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The Role of Financial Literacy in Personal Finance Decision-Making

[1]Dr. Paras Abro, [2]Sheeraz Akhtar Katper, [3]Dr. Javed Meraj, [4]Dr. Muhammad Fuzail, [5]Kashif Lodhi

Dr. Paras Abro
Ministry of HRD Government of Pakistan. paras.abro24786@gamil.com
Sheeraz Akhtar Katper
PhD Scholar, Public Administration Department, University of Sindh Jamshoro. askatper@gmail.com
Dr. Javed Meraj
Assistant Professor, Lasbela University of Agricultural Water and Marine Science. Javed.meraj@luawms.edu.pk
Dr. Muhammad Fuzail
Government College University, Faisalabad. fuzail251@gcuf.edu.pk
Kashif Lodhi
Department of Management, Economics and Quantitative Methods, Università degli Studi di Bergamo via dei Caniana 2, 24127 Bergamo (BG), Italy. k.lodhi@studenti.unibg.it

Abstract

The proposed study examines the complicated association between the financial literacy level and the decisions about personal finance depending on different demographic groups in a mixed-methods study. The study explores the linkage between financial knowledge and financial behavioral outcomes such as savings levels, investment decisions, debt decision processes, and retirement plans among 500 sample participants whose age group, educational level and geographic spread is well distributed. Quantitative analyses show that financial literacy has a high positive correlation with both positive financial behaviors and overall financial decision-making quality and that after controlling demographics, over 48 percent of variance is due to financial literacy alone. The paper finds that there is a considerable difference in financial literacy according to various demographic groups such that middle aged patients (46-60) have the highest scores of financial literacy, males are better than females on average by three points, and urban dwellers have a high success rate in financial literacy than the rural dwellers. Results of 30 semi-structured interviews lead to several identified mediating mechanisms: self-confidence and self-efficacy in financial decision-making, the ability to process information systematically and evaluate information, high sensitivity to risk perception and risk management capacity. The study identifies how financially literate individuals are drastically more likely to participate in more advanced financial products with 78.2% of highly literate individuals investing in the stock market versus 23.1% of people with low literacy levels, indicating a major role to play by financial education in improving economic prosperity and informed financial management.

Keywords: Association, Financial, Literacy Level, Personal Finance, Different Demographic Groups, Financial Knowledge, Financial Behavioral. .

Introduction

In the contemporary global financial world, financial literacy has become a determinant factor of the economic wellbeing of the individual. With financial markets growing more advanced and financial products more varied, there has never been a need to make informed financial decisions more important (Lusardi & Mitchell, 2023). Financial literacy: The term financial literacy has a broad meaning that covers not only knowledge of basic financial principles, such as compound interest, risk diversification, and inflation, but also the ability to utilize this knowledge in decision-making situations; i.e., can the individual apply financial know-how in a financial decision-making situation.

Financial literacy is more than individual well-being but goes further to the stability and growth of the economy at large. There is also an extensive body of research that proves that the more financially literate an individual is, the better their financial habits will be, such as regular savings, intelligent borrowing, and diversified investments (Klapper et al., 2022). On the other hand, financial illiteracy has been associated with the preventable riotous financial errors, excessive borrowing and improper retirement planning, all of which have potentially long-term repercussions regarding the financial well-being of the individual and the economic growth.

Individual choices in personal finance are a complex interrelationship of cognition, behavior, and environment. As opposed to the rational decision-making premised on perfect information in conventional economics, behavioral finance studies have shown that the representation of financial decision-making is prone to many biases and rules of thumb (Chen & Volpe, 2021). Financial literacy can also act as a moderating force which could help mitigate the effects of cognitive biases, thus, the quality of financial decisions may also improve as a result of financial literacy, due to better knowledge and analytical skills.

The financial environment today is challenging financial management at an individual level as never before. Lawn (2011) points out that the trade in defined benefit and defined contribution retirement plans transferred investment risk to individuals, a trend that poses a greater burden on the need to be financially sophisticated. At the same time, there has also been an increase in sophisticated financial products, such as derivatives and cryptocurrency and with that, a demand in the depth of financial knowledge required to navigate these financial products.

Usage patterns of financial decisions and the level of financial literacy are greatly affected by demographical aspects. The level of financial knowledge and behavior has been found to depend on age, education, income, and gender (Hastings et al., 2023). The knowledge of such connections is essential to the development of direct treatment approaches to enhance financial wellbeing in various groups of people.

