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A Study On Financial Attitude, Financial Behaviour, And Financial Knowledge Impact On Financial Literacy Among Women Faculty In Higher Education -Bengaluru

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Abstract
The research aims to investigate the level of financial literacy of women faculty members of the higher education institutions of Silicon City, Bengaluru. Specifically, it investigates the contribution of financial attitude, financial behavior, and financial knowledge to the overall financial literacy level of these people. The information was collected using a standardized questionnaire from 107 women faculty members of several undergraduate programmes, using a quantitative research approach.

The research looks at the interdependence of the selected variables and how, as a whole, they affect the dependent variable of financial literacy. It is notable that the pilot phase does not include the variables of financial inclusion and final dependent variable financial well-being, but they will be incorporated in the dissertation.

Analysis was run out by applying statistical methods, such as the t-test, ANOVA, correlation, and regression analyses. It was also carried out by using a corrected correlated reliability test to strengthen the statements for the conclusive study. The findings indicate that a positive relationship exists between the independent variables and financial literacy. The results also revealed that high financial literacy has a positive effect on the financial knowledge, attitude, and behaviour displayed by female academics.

Keywords:
Financial Knowledge, Financial Attitude, Financial Behaviour, and Financial Literacy.

1. Introduction

The growing complexity due to fintech with regard to financial products and services in a liberalised market environment necessitates an advanced level of financial literacy, stronger financial skills, and an appropriate financial attitude for effective personal financial management. Informed financial decision-making is essential not only for individual well-being but also for the upliftment of society and the long-term sustainable financial development of the nation. Women, particularly in their dual roles as family anchors and educators, play a pivotal role in knowledge dissemination and behavioural transformation. Financial competence is thus crucial for their welfare and for fostering a secure and sustainable financial future.

The increasing representation of women faculty in higher education highlights their role as influential intermediaries who shape the financial mindset of the younger generation. The financial literacy, knowledge, and attitude of faculty members significantly impact students, serving both as a model for personal financial management and a foundation for future decision-making.

Financial literacy refers to an individual's foundational understanding of how to engage with and manage financial resources (Lusardi, 2019). Market awareness enhances one's ability to identify appropriate financial products and avoid fraudulent schemes. However, a gender disparity in financial literacy persists. While both men and women are expected to engage in financial decision-making within households and society, women typically have less access to financial tools and possess lower financial literacy levels compared to men. This disparity underscores the need to strengthen women's financial literacy, not only for their benefit but also for the financial empowerment of future generations. Despite societal expectations that assign women the responsibility of managing household finances and imparting financial knowledge (OECD/INFE, 2013), the support required for this role often remains inadequate.

A positive financial attitude is a key determining factor of effective personal financial planning. Individuals who possess confidence and optimism regarding financial matters are more likely to manage their finances successfully (Aan Anisah, 2023).
Existing literature in this area has mostly focused on sectors such as Information Technology, Hospitality, and other commercial industries. Despite the crucial role the education sector plays in national development, faculty who are vital stakeholders have received limited attention in financial literacy research. This study goals to bridge that gap by assessing the financial skills, awareness, and attitudes of faculty members, thereby leading to better personal financial management and overall well-being.

2. Review of Literature: -

2.1 Financial Literacy:

Financial literacy refers to an individual's ability to make informed and effective decisions regarding the efficient use of money. It reflects a mindset that influences one's financial condition by shaping financial management practices (Chen, 1998). It involves the application of knowledge to plan, evaluate, and make appropriate financial decisions across various situations (Sanderson, 2021). Financial literacy enables individuals to plan their spending and manage their financial resources more effectively. It also empowers them to translate knowledge into action, contributing to long-term financial success and personal well-being. Higher levels of financial literacy are associated with improved financial satisfaction (Pankow, 2021).

Moreover, financial literacy is a lifelong capacity-building process that evolves with experience and learning (Yoshino, 2015). Being financially literate means possessing both the knowledge and skills necessary to manage finances and make confident, informed financial decisions (Hung, Parker, & Yoong, 2022)).

2.2 Financial Knowledge:

Financial Knowledge refers to an individual's awareness and understanding of financial products and services, as well as the ability to utilise them optimally to maximise returns and minimise associated risks. Among the core components of financial literacy, financial knowledge is often considered a fundamental standard for assessment. Higher levels of financial knowledge are linked to greater overall life satisfaction, as informed individuals are better equipped to manage their finances effectively.

