain; product or outputs; and communicated outcome or feedback outlet (Figure 1). In this particular case, the research captured the input and throughput sections of the model, with the correlation influences of demographic features for desirable behaviour (figure 2) inclusive. The product and communicated outcome stages or portions of the model are captured in subsequent chapters to enrich the knowledge concerning family economic management functions.

Features	Decision making	Met characteristics
Value	Implementing	Achieved goals
Attitude	Use of Resources	Altered resources
Knowledge	Behaviour	Life satisfaction

Resource-chain   **Product**

Communicated-outcome

(Positive or negative)
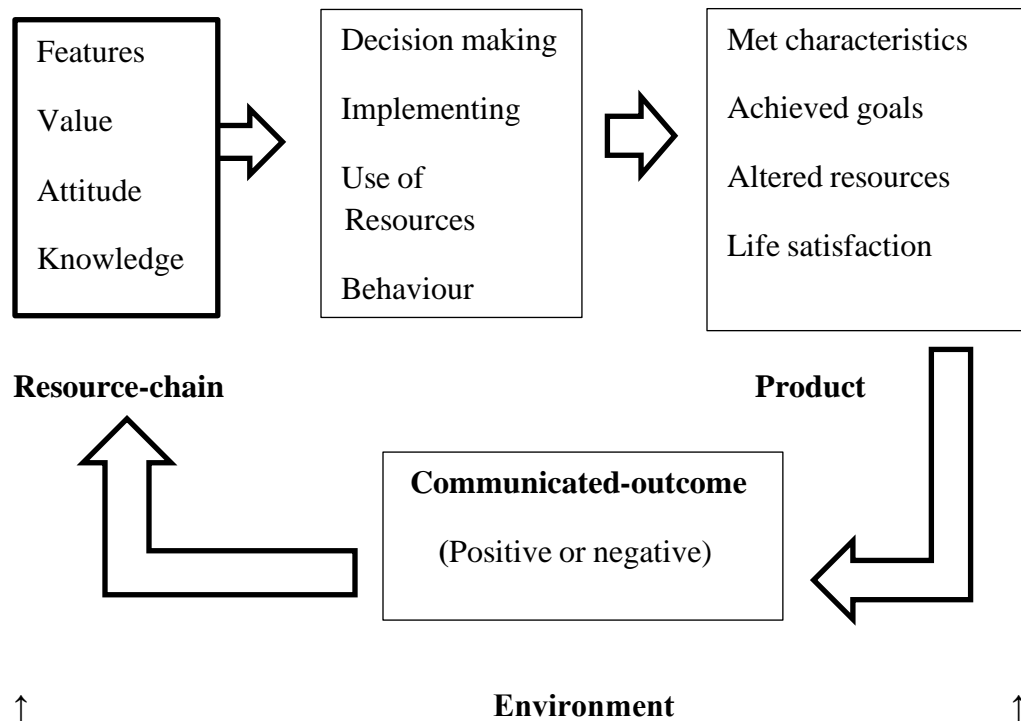
↑_____**Environment**_____↑

Figure 1: Family Resource Management Model.
Source: [Journal of American science, 2014; 7(2); 4-6].

16

Environmental Influence

The Classical conditioning theory which entails learning a new behaviour through association (McLeod, 2014) helps highlight the process UCC students go through in order to better their welfare status. The attitude, norms and value developed by the youth emanates from their innate bodily reflexes with new stimuli (see Figure1). As the youth learn by association or social interaction (Xiao & Porto, 2017), they begin to permanently change their behaviour as a result of a new experience. To what does learning apply? New information; skills; hobbies and interests; attitude; behavioural dispositions; beliefs and values among others (Kezar & Yang, 2015). John Watson (1924) proposed that all aspects of Classical conditioning, based on Pavlov's (1920) observation was able to explain all aspects of human behaviour (see Figure 2).

Environmental Influences: Demographic Characteristics		**Levels:** Knowledge Attitude		**Behaviour:** Value Norm
Resource-supply				**Resource chain**

Environment

Figure 2: Model of Study.
Source**:** Author's construct, ABDUL-AZIM (2018)**.**

Demographic features are major control elements that help shape condition in which students survive in. A relationship between demographic

17

features and the value of students formed a basis of focus in this research due to the massive transmission of influence being passed on UCC students' financial know-how, attitude and behaviour. As personal values presents incentives by setting up practical life situations to students at a younger age (Clark, Heaton, Israelsen & Eggett, 2015), demographic variables increases as the student ages and eventually upon assuming tertiary status (Ensar, 2013). Since financial knowledge is assumed to be more relevant in the focus group, attitude and behaviour are more personal issues that cannot be radically transferred on somebody requesting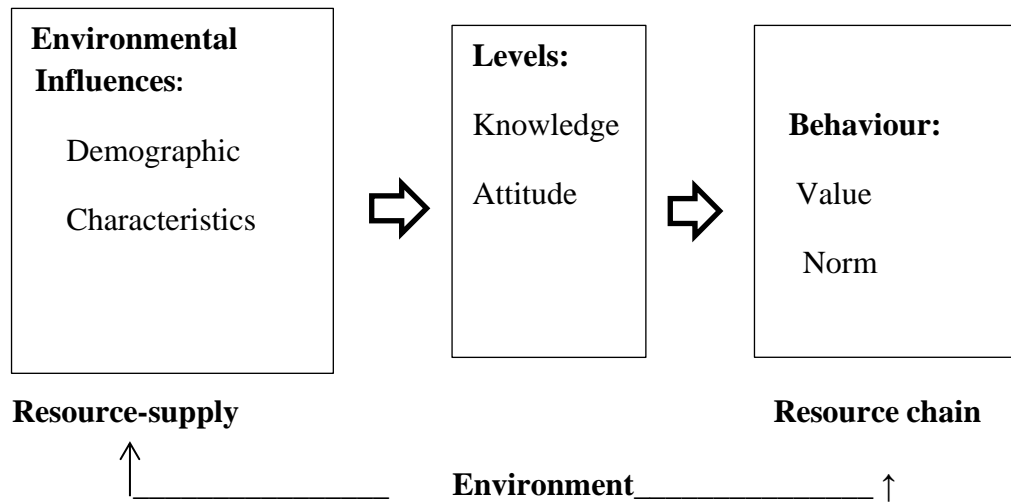 a financial advice (Olayinka, 2019). At each stages of the classical conditioning, there persists stimulus with corresponding responses.

Resource Supplied

Under the classical conditioning theory proposed by Watson and Lavlov, the association involves two stimuli that link all together to create newly learned response in a person (thus, resource supply stage in figure 1). Prior to conditioning, UCC students' financial knowledge or unconditioned stimulus (UCS) produces an unconditioned response (UCR) or financial attitude in their minds. In basic terms, this means that a stimulus in the environment has produced a behaviour / response which is unlearned (i.e., unconditioned) and therefore is a natural response which has not been taught. In this respect, no new behaviour has been learned as yet. The information and or material students develop or are in the process of developing arise as a result of their interaction with the environment; hence they form the avenue in order to yield or accomplish their desired goals (Ramarao, 2014). This stage also involves another stimulus which has no effect on a person and is called the neutral stimulus (NS). The NS in this study represents

18

UCC students. The neutral stimulus in classical conditioning does not produce a response until it is paired with the unconditioned stimulus.   These resources or material to be paired in the present study forms the major components of financial knowledge, financial attitude, and demographic features (Figure 2).

Resource Chain

During the conditioning stage, stimulus which does not produce any response (thus, neutral) are associated with the unconditioned stimulus at which point they now becomes known as the conditioned stimulus (CS). Often during this foremost stage, the unconditioned stimulus (UCS) must be associated with the conditioned stimulus (CS) on a number of occasions or trials, for memory indexing (learning) to take place. However, one trial learning can take place on rare occasions when it is not in the best interest for such an association to be strengthened over time.

Product

The third stage is Product or output. Output is outcome which defines whether desired goal was reached or demands have been met. A conditioned stimulus (CS) has been related with the unconditioned stimulus (UCS) to create a new conditioned response (CR). For instance, a person (CS) who has been associated with nice perfume (UCS) is now found attractive or charming (CR). The refined outcome is the contentment or dissatisfaction with the standard of living created by the solutions generated in response to demands and resource supplied (Clark *et al.*, 2015).

19

Communicated Result

Results are communicated at the final stage where there is a feedback link. This occurs where there is a random flow of experiences in the life of an individual (Potrich, Veira & Da-Silva, 2016). This could be due to unmet demands but does not take into consideration environmental or economic factors that might have influenced the outcome. The primary goal of a behavioural theorist is the pre-empting and response to behaviour. Neither introspection forms an essential part of its methods, nor does the scientific value of its data depend upon the readiness with which they lend themselves to interpretation in terms of consciousness. The behaviourists in an effort to get a unitary scheme of response recognize no dividing line between living things. The behaviour of man, with all of the refinement and complexity, forms only a part of the behaviourist's total scheme of investigation (McLeod, 2014).

In one instance where one wants to persuade a roommate, to grace the gallery at the cinema. If s/he has already formulated a positive attitude toward the movie: "I have heard that movie is funny", you could attempt to induce the belief strength; with an interjection "Everyone says it is funny; no question about it" or evaluation by saying "That movie isn't just funny, it's hilarious!" of that attitude. If s/he has a negative opinion or judgement toward attending the movie; s/he says "The movie theatre is decrepit"; one may try to suppress the strength of that judgement with the phrase "They remodelled it" or evaluate that thought by saying ("The important thing is the movie, not the theatre") somewhat the negative ordeal. One could equally forge a new favourable opinion by saying "I heard the

20

soundtrack to this movie is great!" or reminisce the roommate of a suspense or flashback of favourable attitude in order to reassure the state of mind.