Geographical variation in financial literacy also spells new challenges as it may prove difficult to access financial education and services in developing economies. Rural residents may also have special obstacles to financial literacy acquisition, among which are a lack of access to banks, lower educational levels, and the peculiarities of the economic system of cities in comparison with rural areas (Grohmann et al., 2022).

The influence of technology in financial decision making has been on the increase, where online financial centers have transformed the way people utilize financial provisions and information. Technology has leveled the playing field among individuals to access financial tools and information but has also exposed individuals to other challenges such as cybersecurity issues and information overload (Morgan & Trinh, 2021).

Financial literacy has been identified by policy makers all over the world as one of the tools that encourage economic stability and well-being of the individual. Financial literacy may be one of the essential elements of the national strategies in many countries, including the targeting of financial education in school curricula and mass awareness (OECD, 2023). Nonetheless, all these interventions are still debated on their efficiency.

The measurement of financial literacy has its own methodological issues with different researchers using different methods that include knowledge test and multi-dimensional scales of financial skills, behavior, and so on. The ties between the levels of financial literacy and the real financial behavior have proven to be fraught with difficulties with some studies indicating that financial literacy alone is not enough to ensure the proper financial decisions (Fernandes et al., 2024).

It is important to comprehend the processes and modalities in which financial literacy determines the personal choices in finance. This paper seeks to add to this knowledge by investigating the complex interaction between financial literacy and some aspects of personal financial decision-making, and offer insights that could guide further theoretical development as well as practical intervention in financial education and policy.

Research Objectives

1. To determine the correlation between levels of financial literacy and the nature of personal finance decision-making among different groups in terms of demography, how financial knowledge would affect savings behavior, investment choices and management of debts and the planning of retirement.

2. To determine the major mediating factors of the relationship between financial knowledge and actual financial behavior such as level of confidence, risk perception, information processing abilities and access to financial services.
3. To inform how differently financial literacy affects different kinds of personal finance choices and what areas of personal finance choices are impacted most strongly by financial literacy.

Research Questions

1. To what extent is the level of financial literacy related to patterns of personal finance decision-making in terms of demographic variables and geographic setting?
2. What are the possible mediating variables that play a role colored the relationship between financial knowledge and the actual financial behavior in the real life situation of the decision-making process?
3. What can be said about specific areas of personal finance decision-making that strongly correlate with level of financial literacy, and what does that imply about the ability of those areas to suggest targets of financial education interventions?

Significance of the Study

The paper makes an important addition to literature in the field of financial literacy and its practical aspects of human life and well-being. The study uses a multifaceted combination of a qualitative and quantitative inquiry to offer a quantitative confirmation of the relationship between financial literacy and decision-making and qualitative explanations of the forces at work behind this relationship. The results hold significant implications to financial educators, policy makers, and financial service providers in an effort to upgrade the outcomes on the financial performance of different groups of people. The ability to study both rural and urban populations of different age groups and socioeconomic classes offers a holistic outlook as to how financial literacy functions in a variety of circumstances and setting and can, therefore, be used to establish further inclined measures to help financially illiterate individuals, as well as develop more effective practices. Besides, the study fills the information gaps prevalent in the existing body of literature by investigating the mediating effects that may mediate translation of financial knowledge to behavior, as the study offers practical implications concerning the design and implementation of future financial education initiatives in terms of effectiveness levels and as the evidence-based policy guidance related to financial literacy promotion.

Literature Review

Incentive-based practical research about the role that financial literacy plays in the personal finance decision-making process is driven by other fields, most notably the fields of economics, psychology and behavioral finance. Conventional economics, which is grounded in the paradigm of the rational actor, states that people will take the best financial decisions knowing all of the information and having a consistent preference (Bernheim & Garrett, 2021). Nonetheless, this model is being pushed to the limit by behavioral finance studies that have shown that there are systematic errors in judgment in a financial scenario.

There are many cognitive biases and heuristics that behavioral finance literature has noted influence decision-making in finance, including overconfidence, loss aversion, mental accounting and present bias (Thaler & Sunstein, 2022). The result of these behavioral tendencies is at best less than optimal financial decisions including poor diversification, excessive trading, as well as insufficient retirement savings. It has been suggested that financial literacy can be one of the ways in which to mitigate the effect of these biases equipping people with the knowledge and analytical tools which can allow them to make better, more rational decisions in financial terms.

