

Content available at: <https://www.ipinnovative.com/open-access-journals>

Journal of Management Research and Analysis

Journal homepage: <https://www.jmra.in/>

Original Research Article

An estimate of awareness skill level in financial instruments among management students

G Venkat Rao^{1,*}, P Nagavalli², R Anjana²

¹Dept. of HRM, Dr. L Buallayya College, Visakhapatnam, Andhra Pradesh, India

²Dept. of Management Studies, Dr. L Buallayya College, Visakhapatnam, Andhra Pradesh, India



ARTICLE INFO

Article history:

Received 07-05-2022

Accepted 17-05-2022

Available online 22-06-2022

Keywords:

Awareness Skill Level

Financial Instruments

Commodities

Management Students

Forward Markets

ABSTRACT

The financial literacy is the requisite for development and growth of the economy. The pedagogy for the delivery of financial knowledge in Indian management schools is both with e-technology and traditional methods. The financial instrument is a contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity.

The awareness of financial instruments and skill to invest in these instruments is awareness skill. The study is designed to estimate the awareness skill level of financial instrument of management students'. The research design formulated for the study is descriptive with a sample of 131 (10 percent of the sample) drawn randomly from students of post graduate level pursuing professional management courses. The schedule with 24 items is administered and the results are analyzed with percentages and ANOVA.

The first null hypothesis of low awareness skill is accepted and other two null hypotheses are rejected. There is a significant variation of awareness skill level of financial instruments with focus on gender and specialization. The awareness skill level is confined to fixed deposits and recurring deposits.

This is an Open Access (OA) journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

For reprints contact: reprint@ipinnovative.com

1. Introduction

The financial literacy is the requisite for development and growth of the economy. The savings add to the gross national savings. The finance as a subject of management is relevant to understanding the functioning of the business. The pedagogy for the delivery of financial knowledge in Indian management schools is both with e-technology and traditional methods. The learning of the theoretical issues of financial management happens at the undergraduate and graduate levels. The financial instruments are the products for saving and commercial transactions in business and domestic activities. The awareness skill of financial instruments is important for decision making at the individual and organizational level.¹

* Corresponding author.

E-mail address: Gvr101@rediff.com (G. Venkat Rao).

The saving habits of India have grown from 7.9 percent in 1954 to 30.5 percent in 2018. The world average gross saving rate in 2017 is 25.33 percent with China at highest (World Bank National Accounts Data, 2018). The Global Financial Market Literacy Survey in 2012 has ranked India at 23rd position within 28 member countries (Visa Global Financial Literacy Barometer, 2012). Presently, India is preoccupied with highest youth population in the world and skilling in domain knowledge is a major concern. The knowledge is power for development of the society. The youth is the most valuable segment and demographic dividend for the development of the country (UNDP, 2018). The financial awareness skill skills of the youth are the propeller for growth. The investment in the management education to enhance the knowledge of the student population will direct to balanced growth (Annmaria Lusardi and Olivia S. Mitchell, 2014). The

role of financial awareness skill skills has become more important to manage these personal spending and savings. The financial planning is an integral part of an individual's life. The work-life span ratio of an individual is one of the determinants of financial status. The financial awareness skills an integral part of human life (Lusardi A, 2015).²

The learning outcome is a measure of the effective teaching and learning ability of the students. The present problem of learning deficiency is a prefecture to be addressed by the management schools. The measuring of learning is difficult on account of deficiencies and difference in abilities of the students. The factors influencing the personal learning capabilities differ on delivery, region, language, psychology and biological issues. The learning poverty is measure of demonstrated skill of financial awareness skill and is linked to poverty alleviation (World Bank Report, 2019). The learning of financial issues is essential for management students.³