The present research integrates complex social learning theories that utilised the survey to measure levels of financial literacy, relationship between personal value and demographic characteristics, and association between literacy and behaviour of UCC respondents. According to family resource management theory, students' financial behaviour is influenced by their demands and available resources (i.e., value, attitude, knowledge, and demographic features). Social learning theory explains that available resource or input increases the prevailing effect of the awareness of a set of know-how and views on financial decision-making of students (Disney, Gathergood, & Weber, 2015) due to the necessity in acquiring financial skills to precipitate the right financial decisions within the short term (Calcagno & Monticone, 2015). For behavioural change to significantly take place, knowledge and attitude must change first (Lusardi *et al.,* 2014).

This research contributes to a growing body of research that examines how information influences literacy decisions, showing that consumers who lack financial knowledge tend to make suboptimal decisions (Atafah, 2014). Furthermore, this study contributes to the literature on how cues and decision-making contexts correlate a variety of behaviour. This literature shows that cues that make information more salient influence a range of behavioural consumption and savings decisions (Oseifuah, Gyekye & Formadi, 2018). Currently, little is known about how students respond to either cues or financial information by changing their financial behaviour.

Empirical Review

Demographic Characteristics on Financial Literacy

In a quest to investigate the level of financial literacy among undergraduates of UCC, this study is a meta-analysis that examines whether gender, age, major course of study, and study years' are related to financial literacy. Local content-wise, past empirical authors eulogized a fundamental role in allowing and enabling people to learn and make responsible decisions as they strive to attain financial wellbeing (Potrich et al., 2016). Based on age categorization, Nguyen et al, (2017) grouped ages from 26 – 35 age range and that of 46 - 55 with statistical significant positive association with regular savings and work experience as supported by Ansong & Gyensare, (2014) compared with the age range of 18 – 25 in this study.

Afore studies have identified demographic features (gender, major field of study, age, education and marital status) as important student characteristics. Mireku (2015) also found-out from coupled respondents with a budget, posited that older students doubled as experienced in life were most likely to follow such plans religiously. All these results allude to the motion "financial mastery of a set of knowledge, attitude and behaviour is a process that occurs over the entire life cycle" (Bubolz & Sontag, 2014) of people.

Concept of Financial Literacy

A combined study by the Organization for Economic Co-operation and Development (OECD) and International Network on Financial Education (INFE) (2017) along with Sundarasen & Rahman (2017) explained that changes occurring in the financial markets, the economy and social characteristics increased the

amount of financial decisions that individuals now had to make. Longer life expectancy requires proactive accumulation of savings to last over longer retirement periods, financial support for personal and family healthcare needs have to be put in place, as well as planning and investing sufficiently to prepare for mounting costs of education. Because financial decisions deal with the future, there is an inevitable component of risk which the individual, fundamentally with financial literacy, must have the proper knowledge and tools to handle (Gyimah, Poku & Osei-Poku, 2018).

Without sufficient financial literacy, individuals are at greater risk of falling into excessive debt and having insufficient savings making it essential that financial literacy should be gained even before the individual has to face his first ever financial situation or earn his first ever income/salary (OECD/INFE, 2017). Investopedia (2017) concurred with this view in seeing financial literacy as a skill required smoothing the progress of analysing and managing financial issues affecting an individual's material well-being. It follows that financial literacy skill is essential for planning the future and competently responding to daily life situations as well as changes within the general economic landscape as illustrated.

Demographic Characteristics	Knowledge	
1. Gender	Attitude	Financial Literacy
2. Age		
3. Major		
4. Academic standing	Behaviour	
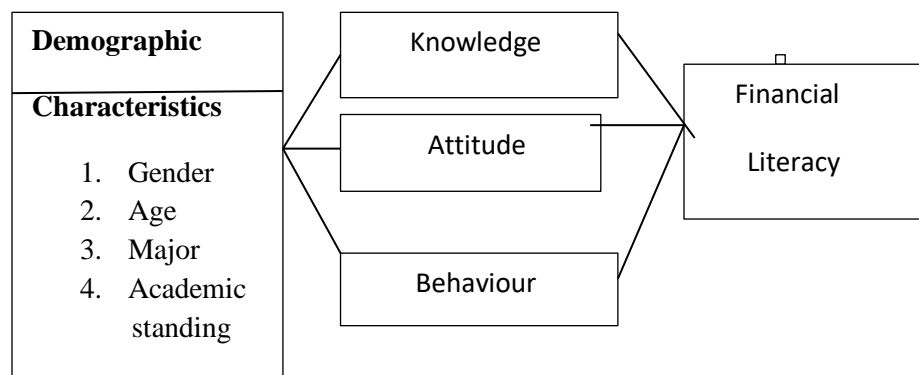
Figure 3: Research framework
Source: Author's construct, ABDUL-AZIM (2018).

23

Tiboh (2015) in his study of financial literacy in Canada concluded with inadequate or ample financial literacy could cause the fraction of adults with low levels of proficiency to remain unwavering at about 40 per cent of the Canadian population out to the year 2031, which would in turn have dire effects on the economy and society. OECD (2015) previously noted the inability of individuals in making reliable investment decisions poses the most pervious danger of fraud as characteristics of the financial illiterate; and that the presence of financial literacy is an important factor to compel providers of financial services to create and improve tailor-made schemes that positively affect the levels of investment and economic growth. These findings give the implication that the financial literacy of individuals affects their personal finances such that a collective effect of poor financial literacy worsens standards of living in countries with low financially literate citizens; and a worsened state of any nation's financial systems and processes.

Financial literacy, thus, refers to being perceptive of the ideas and phrases essential to control one's personal finances effectively (Garman & Forgue, 2017). It is awareness and understanding of financial impressions and possibilities, whose expertise, drives and assures to apply such awareness campaigns to take operative decisions over a variety of financial settings, the aim being to develop financial well-being and economic standards (INFE, 2017). It first and foremost wields a thinking and behavioural component and secondly, a purposeful or reason for developing the said skill. Thus, financial literacy is a form of know-how, which one should be able to apply, perceived as knowledgeable to reflect in both one's financial behaviour and financial experiences (Albeerdy & Gharleghi, 2015).

Benefits of Financial Literacy

Latest research has underscored the essence both persons and communities derive from financial literacy (Philippas & Tzora, 2017). It increases students' chances for saving and investing, getting out of debt, spending less than they earn, and living on a budget. Financial literacy also decreases students chances for bankruptcy, receiving government assistance (Albeerdy & Gharleghi, 2015), and making poor consumer decisions (Curran *et al.,* 2018). Tertiary students' who lack financial know-how have wallowed in economic droughts that persist into later years (Hanson & Olson, 2018). Guiso and Viviano (2015) reveal students lack of financial knowledge or debt illiterate become a cause of over-indebtedness among young generations. This has led to the recognition that mastery of a set of knowledge, attitudes and behaviours, could contribute to improved financial decision making, and that these decisions could, in turn, have positive effect not only on households but also on economic and financial stability of a country more generally (OECD/INFE, 2017). They point out that having low level of financial freedom weakens students' ability to make informed decisions that extends into the future.

Gyimah, Poku & Osei-Poku (2018) related students' financial behaviour to their future earning capacity. Gyimah, Poku & Osei-Poku (2018)   intimated individuals who have high level mastery of knowledge on finance are more likely to have regular savings (Nguyen et al., 2017). Additionally, in developing countries, Mahdzan & Tabiani, (2013) traced the co-existence between the awareness of a set of know-how, attitude, behaviour and savings by the probit regression, and with the finding that the former has significant positive association

25

with the latter in relation to UCC students. Poor or weak practice in management can affect student's academic performance, mental and physical well-being, and even the ability to find employment after graduation (Gyimah, Poku & Osei-Poku, 2018; Albeerdy & Gharleghi, 2015). If individuals are to navigate the current financial landscape, there is an urgent and increasing need to acquaint oneself with financial knowledge and at minimum basic financial skills (Mimura, Koonce, Plunkett, & Pleskus, 2015).

Although, it is perceived that economic well-being may differ by gender (Mimura *et al.*, 2015), Sundarasen and Rahman (2017) asserts self-actualising personal values, play a significant participatory socialising impact within the means that drives the youth to acquire recognized knowledge about finance. Thus, when students gain more knowledge and more positive attitude toward money, they make a better decision, which save resources and improves upon their situation (Gyimah, Poku & Osei-Poku, 2018). Financial literacy, therefore, provides the youth with an appropriate financial education which thereby help bridge financial literacy disparities as a result of the dichotomy in the social and economic placement (Hanson & Olson, 2015). This comes to light when one is presented with the findings on the literacy levels of female undergraduates in an upcoming economy like Ghana (Oseifuah et al., 2018). Recent studies also significantly exhibits further agents or factors which merits evaluation for their impact on over-indebtedness among the youth (Agnew & Harrison, 2015).

Harrison and Olson (2016) posit that behaviour and perception of couple's economic condition is compartmentalized into two sub-divisions: whereas dejection in life is related with low levels of family contentment, higher standards

26

of living on the other hand, are modestly correlated with greater marital and family satisfaction. Garman and Forgue (2018) also note financing challenges as one of the leading causes of disagreements in marriage which eventually result in decoupling. Curran *et al.* (2016) also intimated that within three-years of knot-tiring, the topmost reason for marital disagreement was economic distress. Curran *et al.* (2016) further related living hardships affected family co-existence through accelerated hostility in marital affections while limiting the warmth in co-habitation and supportive behaviour expressed by the couple. Therefore, since mastery of literacy surges positively, the standard of living should improve massively.

