GSB Insight: Journal of Business and Research

ISSN: 3049-0782

Volume - 1 Issue - 1 (2024)

The Influence of Digital Financial Literacy on Working Professionals' Financial Behaviour in Tamil Nadu- A Descriptive Study

Dr.S.Christina Sheela [1], Dr.V.Mahalakshmi [2]

[1] Associate Professor, Management, Gnanam School of Business

[2] Associate Professor, Department of Management Studies, Saranathan College of Engineering

[1]Corresponding Email: mbasheela@gmail.com

Article History:

Received: Oct 26, 2024
Accepted: Nov 09, 2024

How to cite:

Christina Sheela, & Mahalakshmi. (2024). The influence of digital financial literacy on working professionals' financial behaviour in Tamil Nadu- a descriptive study. *GSB Insight: Journal of Business and Research, 1*(1), 49-60.

DOI: https://doi.org/10.63141/gijbr-V1N1-2024ID14

Abstract: There is a positive association between digital financial literacy and the financial behaviour of working professionals in Tamil Nadu, according to the latest research on the subject. It investigates at these professionals' degrees of digital financial literacy and the way such literacy affects their financial decisions. The authors emphasize how crucial it is for improving digital financial literacy so as to help people in this group establish better financial habits. Significant findings show that amongst Tamil Nadu's working professionals, basic financial knowledge, awareness of financial products and services, perceptions of digital financial hazards, and general happiness are all related. To guarantee the importance and practicality of the findings, the study used purposive sampling in conjunction with an adequately constructed survey using a 5-point Likert scale. The findings imply that those who exhibit greater levels of digital financial literacy are more inclined to practice sensible financial practices including investing and saving. This emphasizes the significance financial education is for encouraging responsible decisions and improving the general wellbeing of professionals in the area. The investigation also emphasizes the desire for focused initiatives that boost digital financial literacy, which can result in increased happiness and financial security. Stakeholders may support professionals to arrive at sound financial choices and eventually improve their financial stability and quality of life by promoting awareness and informing them in the field.

Key Words: Digital financial literacy, Digital financial product and services, Digital financial risk, Working Professionals

1. Introduction

The switch to a digital and paperless economy, which intensified throughout the COVID-19 pandemic and gained pace during the demonetization period, has been rapidly backed by the Indian government. These events have illustrated how critical it is to have an adequate digital financial infrastructure as well as how vital digital financial literacy is gaining in India. This capacity to understand, evaluate, manage, and appropriately convey financial information in a digital format has been termed as digital financial literacy. It involves the knowledge and abilities required to make sound financial choices, especially when they pertain to digital payments, online transactions, and online banking systems. As India transitions to a digital and cashless economy, supported by the government's flagship initiative, "Digital India," it becomes crucial to enhance digital financial knowledge to support economic growth. While traditional financial systems still persist, their global competitiveness relies heavily on integrating digital technologies. This evolution in financial knowledge can be explored at both individual (micro) and public (macro) levels, where individuals with higher digital financial literacy can harness the opportunities presented by digital platforms. The rise in awareness since demonetization underscores the pressing need for digital financial expertise in India's financial landscape. As technology becomes increasingly sophisticated, with machines now performing tasks previously handled by humans, it is vital for the government to continue advancing this digital transformation. This article delves into the role of digital financial knowledge and its impact on financial behavior, with a specific focus on professionals in Tamil Nadu, aiming to bridge the research gap and assess how digital knowledge influences financial decision-making in the evolving economy.