Several decades ago, the conceptualization and even the measurement of financial literacy have changed dramatically. Early definitions involved quite simple financial understanding concepts, like compound interest, and inflation (Lusardi & Mitchell, 2021). Recent methodologies have dispensed with narrow definitions to include the financial skills, attitudes and behaviors besides the knowledge. This multiple dimensional approach acknowledges that the ability to make sound financial decisions requires more than knowledge, it also requires the ability and motivation to apply the knowledge in actual settings.

There is rather moderate research on the relations between financial literacy and financial behavior, but it seems to be positive. Financial literacy has been linked to a range of positive correlations with desirable financial behaviors, such as increased levels of savings, more balanced portfolio compositions, and improved debt maintenance (Klapper & Lusardi, 2023). The strength of these relationships, however, differs between studies and across populations, and it is thus possible that finite contextual factors moderate the effect of financial literacy on the behavior.

Evaluation of the causal connection between financial literacy levels and financial success is something contentious in the literature. Most studies have assumed financial literacy as a causal factor that leads to better financial behavior, but others have argued that being exposed to financial markets and financial products would create a positive relationship between financial literacy and financial behavior (Jappelli & Padula, 2022). The Instrumental variable and natural experiments have been used by the researchers to define causal relationships because of this endogeneity problem.

It is also well-established that there is a gender disparity in financial literacy as women tend to perform lower in financial literacy tests in comparison to men in different countries and age classifications (Bucher-Koenen et al., 2024). Such differences in the degree of financial knowledge have been related to disparities in terms of financial behavior such as reduced access to stock markets, as well as retirement planning among women. But other researches indicate gender disparity in financial assurance is more significant than actual distinction in knowledge as a major source of varying behavior between the genders.

There are differences in how financial literacy changes with age with the presence of studies reporting that literacy improves with age because of the level of experience and learning and the presence of studies reporting that older adults have declining financial literacy because of cognitive decline (Finke et al., 2023). There is a strong connection between age and financial literacy, which matters in retirement planning since elderly people are more susceptible to financial fraud and exploitation even though they have a lot of experience in finances.

The educational attainment has always featured as one of the greatest predictors of financial literacy among various populations. More advanced formal education is connected with better financial literacy assessment results and high-level financial behaviors (Lusardi et al., 2022). The association between general education and financial literacy levels however is not entirely perfect, why specific financial education may offer more benefits that the general education.

There are also chicken-and-egg problems related to income and wealth effects on financial literacy, as there are in causal analyses. Higher-income participants tend to be more financially literate, though it is not clear whether this is a cause or consequence of the wealth advantages that come with higher levels of financial knowledge or variables related to higher socioeconomic status such as the benefits of education and experience (Behrman et al., 2021). The effects have been attempted to separate by studies which examine the variation in financial literacy due to income shock or interventions in education.

Although there has been cross-cultural study on financial literacy, the amount of financial literacy varies across nations and cultures in terms of the levels of literacy and in terms of the connection that exists between literacy and behavior. Financial literacy does not seem to affect decisions or attitudes toward risks, saving and debts, as well as attitudes toward debt, unless they are supported by cultural factors (Grohmann et al., 2023). Such results indicate that financial literacy initiatives can be more focused on particular cultural environments to achieve the best results.

The quality of financial education intervention programs has been well researched, most meta-analyses giving conflicting conclusions on whether financial education has any effect on either knowledge or behavior. After short periods of participation in a financial education program, several studies offer positive results in terms of knowledge outcomes and behavioral intentions as self-reported by participants, but there is less clear evidence of behavior change (Kaiser & Menkhoff, 2024). The answer is that the heterogeneity of the intervention design, target populations and outcomes measures make it hard to make conclusive statements on what the best practices in financial education could be.

The problem of financial illiteracy and such a crucial role that technology plays in financial literacy and decision-making finds its way into recent studies more frequently. Mobile apps and digital platforms have opened new paths and spaces to support financial education and choice and also new drivers of instabilities including a recessive dilemma that may dissolve to a beaconless occurrence (Morgan & Trinh, 2023). The digital divide has the potential to establish new types of financial exclusions affecting those who lack access to or who are not comfortable using technology and modern financial services and education tools.

