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Impact of Financial Behavior And Experience on Financial Literacy: A Study of Universities In Pakistan

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Abstract: The aim of this research is to investigate the impact of financial behavior and experience on the financial literacy of university students. The study employs a primary approach to data collection utilizing questionnaires. The targeted population consists of students from various universities in Pakistan, with a sample size of 250 students chosen through random sampling. Regression analysis reveals a positive and statistically significant relationship between financial behavior, financial experience, and financial literacy ($p > 0.05$). The conclusion drawn from the analysis suggests that enhancing financial behavior and providing practical financial experience can positively influence the financial literacy of university students. These findings have implications for educational institutions and policymakers, highlighting the importance of integrating financial education into university curricula to equip students with essential financial skills for navigating the complexities of modern financial systems.

Keywords: Financial Behavior, Financial Experience, Financial Literacy, University Students, Regression Analysis, Pakistan

1. Introduction

Financial Literacy means having a good command of matters related to money. Financial Literacy comprises four major areas: budgeting, debt, investing, and saving. Budgeting is the process of allocating money to each concerned area. Debt is money that is borrowed for a predetermined objective. Saving can be termed as the amount left after handling all expenses. Investing is using money with the aim of earning additional amounts on it. The importance of this term can be underscored by how strongly financial literacy can play a role in every aspect of life.

A new initiative called Financial Literacy aims to define the requirements for financial education and elaborate on variations in financial outcomes. Understanding financial literacy is crucial to comprehending the effects of education and the obstacles to making wise financial decisions. (Schuhen, 2014) The most widely accepted definition of financial literacy hinges on three key components: financial knowledge, attitudes, and behaviors.

In this survey, 454 students in the Midwest were surveyed, and approximately 44% provided correct responses. They found that female students have less knowledge compared to male students, and business owners have more know-how than those who do not run a business. Married students possess more knowledge regarding monetary activities. (Ansong, 2012) Financial literacy is a crucial area for all aspects of our society, especially for younger generations who face uncertain futures. (Najam, 2017) According to the National Human Development Report (2017), 29% of Pakistan's population is under the age of 29 years. (Klapper, 2015) The Global Financial Literacy Ranking report shows that 26% of young Pakistanis are financially aware, which is higher compared to neighboring countries: India (24%), Bangladesh (19%), and Afghanistan (14%). It also reports that Denmark and Norway lead globally with scores of 71% each. (Ergün, 2018) The level of financial literacy needs to be raised in emerging nations, particularly in Pakistan, where a large portion of the population is not equipped to deal with financial challenges like unemployment and life expectancy, making them uncomfortable with financial decision-making. (Volpe C. A., 1996) Demographic and sociographic characteristics significantly impact the financial literacy of different youth categories. (Ergün, 2018) Students who take financial courses often experience an enhancement in their financial knowledge, as demonstrated by Cordero, Gil-Izquierdo, and Pedraja-Chaparro.

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To increase students' financial literacy, Indonesian universities have adopted the practice of including finance courses as a minor in all degree programs (Bestari, 2012). They also observed that having a bank account and family stock ownership are crucial factors. This observation is supported by previous research findings. The topic of financial literacy and financial well-being among college students has attracted considerable research attention. Financial literacy encompasses a broad spectrum of financial behavior, especially among young people who are in college or undergraduates. According to (al, 2009), less than 33% of American youths between the ages of 12 and 17 are familiar with key financial terms such as interest rates, inflation, and risk diversification. The study also found that low levels of financial literacy are associated with females, Americans, African-Americans, Hispanics, and those with lower educational attainment. (Zia, 2012) Some studies have noted a decline in young people's financial literacy since the late 1990s. Furthermore, (Mandell, 2004), (Education, 2005), NCEC, and the (Coalition, 2005) examined financial literacy categories among students in American high schools and concluded that students lack financial background.

Investigated the relationship between financial education and financial literacy related to financial behaviors (Fernandes, Lynch, and Netemeyer, 2016). They conducted three experimental studies and found that when psychological characteristics are considered, the financial impact of financial literacy disappears. A particular type of action by individuals could significantly impact financial education policies of policymakers, leading to the declining importance of financial education. (Klein, 2009) Financial Literacy leads to better financial decisions in conditions such as illness, retirement, education, weddings, house purchases, etc. (Mitchell, 2014) At the macroeconomic level, individual savings benefit the entire nation and boost well-being.

