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# A Comparative Study of Financial Literacy among Undergraduate Management and Humanities Students of Pokhara University

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**Abstract**

This study aims to assess and compare the level of financial literacy among undergraduate Management and Humanities students of Pokhara University. Specifically, it evaluates differences in financial knowledge, financial skills, and financial attitudes between students from these two academic disciplines. This descriptive, cross-sectional, and comparative study assessed the financial literacy of 327 undergraduate students from Pokhara University's Management and Humanities programs using convenience sampling. Data were collected with a verified financial literacy questionnaire based on OECD guidelines. Independent t-tests compared financial literacy between disciplines, one-way ANOVA examined differences by year of study, and Cohen's d measured effect size. A radar chart visually displayed group variations. The findings revealed a significant difference in financial knowledge, skills, and overall financial literacy between Management and Humanities students, with management students performing better in all areas, although the effect sizes were small. However, financial attitude did not differ between the two faculties. Financial literacy, knowledge, skills, and attitude significantly varied by year of study, with fourth-year students demonstrated higher score than those in earlier years. No significant differences were found in financial knowledge, skills, and overall financial literacy between male and female respondents, but females exhibited a higher financial attitude than males. The findings highlight the need for targeted financial literacy programs tailored to each faculty's needs. While financial attitudes are similar, fostering positive financial behaviour is crucial for long-term well-being. A holistic

approach, incorporating knowledge, skills, and attitudes, is essential, with faculty-specific solutions to prepare students for financial success. These insights can guide policymakers, educators, and financial institutions in developing effective programs to improve students' financial preparedness.
***Keywords***: Financial knowledge, financial skills, financial attitude, financial institutions

## Introduction

Despite extensive research, financial literacy does not have a single agreed-upon definition, as differing scholarly perspectives have led to varied interpretations and methods of measurement (Kimiyaghalam & Safari, 2015). Financial literacy is the knowledge, skills, and confidence to grasp financial concepts, handle money and risks prudently, make educated decisions, and promote both personal well-being and participation in the economy (OECD, 2014). Financial Literacy also encompasses attitudes that guide financial decision-making, such as financing children education, planning for retirement and major life events ultimately enabling better decisions and greater control over financial resources (Vieira, 2012). Financial literacy is crucial for any society to be successful and competitive in the global community, yet many people, particularly the young, have limited understanding of important personal finance topics such as budgeting, investment, credit, and spending, leading to poor financial decisions and exacerbating financial crises (Borodich et al., 2010). A person's financial literacy is closely linked to their ability to manage finances, with higher financial literacy resulting in better financial management and vice versa (Arofah, 2019; Calvet et al., 2007). Financial literacy is increasingly recognized as a critical life skill essential for enhancing individual well-being and living standards, as its absence can lead to poor financial decisions that adversely affect both individuals and communities in today's complex financial landscape (Hussain & Sajjad, 2016). In an increasingly financially integrated and complex world, financial literacy has become essential for students, individuals, and their families, as they are often required to make sophisticated and sometimes irreversible financial decisions (Lusardi & Mitchell, 2011b). Globally, only one in three adults grasp basic financial concepts, and despite higher financial literacy among the wealthy, educated, and those using financial services, billions remain unprepared for the rapidly evolving financial landscape (Lusardi & Mitchell, 2011a). Despite its critical importance, research reveals that financial literacy remains alarmingly low worldwide, with the issue being particularly severe in developing and underdeveloped countries (Philippas & Avdoulas, 2019).

Financial literacy is increasingly recognized as a vital skill for navigating today's complex financial landscape, prompting governments worldwide to develop national strategies for financial education that offer lifelong learning opportunities (Atkinson & Messy, 2012). During the financial crisis, the relationship between financial literacy and unspent income levels was notably stronger, even after accounting for household characteristics, emphasizing how greater financial literacy enables individuals to better navigate unexpected macroeconomic and income shocks (Klapper et al., 2012). Financial crisis highlighted the severe consequences of financial illiteracy, which has been widely recognized as a key contributing factor to the crisis's escalation (Atkinson & Messy, 2011). Financial literacy should not be taken for granted, as it enables individuals to make informed financial decisions, protect themselves from economic shocks, and contributes to both market stability and macroeconomic resilience, particularly in countries with developing financial markets (Klapper et al., 2013). Differences in investment strategies between financially literate and illiterate investors can exacerbate income inequality, as financially illiterate individuals may miss out on higher long-term stock market returns and are less likely to reinvest in risky assets following economic downturns, thereby missing potential recovery gains after crises (Bucher-Koenen & Ziegelmeyer, 2011).