The earlier studies of Furnham and Argyle (1998) presents male are more risk takers than females in financial issues and active in financial transactions (Furnham, 1999). The financial knowledge, credit card ownership and spending pattern of students are examined by Hayhoe, Leach and Turner (1999) and established linkage with saving as low. The factors examined in the study are financial behaviors, financial self-efficacy, and financial knowledge. The saving culture increases with financial awareness skill (Danes, Huddleston-Casas, & Boyce, 1999). Agarwal Sumit, et al, (2011) survey finds low knowledge level on financial instruments but expressed interest in savings for retirement. The study by Pritchard, Myers, & Cassidy(1989) on the spending and saving habits of the students in United States have found the financial knowledge of savers and necessity spenders are more than discretionary spenders. The socio-economic background of the family is a determinant of financial knowledge.⁴

Varcoe, Martin, Devitto, & Go (2005) have found a linkage of higher financial knowledge in students with financial curriculum in the course. Peng et al., (2007) research study finds the finance courses develop saving habits at the college level. The course on financial skills increases the use of cash to credit for better financial control (Jobst, Vicki, 2009).⁵

The Securities Exchange Board of India is entrusted with the task of promoting financial learning and inclusion in the curriculum of the Indian education with participation from Universities. The unclaimed dividends and penalties paid by Corporate Firms are utilized by SEBI for promotion of financial learning.⁶

In India, the students from financial backward households are concerned of financial issues and accord priority in financial learning (Dewan, Goel, & Malhotra, 2013; Firmansyah, 2014).The financial discipline is low among college students with more spending and

less investment (Balint & Horvathne,2013) and higher debt(Anya Kamenetz,2006).The financial learning will improve with reinforcement technique and lower poverty is the outcome (Rodriguez & Saavedra, 2015).⁷⁻¹⁴

2. Financial Instruments

The financial instrument is a contract that gives rise to a financial asset of one entity and a financial liability or equity instrument of another entity (Indian Accounting Standards, 2015). The financial instrument is derived from a financial object capable of transaction with monetary value and is a legal contract. The exchange value may be with added interest or premium linked to market demand and supply for such product.¹⁵⁻²⁴

The financial instruments transactions in India are under the regulated control of Securities Exchange of India, Commodities Exchange of India, Reserve Bank of India and Ministry of Finance. The approved financial instruments in circulation are

Equities: The equities are tradable instruments with ownership rights. The equities are tradable at equity stock exchanges. The Securities Exchange Board of India is responsible for regulating the equity market.

Derivatives: Derived from the underlying asset value of the product. The financial contracts are protection from price fluctuations. The equity shares or asset classes may be converted into derivative.

Bonds and Debts: The bonds are class of instruments classified as debt. The debt instruments carry financial value with interest and are tradable instruments.

Mutual Funds: The fund formed with the contribution of group of investors in units. The proceeds from the fund are invested in tradable financial instruments for monetary gains. The profits are distributed to the unit holders on proportionate basis.

Fixed and Term Deposits: The fixed and term deposits are offered by banks, post office and corporate companies. These deposits based on interest withdrawal are classified into cumulative schemes or interest withdrawal schemes. The deposit is made in lump sum.

Recurring Deposits: These deposits are for a time period with part contribution in equal installments. The equal installments are deposited either daily or weekly or fortnightly or monthly or quarterly or half yearly or yearly.

Gold Based Funds: The gold asset value is converted into units and operates as a tradable instrument. The value of the instruments is calculated on the open market price of gold and premium for future value.

Commodities: The commodities are financial instruments with monetary value and derived from a commodity. The monetary value is based on market demand and supply of the commodity. The commodities may be agro-products or minerals.

The curriculum of management courses includes the basics and complex issues of financial management. The knowledge of common financial instruments is judged by their skill to manage the portfolio of bank deposits, post offices saving deposits and other financial instruments.

3. Present Study

The awareness skill of financial instruments is defined for the purpose of this study as awareness of financial instruments and skill to invest in these instruments. The study is designed to

1. - estimate the awareness skill level of the financial instruments within the students pursuing the management courses
2. - estimate the difference in awareness skill level of students' gender wise and domain specialization wise.