It is widely assumed that increased financial knowledge leads to improved financial management, which in turn positively influences financial behaviour (Arifin, 2017) Financial knowledge encompasses an individual's understanding of key financial topics that are personally relevant, such as managing personal finances, saving strategies, and retirement planning (Chowa G. A.-A., 2012).Financial attitude, on the other hand, reflects an individual's psychological disposition or mindset when assessing and responding to financial trends and practices. It plays a crucial role in shaping financial decision-making and behaviour (Parrotta J. L., 1998).

2.3 Financial Attitude:

Financial attitude is the response of a distinct to their financial barriers in response of the result of response to a financial statement or viewpoint. Thus, financial attitudes can be summarised as the state of mind of an individual while dealing with money matters (Marsh, 2021). The term financial attitude refers to a physical personification of financial guidelines for deciding and measuring financial choices (Rajna, 2011). A person's mindset has an impact on their financial literacy, both good and bad. For example, if people have undesirable views about saving money for the future, they will not be interested in learning about financial literacy (Atkinson & Messy, 2012). A person's morals and opinions on a range of personal financial matters, such as whether they trust that saving money is crucial, are referred to as their financial attitudes (Chowa, Despard, & Osei-Akoto, 2022). Financial attitude is a vibrant creation that can boost the savings intent of a specific person and even be supportive in financial planning (Mohidin, et al., 2013).

2.4 Financial Behaviour:

An individual's perception and understanding of monetary concepts is a distinctive trait that shapes their level of financial literacy. The term financial behaviour refers to the set of actions and decisions individuals make concerning financial activities. One of the key factors influencing financial behaviour is the individual’s current financial situation (Parrotta J. L., 1998). Common indicators of financial behaviour include how a person manages credit and expenses, saves, invests, and spends money (Dew, 2011).

A critical determinant of financial well-being is the individual’s ability to manage cash flow effectively, as this reflects their capacity to meet financial obligations consistently. Comprehensive financial management is typically marked by behaviours such as timely bill payments, keeping accurate financial records, and planning for future financial commitments (Hilgert, 2003). Investment decisions are also seen as a reflection of financial behaviour, representing a commitment to defer current consumption for future gains (Jones, 2005).

Multiple studies conducted in this domain reinforce the findings of this study, highlighting that both financial literacy and financial attitude significantly influence financial planning and saving behaviours (Mustafa & Islam, 2023). Research also shows that financial attitude has a significant and positive impact on financial literacy (Abdul Salam, 2021). In this context, financial attitude refers to an individual's financial aptitude, an internal factor that plays a crucial role in shaping financial literacy and serves as a key variable in the current study. While some evidence suggests a limited impact of financial behaviour on financial attitude and literacy, there is a notable positive correlation between financial behaviour and financial knowledge (Dhananjay Banthia, 2021). This supports the argument that financial knowledge and attitude together influence the behavioural patterns that determine financial outcomes.

3. Research Gap

Despite the growing body of literature on financial literacy, previous research has mostly focused on the general population, students, and professionals in the private sector. However, women faculty members in higher education who play a vital role in shaping societal values and mentoring future generations remain an underexplored demographic in this domain. These persons may face inimitable financial challenges and decision-making dynamics influenced by cultural, institutional, and societal factors, yet their financial literacy levels have not been sufficiently examined.

Additionally, many existing studies have approached financial literacy through isolated constructs, such as financial knowledge or financial behaviour, rather than adopting an integrated approach. There is a noticeable gap in studies that holistically examine the collective influence of financial knowledge, financial attitude, and financial behaviour on overall financial literacy.

In addition, region-specific research, especially in urban academic hubs like Bengaluru, commonly referred to as Silicon City, remains scarce. This lack of localised data limits our understanding of how contextual urban factors influence financial practices among women educators. Therefore, this study proposes to report these research gaps by exploring the financial literacy of women faculty members in Bengaluru through a comprehensive framework that integrates attitude, behaviour, and knowledge dimensions.

4. Theoretical Framework

This study is grounded in **the Theory of Planned Behaviour (Ajzen, 1991)** and integrates it with components of **Financial Capability Theory**. The framework posits that financial literacy is influenced by a combination of financial knowledge (cognitive awareness), financial attitude (psychological orientation), and financial behaviour (actual practices).

1. **Financial Knowledge**: Refers to the cognitive understanding of financial concepts, products, and systems. It is foundational to making informed decisions and managing financial risks effectively.
2. **Financial Attitude**: Represents an individual's mindset and disposition toward money management, including perceptions of saving, spending, and financial planning. A positive financial attitude can drive prudent decision-making.
3. **Financial Behaviour**: Encompasses actual financial practices, such as budgeting, saving, investing, and managing debt. Behaviour is often shaped by both knowledge and attitude.