In Nepal, college students possess a fundamental level of financial knowledge, which is influenced by factors such as their family income, age, field of study, the type of college they attend, and their financial attitude (Thapa & Nepal, 2015). In Nepal, vulnerable groups such as women, ethnic minorities, conflict victims, and low-income individuals require empowerment, and ensuring financial awareness, capability, accessibility, and sustainability in financial services are key strategies to uplift marginalized and excluded communities while other factors remain constant (Chaulagain & Devkota, 2018). In Universities of Nepal, the results revealed that students have a strong understanding of banks, the stock market, inflation, and money illusion, but they face difficulties in grasping concepts related to taxes and compound interest (Kharel et al., 2024). The effective implementation of literacy and financial inclusion initiatives requires collaboration among diverse stakeholders, such as government agencies, educational institutions, financial organizations, and community groups in Nepal (Chand & Bhatt, 2024).

Studies have shown that financial literacy levels can vary significantly between students of different academic disciplines. For instance, commerce students tend to demonstrate higher financial literacy compared to their counterparts in the arts, suggesting a discipline-based knowledge gap (Antoni et al., 2020). This highlights the need to explore similar patterns among students at Pokhara University, particularly between management and humanities students. College students in Nepal have demonstrated a basic understanding of finance, with their highest levels of knowledge found in numeracy. However, their knowledge is only moderate in areas such as banking, inflation, and the stock market, while it remains notably low in critical topics like credit, taxes, financial statements, and insurance. This uneven distribution of financial knowledge highlights significant gaps that need to be addressed (Thapa & Nepal, 2015). Research indicates that financial literacy among students remains below the average level, leading to poor financial planning and inadequate understanding of key financial concepts. Many students lack sufficient knowledge about the importance of savings, and their budgeting and financial planning skills are notably weak (Rupakheti, 2020). This underscores the necessity for further research into financial literacy among students to identify effective strategies that can enhance their financial knowledge and skills. The review of literature revealed that there has been extensive research on financial literacy among college/university students in other parts of the world; there have been very few such studies in Nepal. So, we aimed to assess and compare the levels of financial knowledge, skills and attitude and overall financial literacy between management and humanities undergraduate students of Pokhara University.

## Literature Review

Commerce students generally have greater access to financial courses throughout their academic journey, gaining early exposure to financial concepts and skills that enable informed decision-making, whereas non-commerce students often lack similar opportunities, leading to a disparity in financial literacy between the two groups (Jain et al., 2024). A study on financial literacy among University of Porto students revealed that those from Economics and Management had the highest levels of financial knowledge, while students from Fine Arts, Psychology, and Education Sciences exhibited the lowest, highlighting a significant contrast in financial literacy across disciplines (Mendes, 2013). Financial literacy was examined among postgraduate commerce students of Mangaluru Taluk found their understanding of key financial concepts to be relatively low, despite their advanced academic level, while also highlighting the significant impact of demographic factors on financial literacy (Razak & Ishwara, 2022). Unsurprisingly, students who had taken a finance related course demonstrated significantly higher financial knowledge scores compared to those without such coursework (Förster et al., 2015). A study found that students majoring in economics received more practical financial information than those in other fields, with financial attitudes significantly influenced by their academic specialization (Zéman et al., 2023). A study found that diploma students in Commerce programs had higher financial literacy levels than those in non-Commerce programs (Botha, 2013). Students from commerce-related programs, such as Financial Management, demonstrated significantly stronger financial skills, while those in non-commerce disciplines like Psychology exhibited moderately high, yet comparatively lower, financial skill levels (Ilar et al., 2024). Another study at a South African university found that Commerce students had higher financial knowledge than their non-Commerce counterparts, though no significant difference was observed in financial skills between the two groups, emphasizing the need for education on emergency savings, long-term financial planning, and evaluating financial products (Antoni et al., 2020). A study from Guru Nanak Dev University, Amritsar, Punjab, found that commerce and management students had relatively strong financial literacy, unaffected by demographic factors, highlighting the curriculum's crucial role in bridging literacy gaps while also recommending early parental involvement in financial decision-making to enhance students' financial literacy (Kaur et al., 2015). Students who had completed a Financial Management course demonstrated higher financial knowledge, which in turn had a significant influence on their financial attitudes, suggesting that management students, who are more likely to be exposed to such coursework, tend to develop stronger financial attitudes than their humanities counterparts who often lack similar academic exposure (Yahaya et al., 2019). An investigation into non-commerce university students in Pakistan found their financial knowledge to be moderate in banking, general finance, and mathematics but weak in core concepts like the time value of money, interest, investment, spending, and risk-return, emphasizing that greater financial knowledge helps control unnecessary expenses, improves decision-making, and reduces the risk of financial instability or bankruptcy (Liaqat et al., 2021). A study on financial literacy among undergraduates in Jaipur City found that while financial market knowledge was broadly understood across disciplines, basic financial knowledge differed significantly between finance and non-finance students, with over 50% supporting the inclusion of financial education in all academic programs (Kedawat & Pathak, 2021). Business students tend to exhibit stronger financial attitudes than non-business students, likely due to greater exposure to financial education and related coursework that positively shapes their financial mindset (Peach & Yuan, 2017). A look into the financial understanding of undergraduate students in Alappuzha District found that only a small percentage believed their colleges provided sufficient personal finance education, emphasizing the need to enhance financial literacy across faculties through motivated educators, adequate resources, a well-structured curriculum, and active community participation (Rajan & Sritharan, 2018).