4. Hypothesis

1. H_{01} : The awareness skill level of the students of management courses on financial instruments is low
2. H_{02} : There is no gender wise difference of awareness skill level on financial instruments within the students of management course
3. H_{03} : There is no domain specialization wise difference of awareness skill level on financial instruments within the students of management course

5. Materials and Methods

The study is aimed at examining the financial awareness skill of selected financial instruments. The socio-demographic and specialization are also considered for evaluation of financial awareness skill. The students pursuing management courses only are included in the study.

The research design formulated for the study is descriptive with the sample drawn from students of post graduate level pursuing professional management courses. The sample of 131 is drawn randomly from 1360 students of management course population in Visakhapatnam. The sample is 10 percent of the population with five schedules discarded. The standardized instrument with 24 questions with 80 items is adopted after conducting pilot study on 30 management students and rejecting inconsistent questions. The percentage and means are calculated for analysis and the relationship is tested with One Way Analysis of Variations.

The test result of Cronbach's Alpha test is (Alpha Coefficient = 0.7299; post standardized alpha coefficient = 0.8371) within the acceptable limits (≥ 0.6). The questionnaire is standardized by discarding some items with low individual alpha coefficient value.

6. Results and Discussion

The awareness skill of the financial instruments is tested and analyzed across the selected sample. The result presents (Table 1; Table 2) awareness skill of males is more than females on bank FD and RD's.

The analysis presents more male students are aware about Banks, NBFC, Post Office and Corporate Debt instruments for saving than females. The awareness skill on Non-banking Financial Corporation and their instruments is low (39 percent) and female awareness skill is very low (7.8 percent). In the Banking category 84 percent (male 64.1 percent; female 19.8 percent) are aware of FD whereas for RD the awareness skill level is 54.2 percent (male 38.9 percent; female 15.3 percent). The post office schemes awareness skill for Kishan Vikas Patra is 33.6 percent (male 23.7 percent; female 9.9 percent) and for recurring and fixed deposit scheme are 29 percent (male 20.6 percent ; female 8.4 percent) and 35.9 percent (male 25.2 percent; female 10.7 percent) respectively. The Corporate debt schemes presents a dismal picture, the awareness skill level for Corporate FD (Table 1) is 19.1 percent (male 13.7 percent; female 5.3 percent) and for collective investment scheme is 18.3 percent (male 13.7 percent; female 4.6 percent).

The gender based response of students on awareness skill on Housing Finance Companies (Table 3) is miserably low (4.5 percent) for female and for male group is better (20.6 percent). The awareness skill of stock market instruments is higher for males (29.3 percent) than females (12.25 percent). The abysmally low awareness skill among females is presented in the Table 3. The futures and forward market and its instruments awareness skill are low (23.7 percent). The mutual fund market awareness skill is better (35.66) compared to stock market instruments. The gender based comparison is skewed in favor of male for stock market and mutual fund. The awareness skill of Mutual Fund, SIP Mutual Fund and Gold Fund units for male category are 25.2 percent, 32.1 percent and 26.7 percent respectively whereas for female category are 8.4 percent, 8.4 percent and 6.1 percent respectively.

The data on awareness skill of commodity market and its instruments (Table 4) presents, males (14.9 percent) have comparatively better awareness skill than females (6.45 percent). However, the awareness skill level is very low for both male and females. The awareness skill level for commodity futures and commodity options for males is 16.8 percent and 13.0 percent whereas for females is 5.3 percent and 2.3 percent respectively. The awareness skill of Forward Market Instruments and Trade Instruments for males is 9.2 percent and 35.1 percent whereas for females is 3.8 percent and 8.4 percent respectively. The pension instruments awareness skill is abysmally low for females (8.4 percent) than for males (22.9 percent). The chit fund and real estate awareness skill levels are 42.0 percent and 35.1 percent respectively. The student's specialization wise

Table 1: Gender wise bank, NBFC and corporate instruments awareness skill

	Banks		NBFC		Corporate	Collective Investment Scheme
	FD	RD	FD	RD	FD	
Male	64.1	38.9	23.7	15.3	13.7	13.7
Female	19.8	15.3	11.5	7.6	5.3	4.6
Total	84.0	54.2	35.1	22.9	19.1	18.3