Research Methodology

The researchers have adopted mixed methods study research design, which incorporated both quantitative and qualitative research methods to study the correlation between financial literacy and personal choice when it comes to finance. The questionnaires component was a structured survey conducted on 500 respondents randomly selected through stratified sampling so as to capture all sections of the population - age (18-65 years), gender, educational level, and geographic residence (urban/rural). Financial literacy was determined by a standardized 20-point scale that measured the understanding of basic finance such as compound interest, risk diversification and inflation, whereas financial behaviors were determined through giving self-reports of savings rate, investments diversification, debt-income ratio, retirement planning activities and maintaining of emergency funds. Statistical tests were done by correlation analysis, multiple regression modeling analysis, and chi-square tests to study the relative connections between variables and the difference in demographics. The qualitative element entailed 30 semi-structured interviews with a purposive sub-sample of differing levels of literacy to investigate the mechanisms underlying and decision-making processes. Data obtained in interviews were analyzed using thematic analysis to identify major themes regarding confidence, information processing, and risk management. Data analysis has been done using an online and in-person study as the six months of collection would enable accommodating the participant needs due to geographical requirement. Before the study, ethics approval was sought and given by relevant institutional review boards and all study participants signed informed consent to develop a multi-faceted perspective of the influence of financial literacy to determine the financial decision-making behaviors of people.

Results and Data Analysis

Quantitative Analysis

The quantitative analysis revealed significant relationships between financial literacy levels and various aspects of personal finance decision-making among the 500 survey participants. The overall financial literacy score distribution showed a mean of 14.2 out of 20 possible points (SD = 3.8), indicating moderate levels of financial knowledge across the sample population.

Table 1: Demographic Distribution of Participants

Variable	Category	Frequency	Percentage
Age Group	18-30	145	29.0%
	31-45	182	36.4%
	46-60	128	25.6%
	61-65	45	9.0%
Gender	Male	267	53.4%
	Female	233	46.6%
Location	Urban	298	59.6%
	Rural	202	40.4%
Education	High School	156	31.2%
	Bachelor's	201	40.2%
	Graduate	143	28.6%

The demographic distribution showed a relatively balanced representation across age groups and genders, with a slight urban bias reflecting the accessibility of urban populations for survey administration. The educational distribution indicated a highly educated sample, with nearly 70% having completed tertiary education, which may have implications for the generalizability of findings to broader populations with lower educational attainment.

Table 2: Financial Literacy Scores by Demographics

Variable	Category	Mean Score	SD	F-statistic	p-value
Age Group	18-30	12.8	3.2	18.4	<0.001
	31-45	15.1	3.6		
	46-60	16.2	3.1		
	61-65	14.8	4.2		
Gender	Male	15.6	3.4	12.7	<0.001
	Female	12.6	3.8		
Location	Urban	15.8	3.2	22.3	<0.001
	Rural	11.9	3.7		

The analysis of financial literacy scores across demographic groups revealed significant differences. Age showed a curvilinear relationship, with middle-aged participants (46-60) demonstrating the highest financial literacy scores, likely reflecting accumulated experience and peak earning years. The significant gender gap confirmed previous research findings, with males scoring 3 points higher on average than females. Urban participants substantially outperformed rural participants, highlighting geographic disparities in financial knowledge access and acquisition.

Table 3: Correlation Matrix - Financial Literacy and Financial Behaviors

Variable	Savings Rate	Investment Diversity	Debt-Income Ratio	Retirement Planning	Emergency Fund
Financial Literacy	0.67**	0.54**	-0.43**	0.61**	0.52**
Age	0.38**	0.31**	-0.28**	0.71**	0.29**
Income	0.45**	0.59**	-0.51**	0.48**	0.41**
Education	0.34**	0.42**	-0.31**	0.39**	0.28**

**Note: ** $p < 0.01$

The correlation analysis demonstrated strong positive relationships between financial literacy and beneficial financial behaviors. The strongest correlation was observed with savings rates ($r = 0.67$), indicating that individuals with higher financial literacy maintained significantly higher savings rates relative to their income. Investment diversity also showed a substantial positive correlation ($r = 0.54$), suggesting that financially literate individuals were more likely to diversify their investment portfolios rather than concentrate investments in single asset classes.

Table 4: Regression Analysis - Predictors of Financial Decision-Making Quality

Predictor	Beta	Standard Error	t-statistic	p-value	R^2
Financial Literacy	0.512	0.032	16.02	<0.001	0.48
Age	0.198	0.024	8.25	<0.001	
Income	0.156	0.028	5.57	<0.001	
Education	0.089	0.031	2.87	0.004	
Gender (Male)	0.134	0.041	3.27	0.001	

The multiple regression analysis revealed that financial literacy was the strongest predictor of overall financial decision-making quality, accounting for approximately 48% of the variance in the dependent variable. Even after controlling for demographic factors, financial literacy maintained its significant predictive power, with a standardized beta coefficient of 0.512. Age emerged as the second strongest predictor, likely reflecting the accumulated experience and learning that occurs over time.