## Factors Related to the Study

### *Demographic Characteristics*

The study found differences in financial literacy between first-year and final-year students, with both groups displaying low levels of financial literacy, though final-year students had slightly higher average scores than their first-year counterparts (Homan, 2015). The study revealed a significant positive correlation between financial literacy and factors such as financial education, age, education level, and income, while gender showed mixed results, with males outperforming in some cases but not consistently (Yoshino et al., 2017). The study found that men scored lower in financial skills than women but had greater financial knowledge, and specialization played a key role in the relationship between financial awareness, experience, and knowledge, with economics and business majors gaining knowledge through experience, while non-majors were more influenced by financial awareness (Dewi, 2022).

### *Financial Knowledge*

Financial knowledge serves as the foundation of financial literacy, equipping individuals with the ability to make informed decisions (Dewi et al., 2020). Financial knowledge was identified as a crucial component in determining overall financial literacy (Robb & Woodyard, 2011). Numerous studies indicate that limited financial knowledge is the main cause of low financial literacy, with awareness of existing products and services acting as a key factor, as greater familiarity with these offerings directly enhances financial literacy (Kane et al., 2016). The research identified positive effect of Financial Knowledge on Financial literacy level (Banthia & Dey, 2022).

### *Financial Attitude*

Financial attitude is another variable that influences financial literacy, as it reflects an individual's attitude towards money and sense of financial responsibility (Firli, 2017). Financial attitude is recognized as a key factor in determining an individual's level of financial literacy, as it significantly shapes and influences financial literacy outcomes (Rai et al., 2019). A positive financial attitude positively influences personal financial management, playing a crucial role in shaping effective financial practices, as students with such an attitude are more likely to manage their money wisely, leading to an improved quality of life (Yogasnumurti et al., 2021). A financially literate person tends to have attitudes that allow effective and responsible management of financial affairs, demonstrating how financial attitude significantly influences financial literacy (Schagen & Lines, 1996).

### *Financial Skills*

An essential component of financial literacy is financial skill, as it not only involves the ability to work with numbers but also requires the effective application of knowledge and skills to manage financial resources over a lifetime, as emphasized by the President's Advisory Council on Financial Literacy (Paiella, 2016). Research suggests that low financial literacy levels are primarily due to the lack of financial skills education in high schools, a deficiency that is likely to negatively impact individuals' future lives by contributing to poor financial management (Beal & Delpachitra, 2003). Financial literacy largely depends on financial skills, including both general and specific analytical and synthetical abilities essential for sound financial decision-making (Schagen & Lines, 1996). Financial literacy involves the ability to use financial skills effectively to manage resources, make sound decisions, and foster positive financial behaviors (Dewi et al., 2020).

**Figure 1**

*Conceptual Framework of the Study*


## Hypothesis Development

H1: There is a significant difference in the financial literacy levels between Management and Humanities students of the Pokhara University.
H2: There is a significant difference in the financial knowledge levels between Management and Humanities students of the Pokhara University.
H3: There is a significant difference in the financial skills levels between Management and Humanities students of the Pokhara University.
H4: There is a significant difference in the financial attitude levels between Management and Humanities students of the Pokhara University.

# Methods and Procedures

## Research Design

The research design for this study is descriptive, cross-sectional, quantitative, and comparative.