2. Literature review

In a study on DFL among working women in Kerala, Rekha and Isaac George (2022) concluded that while numerous educators frequently employed digital payment apps, there were significant barriers given that they were ignorant what was required to do in the instance that a transaction faltered. This underscores the importance of basic digital financial literacy in protecting individuals from fraudulent activities and enabling informed financial decisions. The study aligns with Financial Literacy Theory, which posits that financial knowledge improves financial behavior and security, contributing to socio-economic well-being. Similarly, Shinu and Munavver Azeem Mullappallykayamkulath (2022) found that DFL positively impacted the financial behaviors of millennials, particularly in improving their saving and spending habits. This finding supports the Technology Acceptance Model (TAM), as increased DFL among millennials facilitates the adoption of digital financial platforms, enhancing financial management. Kartini, Pahlevi, and Rachmi (2022) explored financial inclusion and highlighted how DFL integrates marginalized groups into the formal economy, improving access to financial resources and services, further reinforcing Socio-Economic Theory. Additionally, O'Callaghan, Calloway, and Walker's (2021) study on digital literacy among accounting students emphasized the need for enhanced digital training to meet the profession's demands, linking this gap to Human Capital Theory, which stresses the role of education and skills in improving economic outcomes. Studies like those by Abdul Azeez and Jawed Akhtar (2021) and Gangani and Raval (2021) highlight similar themes, focusing on digital financial inclusion and DFL's role in overcoming barriers in rural and urban contexts. Teo Piaw, Wen, and Abdullah (2020) concluded that rural farmers lacking DFL, emphasising the need of focused efforts towards encouraging financial inclusion. They also validated the implementation of behavioural finance theory, which demonstrates how DFL might minimise reckless financial choices. Other studies, such as those by Rajdev,

Modhvadiya, and Sudra (2020), Bansal (2019), and Prasad and Meghwal (2017), further emphasize the critical role of DFL in shaping financial behavior, improving financial outcomes, and fostering economic development, reinforcing the applicability of TAM, Financial Literacy Theory, and Socio-Economic Theory in understanding the broader implications of DFL for financial inclusion and satisfaction.

A conceptual research model was put together based on the literature analysis for examining whether working professionals in Tamil Nadu's financial behavior is impacted by digital financial literacy (DFL). The model delves into whether DFL influences people's levels of satisfaction and happiness. The three components of digital financial literacy have been looked at: "usage of financial services and products, awareness, and knowledge". The knowledge dimension assesses respondents' understanding of basic digital and financial concepts, while awareness evaluates familiarity with digital financial products and services. The usage dimension focuses on how frequently and effectively individuals engage with digital financial platforms, such as mobile banking and payment systems. Additionally, the model incorporates digital financial risk as a mediator, which plays a vital role in determining how well individuals manage risks like fraud or failed transactions, finally contributing to their overall financial well-being, personal satisfaction, and security. Through this comprehensive framework, the research seeks to analyze how these factors collectively shape the financial behavior and satisfaction of working professionals.