Together, these three variables form a multidimensional construct that determines the level of financial literacy. The theoretical framework assumes that a higher level of financial literacy enhances personal financial management, promotes financial well-being, and contributes to long-term financial security.

This combined model enables an inclusive understanding of the factors impacting financial literacy among women faculty and supports the progress of targeted interventions to enhance financial capability in higher education settings.

5. Statement of the Problem

In today's rapidly evolving financial landscape, financial literacy has become an essential life skill. Women, particularly in their roles as family financial decision-makers and societal influencers, play a critical mediating role in fostering economic well-being both at the household and national levels. Enhancing their financial literacy is not only a prerequisite for their financial management but also serves as an appropriate solution to several socio-economic challenges faced by the nation.

The growing complexity due to digitalisation in the financial products and services demands informed decision-making, which in turn requires thoughtful financial principles and tools. Financial literacy equips individuals with the necessary insight to navigate these complexities effectively and make sensible financial selections.

Though wide research has been conducted on financial literacy across various sectors and demographics, there remains a noticeable gap in literature focused specifically on the education sector, particularly among women faculty members in higher educational institutions in Bengaluru. Given the influential role educators play in shaping the values and behaviours of younger generations, it becomes imperative to understand and enhance their financial literacy. This study aims to fill this research void by examining the financial literacy levels of female faculty in Bengaluru's higher education sector, while exploring the influence of financial knowledge, attitude, and behaviour.

6. Objectives of the study:

- To study the impact of Demographic variables on financial knowledge, financial attitudes, financial Behaviour and financial literacy, among faculty in higher education institutions in Bengaluru."
- To study the relationship among financial literacy, financial attitudes, financial knowledge, and financial behaviour.
- To check the consistency and corrected total correlated value of the questionnaire of the study**.**

7. Research Methodology

The descriptive study was designed to investigate the financial literacy of women faculty members in higher education institutions across Bengaluru. A non-probability sampling technique, that is, convenience sampling, was employed to collect data from undergraduate college faculty across various academic streams.

The data was gathered through a structured questionnaire comprising three sections. The first section captured the demographic profile of the respondents. The second section aimed to assess the respondents' level of financial literacy and general financial awareness. The third section evaluated the key dimensions influencing financial literacy—namely, financial behaviour, financial attitude, and financial knowledge.

In this study, financial literacy is treated as the dependent variable, while financial knowledge, attitude, and behaviour are considered independent variables. To analyse the data, the statistical tools like t-tests, ANOVA, correlation, and regression analysis. Additionally, a Corrected Item-Total Correlation (CITC) reliability test was conducted to assess the consistency and accuracy of the questionnaire and to guide refinements for future studies.

8. Limitations

This study is confined to undergraduate women faculty members in Bengaluru city, and therefore, its results may not be generalizable to women faculty in other regions or educational contexts. The study focuses exclusively on urban higher education institutions, witnessing different financial exposure and challenges compared to rural or semi-urban counterparts.

Furthermore, the study relies solely on primary data, a self-reported questionnaire. As a result, the findings are on the perceptions, understanding, and beliefs of the faculty respondents. This may introduce response unfairness or subjectivity and does not account for behavioural validation through secondary data or longitudinal tracking.

Despite these limitations, the study provides valuable insights into the financial literacy landscape of a significant but under-researched demographic and can serve as a foundation for future, more expansive research.

9. Reliability Statistics:

Reliability is a statistical tool to judge the stability of questionnaires in different situations. The main aim of the tool is to check whether the instrument is reliable. Cronbach's Alpha value is the common technique used to assess reliability, and a value above 0.6 is considered acceptable and reliable (Ghozali, 2011). The corrected item correlation facilitates testing the correlation among the individual items of the cluster, excluding itself, and a value less than 3 is not acceptable in this context (Sharma, 2016).

Table 1: Item-Total Statistics of Variable Financial Knowledge

Cronbach's Alpha: 0.74				
	Scale Mean if Item Deleted	Scale Variance ifItem Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1.1	27.15	26.279	.533	.695
C1.2	27.39	26.561	.491	.703
C1.3	26.85	27.638	.537	.698
C1.4	27.31	25.800	.530	.695
C1.5	27.47	29.440	.364	.725
C1.6	27.52	29.837	.321	.732
C1.7	27.23	28.558	.478	.708
C1.8	27.33	29.015	.402	.719
C1.9	27.58	31.567	.124	.766

Source: primary data computation

Cronbach's alpha reliability for financial Knowledge is 0.74, which is more than seven, which reveals that statements are accepted in general, but when we compare item-total correlation with 9 statements out of which item number C1.9 value is less than 3, it indicates that the statement to be reconsidered or remove from the group. All the other items are accepted as the CITC value is more than 3.