## Study Sample

The target population consists of undergraduate students in Pokhara University, specifically, those studying Management (e.g., BBA and BBA-BI) and Humanities (e.g., BDEVS, BECS, BALLB and BED). This study employed a convenience sampling technique to select participants from undergraduate management and humanities students of Pokhara University. Due to its affordability, speed, effectiveness, and simplicity, convenience sampling is widely used by researchers in social sciences (Jager et al., 2017). Convenience sampling was suitable since researchers did not have access to a predefined sampling frame (Dorofeev & Grant, 2006). Subsequently, a non-probability convenience sample of 327 Undergraduate students across the two disciplines was drawn, which is in the range of other studies alike (Antoni et al., 2020; Kharel et al., 2024; Ling, 2023).

**Instrumentation**

In this study, the instrumentation will consist of a financial literacy questionnaire developed by (Stella et al., 2020), as outlined in their 2020 paper A Proposal for a New Financial Literacy Questionnaire published in the International Journal of Business and Management (Stella et al., 2020). The questionnaire used in this study was developed following the OECD guidelines on financial literacy assessment, ensuring a comprehensive evaluation of financial knowledge, skills, and attitudes. To assess financial knowledge, a set of questions from the NFCS has been adapted (NFCS, 2009). This section comprises five multiple-choice questions designed to evaluate students understanding of fundamental financial concepts. Each correct response is awarded 1 point, while incorrect responses receive 0 points. The total score for this section ranges from 0 to 5, with higher scores indicating a stronger grasp of financial concepts. The financial skills questions were developed using established guidelines to ensure a comprehensive assessment (Lusardi, 2015; Lusardi et al., 2011). Similar to Financial Knowledge, this section comprises five multiple-choice questions evaluating students' ability to apply financial concepts in real-life scenarios. Scoring follows the same pattern, with a total range of 0 to 5. Financial attitude was assessed using 10 statements developed by (Stella et al., 2020), measured on a 7-point Likert scale, where 1 represents "Completely Disagree" and 7 represents "Completely Agree." The total possible score for this section is 70, which was standardized to a scale of 0 to 5 by dividing the total score by 14. Financial literacy in this study was calculated by combining the scores from the three components—financial knowledge, financial skills, and financial attitude with equal weight assigned to each of the three factors. The maximum possible score for financial literacy is 15, obtained by summing the highest scores from financial knowledge, financial skills, and financial attitude.

**Data Analysis**

In this study, Microsoft Excel was used for data entry and SPSS for statistical analysis. To analyze the variance between groups, an independent T-test was used. This test was employed to determine whether there were significant differences between financial knowledge, financial skills, financial attitude, and financial literacy across management and humanities undergraduate students of Pokhara University. The independent T-test helped assess the differences in these variables across faculties. Additionally, Cohen's d was calculated to measure the effect size of the differences observed in the respondents' financial knowledge, skills, attitude, and literacy. A one-way ANOVA was used to determine the differences in financial literacy, knowledge, skills, and attitude based on the year of study. Additionally, an independent T-test was employed to assess the differences in financial literacy, knowledge, skills, and attitude between male and female students. Finally, a radar chart was created to visually display the differences between management and humanities students, highlighting the variations across the different dimensions of financial literacy: knowledge, skills, and attitude.