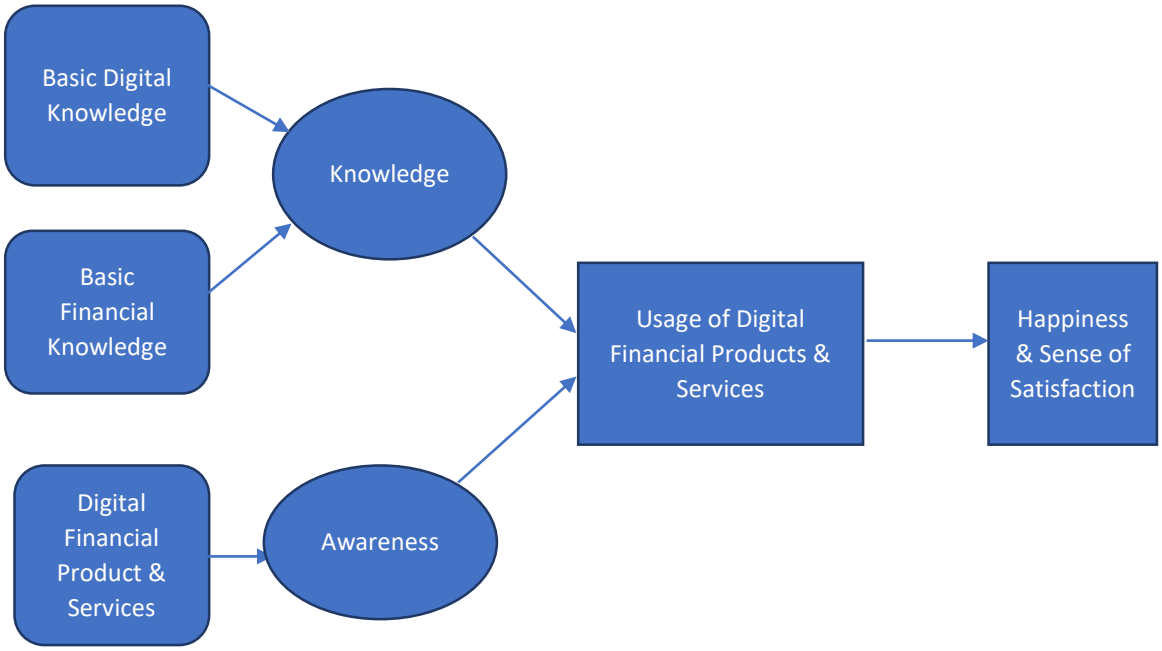

Figure 1 Research Model

3. Methods

The present investigation examined working professionals' digital financial awareness in Tamil Nadu employing a descriptive design and quantitative research methodology. Data was collected using both online and offline survey methods, targeting a purposive sample of 401 professionals across various groups based on educational qualifications, age, income levels, and occupational sectors. An email containing the survey link was sent to participants, who were encouraged to share it within their networks to reach a broader

audience. A structured questionnaire served as the data collection tool, with all questions marked mandatory to minimize non-response bias. In along with gathering demographic data, the survey assessed respondents' knowledge of seven aspects of digital finance including "basic financial knowledge, awareness of digital financial products and services, usage of digital financial products and services, awareness of digital financial risks, measures to control digital financial risks, and general happiness and satisfaction". Data analysis was conducted using SPSS, employing statistical tests such as ANOVA, correlation, and regression to explore relationships between the variables. The purposive sampling technique ensured a representative sample of the target population, enhancing the relevance and applicability of the findings to Tamil Nadu's professional community.

4. Results and Discussion

Every aspect of digital financial literacy and their impact on working professionals' financial behavior demonstrate strong internal consistency, based on the reliability assessments presented in Table 1. Each dimension was assessed using Cronbach's alpha, with values exceeding the generally accepted threshold of 0.7, demonstrating good reliability. The dimensions of Basic Digital Knowledge ($\alpha = 0.832$) and Basic Financial Knowledge ($\alpha = 0.774$) show high reliability in measuring respondents' understanding of essential digital and financial concepts. The instrument successfully assesses awareness and usage of digital financial products and services, as demonstrated by the high reliability of the measures of awareness ($\alpha = 0.905$) and usage ($\alpha = 0.847$). Furthermore, metrics for controlling digital financial risk ($\alpha = 0.859$) and awareness of digital financial risk ($\alpha = 0.85$) possess exceptionally reliable values, indicating that risk awareness and methods for mitigation are frequently assessed. Lastly, the dimension of Happiness and Sense of Satisfaction ($\alpha = 0.921$) demonstrates outstanding reliability, reflecting the high consistency in assessing respondents' overall well-being. Overall, the high Cronbach's alpha values across all dimensions suggest that the instrument is highly reliable for evaluating digital financial literacy, usage, and the associated sense of happiness and satisfaction.

Table 1 Reliability Test

S.No	Dimension	No.of. Questions	Result value
1)	Basic Digital Knowledge	8	0.832
2)	Basic Financial Knowledge	8	0.774
3)	Digital Financial Products & Services Awareness	12	0.905
4)	Digital Financial Products & Services Usage	12	0.847
5)	Digital Financial Risk Awareness	10	0.85
6)	Controlling Digital Financial Risk Measures	11	0.859
7)	Happiness and Sense of Satisfaction	56	0.921

Table 2 ANOVA on demographical variables (Age, Qualification, and Residential status) and usage of digital financial product and services

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between the Groups	19.855	33	.602	1.275	**.147**
	Within Groups	173.147	367	.472		
	Total	193.002	400			
Qualification	Between Groups	62.157	33	1.884	1.568	**.027**
	Within Groups	440.781	367	1.201		
	Total	502.938	400			
Residential Status	Between Groups	25.033	33	.759	.949	**.552**
	Within Groups	293.480	367	.800		
	Total	318.514	400			