This study observed considerable differences in savings rates and financial literacy across age groups, income levels, and genders. It concluded that people with better financial knowledge about their financial and economic circumstances are better at planning for the future and making informed decisions.

Financial Education is a dominant requirement nowadays, but there is a lack of basic financial education, especially for non-commerce students. Most students from unsound backgrounds face many challenges after completing their FSC-II and entering university life. They grapple with how to finance daily expenses, book costs, annual fees, and other dilemmas. This study investigates the reasons for the poor financial know-how of university students and the role of friends, parents, the internet, and teachers in the development of their financial careers.

Question of Research

I- How does financial literacy associated with financial experience?

II- "How does financial behaviour affect financial literacy?"

Objectives of Research

i- To determine the impact of financial behaviour on financial literacy.

ii- Investigating the effect of experience regarding finance on financial literacy.

2. Literature Review

The purpose of this study is to acquire awareness of how an individual, particularly a young person, acquires financial literacy. In this study, data were collected from approximately 1500 students. The researchers used the OLS model to regress the financial literacy quiz scores. The targeted population for this study was students for whom financial principles were taught (Brau, James C., Andrew L. Holmes, and Craig L. Israelsen, 2019). The data were gathered based on socio-demographic factors, including family background, financial learning activities (such as reading newspapers, participating in the stock market, possessing a credit card, marriage, and age), and experiential learning activities (such as field studies, student investment funds, and internships). The findings of the research showed that there is less impact of family background. Secondly, the impact of formal learning activities is greater than the effect of family background. Lastly, the results showed that experiential learning activities have the most significant impact. Furthermore, this research revealed that financial literacy will be more important for rising generations compared to older generations (Aman et al., 2024).

This study depicts financial literacy among non-business students of Higher Education Institutions and identifies financially illiterate youths. The main objective is to evaluate the financial literacy of students not involved in business fields or studying financial practices (Suresh, 2024). The statistical techniques used in this research were mean and standard deviation. This study comprises both qualitative and quantitative data, and the survey was conducted on non-business students using non-probability convenient sampling (Ahmed, F., Kashif, M., & Ali, I, 2016). The study concluded that financial literacy is significant in everyone's life. It analyzed that most non-business higher education students struggle to manage home or personal expenses. The study recommends increasing the sample size to obtain more accurate results by using a more inclusive range of questionnaires. Future researchers should assist respondents in answering questions to achieve more valid results. Additionally, finance courses should be introduced. Lastly, the research advises adding more variables like saving hobbies, investments, age, or money management (Miswanto et al., 2024).

The objective of this study is to display the influence of parental socialization and financial literacy on university students' saving habits. This research was based on primary data gathering methods among students of universities in Pakistan, using a Cross-Sectional Study strategy. The technical analysis applied in this method used SPSS to perform multiple regression analysis and Pearson correlation (Afsar, 2018). The study summarized that saving behavior of students is positively impacted by financial literacy and parental socialization. It showed that students who receive financial knowledge from their parents are more willing to save money. Moreover, the research indicated that financially literate students exhibit more saving behavior compared to non-financially literate students (Wigati & Setyorini, 2024).

The goal of this investigation is to determine Pakistan's level of financial literacy. The study sees financial education as a starting point to determine financial literacy and elaborate on variations in results. The research used the Ordinary Least Square Regression (OLS) model and questionnaires (Ghaffar, 2016). It shows that individuals with more financial knowledge tend to save more. The findings of this research showed that respondents lack prudence in spending money and are unwilling to save from their monthly income. They concluded that the majority of respondents don't have a monthly budget and do not seek financial advice from relatives and friends. According to this study's recommendations, financial authorities in Pakistan should improve financial literacy generally and specifically among women. This will help reduce the problems of moral hazard and adverse selection (Khan, 2024).

This research investigates the impact of independent variables, including economic, social, psychological factors, and access to finance on money management behavior among university students in Pakistan. The ONE-WAY-ANOVA software was used to analyze the correlations among the study variables. This study adopts a quantitative approach due to previous work primarily using quantitative research methods (Majida, M., Qureshib, H. A., & Aftabc, H., 2021). The research was conducted online using convenient sampling for ten universities in Pakistan due to COVID-19. The results indicate that students have distinct behavior based on their institutes, academic years, type of degree, income, working hours, and residence. It was identified that as students progress, their money management improves. Different income stages cause variations in money management behavior, and money management behavior across genders is similar. Among all independent variables, economic factors are most relevant to money management behavior (MAlekolkalami, 2023).