Notwithstanding the rare studies on the role played by the awareness of a set of know-how and opinion on financial behaviour of UCC students. This research, therefore, contributes to a body of knowledge due to the limited literature in Ghana, and can serve as a reference point on the contribution of financial literacy among tertiary students in emerging and developing economies.

Summary of Chapter

This chapter provides a synopsis of both a theoretical and research frameworks that serves as impetus to the background preview of the study; benefits of the subject matter; empirical layout on the theatre for financial mental massage of tertiary students; value or influences of personal demographic features that remodels the economic alertness (levels), attitude, and behaviour of UCC students. This literature equally reviewed and placed into perspective loopholes in the subject matter; brought to fore financial literacy concepts and behaviour of university students. A research which has broadened those arguments or proposals

27

by addressing afore gaps to inspire and engender on the impact of financial literacy

- a belief that is hinged on changing personal attitude and practices.

CHAPTER THREE

RESEARCH METHODS

Introduction

The main purpose of this study was to vigorously investigate the impact of financial literacy on financial behaviour of University of Cape Coast students. It is generally acceptable and concluded that the quality of any research project hinges on gathering relevant information that would be used to resolve an impending challenge. The quality of these processes should be premier such that it determines the validity and reliability of data collection and the results obtained therein (Strauss & Corbin, 2015). Therefore, without exception to the significance of this study (thus, impact of financial literacy on financial behaviour of UCC students). This chapter outlines some methods that were used in the research work. The research method and procedure had been used in the study are described under the ensuing sub-headings: Research design, population, sample and sampling procedure, instruments and data collection procedure and data analysis.

Research Design

Research design could be referred as the structure of research or droplet of "Glue" that clings on to or holds all of the elements in a research project together. Thus, it is a plan of the proposed research work to be executed. Its function, therefore, is to ensure that the evidence obtained ensures that the initial question is answered as unambiguously as possible. A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure (Jahoda, Deutch &

Cook, 2016). Research design is the plan, structure and strategy and investigation concaved so as to obtain ensured to search question and control variance (Akhtar, 2016). This means research design is a programme of activities that guides the researcher to collect, analyse and interpret data. According to Akhtar (2016) research design does not only anticipates and specifies the seemingly countless decisions connected with carrying out data collection, data processing and data analysis, but presents a logical basis as to how these decisions could be carried-out. In fact, research design is the conceptual framework within which research is conducted in its entirety.

In this research work, however, qualitative approaches (expert views) in a limited way are integrated with predominantly quantitative methods in analysing data to produce a mixed method flavour of research (meta-analysis). A qualitative modus-operandi provides an underlying insight of the problem setting, while quantitative techniques assembles the information and typically subject it to some form of statistical analysis. This dissertation employs both research designs in different degrees or meta-analysis. Mireku (2015) points to the fact that descriptive research entails the utilization of tools to be able to analyse and summarize a large pile of data in to magnitudes such as: frequencies, mean, median, mode, standard deviation, correlation, scatter plot, graphs, tables, charts, histograms among others. The information is so collected or gathered in pieces by a medium of data review, survey, interview or observation, to ascertain a vivid factor analysis of the pertinent issues under consideration. The features or characteristics used to present the situation or population is usually some kind of categorical scheme known as descriptive categories. The design is considered

30

desirable or suitable because it gives a researcher a degree of objectivity and neutrality.

Conclusively, descriptive research: provides an expansive view than other quantitative methods and it gives a broader picture of an event or phenomenon; a vivid presentation of a process or relation considered as a better method for collecting information that reveal its relationships and shows it to the world in its true reflection (Marsh & Stocker, 2010). Descriptive method gives the researcher the flexibility to use both quantitative and qualitative data in order to discover the characteristics of the population, as it sources for information to stimulate new explanation; and it also allows the researcher to split the observations and findings to examine the proportions, where a researcher gathers data from relatively large number of cases (Jackson, 2012) that may contradict prior beliefs about a subject.

As Akhtar (2016) reviewed the limitation of descriptive research in the following. He points out that unethical considerations like overly confidentiality and lack of truthfulness of respondents may pose drawbacks to descriptive research. Often subjects are not truthful as they feel the need to tell the researcher what they think the researcher might want to hear (Murphy, 2018). The essence of research is embedded in creativity and demands the discovery of facts and or ideas which could lead the investigation to an amicable conclusion. Therefore, descriptive research presents the possibility for error and subjectivity. A case is broadly also very challenging to generalize on the basis of a single case and to draw general conclusions which emanates from same case. Researchers' biases may lead to misrepresenting the respondents' perception or response (Harrison, 2013). Thereby, limiting the utilization of descriptive techniques for making

31

predictions. This limitation arises as a result of statistical tools which partly presents descriptive analysis and can therefore, aid but not in the best position to decipher any causal relation.

In short, descriptive research is one of the important scientific methods whose main objective is to describe and explain a phenomenon. It is often safe guided with one or more research questions / problems and does not follow any structured research hypothesis. However, it is capable of introducing new hypotheses.

Study Area

The University of Cape Coast (UCC) is one of the rare sea front universities in the world, located in Cape Coast - one of the most intellectually dynamic and culturally diverse areas of the nation. The UCC has restructured its degree programs by de-coupling the study of professional education courses from the main degree courses into five (5) colleges and fourteen (14) faculties/schools headed by provosts and deans respectively. The University is strategically sited in the educational heartbeat of cosmopolitan cities (Cape Coast and Secondi-Takoradi) thereby attracts tertiary students from diverse backgrounds and ages. Not only has the UCC been clothed with the capacity to meet the manpower needs of the Ministry of Education, it also augments that of other ministries and industries in the country. It is the very institution where the research study on financial literacy was conducted.

Population

Population of a study refers to the total unit in which the sample size is drawn (Saunders, Lewis, & Thornhill, 2016). Population, therefore, consist of all

possible cases of interest (Castro & Fortunato, 2015). The University of Cape Coast has over the last decade, progressively added to its traditional functions in existence. This brings its total undergraduate student population to over 67,938 (Academic records, 2017). The University has, over the years, been admitting students from less endowed schools and other areas through the remedial science program, mature students' entrance examinations and concessionary selections from deprived schools.

Sampling Procedure

The quality of any research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that is adopted (Greener & Martelli, 2018). Krejcie and Morgan (1970) tables is the basis for the sample size determination. It is an efficient method of determining the sample size needed to be representative of a given population. An attempt to identify the sample size required to be representative of the opinions of over 67,000 gainfully admitted to the University of Cape Coast relatively meritorious to financial literacy, enter table 1 at N = 67,000.The sample size representative of the population was approximately 382 participants. The gargantuan the sample size, the more the sample is likely to represent the population and the lower is likely to be the sampling error (Bryman & Bell, 2015).

Some relationships that exist among sample size and total population was established in Table 1(see appendix C). It is further worthy of note that as population size increases, the sample size increases at a diminishing rate and remains relatively constant at slightly more than 381.

33

Sampling Technique

The quota sampling as a form of probability sampling was adopted and used during the research. This technique is used when there is no ready-made lists of names available from which to sample randomly. In this quota sampling procedure, major fields of study (Agriculture and life sciences, Education, Liberal Arts, Engineering, Biological Sciences, Law and Others) which forms the sample frame are selected and interested participants handed their pieces of questionnaire to be self-administered and submitted at a later date. With a goal to meet quotas for demographic characteristics (gender, age, major fields of study and year of study) a total of 382 respondents were selected from the population to form the sample size. The intent is to select a sample whose frequency distribution of characteristics reflects that of UCC undergraduate population (Bryman & Bell, 2015). Obviously, the percentage of respondents making up each subset / major field of study of the UCC population is matched with these percentages in the sample.

Within each subset, respondents are not chosen randomly rather on the basis of availability. The study knocked on the doors of course-representatives on telephone and what Sapp messages who in turn collated all the responses from their subsets.

Data Collection Instruments

The survey questionnaire is created to collect data specifically for this research. This questionnaire created measures personal demographic features, financial know-how, financial opinion or views and financial behaviour, which imparts financial competence. The questionnaire is made up of 32 consecutive

questions in its entirety as well as 28 demographic characteristic solicitations and it took approximately 10-20 minutes to complete during the pilot survey conducted. This questionnaire bridges some of the gaps exposed under the literature review by expanding a particular characteristic on demographic features which could go a long way to massage and heal the elements of financial literacy. Some questions on financial knowledge were, however, adapted from the annual quantitative survey reported by OECD (2017). In addition, the research selected relevant questions from the Financial Survey (Jumpstart, 2016), alongside expert preview sample questions.

Haven chosen all relevant questions from each of the respective surveys, the probing questions are grouped into 4-categories: thus, student demographic features, knowledge, attitude, and behaviour until each section receive sufficient multiple choice questions without duplication of topics. The research crafted suitable questions from the literature in order to further bridge the gaps that existed in afore surveys. In the first section, respondents provided personal demographic characteristics, many of whom are found to correlate with their financial mental alertness, attitude, and behaviour.