Table 2: Item-Total Statistics of Variable Financial Attitude

Cronbach's Alpha – 0.825

	Scale Mean if Item Deleted	Scale Variance ifItem Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C2.1	29.76	30.318	.591	.799
C2.2	29.76	30.506	.700	.786
C2.3	29.92	32.719	.623	.798
C2.4	29.78	31.987	.664	.793
C2.5	29.55	31.250	.642	.793
C2.6	30.43	34.021	.356	.828
C2.7	30.06	32.902	.452	.816
C2.8	30.20	33.801	.457	.815
C2.9	30.02	35.169	.324	.829

Source: primary data computation

Cronbach's alpha reliability for financial attitude is 0.825 which is larger than the set standard, so all the statements are accepted in this research, and even the CITC value is also more than 3 which reveals that all the Likert scale statements in the group are correlated and contributing meaningfully to overall factors and also specific construct to reach the objective. The scale development provides the framework for interpreting the magnitude of CITC value to enhance internal consistency.

Table 3: Item-Total Statistics of Variable Financial Behaviour

Cronbach's Alpha – 0.86				
	Scale Mean if Item Deleted	Scale Variance ifItem Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C3.1	28.19	44.663	.367	.866
C3.2	28.38	41.786	.580	.845
C3.3	27.91	42.142	.563	.847
C3.4	27.88	39.655	.728	.830
C3.5	28.04	41.999	.586	.845
C3.6	27.97	42.178	.590	.844
C3.7	27.65	39.643	.679	.835
C3.8	27.86	41.744	.596	.844
C3.9	28.31	41.819	.590	.844

Source: primary data computation

Cronbach's alpha reliability for financial Behaviour is 0.86, which is an acceptable value as per the set standard. The CITC value is also more than 3 for all the individual statements, which discloses that all the items are correlated and addresses the issue of artificially inflated correlation. The CITC measures the internal consistency of items within the scale to ensure each statement contributes meaningfully to the group for the validation of the questionnaire.

Table 4: Item-Total Statistics of Variable Financial Literacy

Cronbach's Alpha – 0.749				
	Scale Mean if Item Deleted	Scale Variance ifItem Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C4.1	27.26	25.101	.220	.760
C4.2	26.89	24.553	.266	.753
C4.3	26.19	21.361	.629	.692
C4.4	26.28	22.826	.449	.723
C4.5	26.47	22.836	.430	.726
C4.6	26.54	22.307	.513	.712
C4.7	26.45	23.420	.467	.721
C4.8	26.67	23.656	.452	.723
C4.9	26.80	23.140	.447	.723

Source: primary data computation

Cronbach's alpha value for the above dependent variable is 0.749 is an acceptable value in the guideline given by Guilford in his book Psychometric Methods. Generally, a value above seven is considered good, which reveals that statements are accepted in general, but when we compare the item-total correlation with 9 statements, out of which the values of items C4.1 & C4.2 are less than 3. So, Therefore, those items are non-correlated with the individual items included in the group. As a result, these two statements should be reframed, and after that, only the final data can be collected for better consistency & reliability.

10. Analysis And Interpretation

10.1 Parametric Test:

H_0: Among Bengaluru's female professors, there is no discernible variation in demographic factors concerning financial literacy, financial behaviour, financial attitude, or financial knowledge.

Table 5: Demographic factors for Financial Behaviour, Financial Attitude and Financial Knowledge and Financial Literacy among women faculty in Bengaluru.