The goal of this study is to examine how socioeconomic and demographic factors affect disparities in financial literacy. Both mean percentage of correctly answered questions and group comparisons were used in this study. The data were obtained using the Multi-Stage Sampling Design technique, and the sample was categorized into public and private sector universities. The rationale behind not choosing business students is that they already have good knowledge in financial perspectives. This research concluded that university students possess a moderate level of financial knowledge about mathematics, general finance, and banking (Liaqat, 2021). However, they lack information about investment, spending, and the risk-return relationship. Additionally, the research found that students who are good at finance obtain financial advice from their families, enroll in financial courses, have bank accounts, come from families with good income, attend private universities, live in hostels, and score higher CGPAs. According to this study, university students should consider financial advice from others to manage an uncertain future. The study also considers its findings as a crucial roadmap for policymakers and recommends introducing financial programs for university students regardless of their disciplines to cover basic and core financial terms (Jana et al., 2024).

This study investigates the stage of financial literacy among university students in Portugal. The SPSS software was used to obtain results, and both quantitative and exploratory methods were employed (Tavares, 2019). The study concluded that almost 48.6% of young people neglect household income, but a significant number of people have bank accounts. It also determined that university students have little knowledge regarding finance. Furthermore, the study found that young people often choose bank accounts to use them as checking accounts and are unaware of benchmark interest rates and variations in interest rates. The study's final findings indicate that students in higher education have limited financial knowledge and are not interested in financial fields (Chen, 2020).

This research aims to understand how financial literacy is influenced by education and experience and the gender differences among college students. The researchers used the ANOVA technique. The study concluded that gender distinction is highly associated with financial literacy, even after controlling for other factors like major, class rank, work experience, and age (Chen, 2002; Chen, 2002). Additionally, the study found that participants' financial knowledge is affected by their level of education and experience. Seniors in class rank tend to score higher in surveys. The study also concluded that most respondents do not learn financial knowledge through formal education; instead, they prefer informal channels (Wagner & Walstad, 2023).

This study shows the impact of literacy on students' perspectives and choices, along with the association between financial literacy and various student characteristics. It adopts the quantitative survey method using ANOVA analysis and logistic regression (Chen, H., & Volpe, R. P., 1998). The study concluded that the low level of financial literacy is due to the lack of personal finance education in colleges. It suggests that there is a need to improve financial literacy for college students and that incompetency limits students' ability to make informed financial decisions. The study recommends introducing different activities regarding personal finance into the education system (Widyastuti et al., 2020).

This study aims to ascertain students' perceptions of their involvement in an experiential learning project with a financial component as part of their general mathematics education (Meadows, M., & Mejrii, S., 2021). The researchers conducted a quantitative survey using the SPSS technique to identify correlations and Qualtrics to create visual representations of data. The study concluded that past knowledge of financial literacy should be assessed before completing the finance project to provide accurate results on its effects on students' overall knowledge (Rahmania & Mandasari, 2021).

study investigates factors that put college students' finances at risk and how they develop financial knowledge and habits. It adopts a quantitative approach, and multiple regression analysis was conducted (Cude, B. J., Lawrence, F., Lyons, A., Metzger, K., LeJeune, E., Marks, L., & Machtmes, K., 2006) This. The research shows that parents play a key role in their children's financial socialization and that students are interested in acquiring financial education from their universities. However, some students do not manage their finances properly due to unfamiliarity with financial practices. The study recommends parents to be aware of their role in making their children financially aware from an early age and suggests online opportunities for financial education. Moreover, it recommends extra classes and workshops for different disciplines (Greaves, 2024).

This research investigates the impact of attitude, financial literacy, and subjective norms on teacher students at a public university in Jakarta, Indonesia. The statistical model used in the study was exploratory factor analysis (Widyastuti, 2016). The study concluded that saving behavior and financial literacy have a significant impact on each other, and attitude and subjective norms impact saving intention. Finally, it found that savings attitude is highly affected by subjective norms.