## Results

**Table 1**

*Descriptive Analysis of Demographic Variables*

| Academic Disciplines | | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|
| **Variables** | **Management** | | **Humanities** | | | | **Financial Literacy** | |
| | **Freq** | **%** | **Freq** | **%** | **Freq** | **%** | **Mean (FL)** | **SD** |
| **Gender:** | | | | | | | | |
| *Male* | 52 | 15.9 | 64 | 19.6 | 116 | 35.5 | 8.80 | 2.55 |
| *Female* | 113 | 34.6 | 96 | 29.4 | 209 | 63.9 | 9.18 | 2.45 |
| *Prefer not to Say* | 1 | 0.3 | 1 | 0.3 | 2 | 0.6 | | |
| **Age:** | | | | | | | | |
| *18-20* | 79 | 24.2 | 80 | 24.5 | 159 | 48.6 | 8.49 | 2.19 |
| *20-24* | 87 | 26.6 | 66 | 20.2 | 153 | 46.8 | 9.67 | 2.66 |
| *25-29* | 0 | 0 | 12 | 3.7 | 12 | 3.7 | 7.95 | 2.27 |
| *30+* | 0 | 0 | 3 | 0.9 | 3 | 0.9 | 8.19 | 2.70 |
| **Year of Study:** | | | | | | | | |
| *1st Year* | 40 | 12.2 | 50 | 15.3 | 90 | 27.5 | 8.00 | 2.09 |
| *2nd year* | 32 | 9.8 | 38 | 11.6 | 70 | 21.4 | 8.75 | 2.24 |
| *3rd year* | 64 | 19.6 | 54 | 16.5 | 118 | 36.1 | 9.39 | 2.38 |
| *4th year* | 30 | 9.2 | 19 | 5.8 | 49 | 15 | 10.39 | 2.97 |
| **Marital Status:** | | | | | | | | |
| *Unmarried* | 162 | 49.5 | 155 | 47.4 | 317 | 96.9 | 9.02 | 2.50 |
| *Married* | 4 | 1.2 | 5 | 1.5 | 9 | 2.8 | 9.66 | 1.79 |
| *Divorce/Widow* | 0 | 0 | 1 | 0.3 | 1 | 0.3 | 5.07 | - |
| **Monthly Family Income (Rs):** | | | | | | | | |
| *Below 20000* | 17 | 5.2 | 23 | 7 | 40 | 12.2 | 8.15 | 1.88 |
| *20000-30000* | 29 | 8.9 | 22 | 6.7 | 51 | 15.6 | 8.96 | 2.53 |
| *30000-40000* | 18 | 5.5 | 28 | 8.6 | 46 | 14.1 | 9.23 | 2.28 |
| *40000-50000* | 23 | 7 | 23 | 7 | 46 | 14.1 | 8.78 | 2.68 |
| *Above 50000* | 79 | 24.2 | 65 | 19.9 | 144 | 44 | 9.29 | 2.60 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Occupation:** | | | | | | | | |
| *Student* | 158 | 48.3 | 137 | 41.9 | 295 | 90.2 | 9.00 | 2.49 |
| *Student+ part time job* | 8 | 2.4 | 17 | 5.2 | 25 | 7.6 | 9.20 | 2.75 |
| *Student+ full time job* | 0 | 0 | 7 | 2.1 | 7 | 2.1 | 9.11 | 1.73 |
| **Parental Level of Education:** | | | | | | | | |
| *Below +2* | 51 | 15.6 | 75 | 22.9 | 126 | 38.5 | 9.10 | 2.51 |
| *+2* | 72 | 22 | 37 | 11.3 | 109 | 33.3 | 8.68 | 2.30 |
| *Bachelors* | 37 | 11.3 | 37 | 11.3 | 74 | 22.6 | 9.49 | 2.70 |
| *Masters or Above* | 6 | 1.8 | 12 | 3.7 | 18 | 5.5 | 8.63 | 2.46 |

A summary of demographic profile of respondents is shown in Table 1. 63.9% of respondents were female, compared to 35.5% who were male, while 0.6% preferred not to say. The majority of the respondents were between the ages of 18-20 (48.6%), followed by those aged 20-24 (46.8%). A smaller proportion of respondents were between 25-29 years (3.7%), while only 0.9% were 30 years or older. For the year of study, the majority of the respondents were in their third year (36.1%), followed by first-year students (27.5%) and second-year students (21.4%). The smallest proportion of respondents were in their fourth year (15%). Similarly, in terms of marital status, most respondents were unmarried (96.9%), while 2.8% were married, and only 0.3% were widowed or divorced, reflecting a predominantly young and single student population. Since students made up the majority of the respondents, their monthly family income varied across different income brackets. A significant proportion of respondents (44%) reported a family income of above 50,000, making it the largest income group. This was followed by 15.6% of respondents whose families earned between 20,000 and 30,000, while both the 30,000–40,000 and 40,000–50,000 income brackets accounted for 14.1% each. Lastly, 12.2% of respondents reported a monthly family income below 20,000. When looking at the occupation of respondents, it is evident that the majority are primarily focused on their education. Most of the respondents are students (90.2%), while 7.6% juggle their studies alongside part-time jobs. A smaller proportion (2.1%) manage both their studies and full-time employment. In terms of the parental education level of the respondents, a significant proportion (38.5%) had parents who had completed below +2 education. This was followed by 33.3% of respondents whose parents had completed +2 education. A smaller percentage of respondents (22.6%) had parents with a bachelor's degree, while only 5.5% had parents with a master's degree or higher.