The financial levels section has fourteen (14) probing theoretical demands on the overall financing content, credit management, insurance and investments. For instance, respondents were quizzed on what conditions lenders often resort to in a quest to approve a loan. Questions under this category measures the respondents' level of financial competence. The financial attitude section on the other hand, has ten (10) questions concerning students' perception of money and finances. It provides the research with relevant complementary information on

35

how demographic agents could be related to financial competence and possibly evaluates both. Respondents were tasked to rate the relevance of various questions in their opinion on a scale of 1-5 (Indicate the extent to which you strongly Agree-SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements). For instance, respondents rated questions in order of priority like: servicing enough and up to date monetary records; spend thrift as compared to earnings; budgeting as well as implementing periodic accumulation of money and investment scheme. Those probes measured respondents' complimentary financing attitude.

The behavioural division identified to be influenced by monetary alertness, perceptions, norms, and attitudes on the other hand, has five (5) broad questions dealing with the current financial behaviour of respondents. Respondents were quizzed to rate on a likert - scale of 1-5 (1- not at all true about me; 5- very true about me). A classic instance: respondents were tasked whether they have prepared budget and track their spending; regularly pay in to a savings account; and proof read through to grasp contracts or agreements severally before they commit themselves on to them. These questions measure the respondents' financial behaviour.

Validity and Reliability of Instrument

Campbell (1979) referred validity to as the best available approximation to the truth or falsity of a given inference, proposition or conclusion. The types and concepts of validity were equally measured and ensured during pre-testing like: surface, criterion, construct, and content. Validity reflects not only on the accuracy of measurements per se, it also deals with the representativeness of sample. The content validity was assessed by the experts of the department whereas the

36

construct validity was measured by Exploratory Factor Analysis (EFA). When developing, modifying, and interpreting the validity of a given instrument, rather than view or test each type of validity individually, researchers and evaluators test for evidence of several different forms of validity, collectively. Validity becomes impactful by robustness of survey design and whether right questions are posed to and understood by the respondents.

Reliability, on the other hand, refers to the degree to which an instrument yields consistent results. Common measures of reliability include internal consistency, parallel forms, test-retest, and inter-ratter (assessor) or Inter-observer reliabilities. Thus, whether the questions in the survey get the same type of response if the conditions remain the same. Each of these methods estimates and evaluates the reliability of the questionnaire differently. Among afore reliabilities, the internal consistency is the most frequently used method for validating the reliability of the instrument (Glaser & Walters, 2015) and the same has been used in the present research. Validity and reliability increases transparency, and decreases opportunities to introduce researcher bias in qualitative research (Singh, 2014).

Lucey, Hatch & Gainnangelo (2014) made a determination of the survey questionnaire of the Jumpstart Coalition for Personal Finance and had p values of less than 0.01 and 0.939 reliability. The coefficient of reliability falls within 0 and 1, with perfect reliability being equal to 1, and no reliability is equal to 0. Where 0 indicates no relationship among the items on a given scale, and 1 indicates absolute internal consistency (Tavakol & Dennick, 2011). The overall reliability for the questionnaire is 0.810 (see appendix A). Alpha values above 0.7 are generally considered acceptable and satisfactory, above 0.8 are usually considered

quite well, and above 0.9 are considered to reflect exceptional internal consistency (Cronbach, 1951). Reliability is a necessary, but not a sufficient condition for the validity of research (Haradhan, 2017).

Pre-test of the Instrument

The quest by this study to collect data for obtaining true information of primary essence has urged or prompted this research to enhance the validity and reliability of the collected data by pre-test of the questionnaire. Consistency of the instrument was achieved through a number of initiatives. As an essential concept in the research process, pretesting is critical for enhancing the accuracy of the assessment and evaluation of a research work (Haradhan, 2017). The pre-test exercise was carried-out in order to expose problem arrears within the fabric of the instrument, reduce measurement error, reduce respondent burden, determine whether or not respondents are interpreting questions correctly, and ensure that the order of questioning does not influence respondent answers.

The questionnaire design evaluated how well the instrument facilitated the four cognitive steps of responding to a question. Thus: whether the questionnaire produces erroneous information if respondents misunderstood the survey questions; are unable to recall the requested information; use an improper mental judgmental process to answer the questions; or conceal/distort some information and provide a socially desirable answer. In the initial stage of this questionnaire development, the research studied similarities in literature and understood cultural and demographic characteristics of the target population (the youth), which allowed for adoption of previously developed and updated by a team of research assistants. Prior to informal testing (mock interview with a colleague and a sample

of target population) undergraduate students of UCC, a systematic review of the questionnaire was done with the aid of a research supervisor. Problems were also identified indirectly when unexpected answers were offered as response during the reporting process for self-administered questionnaire.

Data Collection Procedure

Data was collected through self-administered questionnaire. According to Zikmund (2013), there is no other method of collecting survey data that offers so much potential for so little cost as self-administered survey.   Using self-administered survey allowed an increase in the diversity of the sample. It also enabled large number of people, and willing respondents to complete the survey at their convenience and return it after a voice call or what Sapp message.

The survey was conducted from mid-January, 2018 to mid-May, 2018. When the instrument was ready, support of some faculty members was indulged to extend an invitation for their students to partake. Faculty staff like teaching assistants and research officers also followed up with students' reminders about the availability and collection dates of both questionnaires and surveys. The period of this survey (from mid-January, 2018 through middle-may, 2018), allowed ample time for the respondents to complete the survey. Informed consent was received from each student prior to their participation in the survey. The first page of the questionnaire (see Appendix A) is a statement that presents a piece of information and seeks their consent, which indicates that by filling and handing over the survey, intent is sealed.

Data Processing and Analysis

The data processing and analysis of the impact of financial literacy on financial behaviour of UCC students was respectively conducted in dual phases. During the initial phase, the data was cleaned and organized for analysis. This involves downloading surveyed data to excel where all responses are coded into numeric answers. At this stage of the numeracy, the data were then uploaded from excel to Statistical Package for the Social Sciences (SPSS) software where the data was further cleaned. The measure by nominal level allows the utilization of numbers, symbols or letters to classify cases or variables (Elliott & Woodward, 2016). The assignments of these numerals during coding were not only deliberately intended to categorize sub-sections or sub-groups and perform analysis, but to aid the SPSS software easily recognize and code variables accordingly. Explaining variables in the SPSS numeric code data editor using value labels like 1s; 2s and alike are often labelled to connote the content of a variable string or number found in the data view (Green & Salkind, 2017)

In measuring the elements, the dependent coefficient was coded in the form of binary element to stand for the level, signifying whether a respondent were financially literate (1 = YES and 0 = NO) or not. Each of the financial knowledge (questions 5-18), variables is also coded as a binary variable (incorrect = 0 and correct answers = 1). The financial knowledge / levels section examined quad-core (four) areas: general knowledge, saving, borrowing and investments, from which financial level index was created for overall measurement of each respondent. This emanated from an accumulated number of correct answers to the questions so attempted. The financial attitude among respondents was measured by three sets of

attributes of good attitudinal thought or behaviour scheduled from questions 19 to 28; with specific highlights on questions 20, 25 and 27 respectively. For each of the questions on attributes of literacy, a respondent was tasked to rate it on a hierarchical scale by choosing among a likert-type alternatives of 1- 4.

The first set of attributes are (I feel having health insurance is an important way to protect loved ones; I enjoy thinking about and have interest in reading about money management) there were four alternatives (Indicate the extent to which you strongly Agree - SA, Agree-A, Disagree-D and Strongly Disagree-SD to the statements) coded 1=1, 2 = 2, 3 = 3, and 4 = 4. Both paired questions 25 and 26 also had 4 options each (SA, A, D, and SD: for example, I am afraid of credit & debit cards; I feel the cost of using credit card is too high). Paired questions 27 and 28 had multiple options like, (my finances are a significant source of worry or "hassle" for me; I am uncertain about where my money is spent) which also used a scale of 1- 4 as previously coded applicable to match their response.

The financial behaviour mean score, on the other hand, was scheduled using questions 29, 31, and 32. Such number of questions afore required disclosure of respondents being either thrifty or spending-oriented, each to be rated by a rated alternative of 1-5 (1 = not at all true of me and 5 = very true of me). Based on respondents own judgments with their parents, Question 32 on the other hand, derives respondents perception to compare the rate of magnitude on the scale above. None of the question items were found negatively worded. However, the demographic features of gender, age group, academic standing and major-field of study are the control or dummy or independent variables of this research. Gender was coded male = 1, and 0 = otherwise (i.e. female), academic

standing (first-year = 1, second-year = 2, third-year = 3, fourth-year = 4). The logistic regression model of demographic characteristics of the impact of financial literacy on financial behaviour was displayed as below:

$P = \beta_o + \beta_1 + \beta_2 + \beta_3 + \beta_4 + \text{\euro}_i.$

Where:

P= the probability of UCC student who is financially literate = Dependent variable; but β_1; β_2; β_3; β_4; and $\text{\euro}_i$ = Independent variables.

β_1 = Gender (male / female) = 2;

β_2 = Age groups = 4;

β_3 = Academic standing = 1st year – 4th year;

β_4 = Major course of study = 8- programs;

$\text{\euro}_i$ = Margin of error = 5%

In order to be able to analyse the financial knowledge, attitudes, and behaviour of respondents by level of influence being exerted by demographic feature, the research coded right responses that ranged from 0 - 3 = 91 as poor; 4 - 7= 201(fair), 8 – 11= 70 (good) and 12 – 14 = 4 (excellent).   The structured information subjected on to SPSS was developed into themes, which enabled the study to convert large amounts of this information into numbers and graphs. This finally aided the study understood trends, make decisions, and predict future behaviour. Descriptive statistical inference and chi-square analysis were developed for participants' demographic characteristics including gender, age group, major course of study, and academic standing. For purpose of analysis, other descriptive statistical tables (means plots and homogeneity of variance tests)

42

and logistic regression were also extracted from respondents' views to each of the questionnaire sections.