Demographic factors	Financial Knowledge	Financial Attitude	Financial Behaviour	Financial Literacy
Marital Status				
t value	0.889	0.030	1.359	0.687
P Value	0.678	0.590	0.578	0.659
Inference	**Accepted**	**Accepted**	**Accepted**	**Accepted**
Nature of institution				
F value	0.837	2.456	1.246	0.738
P Value	0.505	0.050*	0.231	0.497
Inference	**Accepted**	**Rejected**	**Accepted**	**Accepted**
Qualification				
F value	1.587	0.450	3.063	0.299
P value	0.197	0.718	0.031*	0.826

Inference	**Accepted**	**Accepted**	**Rejected**	**Accepted**

Source: primary data computation

Table 5 reveals that the p-values for the demographic variables marital status, nature of institution, and qualification in relation to financial literacy are all greater than 0.05, leading to the acceptance of the null hypothesis. This implies that there is no statistically significant difference in the financial literacy levels of women faculty based on these factors. These findings are consistent with (Ani Caroline Grigion Potrich, 2014), who observed that women generally exhibit lower financial literacy and confidence in decision-making compared to men. Conversely, the p-value is less than 0.05 for the association between qualification and financial behaviour, indicating a statistically significant difference, suggesting that more qualified faculty members demonstrate better financial behaviour. However, no significant difference is noted for financial behaviour based on marital status and experience, as their p-values exceed 0.05. Similarly, financial attitude shows a significant variation based on institution type ($p < 0.05$), while marital status and qualification show no significant impact on it.

Lastly, financial knowledge is not significantly affected by any demographic factors under study, as all p-values are above 0.05. This indicates that elements like marital status, qualification, and institution type do not substantially shape financial knowledge. Nonetheless, broader demographic influences, such as dependence on family income, individual earning ability, and parental financial background, may play a more prominent role in shaping financial literacy, as highlighted by (Ani Caroline Grigion Potrich, 2014)

10.2 Bivariate Correlation
H_0: Here is no significant correlation among the variables of this pilot study

Table 6: Correlation Coefficient between variables of the study (Karl Pearson)

Factors	**Financial Knowledge**	**Financial Attitude**	**Financial Behaviour**	**Financial Literacy**
Financial Knowledge	1	.540**	.584**	.581**
Financial Attitude		1	.522**	.632**
Financial Behaviour			1	.577**
Financial Literacy				1

Source: primary data computation

The correlation coefficient between financial knowledge and financial attitude is 0.540, indicating a positive relationship. Similarly, the correlation between financial behaviour and financial knowledge is 0.584, showing a strong positive correlation. The association between financial knowledge and financial literacy stands at 0.581, reflecting a highly significant positive correlation, providing sufficient evidence to reject the null hypothesis.

Additionally, the correlation between financial behaviour and financial attitude is 0.522, indicating a moderate positive relationship. A stronger correlation of 0.632 exists between financial literacy and financial attitude**,** further justifying rejection of the null hypothesis.

Moreover, financial behaviour and financial literacy show a substantial positive correlation of 0.577**,** reinforcing the interdependence of these variables. These findings are consistent with prior studies, such as (Kamini Rai, 2019), confirming that among working women, particularly in higher education, financial behaviour and attitude often demonstrate stronger correlations with financial literacy than financial knowledge alone.

10.3 Multiple Regression:

The statistical method used to determine the cause-and-effect connection between the variables is regression. The analysis is the outcome of numerous correlations when more than one independent variable and the equation representing this correlation is known as a multiple regression equation. Financial behaviour, financial attitude, and financial knowledge and analysis are the independent factors in this study, with financial literacy serving as the dependent variable. These are explained below:

Table 7: Model Summary

Dependent variable	Financial Literacy (Y)
Independent variables	Financial Behaviour (X_1) Financial Attitude (X_2) Financial Knowledge (X_3)
Multiple R value	0.718
R Square value	0.515
F value	36.492
P value	< 0.000**

Source: primary data computation

Table 8: Multiple Regression Result

Variables	**Unstandardized co-efficient (B)**	**SE of B**	**Standardized co-efficient (Beta)**	**t value**	**P value**
Constant	7.005	2.246	-	3.119	0.002**
X_1	0.214	0.081	0.236	2.623	0.010**
X_2	0.318	0.072	0.378	4.424	0.000**
X_3	0.179	0.066	0.242	2.728	0.007**

Source: primary data computation

The multiple correlation coefficient of 0.718 indicates a strong and positive relationship between the actual and predicted levels of financial literacy. This high correlation reflects that financial literacy can be effectively predicted using a linear combination of the three independent variables: Financial Behaviour (X1), Financial Attitude (X2), and Financial Knowledge (X3).