**Table 2**

*T-test of Independence for Level of Financial Knowledge, Skills, Attitude and Literacy*

| Factors | Management | | Humanities | | T-value | P-value | Cohen's d |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | | |
| Financial Knowledge | 2.72 | 1.401 | 2.21 | 1.291 | 3.392 | 0.001* | 0.38 |
| Financial Skills | 2.83 | 1.379 | 2.39 | 1.356 | 2.868 | 0.004* | 0.32 |
| Financial Attitude | 3.94 | 0.723 | 3.95 | 0.840 | -0.132 | 0.895 | -0.013 |
| Financial Literacy | 9.48 | 2.426 | 8.55 | 2.490 | 3.413 | 0.001* | 0.38 |

As shown in the data, there is a statistically significant difference in the levels of financial knowledge, skills, and literacy between the Management and Humanities faculties. For financial knowledge, the t-value is 3.392, with a p-value of 0.001 (0.001 < 0.05), indicating a significant difference between the two faculties. The Cohen's d value for financial knowledge is 0.38, which suggests a small practical significance. Similarly, for financial skills, the t-value is 2.868 with a p-value of 0.004 (0.004 < 0.05), showing a significant difference between the faculties. However, the Cohen's d value for financial skills is 0.32, indicating a small practical significance. There is also a statistically significant difference in financial literacy, with a t-value of 3.413 and a p-value of 0.001 (0.001 < 0.05). The Cohen's d value for financial literacy is 0.38, which again points to a small practical significance. On the other hand, there is no significant difference in financial attitudes, as indicated by the t-value of -0.132 and a p-value of 0.895 (0.895 > 0.05), which is greater than the 0.05 threshold. This suggests that respondents from both faculties have similar perceptions of their financial attitudes.

**Table 3**

*Differences in Financial Literacy among Undergraduate Students of Pokhara University based on their Year of Study (one way ANOVA)*

| Factors | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Financial Literacy | Between Groups | 207.953 | 3 | 69.318 | 12.255 | <.001* |
| | Within Groups | 1827.024 | 323 | 5.656 | | |
| | Total | 2034.977 | 326 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Financial Knowledge | Between Groups | 36.097 | 3 | 12.032 | 6.755 | <.001* |
| | Within Groups | 575.316 | 323 | 1.781 | | |
| | Total | 611.413 | 326 | | | |
| Financial Skills | Between Groups | 42.177 | 3 | 14.059 | 7.809 | <.001* |
| | Within Groups | 581.499 | 323 | 1.800 | | |
| | Total | 623.676 | 326 | | | |
| Financial Attitude | Between Groups | 6.408 | 3 | 2.136 | 3.575 | .014* |
| | Within Groups | 192.985 | 323 | .597 | | |
| | Total | 199.393 | 326 | | | |

As indicated in Table 3, there was statistically significant difference between the first, second, third and fourth year undergraduate students of Pokhara University in terms of Financial Literacy ($P<0.001$), Financial Knowledge ($P<0.001$), Financial Skills ($P<0.001$) and Financial Attitude ($P=0.014<0.05$). These results suggest that student's levels of financial knowledge, skills, attitude, and overall financial literacy vary significantly by year of study. To identify the specific differences, particularly how fourth year students compare with other cohorts, a post hoc analysis using the Tukey HSD test was performed.

**Table 4**

*Post Hoc Comparison of Financial Literacy Dimensions among Academic Years Using Tukey HSD Test*

| Dimension | Comparison (Mean ± SD) | | | Mean Difference | p-value |
|---|---|---|---|---|---|
| | Group year | | Mean ± SD | | |
| Financial Literacy | 4th | 1st | 8.00±2.09 | 2.39 | <0.001* |
| | (10.39±2.97) | 2nd | 8.75±2.24 | 1.64 | 0.001* |
| | | 3rd | 9.39±2.38 | 1.00 | 0.018* |
| Financial Knowledge | 4th | 1st | 1.97±1.156 | 0.93 | <0.001* |
| | (2.90±1.461) | 2nd | 2.49±1.213 | 0.41 | 0.027* |
| | | 3rd | 2.66±1.469 | 0.24 | 0.048* |
| Financial Skills | 4th | 1st | 2.22±1.364 | 1.13 | <0.001* |
| | (3.35±1.466) | 2nd | 2.47±1.188 | 0.88 | 0.001* |
| | | 3rd | 2.69±1.357 | 0.66 | 0.007* |
| Financial Attitude | 4th | 1st | 3.81±0.829 | 0.34 | 0.009* |

| | | | | | |
|---|---|---|---|---|---|
| | (4.15±0.718) | 2nd | 3.80±0.778 | 0.35 | 0.006* |
| | | 3rd | 4.04±0.745 | 0.11 | 0.041* |