Ethical Considerations

In every study, there are major ethical challenges which need to be addressed appropriately (Patten & Newhart, 2017). Some of the major ethical consideration which is generally made includes right of participation, unalienable right to privacy, anonymity and confidentiality of information disclosure. These major ethical standards are required to be met in order not to disadvantage respondents. Those professional limitations or challenges were therefore resolved even at the onslaught of respondent's solicitation. The opening comments that extended invitation for respondents to partake in the survey, clearly and unambiguously sends a cautious signal with regards to how participation is voluntary without duress. Thus, all respondents were allowed to partake in the exercise under their own free will, without coercion or malice. Also, the possible issue of right to privacy was solved by floating questionnaire to be self-administered by respondents with assured guidance or assistants where appropriate.

With regards to anonymity, respondents were not allowed to disclose any identity in relation to name, index numbers or other private identities such as location and contact addresses. These were prevented to ensure anonymity of every respondent. Finally, respondents were also fully guaranteed of the primary motive or objective for the survey. As such none of their information would be disclosed in public nor used for purposes other than this study. This was done in

bid to solve the ethical issues associated with confidentiality. On this note, all the major ethical issues were identified and addressed accordingly.

Chapter Summary

The research design is a descriptive survey involving mainly quantitative techniques. This study involves only UCC undergraduate respondents. The sampling technique applied was simple random sampling interlaced with the appropriate population size. The research instrument been utilized throughout the study were mainly questionnaires. A validity, reliability and ethical considerations was ensured in the course of the study. The next chapter (chapter four) shows and discusses the results and statistical implications about statements in the instrument used in this study.

CHAPTER FOUR

RESULTS AND DISCUSIONS

Introduction

This research is geared toward examining the impact of financial literacy on financial behaviour of UCC students. For analysis of financial literacy the research utilizes answers to numerical test, data on respondents' demographic characteristics, financial knowledge/levels and its implications for financial behaviour. This chapter is indexed into two segments. The initial of which details analysis and outcomes of the extent to which financial knowledge was impacted upon by demographic features of respondents. The final segment also highlights on the outcomes of the data analysis which thoroughly elaborates on the statistical relationships, based upon descriptive procedures and tabular representations. All these meta-analysis are carried out within the confines of study objectives which inturn highlight upon reflection of the research questions or hypotheses.

Descriptive Statistics

This section relates to the background information of the students who responded to the questionnaires. The excerpt from the data was analysed using frequencies and percentages to indicate how the demographic data represented the students who took part in the survey.

Table 1: Demographic Characteristics of respondents

Variables (N-1)	Subscale	Freq.	Per cent %
Gender	Male	259	68.0
	Female	123	47.5
Age Group	18-22	130	34.0
	23-29	159	41.6
	30-39	69	18.1
	40-59	24	6.32
Academic Standing	First Year	136	36.00
	Second Year	61	16.0
	Third year	89	23.0
	Fourth Year	96	25.0
Field of Study	Business	45	11.7
	Agriculture Sciences	37	9.6
	Education	149	39.0
	Liberal Arts	96	25.1
	Engineering	15	3.9
	Biological Sciences	5	1.3
	Law	32	8.3
	Others	4	1.0

Source: Field Data, ABDUL-AZIM (2018)   (n=382)

All 382 students contacted fully obliged and completed the survey with 382 useable entries, resulting in a percentage response or completion rate. Thus, all 382 entries were used during the data analysis section. However, the competence levels of the sample are summarized in Table 2. Sixty-nine (69%) per cent of the respondents (n=259) identified themselves as males whereas thirty-one (31%) per cent of the respondents (n=123) identified themselves as females. With respect to the ages of the respondents, results show that majority of the students fell within

23-29years (n=159, 41.6%). Those from 18-22years followed (n=130, 34.0%), whereas respondents from 40-59years were least represented (n=24, 6.32%).

In relation to academic standing, the results show that majority of the students were first year students and as such recording the highest frequency and percentage (n=136, 36.0%). The fourth years' recorded the second highest frequency and percentage (n=96, 25.0%). The Third-years followed (n=89, 23.0%). Those in second year were the least (n=61, 16.0%).

Financial Literacy Level of respondents

The primary rationale for undertaken this research questions was to attest the mastery of a set of know-how or levels UCC students go through during the period of their study. Depending upon students' responses to the financial knowledge test questionnaire, mastery of a set of know-how score, which ranges from 1 to 4 and corresponds with different literacy levels, was constructed as shown in Table 2.

Table 2: Results on the financial knowledge Score

Range	Literacy Level	Number of Correct Answers	% of Correct Answers
12 – 14	Excellent	20	5.23
8 - 11	Good	70	18.32
4 - 7	fair	201	52.61
0 - 3	poor	91	23.82
Total		382	100.0

Source**:** Field survey, ABDUL-AZIM (2018).

Table 2 presents results about the financial mastery levels (knowledge) of UCC respondents. From the outcome, the respondents' performance in the test conducted brought to bare their financial know-how and that was used as an

47

indication for the mastery of a set of know-how, attitude and behaviour . Whereas twenty (20) respondents whose literacy level is excellent, 70, 201 and 91 other respondents' literacy levels are captured as good, fair as well as poor respectively. The by-products of this study generally indicated that the financial knowledge of UCC students is fair.

Effects of demographic features on financial literacy of UCC students.

The main thrust of the second research question was to assess how demographic characteristics influence financial literacy of UCC students. Chi-square (χ^2) test of associations is used when one want to find out whether nominal variable serving as independent variables (Age, Gender, Academic standing and Major field of study) have influence on ratio variable (Financial Literacy of UCC Students) serving as dependent variables. To achieve this, a Chi-square (χ^2) test of analysis was useful in establishing the association. The degree of freedom indicates the number of levels in the independent variable and it is calculated by using the formula n-1, as the outcomes are presented in Table 3.

Table 3: Financial Literacy of UCC Students across Demographic features

Demographic Variables (N-1)	Chi-square (χ^2)	Degree of Freedom (DF)	Significance (p-value)
Gender	228.207	380	0.001*
Age	121.549	378	0.009*
Academic standing	144.582	378	0.003*
Major field of study	123.135	374	0.007*

Source: Field Data, (2018)   * Significant association at p=0.05 (2-tailed)

Table 3 presents the Chi-square ($\chi^{2)}$ test of association of the demographic characteristics influence on financial literacy of UCC students. The results indicate that the demographic characteristic of the students influence their financial literacy. The entire demographic characteristic produced significant results to mean the financial literacy of UCC students is dependent on their demographic characteristics.

For instant, Gender gave a results to mean that it influences the financial literacy of UCC students (χ^2 = 228.207, DF =380, p= 0.001*, n=382, 2-tailed). Age was also identified to have association with the financial literacy of UCC students (χ^2 = 121.549, DF =378, p= 0.009*, n=382, 2-tailed). Statistically, the results of the Academic standing were in line with the students' gender and age. The Academic standing was identified to have strong influence and association with the students financial literacy (χ^2 = 144.582, DF =378, p= 0.003, n=382, 2-tailed). Finally, the major field of study was also identified to be associated significantly with the financial literacy of UCC respondents (χ^2 = 123.135, DF =374, p = 0.007*, n=382, 2-tailed).

Lending the results to previous studies, as Atakora (2013) argued, the demographic variables of individuals have effect on their financial literacy. Additionally, Amoah (2016) pointed out that economies reap both direct and indirect benefits from the investment in financial education and the demographic variables of persons could determine the level of understating of their financial literacy.   They (Amoah, 2016; Atakora, 2013) asserted that people need be equipped on the fundamentals of finance and economic management to empower

them not only to formulate rational decisions but also tailor their needs and budget parameters toward their resolute implementation (Flores, 2014).

Effect of financial literacy on financial behaviour of UCC respondents.

The third research question was geared toward assessing the mastery of a set of knowledge, attitude and behaviour of UCC respondents. To achieve that mission, a single dimension analysis of mean and standard deviation was explored to rate the students responses. In a zest to accomplish the purpose of the research question descriptive statistics (thus: mean and standard deviation) were used to undertake further analyse of data. In the analysis, means provides the summary of the responses from students and the standard deviation indicates whether students' responses were clustered to the mean score or dispersed. Standard deviation ranges from 0 to 1. Where the standard deviation is relatively small (within 0), the responses are believed to be homogeneous (similar responses). On the other hand, where the standard deviation is relatively large (within 1), the students' responses are believed to be heterogeneous (dissimilar responses). In a study conducted by Kleinbaum, Kupper, Nizam, & Rosenberg (2013), a scale of 1 – 5 was interpreted as follows; a mean of 2.50 and above indicates respondents' positive perception of the variables under study while a mean of 2.49 and below indicates a negative perception towards variables under study. Table 4 presents the results.