The purpose of this study is to inquire about financial literacy among undergraduate students in Ghana. The research investigated independent variables related to financial literacy, including gender, age, program of study, study years, parents' earnings, and the financial status of students. The data were collected using stratified random sampling and analyzed using the STATA statistical software (Oseifuah, E., Gyekye, A., & Formadi, P., 2018). The study concluded that male students have more knowledge about financial practices and a higher desire to learn about finance. Students whose parents have good earnings are more interested in finance because they receive higher pocket money. Additionally, students' experience in handling money increases their level of financial literacy. The study found that the age and discipline of students do not impact their financial skills.

This study examines the financial knowledge, aptitude, and conduct of university students in Cyprus. It investigates fundamental finance concepts, including simple and compound interest, inflation, risk-return relationships, and risk diversification benefits (Andreou, P. C., & Philip, D., 2018). The study employs a quantitative approach using regression and correlation techniques. The empirical analysis shows that business majors, male students from public universities, financially well-off students, and those with information technology skills are more financially knowledgeable. Conversely, freshmen who avoid situations requiring critical thinking are less financially aware. The study concludes that students lack proper financial education during schooling, rely heavily on their parents for financial guidance, and suggests a prompt need for financial awareness at the tertiary level of education.

This study aims to identify elements impacting Ataturk University undergraduate students who have completed formal and secondary education. The study uses a quantitative research option, employing SPSS and STATA 14. Ordered probit and ordered logistic regression models were used to identify variables influencing students' financial literacy levels. The results show that factors such as age, class, fundamental scientific field, and financial literacy levels are influenced by gender, marital status, monthly personal income, whether one watches financial news, and economic knowledge. The study concludes that economic literacy is directly proportional to financial literacy, and business students have higher financial skills (Alkan, Ö., Oktay, E., Ünver, Ş., & Gerni, E, 2020) This. Furthermore, it suggests that teaching finance to all university students, regardless of their courses, may be beneficial. Additionally, the study suggests enhancing financial literacy through national and foreign projects in universities, involving youth communities in financial literacy, organizing activities like panels and conferences, and ensuring the participation of competent researchers."

This study aims to develop and evaluate financial literacy assessment methods for college students. Financial literacy has taken on a crucial role in allowing and enabling people to make moral decisions as they work to achieve financial health (Potrich, 2016). Financial literacy is considered as the mastery of a set of knowledge, attitudes, and behaviors. In order to achieve this, models are incorporated that incorporate financial knowledge, behavior, and attitude. The models are then approximated, and numerous comparison tests are run. In this study, 534 college students enrolled in public and private colleges in southern Brazil were randomly selected. The scale chosen was optimized for the Brazilian context, with validated translation and content. Two methodologies for structural equation modeling were used to analyze the data. The results show that the scales for behavior and attitude were condensed throughout the model estimation step. The best-adjusted model shows that financial attitude and knowledge have a favorable influence on financial behavior. The findings cannot be extrapolated to a larger population; a larger sample size is needed to examine more profiles for generalization. Brazilian university students' financial conduct demonstrates their capacity to set long-term goals and save money for upcoming purchases and unforeseen expenses. The emphasis on attitude, by setting goals, exercising self-control over spending, and maintaining financial reserves, directly impacts this behavior, as do basic and advanced financial knowledge questions.

The purpose of this research is to examine the degree of financial literacy among a sample of university students in the Portuguese city of Porto. Utilizing an exploratory and quantitative research methodology, a survey was sent to the demographic being studied (Afsar, 2018). The literature review focuses on field investigations on financial literacy. The majority (62.0%) of young people between the ages of 18 and 24 have opened bank accounts, although close to half of them do not consider their family's income. The researchers concluded that the sample's pupils had a poor understanding of finance and were not aware that Euribor served as the interest reference rate for the Eurozone.

According to the literature, financial education and training in South Africa are failing, resulting in educational institutions graduating students unprepared for future financial challenges (Louw, 2013). This study aims to assess the financial literacy requirements of third-year students at a South African institution. A survey was conducted to assess the socioeconomic setting, exposure to the financial world, and financial literacy of the 424 participating students. Using recent research as a framework and a cluster analysis of the results, this study developed a new, suitable questionnaire to assess financial literacy in the South African context. The survey found areas of high literacy and areas of illiteracy that need to be addressed among the respondents, who are largely financially supported by their parents.