As presented in Table 4, post-hoc comparisons using the Tukey HSD test revealed that fourth-year students (M = 10.39, SD = 2.97) demonstrated significantly higher Financial Literacy scores compared to first-year (M = 8.00, SD = 2.09), second-year (M = 8.75, SD = 2.24), and third-year students (M = 9.39, SD = 2.38), all with p-values < 0.05. Similarly, in Financial Knowledge, fourth-year students (M = 2.90, SD = 1.46) scored significantly higher than students in the first (M = 1.97, SD = 1.16), second (M = 2.49, SD = 1.21), and third years (M = 2.66, SD = 1.47). A comparable trend was observed in Financial Skills, with fourth-year students (M = 3.35, SD = 1.47) outperforming their first-year (M = 2.22, SD = 1.36), second-year (M = 2.47, SD = 1.19), and third-year (M = 2.69, SD = 1.36) counterparts. In terms of Financial Attitude, fourth-year students (M = 4.15, SD = 0.72) also reported significantly higher scores than first-year (M = 3.81, SD = 0.83), second-year (M = 3.80, SD = 0.78), and third-year students (M = 4.04, SD = 0.75). These findings indicate that fourth-year students demonstrate a greater level of financial literacy, knowledge, skills, and attitude compared to those in the first, second, and third years. This could be attributed to their increased experience in handling financial matters, making informed decisions, and managing personal finances. Additionally, their extended exposure to financial concepts throughout their academic journey may have contributed to their enhanced understanding.

**Table 5**

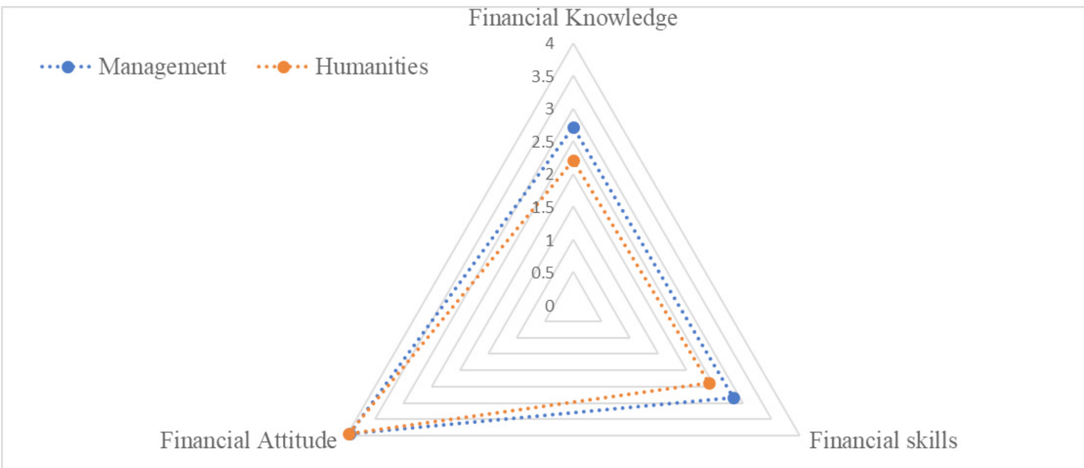
*Gender Differences in Financial Literacy among Undergraduate Students of Pokhara University (Independent T-test)*

| Factors | Male | | Female | | T-value | P-value |
|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | |
| Financial Knowledge | 2.56 | 1.534 | 2.43 | 1.270 | 0.818 | 0.414 |
| Financial Skills | 2.47 | 1.309 | 2.69 | 1.422 | -1.372 | 0.171 |
| Financial Attitude | 3.76 | 0.789 | 4.05 | 0.754 | -3.280 | 0.001* |
| Financial Literacy | 8.80 | 2.550 | 9.18 | 2.455 | -1.323 | 0.187 |

As shown in Table 5, there was no significant difference in financial knowledge (p = 0.414 > 0.05), financial skills (p = 0.171 > 0.05), and overall financial literacy (p = 0.187 > 0.05) between male and female respondents. However, a significant difference was observed in financial attitude (p = 0.001 < 0.05), indicating that female respondents (M = 4.05, SD = 0.754) had a higher financial attitude score than their male counterparts (M = 3.76, SD = 0.789). Additionally, two respondents who selected the "Prefer not to say" option were excluded from the analysis. This suggests that male and female respondents have similar levels of financial knowledge, skills, and overall financial literacy, while financial attitude differs between the two groups.