The coefficient of determination, R-squared = 0.515, shows that approximately 51.5% of the variation in financial literacy is explained by these three variables collectively. This model's goodness-of-fit is statistically significant at the 1% level, confirming the robust explanatory power of financial behaviour, attitude, and knowledge in predicting financial literacy. The regression comparison for the same is as mentioned below:

$$Y = 7.005 + 0.214X_1 + 0.318X_2+0.179X_3$$

The regression analysis reveals the partial effects of financial behaviour, attitude, and knowledge on financial literacy. Holding all other variables constant, the coefficient for Financial Behaviour (X1) is 0.214, indicating a positive and significant (at 1% level) effect—financial literacy increases by 0.214 units for each one-unit rise in financial behaviour. Similarly, the coefficient for Financial Attitude (X2) is 0.318, also significant at the 1% level, showing that financial literacy increases by 0.318 units with every unit increase in financial attitude. The coefficient for Financial Knowledge (X3) is 0.179, implying a positive effect as well, with financial literacy increasing by 0.179 units per unit increase in financial knowledge. The standardised coefficients further highlight the relative influence of each variable: Financial Attitude (0.378) has the greatest impact, followed by Financial Knowledge (0.242) and Financial Behaviour (0.236). This emphasizes that attitude plays a crucial role in determining financial literacy among women faculty, supporting previous findings by researchers like Ameliawati (2018), Andansari (2018), Susanti (2019), and Abdul Salam (2021). These studies together propose that personal attitudes and financial awareness are essential in making informed financial decisions, and that improved financial knowledge empowers individuals to choose optimal financial products for future security.

11. Findings

The preliminary study underscores that financial literacy significantly enhances quality of life and is strongly influenced by financial knowledge, attitude, and behaviour. To ensure the reliability of the data collection instrument, a reliability analysis using Cronbach's alpha was performed, with all variables exceeding the acceptable threshold of 0.7, confirming strong internal consistency. Out of 36 questionnaire items, 34 were retained, while 3 items showed a Corrected Item-Total Correlation (CITC) > 3, indicating the need for revision or removal. Overall, the tool was deemed reliable for use in the final study.

Additionally, pilot analysis confirmed that financial attitude and financial behaviour are significantly influenced by institution type and qualification, respectively. Correlation analysis revealed all variables to be highly significant at the 1% level, with financial literacy most strongly correlated with financial attitude, followed by knowledge and behaviour. Linear regression supported these findings, showing the impact of financial attitude on financial literacy to be the most substantial among the independent variables, validating the strength and direction of their relationships.

11. Suggestions:

The study recommends that higher education institutions in Bengaluru integrate financial literacy into faculty development initiatives, particularly tailored for women faculty. This can be effectively achieved by conducting regular workshops focused on budgeting, investment planning, and retirement readiness. Collaborations with financial institutions to host expert-led

sessions, foster peer learning groups, and provide personalised financial counselling are also encouraged to positively influence financial behaviour.
Furthermore, institutions are advised to offer policy-level support by implementing dedicated programs for financial education and awareness. Encouraging research and curriculum development in the area of financial literacy, especially with incentives, will contribute to building a more financially informed and empowered academic workforce.

12. Contribution of the Study:

This research contributes to the limited body of literature on financial literacy by focusing specifically on women faculty in higher education institutions in Bengaluru, a demographic often overlooked in financial studies. By examining the combined impact of financial attitude, behaviour, and knowledge on financial literacy, the study offers a complete understanding of the key factors influencing financial awareness among educated working women.
The findings are particularly valuable for educational institutions, policymakers, and personal finance educators, as they highlight the need for targeted financial literacy initiatives. Such programs can significantly support informed financial decision-making and promote greater financial empowerment among women in academia.

13. Future Research Direction:

Future research can build on this study by surveying a larger and more diverse sample across multiple cities or states, thereby enhancing the generalizability of the findings. Comparative studies between male and female academics, or among different professional sectors, could offer deeper insights into how gender and occupation influence financial literacy.
Additionally, longitudinal research could track how financial literacy evolves over time in response to changing financial environments and educational interventions. Incorporating qualitative methods such as interviews or focus groups may uncover nuanced behavioural and attitudinal patterns that quantitative surveys alone might overlook, offering a richer understanding of financial decision-making dynamics.

14. Conclusion:

Financial literacy serves as a crucial solution to numerous economic and social challenges in India. For a progressive nation, empowering women through financial literacy is essential. This study highlights that financial literacy among women faculty can be significantly improved through key influencing factors such as financial attitude, behaviour, and knowledge, benefiting not only individuals and their families but also contributing to the broader economic progress of the nation.
To achieve this, government intervention and proactive initiatives by higher education institutions are vital. Policies that support targeted financial education and faculty development programs can foster a more financially empowered academic community, ultimately aiding in the country's overall economic upliftment.

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