This study offers viewpoints on financial literacy. Comparing the literature has revealed some parallels and differences between this research's findings in terms of definitional issues regarding financial literacy, its endogeneity, causes and effects, measurement methods, and the population to be studied for evidence (Selim Aren Sibel Dinç Aydemir, 2014). The study emphasizes the need for a standard and structured definition of financial literacy, objective measurements, and considering financial literacy as an endogenous variable. Additionally, it suggests including other potential predictors of financial decision-making and explicitly explaining the relationship between financial literacy and the research problem in studies."

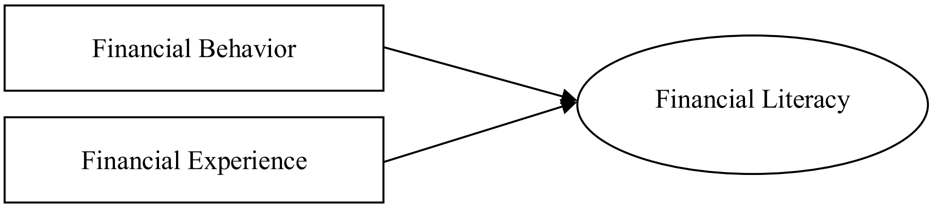

Figure 1: Conceptual Model

Source: Dewi et al. (2020)

H1: There is a positive significant relationship between financial behavior and financial literacy in the universities of Pakistan.

H2: There is a positive significant relationship between financial experience and financial literacy in the universities of Pakistan.

3. Research Methods

In this research, a quantitative approach has been employed, collecting data with the help of a questionnaire. The data was analyzed through demographics of respondents, descriptive analysis, reliability analysis, correlation analysis, regression analysis, and finally, factor analysis was conducted. The purpose of this study is to determine the impact of financial behavior and financial experience on financial literacy for university students in Pakistan. The research is based on primary data collection, conducted over a six-month period. The sample was collected using random sampling method.

To explore university students' financial management practices and attitudes toward financial management, data was collected from both commerce and non-commerce students using the 26th version of the SPSS software. This facilitated the comparison of the effects of financial literacy on the two distinct categories of students.

The targeted populations of this study are students from various universities including Sindh University, Mehran University, Quaid E Awam University, Gilgit University, Lahore University, Rahim Yar Khan University, and Qauid e Azam University, Pakistan. Students from departments such as Business Administration, Information Technology, English, Tourism Management, Computer Science, Civil Engineering, and Mechanical Engineering were included. Students from the 1st, 2nd, 3rd, and 4th years of study were considered.

The total population in this research work exceeded one thousand students, and a sample size of 250 students was selected, representing one-fourth of the total students. Questionnaires were sent to them, and 170 responses were received. After filtering the responses, 157 correctly filled responses were obtained. The source of the questionnaire is from PISA 2018. The data collection began in July 2022, and data collection procedures were conducted from January 2023 to April 2023. Data was collected through an online platform (Google Form) from 171 respondents, of which 157 responses were found to be correct. All participants provided consent before filling out the questionnaire, and ethical considerations were taken into account during data collection. Respondents were given the option to withdraw from the questionnaire if they felt any discomfort. The collected data was kept confidential and used solely for research purposes.

This study employs two independent variables and one dependent variable, financial literacy. The independent variables are financial behavior and financial experience. Financial behavior includes human activities related to the management of money, such as cash settings, investments, savings, and so on. Financial experience refers to the real-life practices and individual gains from the usage and management of money.

4. Research Analysis

In this study, demographics, descriptive analysis, reliability analysis, correlation analysis, regression analysis, and factor analysis were used to test the data. Demographics include the age, gender, income level, education level of individuals, etc. (Principles of Marketing by Philip Kotler). Descriptive statistics are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Correlation analysis is a statistical method used to determine whether there is a relationship between two variables or datasets and how strong that relationship might be. Regression analysis is a statistical technique that demonstrates the link between two or more variables. It examines the relationship between a dependent variable and independent variables, represented in graphs or tables. Finally, the variation among related, observable variables is expressed in terms of a potentially smaller set of unobserved variables known as factors using a statistical approach called factor analysis. It is conceivable, for instance, that changes in two unobserved variables primarily reflect changes in six observable variables. The results of these analyses have been mentioned below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Owners	17	10.9	10.9	10.8
	Job	55	35.0	35.0	45.9
	Jobless	85	54.1	54.1	100.0
	Total	157	100.0	100.0	
Gender					
Valid	Male	102	65.0	65.0	65.0
	Female	55	35.0	35.0	100.0
	Total	157	100.0	100.0	
Educational Status					
Valid	Commerce Students	38	24.2	24.2	24.2
	Non-Commerce Students	119	75.8	75.8	100.0
	Total	157	100.0	100.0	