The outcomes of the ANOVA for the statistically significant variations among the use of digital financial goods and services and demographic factors (age, qualification, and residential status) are presented in Table 2. The p-value for age is 0.147, revealing that the participation of respondents in digital financial services does not vary by age and that there exists no statistically significant variance in usage throughout age groups. A substantial difference in usage based on educational qualifications is demonstrated by the qualification variable's p-value of 0.027, which is significantly below the 0.05 level. It also suggests that the utilization of digital financial goods become more prevalent for individuals with higher degrees of education. Lastly, a p-value of 0.552 for the residential status variable demonstrates that there is no apparent disparity in the use of digital financial services amongst urban and rural residents. In general, age and residential status do not appear to have a substantial impact on the adoption of digital financial products, although qualification is an important component.

Table 3 ANOVA on demographical variables (Age, Qualification, and Monthly Income) and sense of happiness and satisfaction

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	41.732	39	1.070	2.554	**.000**
	Within Groups	151.270	361	.419		
	Total	193.002	400			
Qualification	Between Groups	107.430	39	2.755	2.514	**.000**
	Within Groups	395.508	361	1.096		
	Total	502.938	400			
Monthly Income	Between Groups	175.665	39	4.504	3.205	**.000**
	Within Groups	507.348	361	1.405		
	Total	683.012	400			

The ANOVA results in Table 3 examine the significant differences between demographic variables—age, qualification, and monthly income—and respondents' sense of happiness and satisfaction. The analysis shows that all three factors have statistically significant effects, with p-values of 0.000, indicating substantial differences across groups. Specifically, the F-value for age is 2.554, suggesting that happiness and satisfaction levels vary significantly among different age groups, likely reflecting generational differences in values and life experiences. For qualification, the F-value of 2.514 indicates that educational attainment significantly influences happiness, possibly due to better employment opportunities and access to resources among more educated

individuals. Additionally, the analysis reveals an F-value of 3.205 for monthly income, highlighting its strong correlation with happiness and satisfaction, as higher income typically leads to greater financial security and the ability to meet personal and social needs. Overall, these findings underscore the critical role demographic factors play in shaping individuals' happiness and satisfaction, suggesting that interventions to enhance well-being should consider these variables.

Table 4 ANOVA on demographical variables (Age, Qualification, Residential status and Work Experience) and Basic Digital financial knowledge

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	31.831	20	1.592	3.752	**.000**
	Within Groups	161.171	380	.424		
	Total	193.002	400			
Qualification	Between Groups	173.325	20	8.666	9.991	**.000**
	Within Groups	329.612	380	.867		
	Total	502.938	400			
Residential Status	Between Groups	12.931	20	.647	.804	**.709**
	Within Groups	305.583	380	.804		
	Total	318.514	400			
Work Experience	Between Groups	53.123	20	2.656	2.870	**.000**
	Within Groups	351.645	380	.925		
	Total	404.768	400			

The substantial differences amongst respondents' fundamental digital financial knowledge and demographic characteristics, including age, qualification, residence status, and work experience, have been investigated by the results of the ANOVA in Table 4. With an F-value of 3.752 and a p-value of 0.000, the investigation demonstrates that age has an important influence on digital financial knowledge. This would indicate that knowledge levels range among age groups, which is probably due to variable exposure to technology. With an F-value of 9.991 and a p-value of 0.000, qualification additionally demonstrates a substantial effect, demonstrating that people with higher education have better utilisation of information and resources that contributes to increased digital knowledge about finances.

Nevertheless, an F-value of 0.804 and a p-value of 0.709 demonstrate that residential status has no noticeable impact on knowledge of digital finance, suggesting that living circumstances having very little impact on awareness of digital finance fundamentals. With an F-value of 2.870 and a p-value of 0.000, work experience additionally demonstrates a significant relationship with digital financial knowledge. This indicates that those with greater job experience have a greater likelihood to be financially literate simply because they have been acquainted with financial practices in a professional environment. As a whole, these outcomes demonstrate that while residence status seems to have less of an impact on digital financial awareness, age, education, and work experience constitute crucial factors. For enhanced efficacy, focused training programs aimed at boosting digital financial literacy should take these demographic characteristics into account.