Table 4: Effect of Financial Literacy on Financial Attitude of UCC Students

Statements:	M	SD	MR
I feel accumulating money each month for investment is relevant.	4.37	1.025	1st
I feel having health insurance is an important way to protect loved ones.	4.14	1.235	2nd
I enjoy thinking about & interested in reading about money management.	3.96	1.324	3rd
I have the conviction of using my future income to achieve my financial goals presently.	3.89	1.312	4th
Acquiring things is very dear to my happiness.	3.35	1.575	5th
I feel I'm in control of my financial situation	3.29	1.464	6th
I am afraid of credit & debit cards.	3.19	1.587	7th
I am convinced the charge for using credit card is too high.	2.93	1.549	8th
My finance is a major source of worry or "hassle" to me.	2.92	1.514	9th
I am uncertain about how my money is spent.	2.74	1.553	10th

Source: Field Data, ABDUL-AZIM (2018)   (n=382)

Key: M=Mean, MR=Mean Rank, SD=Standard Deviation, cut off mean=3.00

The outcome of the study suggests that financial literacy have effect on financial attitude and behaviour of UCC students. This was evident after most of the students positively rated the pre-coded items on the questionnaire. For instance, the respondents pointed out that they feel putting away money each month for savings/ investment is important. This means that financial literacy have an effect on financial behaviour of UCC respondents (mean=4.37, SD=1.025, n=382). Thus, over 96% of the students agreed that they feel putting away money each month for savings / investment is important.

The respondents further indicated that they felt having health insurance is an important way to protect loved ones. This means that financial literacy have an effect on financial behaviour of UCC Students (mean=4.14, SD=1.235, n=382). Percentage wise, above 87% of the respondents specified that they feel subscribing to health assurance is a necessity in protecting loved ones. In a related results, the students indicated that due to their financial literacy they enjoy thinking about and have interest in reading about money management (mean=3.39, SD=1.324, n=382).

Further results gives credence to believe that due to financial literary, the respondents feel capable of using their future income to achieve their financial goals (mean=3.89, SD=1.312, n=382). Another leg of the results further suggest that making purchases is very important to their happiness. This means that financial literacy have effect on financial behaviour of UCC students (mean=3.35, SD=1.575, n=382). In furtherance to the above, the results show that they feel they are in control of their financial situation and this shows how financial literacy impacts positively on financial attitude and behaviour of UCC students (mean=3.29, SD=1.464, n=382). It was further confirmed by the respondents to the effect that they are not afraid of credit and debit cards (mean=3.19, SD=1.587, n=382). Overall, the results from the study proved that financial literary have significant positive effect of Financial Attitude of UCC Students.

The outcomes afore are in line with the research conducted by Tiboh (2015) in his study of financial literacy utilised logistic regression and ANOVA procedure to which a sample of 120 Kumasi Polytechnic students are contrasted

with those of UCC respondents, to be less aware or informed of existing financial resources and investments.

Logistic Regression Analysis for Variables Predicting Financial Knowledge

Regression equation:

Financial Attitude = 2.071 + 0.459Financial Knowledge

From the regression equation, it was mathematically concluded that if the knowledge of UCC students in business major increased by 1% their financial attitude will be enhanced by 45.9%. This finding were confirmed by OECD (2016) that the inability of the youth to adopt and practice the right savings or investments decisions and the danger of fraud as characteristics of the financial illiterate; and that the presence of the mastery of a set of know-how, attitude and behaviour is an important factor to compel financial service providers to create and improve tailor-made schemes that actually reflect and highlight on their needs to a point which positively affect both investment levels and economic growth.

Table 5: Regression Analysis on the effect of Financial Knowledge on

Financial Attitude of UCC Students.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.071	.196		10.572	.000
	Financial Knowledge	.459	.049	.423	9.306	.000
	Model	R	R Square	Adjusted R Square		
	1	.423[a]	.179	.177		

Dependent Variable: Financial Attitude
Source: Field Data, ABDUL-AZIM (2018)

Hypotheses

In order to establish the differences among financial literacy of UCC students, the

following hypotheses was formulated and tested in the present research.

Hypothesis One

H_0:   There is no statistically significant difference among the age groups of the

UCC respondents with respect to the financial literacy of UCC students:

Previous studies conducted by Opoku (2015); Hanson and Olson (2018)

suggest that demographic characteristics influence the mastery of a set of skills

and knowledge by young students. Based on this, therefore, the research tested to

find out whether the demographic characteristics will differentiate the levels of

awareness or know-how UCC students have attained. To accomplish this, one way

between-groups analysis of variance (ANOVA) was deemed appropriate for the

analysis.   The one-way analysis of variance (ANOVA) is used to determine

whether there are any statistical significant differences between the means of three

or more independent (unrelated) groups (age range). ANOVA is used to test

general rather than specific differences among means.

54
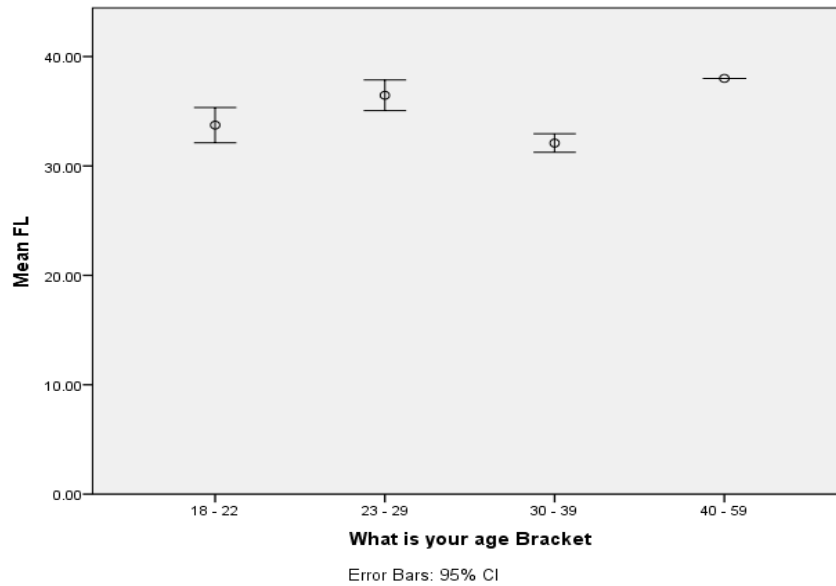
Figure 4: Means Plot
Source: Field Survey, ABDUL-AZIM (2018).

Figure 4 offers the Mean Plots on how to compare the mean scores for the ages of respondents against their financial literacy. It is obvious from the figure that there were slight difference among the mean scores of the age groups of the respondents with regards to their abilities to make enhanced and informed financial decisions. However, in a bid to desist from making swift conclusions, one way between-group analysis of variance (ANOVA) was conducted to gain more statistical confirmation to the results.

Table 6: Results of Homogeneity of Variance Test

Levene Statistic	df1	df2	Sig.
1.829	2	380	0.162 [ns]

Source: Field Data, ABDUL-AZIM (2018)   **. $P < 0.05$ level (2-tailed), n=382

Table 6 presents verification of assumption of variance test of the variables (age groups of respondents' and financial literacy of UCC students). From Table 6, the Significant value (Sig) for Levene' test is 0.162 that was greater than the

55

alpha or critical value of 0.05. This suggests that the assumption of homogeneity has not been violated [F (2, 380) = 1.829, $p >$ 0.05, n=382, p-value= 0.162, 2-tailed)].Thus, valid therefore, the research conducted one way between-groups analysis of variance (ANOVA) which is deemed appropriate. The outcome was presented in Table 7.

Table 7: Summary of One-way Analysis of Variance (ANOVA) Results

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	5.758	2	2.879	0.210	0.811[(ns)]
Within Groups	5431.961	378	13.717	-	-
Total	5437.719	380	-	-	-

Source: Field Data, ABDUL-AZIM (2018)   P< 0.05 level (2-tailed), n=382

Since the assumption of homogeneity test was not violated, the researcher tested one way between-group analysis of variance (ANOVA) to check whether the overall F ratio for the same analysis of variance (ANOVA) was essential or not. From the analysis in Table 7, it was noted that the F-ratio of 0.210 was not significant at the 0.05 (p = 0.811) alpha level which implies no significant difference among the age groups of the respondents and the financial literacy of UCC Students. The ANOVA results reported F (2, 378) = 0.210 p> 0.05, n=382, Sig. = 0.811) gives statistical evidence to the effect that financial literacy of UCC Students does not differ in terms of the students age groups. Therefore, the null hypothesis stated as "There is no statistical difference among the age groups of the respondents with respect to financial literacy of UCC Students" was upheld (not rejected). The result from this study are in line with the study of Gyimah, Poku & Osei-Poku (2018) who surveyed 480 students across Ghanaian teacher-training

56

colleges, public and technical universities. On an average, the finding reveals students lack of financial knowledge especially on insurance. Their overall findings were similar to previous studies that show the non-existence significant difference among the age groups of respondents and their financial literacy.

In another study in Ghana, Mireku (2015) surveyed a total number of 3,932 students from a dozen universities. One of the three-tier themes examined the extent to which student's level of financial literacy impacts their financial attitude. Mireku (2015) shows how respondents who exhibited high level of financial know-how stand a good chance to have sound judgment of financial matters, make the appropriate decisions among financial alternatives and also practice reasonable financial bahaviour.

Hypothesis Two

H_0: There is no statistical difference among the major fields of study of respondents with respect to the financial literacy of UCC students.

The research was premised on the hypothesis "there is no statistical significant difference among the major fields of study of the respondents with respect to the financial literacy of UCC students". To accomplish this, one way between-groups analysis of variance (ANOVA) was deemed appropriate for the analysis. The one-way analysis of variance (ANOVA) was applied to determine whether there are any statistical significant differences between the means of three or more independent (unrelated) groups (major field of study). ANOVA is used to test general rather than specific differences among means.