Table 1: Demographics Profile
Source: Calculated by the author

Table 1 depicts that out of 157 respondents, there were 102 males and 55 females and their valid percentage was 65 and 35 respectively. The demographics Table shows the demographic status of respondents which depicts that amongst 157 respondents 17 respondents were the owners of their businesses, 55 respondents were doing jobs at different places, and 85 respondents were jobless. The valid percentage of respondents was 10.9, 35.0, and 54.1 respectively. Table 1 shows that out of 157 respondents, 38 students belonged to a commerce background and the remaining 119 were concerned with non-commerce fields and their relative percentages were 24.2 and 75.8 respectively.

Table 2: Descriptive Statistics

Variables	N	Mean	Std. Deviation
Financial Literacy	157	9.6306	2.34326
Financial Experience	157	14.1529	2.00373
Financial Behavior	157	4.6497	1.45825
Valid N (list wise)	157		

Source: Calculated by the author

The above table shows the number of respondents used here the standard deviation of financial literacy is 2.34326 and the mean is 9.6306. The standard deviation of Financial Experience is 2.00373 the mean is 14.1529 the standard deviation of Financial Behavior is 1.45825 and the mean is 4.6497.

Table 3: Reliability Analysis

Cronbach's Alpha	N of Items
.781	21

Source: Calculated by the author

In reliability analysis, table 3 shows that the value of Cronbach's Alpha is greater than 0.7 i.e. 0.781. Hence our items are reliable with our scale.

Table 4: Validity Analysis

		N	%
Cases	Valid	157	100.0
	Excluded	0	.0

Total	157	100.0

Source: Calculated by the author

In Reliability Analysis, table 4 shows that 157 responses were correctly filled which have been entered in "SPSS" software.

Table 5: Correlation Analysis

		Financial Literacy	Financial Experience	Financial Behavior
Financial Literacy	Pearson Correlation	1	.392**	-.068
	Sig. (2-tailed)		.000	.397
	N	157	157	157
Financial Experience	Pearson Correlation	.392**	1	.133
	Sig. (2-tailed)	.000		.098
	N	157	157	157
Financial Behavior	Pearson Correlation	-.068	.133	1
	Sig. (2-tailed)	.397	.098	
	N	157	157	157

**. Correlation is significant at the 0.01 level (2-tailed). Source: Calculated by the author

The above table shows that there is a statistically significant ($P<0.05$) and low positive correlation i.e. (.397) between financial literacy and financial experience. Furthermore, the results also reveal that there is a statistically insignificant ($P>0.05$) and negligibly negative i.e. (-0.068) correlation between financial literacy and financial behavior.

4.1. Regression Analysis

Table 6: Description of Variables

Variables Entered/Removed			
Model	**Variables Entered**	**Variables Removed**	**Method**
1	Financial Experience and Financial Behavior	.	Enter
a. Dependent Variable: Financial Literacy			
b. All requested variables entered.			

Source: Calculated by the author

Table 6 shows that in this research financial experience and financial behaviour have been taken as independent variables and financial literacy has been employed as dependent variables.

Table 7: r Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410	.168	.157	2.15114
a. Predictors: (Constant), Financial Experience and Financial Behavior				

Source: Calculated by the author

As indicated in Table 7 we can say that the r^2 value is 0.168 which means our independent variables i.e. financial behaviour and financial experience because 16.8% change in the dependent variable i.e. Financial Literacy.

Table 8: Analysis of Variance

ANOVA^a						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	143.950	2	71.975	15.554	.000^b
	Residual	712.623	154	4.627		
	Total	856.573	156			

a. Dependent Variable: Financial Literacy
b. Predictors: (Constant), Financial Experience and Financial Behavior
Source: Calculated by the author

In Table 8, ANOVA results show that the relationship between independent and dependent variables is significant.