Table 2: Gender wise post office instruments awareness skill

	Post Office Scheme		
	KVP	RD	FD
Male	23.7	20.6	25.2
Female	9.9	8.4	10.7
Total	33.6	29.0	35.9

Table 3: Gender wise awareness skill of other financial instruments

	Housing FC	Equity	Debenture	Mutual Fund	Futures	Forwards	Options	SIP Mutual Fund	Gold Fund Units
Male	20.6	29.7	29.0	25.2	25	11.5	16.0	32.1	26.7
Female	4.6	13.0	11.5	8.4	8.6	5.4	4.6	8.4	6.1
Total	25.2	42.7	40.5	33.6	33.6	16.9	20.6	40.5	32.8

Table 4: Gender wise awareness skill level of commodity and other financial instruments

Gender	Commodity Future	Forward Market Instruments	Commodity Options	Trade Instrument	Unit Instrument	Pension Instrument	Chit Fund	Real Estate
Male	16.8	9.2	13.0	35.1	26.0	22.9	33.6	26.7
Female	5.3	3.8	2.3	8.4	6.8	8.4	8.4	8.4
Total	22.1	13.0	15.3	43.5	32.8	31.3	42.0	35.1

Table 5: Domain specialization wise awareness skill level of financial instruments

	Bank FD	Bank RD	NBFC FD	NBFC RD	Corporate FD	Collective Investment Scheme	KVP	PO RD	PO FD	Total
Finance	64.1	45.8	27.5	17.6	13.7	13.7	27.5	26.0	25.2	25.5
Other Domains	19.8	8.4	7.6	5.3	5.4	4.6	6.1	3.1	10.7	7.8
Total	84.0	54.2	35.1	22.9	19.1	18.3	33.6	29.1	35.9	33.3

Table 6: Domain specialization wise awareness skill level of financial instruments

Domain Specialization	Equity	Debenture	Mutual Fund	Futures	Forwards	Options	SIP Mutual	Gold Fund	Total Percent
Finance	37.4	33.6	28.3	27.5	15.4	18.3	33.6	26.0	27.15
Other Domains	5.3	6.9	5.3	6.1	1.5	2.3	6.9	6.9	5.15
Total	42.7	40.5	33.6	33.6	16.9	20.6	40.5	32.8	32.30

Table 7: Domain specialization wise awareness skill level of commodity and other financial instruments

Domain Specialization	Commodity Future	Forward Market Instrument (Currency)	Commodity Options	Trade Instrument	Unit Instrument	Pension Instruments	Chit Fund	Real Estate
Finance	17.6	13.0	14.5	32.8	26.7	24.4	32.8	29.0
Other Domains	4.6	1.2	0.8	10.7	6.1	6.9	9.2	6.1
Total	22.1	14.2	15.3	43.5	32.8	31.3	42.0	35.1