57
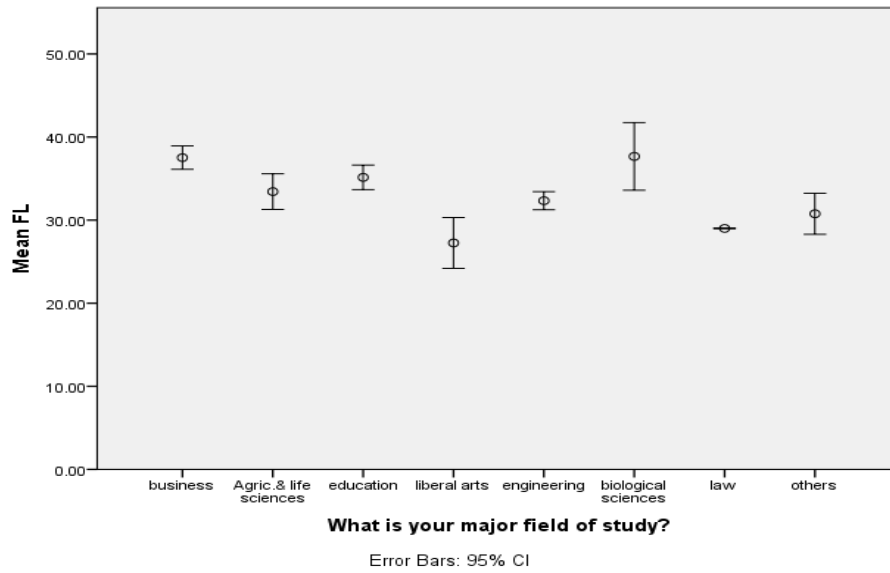
Figure 5: Means Plots

Source: Field Survey, ABDUL-AZIM (2018)

Means plots depicts a relationship that exists between two quantitative variables on a $x - y$ coordinate system. The two variables are both scale and normality distribute. Figure 4 presents the Means Plots on how to compare the means scores for the major field of study of the students against their financial literacy. It is obvious from the figure that there were differences in the mean scores of the major field of study of the student with respect to their financial literacy. Hence, those participants offering business recorded the mean score. However, in order to desist from making swift conclusions, one way between-groups analysis of variance (ANOVA) was conducted to gain more statistical confirmation to the results.

Table 8: Results of Homogeneity of Variances Test

Levene' Statistic	df1	df2	Sig.
2.079	7	375	0.084

Source: Field Data, ABDUL-AZIM (2018)   *. P< 0.05 level (2-tailed), n=382

58

Table 8 assume that treatment variances are equal across variables (age, major fields of study and financial literacy of UCC Students). From Table 8, the Significant value (Sig.) for Levene' test of 0.084 was greater than the alpha or critical value of 0.05. This proposes that the assumption of homogeneity has not been violated [F (7, 375) = 2.079, p>0.05, n=382, p-value= 0.082, 2-tailed)]. Moderate deviations from the assumption of equal variances do not seriously affect the results in the ANOVA. Therefore, the ANOVA is robust to small deviations from the homogeneity test of variance assumption. Hence, one way between-group analysis of variance (ANOVA) was deemed appropriate as presented in Table 9.

Table 9: Summary of One-way Analysis of Variance (ANOVA) Results

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1377.763	7	196.823	5.960	0.000
Within Groups	6076.481	375	33.024	-	-
Total	7454.245	382	-	-	-

Source: Field Data, ABDUL-AZIM (2018)   P< 0.05 level (2-tailed), n=382

The study went ahead to source a hypothesis test which validates the homogeneity of variance assumption. One way between-group analysis of variance (ANOVA) to check whether the overall F ratio for the test is significant or not. From the analysis in Table 8, it was noted that the F-ratio of 5.960 was significant at the 0.05 (p = 0.000) alpha level which implies that there was vast or significant difference among major fields of study by the respondents and the financial literacy of UCC Students. The ANOVA results reported as F (7, 375) =

5.960 p> 0.05, n=382, Sig. = 0.000) gives statistical evidence to prove significant financial literacy of UCC Students do differ with regards to the major field of study of the students. Hence, the null hypothesis stated as "There is no statistical significant difference among the major fields of study of the respondents with respect to financial literacy of UCC students" was not upheld (rejected).

Hypothesis Three

H_0: Financial literacy has no relationship with financial behaviour of UCC students.

Table 10: Regression Analysis on the effect of Financial Knowledge on Financial Attitude of UCC Students.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.071	.196		10.572	.000
	Financial Knowledge	.459	.049	.423	9.306	.000
	Model	R	R Square	Adjusted R Square		
	1	.423[a]	.179	.177		

Dependent Variable: Financial Attitude.
Source: Field Data, ABDUL-AZIM (2018).

A beta coefficient of financial knowledge was positive from table 10, indicating strong positive relationship between financial knowledge and financial attitude. This output refutes the null hypothesis (H_0: There is no significant relationship between financial knowledge and financial attitude of UCC students). Precisely so, financial knowledge had a beta coefficient of 0.459 and *P* value of 0.000. This suggested that financial knowledge have a high impact on financial attitude of UCC students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter briefly outlines summary of the data that had been gathered for the entire study. It also highlights the major findings and presents the conclusions that had been drawn from the interpretations of the research. The chapter further outlines the recommendations that were made by the researcher on the merits of the findings.

Summary

The ultimate purpose of the study was to examine the impact of the mastery of a set of knowledge on financial behaviour of UCC undergraduate students. The research was conceptualized from three research questions and three hypotheses, which all revolve around the research objectives. Descriptive survey design involving the quantitative approach was used in the study. The target population of the research was all UCC undergraduate students. A sample size of Three-hundred and eighty-two (382) respondents was obtained for the study using Krejcie and Morgan (1970) sampling table of determination. JumpStart (2016) questionnaire adapted on financial know-how, financial opinions or views and financial behaviour, which stimulates the mastery of a set of know-how, attitude and behaviour, was used for the data collection. Pre-test of the questionnaire was undertaken where reliability and validity had been ensured. Ethical consideration was also ensured before the actual data collection. The data so collected was analysed using descriptive statistics (frequencies and percentages, mean and standard deviation) and inferential statistics (Chi-square ($\chi^{2)}$ correlation, logistic

regression and between one-way ANOVA). The following were the main findings throughout the entire study:

The quest of research question one is to assess the financial literacy levels (knowledge) of UCC respondents. The status of financial knowledge of UCC respondents was revealed generally to be fair with isolated majors in business related backgrounds. Research questions two delved to assess how demographic characteristics influence financial literacy of UCC respondents. The results from the study indicated that demographic characteristic (gender, age, academic standing and major fields of study) of UCC students greatly influence their financial literacy.

Research questions three which was geared toward assessing the effect of financial literacy (knowledge and attitude) on financial behaviour of UCC Students. Findings revealed that financial literacy have significant effect on financial behaviour of UCC students. Respondents who feel saving/investing money each month recorded mean of 4.37 was ranked first as against students who 'feel capable of using their future income today' with a mean of 3.89 at the fourth position.

Hypothesis one to test that there exist no statistical significant difference among the age groups of the respondents with respect to the financial literacy of UCC Students. The results show statistical evidence to the effect that financial literacy of UCC respondents do not differ in terms of the students' age groups. Hence, null hypothesis thereby stated as "There is no statistical difference among the age groups of the respondents with respect to their financial literacy"

Hypothesis two was to test whether there is no statistical difference among the major fields of study of the respondents with respect to the financial literacy of UCC respondents. The result attests statistical evidence to prove that the financial literacy of UCC respondents do differ in terms of the major fields of study of the students.

Hypothesis three finally sought to test whether mastery of a set of knowledge has no relationship with the financial behaviour of UCC students. The beta coefficient of financial knowledge was positive, indicating a greater positive logistic regression between financial knowledge and financial attitude. This output refutes the null hypothesis (H_0: There is no significant relationship between financial knowledge and financial attitude of UCC students). Precisely, financial knowledge had a beta coefficient of 0.459 and a P value of 0.000. This suggests that financial knowledge have a high impact on financial attitude of UCC students.

Conclusions

From the objective and informative outcomes of this study, a conclusion can be drawn to the effect that UCC students are fair financial literally. It is therefore implicit in the fact that UCC students do not possess adequate financial literacy which is consistent with global literature on the subject matter (Wagner, 2015; Danes, Rodriguez & Brewton, 2013). The incompetence exhibited by the majority of UCC respondents goes a long way to limit their inherent ability to exercise sound financial judgments. The low level of financial literacy and its consequences serves as an alternative viewpoint of reflection for both stakeholders and civil-society groups in the educational and economic sectors to adopt and implement policies with the intent to overturn the situation. However, UCC

students are interested and willing to take a course which shall advertently enhance their Financial Literacy.

Based on the findings from the study, it can be concluded that almost half of the students gained their financial knowledge through increase in teen's financial literacy curriculum. The outcome showed that financial education improves financial behaviour. It is generally believed that institutional amendments on the formulation of broad public policy enhancement measures within the years' of education can essentially help narrow the racial wealth gap.

Recommendations

The ensuing recommendations are derived as informed by the extant findings above:

Management of both educational and financial institutions around the university should come up with programmes that develop students self-learning efforts and self-reliance for financial decision making to improve financial literacy and personal finance within and around the cosmopolitan University of Cape Coast premises. This recommendation stems from the fact that University's students mostly rely on advice from friends, relatives and financial professionals to decide on financial product choices which they subsequently implement and monitor. It is alarming that individuals do not take responsibility for their own choices, nor rely on their own past experiences in deciding their financial endeavours in the face of changes occurring in the financial markets, the economy and social characteristics; which could lead to poor economic conditions with low levels of financially proficient adults in years to come.