Table 9: Coefficients

Coefficients						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	Constant	3.793	1.289		2.942	.004
	Financial Behavior	-.196	.119	-.122	-1.648	.101

Financial Experience	.477	.087	.408	5.500	.000

a. Dependent Variable: Financial Literacy

Source: Calculated by the author

Table 9 shows the coefficient results, Since the beta value of financial behaviour is -.122, changing the independent variable, in this case, FB, by one unit will result in a -.122 unit change in the dependent variable negatively. Additionally, the negative beta value illustrates the inverse correlation between FB and FL. Second, financial experience has a beta value of.408, meaning that a change in the FE of one unit will result in a change in the dependant variable.408 units. Additionally, the positive beta shows that FL and FE are positively correlated.

Table 10: Factor Analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**.740**
Bartlett's Test of Sphericity	Approx. Chi-Square	1469.564
	Df	210
	Sig.	.000

Source: Calculated by the author

The value of KMO (Kaiser-Mayer-Oklin) is more than 0.6 and Bartlett's test is also significant (<0.05) which is why the results show that our data is suitable. As indicated table 10 shows that there is a positive significant relationship between financial behaviour and financial literacy but the results found are inverse of it which is why our H1 is not supported, although this table also shows that there is a positive and significant relationship between financial experience and financial literacy and the results also comply with this statement that is why our H2 is supported.

5. Findings

The results of this study show that financial behaviour has a beta value of -.122, which means that changing the independent variable, FB, by one unit will result in changing the dependent variable by -.122 units. Additionally, the negative beta value illustrates the unfavourable correlation between FB and FL. Second, financial experience has a beta value of.408, meaning that a change in the FE of one unit will result in a change in the dependent variable of 0.408 units. Additionally, the positive beta shows that FL and FE are positively correlated.

Table 10: Coefficients

	Model	**Coefficients** **Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	Constant	3.793	1.289		2.942	.004
	Financial Behavior	-.196	.119	-.122	-1.648	.101
	Financial Experience	.477	.087	.408	5.500	.000

a. Dependent Variable: Financial Literacy

Source: Calculated by the author

6. Conclusion

Based on the above findings, several conclusions have been drawn to address the objectives of the study. Firstly, regarding the impact of financial behavior on financial literacy, it was determined that financial behavior has an insignificant and negative relationship with the financial literacy of students at Sindh University M.B.B.S Campus Dadu. Data for this study was collected from students at Mohtarma Benazir Bhutto Shaheed M.B.B.S Campus Dadu.

Secondly, concerning the investigation into the impact of financial experience on financial literacy, it was concluded that financial experience has a positive and significant impact on the financial literacy of students at Sindh University M.B.B.S Campus Dadu. Additionally, it was observed that non-commerce students exhibit a good understanding of basic financial practices similar to commerce students. Furthermore, it was noted that females possess equal basic financial knowledge compared to males. However, non-commerce students, especially females, were found to have less financial knowledge compared to males.

7. Recommendations and Limitations

This study was conducted solely within one university, namely Sindh University M.B.B.S Campus Dadu, due to constraints in time and resources. Therefore, it is recommended that future research expand its sample size to include students from other universities. This would provide a clearer understanding of the objectives of this research and could assist institutions in guiding their students regarding the essential requirements of modern times.

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Appendix

Research Questionnaire Items

Have you ever learned how to manage your money in a course?	YES	NO
Have you read a book on money matters?	YES	NO
Have you attained a workshop on money matters?	YES	NO
Did you get the information about money management from parents?	YES	NO
Did you get the information about money management from Friends?	YES	NO
Did you get the information about money management from internet?	YES	NO
Did you get the information about money management from teachers?	YES	NO
Do you know about Interest Payment?	YES	NO
Do you know about Exchange rates?	YES	NO
Do you know about shares/ stocks or bonds?	YES	NO
Do you know about Savings?	YES	NO
Do you know about Profit/ Loss?	YES	NO
Do you know about Credit/ Debit Card?	YES	NO
Do you know about Entrepreneurship?	YES	NO
Do you have a bank account?	YES	NO
Do you have a mobile bank to access your bank account?	YES	NO
I discuss financial matters with my family and relatives	YES	NO
I compare prices in different shops	YES	NO
I buy the product without comparing prices	YES	NO
I wait until the product gets cheaper before buying it	YES	NO

Source: PISA survey 2018.