Table 5 ANOVA on demographical variables (Age, Qualification, Residential status and Work Experience) and Awareness of digital financial product and services

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	37.003	29	1.276	3.035	**.000**
	Within Groups	155.999	371	.420		
	Total	193.002	400			
Qualification	Between Groups	59.690	29	2.058	1.723	**.013**
	Within Groups	443.248	371	1.195		
	Total	502.938	400			
Residential Status	Between Groups	36.156	29	1.247	1.638	**.022**
	Within Groups	282.357	371	.761		
	Total	318.514	400			
Work Experience	Between Groups	57.205	29	1.973	2.106	**.001**
	Within Groups	347.563	371	.937		
	Total	404.768	400			

The substantial discrepancies amongst respondents' fundamental understanding of digital financial products and services and demographic characteristics such as age, qualification, residence status, and work experience have been investigated by the findings of the ANOVA in Table 5. With a level of significance (p-value) of.000 and an F-value of 3.035 for age, there is a statistically significant disparity in awareness amongst age groups. It also suggests that individual comprehension of digital financial goods is greatly affected by their age. A considerable impact on awareness levels is also shown by the F-value of 1.723 and p-value of.013 in terms of qualification. This indicates that awareness is affected by educational background, with various levels of acquaintance with digital financial services stemming according to various qualifications. The outcomes of the Residential Status investigation indicate people's awareness of these categories fluctuates by the place they live, with an F-value of 1.638 and a p-value of.022. This highlights how crucial geographical considerations are in developing financial literacy. Last but certainly not least, a substantial correlation amongst work experience and awareness can be demonstrated by the F-value of 2.106 and p-value of.001 for work experience. This indicates that individuals who have more work experience might know greater detail about digital financial services. When everything is considered, these outcomes highlight the significance that demographic variables are in influencing public awareness of digital financial services and products.

Correlation

The associations amongst various facets of professional digital financial literacy and utilisation have been investigated by the correlation analyses presented in Tables 4.6, 4.7, and 4.8. A Pearson correlation of 0.004 and a p-value of 0.942 in Table 6 indicate that there is no statistically significant connection amongst actual use of digital financial products and services alongside an understanding of them. This enhances the likelihood of a disparity between awareness and action by hinting that information alone seldom translates into actual use of these financial resources.

Table 6 Correlation between Knowledge and Usage of digital financial product and services

		Knowledge	Usage
Knowledge	Pearson Correlation	1	.004
	Sig. (2-tailed)		**.942**
	N	401	401
Usage of digital financial product and services	Pearson Correlation	.004	1
	Sig. (2-tailed)	**.942**	
	N	401	401

On the contrary, Table 7 shows a significant relationship amongst the use of digital financial products and services and their knowledge, which is demonstrated by a p-value of 0.000 and a Pearson correlation of 0.355. This observation indicates that there is a significant correlation between increased understanding and an increased willingness to use digital financial services. Campaigns aimed at raising awareness could therefore successfully promote more widespread adoption of these kinds of technologies.

Table 7 Correlation between Awareness of digital financial product & services and Usage of digital financial product and services

		Awareness	Usage
Awareness of digital financial product& Services	Pearson Correlation	1	.355**
	Sig. (2-tailed)		**.000**
	N	401	401
Usage of digital financial product and services	Pearson Correlation	.355**	1
	Sig. (2-tailed)	**.000**	
	N	401	401

Lastly, with a Pearson correlation coefficient of 0.273 and a p-value of 0.000, Table 8 demonstrates a significant association amongst professionals' happiness and sense of satisfaction and their utilisation of digital financial goods and services. These findings indicate professionals are more cheerful and delighted whenever they utilize digital financial services, demonstrating the positive implications of these technologies for overall wellbeing. These results illustrate the relevance of awareness for advancing use in addition to the benefits it brings for people's happiness and satisfaction in their financial dealings.