**Figure 2**

*Comparison of Financial Literacy Dimensions across Academic Disciplines*




The above figure illustrates the differences in financial literacy dimensions—financial knowledge, financial skills, and financial attitude—between Management and Humanities students. Management students exhibit higher financial knowledge (M = 2.72) compared to Humanities students (M =2.21), as indicated by the blue dotted line extending further on this axis. This suggests that Management students may have greater exposure to financial concepts through their coursework. Similarly, financial skills are higher among Management students (M = 2.83) than Humanities students (M = 2.39), reflecting stronger practical financial competencies among Management students. However, in terms of financial attitude, Humanities students score slightly higher (M = 3.95) compared to Management students (M = 3.94), as shown by the orange dotted line extending further on this axis. This suggests that despite having lower financial knowledge and skills, Humanities students may have a more positive financial mindset. Overall, the chart highlights that while Management students outperform Humanities students in financial knowledge and skills, Humanities students demonstrate a slightly stronger financial attitude. This pattern indicates that academic background plays a role in shaping different aspects of financial literacy, with Management students benefiting from financial education, while Humanities students may develop their financial attitude through alternative experiences.

## Discussion

This study examines financial literacy among undergraduate Management and Humanities students of Pokhara University, comparing their financial knowledge, skills, and attitudes. In addition, the study investigated whether students' financial knowledge, skills, and attitudes differed based on their gender and year of study. The empirical findings reveal a significant disparity in financial literacy between faculties, with Management students exhibiting higher levels of financial literacy compared to Humanities students. These results align with previous studies, further supporting the notion that academic discipline influences financial literacy levels (Antoni et al., 2020; Dewi, 2022; Mendes, 2013; Van Deventer & De Klerk, 2017). The findings indicate that the students studying towards a Management degree have a higher level of financial literacy in general financial knowledge and skills than those students studying towards a Humanities degree but no disparity was found in terms of financial attitude.

The results of the study indicate that students differ in their financial literacy based on their year of study, but not their gender. The findings indicate that there is no significant difference in financial literacy between male and female undergraduate students of Pokhara University. This is in contrast to previous studies (Chen & Volpe, 2002; Ergün, 2017; Murphy, 2005) .In particular, fourth year students have a higher level of financial literacy in terms of knowledge, skills and attitude than the first, second and third year students which is similar to findings of previous studies(Homan, 2015; Van Deventer & De Klerk, 2017).

The findings of this study offer an empirical analysis of the financial literacy levels among undergraduate students in the Management and Humanities faculties at Pokhara University. The implications of this study are multifaceted, particularly for educational institutions, policymakers, and students. Firstly, the significant differences observed in financial knowledge and skills between Management and Humanities students suggest the need for targeted financial literacy programs. Educational institutions could develop specialized curricula or workshops tailored to the specific needs of different faculties, ensuring that all students, regardless of their major, acquire essential financial skills. Furthermore, the similarity in financial attitudes across faculties highlights the importance of fostering positive financial behaviours from an early stage. While financial knowledge and skills may differ, attitudes toward money management are crucial for long-term financial well-being. This study suggests that broad, faculty-wide interventions may be effective in shaping more responsible financial attitudes. For policymakers, these findings can inform the development of national or institutional financial literacy initiatives aimed at enhancing students' preparedness for real-world financial challenges. By focusing on the areas where disparities exist, such as knowledge and skills, policymakers can prioritize interventions that improve financial education outcomes.

This study has several limitations that should be acknowledged. Firstly, the use of non-probability convenience sampling to select participants which limits the objective assessment of the findings. Secondly, the study was conducted exclusively with undergraduate students from Pokhara University, which may not accurately reflect the financial literacy levels of students from other universities or regions, thus restricting the generalizability of the results. These factors suggest that future research could expand to include a larger and more diverse sample from multiple universities or regions, providing a broader perspective on financial literacy.

## Conclusion

Understanding the financial literacy levels of undergraduate students at Pokhara University can assist policymakers, educators, and financial institutions in developing effective financial literacy programs tailored to the student population. Such interventions are likely to have a positive impact on the students' financial well-being and, by extension, contribute to the broader community. Overall, the study underscores the importance of addressing financial literacy in a holistic manner, incorporating knowledge, skills and attitude and providing faculty-specific solutions to better equip students for future financial success.

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**Ethical Approval**

Ethical approval was granted by the Institutional Review Committee of Pokhara University (Reference Number: 138/2081/82-IRC, approval date: December 2, 2024). Formal permission was also obtained from School of Management and School of Humanities and Social Sciences of Pokhara University prior to data collection. We obtained written informed consent from each participant before enrolling them in the study. We ensured that participation in the study was voluntary and maintained confidentiality throughout the study.

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