Also, the need to inculcate financial literacy training into the course structure of every programme offered in all tertiary institutions. This will aid students who are not undertaking business programmes also understand financial issues and be able to make decisions to that effect. There is the need for students of University of Cape Coast to develop more avenues in generating appreciable revenue for them. This would solve the issue of income inadequacy to keep up with utility bills and other commitments.

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APPENDIX A
UNIVERSITY OF CAPE COAST

QUESTIONNAIRE
IMPACT OF FINANCIAL LITERACY ON FINANCIAL BEHAVIOUR OF
UCC STUDENTS

Dear Respondent

You are invited to respond in a dissertation survey about the financial literacy of tertiary students. The major purpose of this survey is to assess the impact of the mastery of a set of components propelling or engendering financial behaviour. There are questions from each subsection or financial components (thus: knowledge / levels;   attitude; and behaviour) which are encapsulated on demographic information of financial literacy. Respondents are entreated to answer every question. If there is a question one does not feel comfortable answering, one may skip it.

No one other than the researcher will have access to your responses and under no circumstances should you be asked to disclose your identity or any information that could trace you in any way from this survey. This survey is reiterating its anonymity to each and every respondent without any link what so ever between your response and your personality. Your choice to partake in this survey is voluntary. You are at your own will to exercise any initiative in the process of its completion. You are free to skip questions you do not want to respond.

No risks are associated with your participation in the survey other than the daily life experiences. A lot of the interview items entail vivid expression of

individual ideas. Respondents are at liberty to ask questions about this research through my contacts on telephone number: **0204277667 /   E-mail:abdulazim181@yahoo.com** for enquiries regarding your rights in offering your response to be surveyed.

Completion of this interview and submitting same implies that respondents are abreast with this caveat statement and consented to respond to ensuing survey under the terms and conditions described herein. **Please, tick [⌐]** as appropriately instructed in the footnote**.

DEMOGRAPHIC INFORMATION. Please tick ⌐ One only as appropriate.

1. What is your gender?

a) Male [ ]   b) Female [ ]

2. What is your age bracket?

01) 18-22[ ]

02) 23-29[ ]

03) 30-39[ ]

04) 40-59[ ]

3. Which is your programme of study?

01)   Business [ ]

02)   Agricultural Sciences [ ]

03)   Education [ ]

04)   Liberal Arts [ ]

05)   Engineering [ ]

06)   Biological Sciences [ ]

77

07)   Law [ ] or

08)   Other (specify): ………………….

4. What is your Academic standing?

   01. First year [ ],

   02. 2nd year [ ],

   03. 3rd year [ ], or

   04. 4th year [ ].

FINANCIAL LITERACY OF STUDENTS

FINANCIAL KNOWLEDGE (LEVELS) please tick ˩ one only.

   5   . Net - worth means the dichotomy between:

   01. expenditure and income [ ],

   02. liabilities and assets [ ],

   03. cash inflows and outflows [ ],

   04. capital accumulation [ ], or

   05. None of the above [ ].

   6.   Which year does a car loses its value fastest after its been bought?

   01. 1st- year [ ],

   02. 2nd -year [ ],

   03. 4th -year [ ],

   04. 5th -year [ ], or

   05. Not known.

   7.   Which of these accounts usually pays the most interest?

   01. Fixed deposit [ ],

02. Savings account [ ],

03. Current account [ ],

04. Money-market account [ ], or

05. Not known [ ].

8.   If a cheque bounces, who's usually charged a fee?

01. Cheque issuerer only [ ],

02. Payee only [ ],

03. None of the two parties [ ],

04. Both parties [ ], or

05. Not known.

9.   Kofi and Ama are age mates. At the age 25 Kofi started saving an amount of ₵ 2,000 a year for 10 years. At 35 years, Ama established how dearly she needed to build a retirement fund and began accumulating ₵2,000 annually for the next 30 years. Both of them are now in their 65th-year. Who has accumulated the most money in his/ her retirement account? (Assume both investments had the same interest rate).

01. Ama, accumulated more money over the period [ ],

02. Kofi, has grown more money for a longer period of time [ ],

03. Both of them would have equal amount of money [ ],

04. Information provided is not clear [ ], or

05. Not known [ ].

10. **If** you guarantee loan for a friend, what becomes of you?

   01. Qualified to take a share of the money [ ],

02. You are not qualified for the money [ ],

03. Burdened with repaying the loan if your friend defaults [ ],

04. better placed for a personal loan [ ], or

05. Not known [ ].

11. What are the most important factors that a lender considers when

approving a loan?

01. Social status and dependence count [ ],

02. **E**ducation and occupation [ ],

03. Age and gender [ ],

04. Bill paying record and income [ ], or

05. Not known [ ].

12. Where a debtor defaults in offsetting a liability, the creditor is permitted

to do all of the following except…

01. Discuss the consumer's debts with his/ her employer [ ],

02. Bring suit against the consumer [ ],

03. Tell a credit unit that the account is delinquent [ ],

04. Turn the account over to a professional debt collector [ ], or

05. Not known [ ].

13. All these are factual about bankruptcies except ……

01. It is more difficult to get a low interest loan [ ],

02. It will stay on your credit for ten-years [ ],

03. Any other loan the debtor will receive attracts a higher interest

rate [ ].

04. A debtor is relieved of liability for all types of bankruptcy [ ], or

05. Not known [ ].

14. Your take home pay is less than the total amount earned. Which of the

   following best describes what is taken out of your total pay?

   01. Income tax, property tax and SSNIT [ ],

   02. SSNIT and NHIS [ ],

   03. Income tax, SSNIT and NHIS [ ],

   04. Income tax, sales tax and SSNIT [ ], or

   05. Not known [ ].

15. Is ₵50 tax credit or ₵50 tax debit more beneficial to you?

   01. ₵500 tax credit [ ],

   02. ₵500 tax debit [ ],

   03. They are the same [ ],

   04. Depends on your tax bracket [ ], or

   05. Not known [ ].

16. Assume you are in your early twenties and would like to build up your

   nest egg for a secure retirement in 30 years. Which of the following

   approaches would best meet your needs?

   01. Start to build up your savings account in an insured bank [ ],

   02. Save money in certificate of deposit account [ ],

   03. Save in a diversified mutual fund [ ],

   04. Invest in long-term treasury bonds [ ], or

   05. Accumulate money in a safe-box rented from a local bank [ ].

17. Hector and Maria just had a baby. They received money as baby gifts
and want to put it away for the baby's education. Which of the
following tends to have the highest growth over a period of 18-years?

01. Savings bond [ ],

02. Stock and mutual fund [ ],

03. Savings account [ ],

04. Money market account [ ], or

05. Not known [ ].

18. If Adam and Eve have money put aside for emergencies, which of the
following would it be of least benefit to them if they needed it right
away?

01. Savings account [ ],   02. A house [ ],

03. Stocks [ ],   04. Fixed-deposit [ ], or

04. Not known [ ].

FINANCIAL ATTITUDE

Indicate the extent to which you strongly Agree-SA, Agree-A, Disagree-D
and Strongly Disagree-SD to the statements below

Directions: Indicate with a tick [√] your knowledge of **Financial Literacy**.
Where: *SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly
Disagree.*

Statement:	SA	A	D	SD
19. I feel putting away money each month for savings/ investment is important				

20. I feel having health insurance is an important way to protect loved ones				
21. I enjoy thinking about & have interest in reading about money management				
22. I feel capable of using my future income to achieve my financial goals				
23. purchasing things is very important to my happiness				
24. I feel I'm in control of my financial situation				
25. I am afraid of credit & debit cards				
26. I feel the cost of using credit card is too high				
27. my finances are significant source of worry or "hassle" for me				
28. I am uncertain about where my money is spent				

FINANCIAL BEHAVIOUR

29. Some people tend to be very economical as of and when the

opportunity presents itself whereas others are profligate in expenses.

How would you classify yourself? (Please tick one)

01. Very thrifty, accumulating money whenever I can [ ],

02. Somewhat thrifty, often accumulating money [ ],

03. Neither thrifty nor spending oriented [ ],

04. Somewhat spending-oriented, seldom saving money [ ], or

05. Very spending-oriented, hardly ever saving money [ ].

30. How would you describe your financial records maintenance culture?

01. Maintain no records [   ]

02. Maintain minimal records [ ]

03. Maintain very detailed records [ ]

31.* Rate the following items on a scale of 1-5 (1 =not at all true of me and 5

=very true of me)

a). I budget and track spending: 1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

b). I compare my receipts of purchases to my monthly statement: 1[ ], 2[ ], 3[ ],

4[   ] or 5[ ]

c). I work extra hours to meet regular expenses: 1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

d). I contribute to a savings account regularly: 1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

e). I find legal ways to lower my taxes: 1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

f). I compare prices when shopping for purchases: 1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

g). I read over and understand loan agreements before I sign them:

1[ ], 2[ ], 3[ ], 4[ ] or 5[ ]

32. How would you compare yourself to your parents? I am:

01. much more likely to save [ ]

02. somewhat more likely to save [ ]

03. about as likely to save/spend [ ]

04. somewhat more likely to spend [ ]

05. much more likely to spend [ ].   **Thank you for the response! Bye!!**

APPENDIX B

RELIABILITY TEST RESULTS OF THE INSTRUMENT

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. List wise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.810	32

86

APPENDIX C

Krejcie and Morgan (1970) Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
20	19	240	148	1400	302
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341

N	S	N	S	N	S
80	66	420	201	3500	346
90	73	460	210	4500	354
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: —N is population size; S is sample size.