Table 8 Correlation between Happiness & sense of satisfaction and Usage of digital financial product and services

		Usage	Happiness
Usage of digital financial product and services	Pearson Correlation	1	.273**
	Sig. (2-tailed)		**.000**
	N	401	401
Happiness & sense of satisfaction	Pearson Correlation	.273**	1
	Sig. (2-tailed)	**.000**	
	N	401	401

Regression

The connections amongst knowledge and awareness, the use of digital financial products and services, and the impact on happiness and satisfaction have been investigated by the regression

analysis shown in Tables 9 and 10. With an R2 value of 0.127, Table 9 indicates that knowledge and awareness explain 12.7% of the disparity in the use of digital financial products and services. This demonstrates that while awareness and knowledge have an important bearing on usage, they are inadequate to account for an important proportion of the variance, highlighting the existence of additional variables that might prove crucial for estimating utilization.

Table 9 Regression-For knowledge & awareness on usage of digital financial product & services

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.357[a]	**.127**	.123	1.01920

With an R2 value of 0.074, which reveals that the adoption of digital financial products and services contributed to 7.4% of the variance in happiness and satisfaction, the research presented in Table 10 demonstrates that the usage of these goods has a lesser but significant influence on happiness and fulfilment. The outcomes demonstrate that, while usage and satisfaction have a positive association, it is not exceptionally strong, demonstrating that other factors could additionally have a role in professionals' overall sense of fulfilment and enjoyment. As a whole, these results emphasise the significance of an all-encompassing strategy that looks into further variables that could impact the adoption and advantages of digital technology in along with raising consciousness and informing people.

Table 10 Regression-For usage of digital financial product & services on sense of happiness & satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273[a]	**.074**	.072	.42551

Chi-Square Test

The connections between digital financial risk, risk management techniques, the utilisation of digital financial products and services, and the effect they have on happiness and satisfaction have been investigated by the Chi-Square tests provided in Tables 4.11, 4.12, and 4.13. With an asymptotic significance level of 0.000 and a Pearson Chi-Square value of 3731.098, Table 11 indicates a highly substantial correlation between people's feelings of happiness and contentment and digital financial risk. Based to this investigation, opinions about digital financial risk are closely associated with feelings of happiness and contentment, which emphasizes the significance it is to responsibly handle these risks with the objective to boost overall wellbeing.

Table 11 CHI-SQUARE on digital financial risk and sense of happiness & satisfaction

	Value	df	Significance (2-sided)
Pearson Chi-Square	3731.098[a]	897	**.000**
Likelihood Ratio	664.177	897	1.000
Linear-by-Linear Association	.045	1	.831
N of Valid Cases	401		

The link between happiness and satisfaction and indicators for reducing digital financial risk is investigated in Table 12. With a significance level of 0.000, the Pearson Chi-Square value of 2390.236 shows a significant relationship, supporting the notion that effective risk management techniques may boost people's feelings of joy and satisfaction. With a significance level of 0.010, the linear-by-linear association value of 6.614 demonstrates a directed link between the two variables, emphasizing the possible existence of focused efforts to boost satisfaction.

Table 12 CHI-SQUARE on Measures for controlling digital financial risk and sense of happiness & satisfaction

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2390.236[a]	546	**.000**
Likelihood Ratio	544.659	546	.508
Linear-by-Linear Association	6.614	1	.010
N of Valid Cases	401		

With a Pearson Chi-Square value of 4678.098 and a significance level of 0.000, Table 13 indicates an extremely strong connection between the use of digital financial products and services and contentment and enjoyment. Higher levels of pleasure and contentment are correlated with greater utilisation of digital financial goods and services, based on the linear-by-linear association value of 29.710 at a level of significance of 0.000. These outcomes demonstrate that digital financial risk management, product use, and overall well-being are linked together, demonstrating that managing financial risks while encouraging the use of financial products could substantially impact individuals' satisfaction and happiness.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4678.098[a]	1287	**.000**
Likelihood Ratio	992.927	1287	1.000
Linear-by-Linear Association	29.710	1	.000
N of Valid Cases	401		