Table 5: Financial Literacy Impact on Specific Financial Products

Product Type	High Literacy (>16)	Medium Literacy (12-16)	Low Literacy (<12)	Chi-square	p-value
Stock Market Participation	78.2%	45.6%	23.1%	45.7	<0.001
Mutual Fund Investment	65.4%	38.9%	18.7%	38.2	<0.001
Retirement Account Contrib.	89.1%	67.2%	41.3%	52.8	<0.001
Credit Card Management	92.3%	71.4%	48.9%	41.6	<0.001
Emergency Savings	85.6%	59.7%	34.2%	47.3	<0.001

The analysis of specific financial product usage revealed stark differences across financial literacy levels. High-literacy individuals showed dramatically higher participation rates in sophisticated financial instruments such as stock markets and mutual funds. Particularly notable was the retirement account contribution pattern, where nearly 90% of high-literacy individuals contributed to retirement accounts compared to only 41% of low-literacy individuals, highlighting the critical role of financial knowledge in long-term financial planning.

Qualitative Analysis

Analysis of 30 semi-structured interviews contributed greatly to understanding the mechanisms that have an effect on how personal finance decisions are made by being financially literate. The analysis returned three key themes namely confidence and self-efficacy, information processing and evaluation, and risk perception and management.

The theme on confidence and self-efficacy revealed that the more participants had a higher financial literacy rate, the more confident they were in having the capacity to make financial decisions and the more likely they could be active participants in their financial decisions. High-literacy participants often referred to being more comfortable and in control when deciding about financial matters, whereas low-literacy participants tended to speak of feeling overwhelmed and anxious in respect to financial choices. According to

one high-literate interviewee, she/he feels empowered to compare different investment options, as she/he comprehends the basics of how investment options work and what to watch out in them. A low-literacy participant, in contrast, said, "I just tend to do whatever my bank suggests because I do not really know the variability between the products."
The theme of information processing and evaluation revealed a substantial degree of disparity in the way the participants of different literacy level addressed financial information. The high-literacy individuals indicated systematic ways of acquiring and processing financial information, seeking information in many sources and evaluating credibility or relevance of the information provided. They were able to determine key elements in making some decisions and could explain clear standards in analyzing the financial decisions. Low-literacy respondents, in turn, tended to use single sources, commonly family members, bank representatives, and to find it hard to mind the difference between advertising literature and objective financial information.

The second difference between high and low literacy levels was risk awareness and risk management. The high-literacy respondents showed subtle knowledge of different categories of financial hazards and applied the strategy of diversification in regulating the hazard. They were able to describe a relationship (trade off) between the risk and return, and made logical decisions as per their risk tolerance and objective of financial aspirations. The low-literacy respondents tended to be either risk-averse, and thus avoid any investment product, or to lack appropriate risk analysis, investing heavily on a single asset or in response to investment recommendations without making their own analysis.
Some of them reported dramatic experiences that led to their getting financially literate and shifting their transaction patterns. The experiences tended to be related to financial misjudgments or financial crises that served as an incentive to learning and formal financial education, or the guidance of more financially literate people. Learning seemed to emerge as a process that was iterative and through practice and education, participants were gaining confidence and sophistication.

The social and cultural aspects to play a significant role in the decision on the allocation of finances as argued in the interviews. Respondents referred often to the role of the family in attitudes towards money, culture, the ability to save and invest, as well as the practices of peers, which affected their financial decisions. Participants with high levels of literacy tended to challenge the financial beliefs they inherited and therefore made independent decisions, which were based on their analysis rather strongly, where as low-literacy participants respected family and cultural norms concerning financial issues.

Technology came as an opportunity and barrier to financial decision-making. Others mentioned how utilizing and using financial applications, as well as online tools, had been able to improve their budgeting and ability to monitor expenditures, product comparison details, and sensible decision-making. Others, especially those who were older and/or technologically illiterate felt frustrated over the complexity of digital financial services and would rather continue with the traditional face-to-face communication with service providers in the financial services industry.

Financial advisors and service providers had a different role depending on the level of literacy of participants. The people with high literacy would consider advisors to be consultants that bear all the information and expertise and retain final decision-making power. The low-literacy respondents were more likely to find such people to make decisions in their stead which at times did not consist of their closest interest or long-term objectives.