Table 8: ANOVA between gender and awareness skill of financial instruments

		SS	df	MS	F	Sig.			SS	df	MS	F	Sig.
Bank FD	B G	2.831	1	2.831			Forwards	B G	.410	1	.410	2.939	.089
	WG	17.605	129	.136	.207	.650		WG	17.86	128	.140		
	Total	17.634	130					Total	18.27	129			
Bank RD	B G	1.196	1	1.196			Options	B G	.438	1	.438	2.691	.103
	W G	31.323	129	.243	4.925	.028		WG	20.99	129	.163		
	Total	32.519	130					Total	21.43	130			
NBFC FD	B G	1.234	1	1.234			SIP Mutual	B G	.426	1	.426	1.763	.187
	WG	29.835	129	.231	.053	.818		WG	31.13	129	.241		
	Total	29.847	130					Total	31.55	130			
NBFC RD	B G	7.281	1	7.281			Gold Fund	B G	3.104	1	3.104	.139	.710
	WG	23.129	129	.179	.004	.949		WG	28.85	129	.224		
	Total	23.130	130					Total	28.88	130			
Corporate FD	B G	7.026	1	7.026			Commodity Future	B G	1.778	1	1.778	.102	.750
	WG	20.159	129	.156	.450	.504		WG	22.56	129	.175		
	Total	20.229	130					Total	22.58	130			
Collective Invst. Scheme	B G	1.097	1	1.097			Forward Market	B G	.655	1	.655	5.979	.016
	WG	19.592	129	.152	.072	.789		WG	14.13	129	.110		
	Total	19.603	130					Total	14.79	130			
KVP	B G	.186	1	.186			Commodity Options	B G	.554	1	.554	4.361	.039
	WG	29.035	129	.225	.828	.365		WG	16.39	129	.127		
	Total	29.221	130					Total	16.94	130			
PO RD	B G	.956	1	.956			Trade Instrument	B G	3.874	1	3.874	.155	.694
	W G	26.021	129	.202	4.739	.031		WG	32.16	129	.249		
	Total	26.977	130					Total	32.19	130			
PO FD	B G	.453	1	.453			Unit Insurance	B G	.148	1	.148	.662	.417
	W G	29.684	129	.230	1.968	.163		WG	28.73	129	.223		
	Total	30.137	130					Total	28.88	130			
Equity	B G	1.467	1	1.467			Pension Ins	B G	6.553	1	6.553	.030	.863
	WG	30.594	129	.237	6.184	.014		WG	28.16	129	.218		
	Total	32.061	130					Total	28.16	130			
Debenture	B G	.426	1	.426			Chit Fund	B G	1.533	1	1.533	.062	.804
	WG	31.132	129	.241	1.763	.187		WG	31.89	129	.247		
	Total	31.557	130					Total	31.90	130			
Mutual Fund	B G	.409	1	.409			Real Estate	B G	.278	1	.278	1.211	.273
	WG	28.812	129	.223	1.832	.178		WG	29.57	129	.229		
	Total	29.221	130					Total	29.84	130			
Futures	B G	.186	1	.186									
	WG	29.035	129	.225	.828	.365							
	Total	29.221	130										

analysis presents the awareness skill level of students with Finance domain is higher than Other Domains (Table 5). The finance domain students' awareness skill for Bank FD is higher than FD's of NBFC (35.1 percent), PO (35.9 percent) and Corporate (19.1 percent). Further, for RD Bank Instruments awareness skill level is higher than RD's of NBFC (22.9 percent) and PO (29.1 percent). The awareness skill of Collective Investment Scheme within Finance and Other Domains is 13.7 percent and 4.6 percent respectively. The awareness skill of the financial instruments for Finance and Other Domains specialization students are 25.5 percent and 7.8 percent respectively.

The results (Table 6) on market operated instruments' presents Finance specialization students to the extent of

27.15 percent are aware of equity (37.4 percent) ,debenture (33.6 percent) ,mutual fund (28.3 percent),futures (27.5 percent), currency forwards (15.4 percent), oercent) and gold fund units (26.0 percent). The awareness skill of financial instruments from Other Domains is 5.15 percent. The terms Commodity Future, Forward Market Instruments, Commodity Options, Trade Instruments, Unit Instruments, Pension Instruments, Chit Fund and Real Estate (Table 7) is having high learning deficiency on awareness skill with 76.15 (100-23.85) percent. The awareness skill of finance students for trade instruments is 32.8 percent whereas for students from Other Domain areas are 10.7 percent. The financial awareness skill level for Other Domain areas of specialization with respect to exchange tradable instruments

Table 9: ANOVA between specialization domain and awareness skill of financial instruments