5. Implications

The results of the research have several significant implications for boosting professionals' awareness of and satisfaction with digital financial services and products. First, through providing novel concepts and proposals for the general public, the Organization for Economic Cooperation and Development (OECD) promotes substantially to improving the state of financial literacy. By personalizing these activities depending on professional credentials, organizations can better stimulate the increasing utilization of digital financial products and services alongside fostering financial inclusion and empowerment. Furthermore, the correlation between happiness and satisfaction with the use of digital financial tools underscores the necessity for organizations to establish responsive and helpful customer support channels. By addressing user inquiries, concerns, and issues promptly and personally, organizations can significantly enhance user

satisfaction. This proactive approach not only fosters trust but also contributes to a more positive user experience, thereby increasing overall happiness with digital financial tools.
Furthermore, there is a compelling need for ongoing training in digital financial literacy, with a specific emphasis on online payment transactions. Implementing workshops that utilize information and communication technology can be especially beneficial for users in rural areas, enabling them to conduct digital transactions independently. Organizing seminars, workshops, and special talks by banking professionals can demystify the electronic payment process and make it more accessible, ultimately empowering users and enhancing their confidence in utilizing digital financial services. Collectively, these strategies can lead to greater financial literacy, increased usage of digital financial products, and improved overall satisfaction and happiness among professionals.

6. Conclusion

The goal of the study is to investigate the link between respondents' happiness and sense of satisfaction and their digital financial literacy among Tamil Nadu working professionals. As per the findings of the investigation, working professionals are increasingly cognizant of digital financial literacy abilities and have greater comfort with digital payment transaction experiences, and they are also helping customers in expanding awareness of digital financial literacy. Furthermore, when employing information and communication technologies, it would be beneficial to have regular instruction in digital financial literacy competencies, with a concentration on online-based digital payment transactions. Workshops on digital payments serve as vital for enabling working professionals to handle digital payments on their own schedules. To make the electronic payment procedure much simpler, seminars, workshops, and specialized chat programs incorporating bankers should be organized.

References

Rekha &Issac George (2022). The effect of socio-economic status on Digital financial literacy among working women in higher education sector-Kerala state. Journal of NeuroQuantology, 2451-2466

Shinu, Munavver Azeem Mullappallykayamkulath (2022). Digital Financial Literacy and its Impact on the Financial Behaviour of Millennials. Journal of International Journal of Financial Management,10-16

Kartini, Reza WidharPahlevi, Nur Habiba Rachmi (2022). MAPPING OF DIGITAL FINANCIAL LITERACY RESEARCH. Journal of Jurnal Minds: Manajemen Ide dan Inspirasi, 159-174

Susanne O'Callaghan, Linda Jo Calloway, John P. Walker (2021).. DIGITAL LITERACY AND ACCOUNTING STUDENTS: IMPLICATIONS FOR THE PROFESSION. Journal of Global Journal of Accounting and Finance,45-63

N. P. Abdul Azeez and S. M. Jawed Akhtar (2021). Digital Financial Literacy and Its Determinants: An Empirical Evidences from Rural India. South Asian Journal of Social Studies and Economics, 2581-821

Dilipkumar J. Gangani&Dr. Dharmesh Raval (2021). A Study on Level of Digital Financial Inclusion among the urban youth of Gujarat. Journal of ResearchGate, 4638-4647

Lewis Liew Teo Piaw, Diana Lim Pei Wen and Liu Yew Chui @ Melissa Audrey Adriana Liu Abdullah (2020). DIGITAL FINANCIAL LITERACY: A CASE STUDY OF FARMERS FROM RURAL AREAS IN SARAWAK. Journal of International Journal of Education and Pedagogy,245-251

Dr. Amit A Rajdev, Tejal Modhvadiya& Payal Sudra (20208. An Analysis of Digital Financial Literacy among College Students. Journal of Pacific Business Review International

PALVI BANSAL (2019). A CONCEPTUAL FRAMEWORK FOR DIGITAL FINANCIAL LITERACY. Journal of International Journal of Management and Applied Science, 53-56

Hanuman Prasad & Devendra Meghwal (2017). DIGITAL FINANCIAL LITERACY: A STUDY OF HOUSEHOLDS OF UDAIPUR. Journal of Global Journal of Advanced Research, 201-209