Discussion

The results of this research offer convincing arguments, which support the importance of financial literacy in making personal finance decisions about individuals representing different groups. The high positive correlations with good financial practices such as higher savings rates, diversity of investments, and propensities to use of debt all bolster theoretical expectations with regard to the knowledge-behavior relationship in financial matters. The regression results whereby, despite controlling the demographic factors, the strongest predictor of the quality of financial decisions has been financial literacy, supports that financial knowledge makes independent contributions to advancement of financial outcomes (Lusardi & Mitchell, 2023).

The qualitative results help to explain the mechanisms that underlie the effects of financial literacy on behavior by mentioning confidence, information processing abilities, and risk-management skills as mediators. Because of the sharp contrast in methods of decision-making between the high and low literacy participants, their financial education should, presumably, be about more than the transfer of knowledge, but rather about skills and confidence in decision-making. The conclusion that high-literacy people were able to be more methodical and critical in their reviews and assessments of monetary data has major practical implications regarding the effort of planning financial education instruction (Lusardi, 2023).

It is evident that the demographic differences in the levels of financial literacy largely follow the national trends of inequality in the access to educational and economic opportunities, especially in those areas in which they significantly differ by gender and geographical location. The findings imply that specific interventions could be important to help achieve certain obstacles that different demographics can be encountering. That these shortcomings remain virtually unchanged even when more emphasis is put on their role suggests that the current patterns of financial literacy promotion may not be inclusive enough to reach all segments of the population, which is why more inclusive and accessible promotion strategies are necessary (Frisancho, 2023).

Conclusion

The research is an in-depth study which has clearly shown the core value of financial literacy in shaping personal finance decisions among all kinds of population. The study offers very strong evidence that financial literacy is indeed a decisive factor of financial behavior so that better levels of financial literacy are always linked with more rewarding financial actions like saving, diversification of investment, and good debt management behavior. The mixed-method form that was adopted in this study has not only presented statistical relationships between literacy and behavior, but also the psychological and social mechanisms underlying these relationships.

The result is relevant to the policy makers, educators and financial service providers willing to enhance individuals and community financial well-being. The fact that confidence, information processing, and risk management capabilities have been identified as major mediating factors in the context of financial education indicates that a proper financial education program should not merely transfer knowledge and seek to provide practical decision-making and the abilities to regulate the risks involved. The consistent gap in financial literacy levels according to demographic categories puts the importance of the interventions that would help to narrow the gap and address financial literacy among people experiencing specific obstacles.

The findings of the study highlight the intricateness of the relationship between financial literacy and behavior as they confirm that though financial literacy is essential in making good financial decisions, it is not enough in every situation. Social, cultural and technological drivers equally influence financial decisions and makes it essential to incorporate the larger context under which the financial decisions are made in comprehensive address to help curb poor financial outcomes. The study complements the body of evidence of the importance of investing in financial literacy education and points to the necessity of more complex and unifying approaches to the propagation of financial literacy.

Further studies are needed to identify the causal interactions between financial literacy and behavior and examine long-run outcomes of various behavioral interventions in various populations. It is likely that research work will be needed continuously to make the field of financial education appropriate and effective in promoting financial well-being among individuals and the entire society as the financial scene continues to change due to technology and changes in the economy.

Recommendations

On the basis of the overall results found in the present research, one can formulate several main conclusions that should be made to increase the level of financial literacy and to date the personal finance decision-making more positive. Financial education programs must ensure that they use multi-dimensional strategies that add knowledge-based approach alongside practical skills development where learning would rely on the application of direct experience in the financial decision-making processes and developing a feeling of confidence through the sequential increase of skills (Choung et al., 2023). The educational programs should be adapted to meet the particular needs and problem areas of various demographic groups, especially considering gender-relevant measures to women and culture-sensitive visions to rural citizens who are engaged in different financial backgrounds and preoccupations.

It is advisable that policy makers should engage in instituting compulsory financial literacy syllabuses in learning institutions and at the same time come up with community-based programs that can cater to adult learners who may have missed to gain formal financial literacy during their learning. The important relationship between financial literacy and retirement planning and investment behavior implies that change interventions that focus on the aspect of retirement planning and investment behavior could achieve long-term positive effects on an individual financial security including economic stability. The financial services providers should also be encouraged to create more transparent, and understandable financial products and offer educational materials to make consumers make more sophisticated choices as opposed to encouraging them to buy financial products.

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