		SS	df	M S	F	Sig.			SS	df	MS	F	Sig.
Bank FD	B G	.028	1	.028			Forwards	B G	.410	1	.410		
	WG	17.605	129	.136	.207	.650		WG	17.867	128	.140	2.939	.089
	Total	17.634	130					Total	18.277	129			
Bank RD	BG	1.196	1	1.196			Options	BG	.438	1	.438		
	W G	31.323	129	.243	4.925	.028		W G	20.997	129	.163	2.691	.103
	Total	32.519	130					Total	21.435	130			
NBFC FD	B G	.012	1	.012			SIP	B G	.426	1	.426		
	WG	29.835	129	.231	.053	.818		WG	31.132	129	.241	1.763	.187
	Total	29.847	130					Total	31.557	130			
NBFC RD	B G	.001	1	.001			Gold Fund	B G	.031	1	.031		
	WG	23.129	129	.179	.004	.949		WG	28.854	129	.224	.139	.710
	Total	23.130	130					Total	28.885	130			
Corporate FD	B G	.070	1	.070			Commodity Future	B G	.018	1	.018		
	WG	20.159	129	.156	.450	.504		WG	22.562	129	.175	.102	.750
	Total	20.229	130					Total	22.580	130			
Collective Investment Schemes	B G	.011	1	.011			Forward Market (Currency)	B G	.655	1	.655		
	WG	19.592	129	.152	.072	.789		WG	14.139	129	.110	5.979	.016
	Total	19.603	130					Total	14.794	130			
PO RD	B G	.956	1	.956			Commodity Options	B G	.554	1	.554		
	WG	26.021	129	.202	4.739	.031		WG	16.392	129	.127	4.361	.039
	Total	26.977	130					Total	16.947	130			
PO FD	BG	.453	1	.453			Trade Instrument	BG	.039	1	.039		
	W G	29.684	129	.230	1.968	.163		W G	32.160	129	.249	.155	.694
	Total	30.137	130					Total	32.198	130			
Equity	BG	1.467	1	1.467			Unit Insurance	BG	.148	1	.148		
	W G	30.594	129	.237	6.184	.014		W G	28.738	129	.223	.662	.417
	Total	32.061	130					Total	28.885	130			
Debenture	B G	.426	1	.426			Pension Insurance	B G	.007	1	.007		
	WG	31.132	129	.241	1.763	.187		WG	28.161	129	.218	.030	.863
	Total	31.557	130					Total	28.168	130			
Mutual Fund	B G	.409	1	.409			Chit Fund	B G	.015	1	.015		
	WG	28.812	129	.223	1.832	.178		WG	31.893	129	.247	.062	.804
	Total	29.221	130					Total	31.908	130			
Futures	B G	.186	1	.186			Real Estate	B G	.278	1	.278		
	WG	29.035	129	.225	.828	.365		WG	29.570	129	.229	1.211	.273
	Total	29.221	130					Total	29.847	130			

of commodities, urrency, mutual units and pension units is very low (5.05 percent). The awareness skill level of operation of Chit Fund and Real Estate instruments for finance and Other Domains are 30.9 percent and 7.65 percent respectively. The combined awareness skill of exchange tradable instruments of commodities, currency, mutual units and pension units is 26.33 percent and for Chit Fund and Real Estate is 38.55 percent.

The One Way ANOVA results (Table 8) present significant variations between Gender and awareness skill of the financial issues connected with each of the financial instruments. The gender is significant at 10 percent with Recurring Deposits of Bank and Post Office, Equity, Commodity Futures and Options and Forward Market (Currency). The trend of awareness skill across the above financial issues presents variations. The domain

specialization and the awareness skill level (Table 9) of the students have significant variations at 10 percent level for recurring deposits of Banks and Post Office, Equity, Equity forwards, Forward Market (Currency) and Commodity Options.

The first null hypotheses i.e. H_{01} : The awareness skill level of the students of management courses on financial instruments is low, framed for the study is accepted, since the awareness skill level is less than 32.8 percent. The other two null hypotheses H_{02} and H_{03} are rejected, there is a significant variation of awareness skill level of financial instruments with focus on gender and specialization. The awareness skill level is confined to fixed deposits and recurring deposits.

7. Conclusion

The financial awareness skill of the management students from different domain specializations is observed in the study. The operational definition of awareness skill level is the knowledge and ability to invest independently. The students of management courses across the domain specialization is lacking in the financial skills on the key financial instruments. Furnham and Argyle (1998) findings on gender variations in awareness are supported by this study and adds awareness skill is low. The new generation is dependent on elder family members for basic business or day to day financial issues. Therefore, the awareness skill level with ability to make investment decisions is very low.

The skill orientation in the course curriculum is the cause for low awareness skill level. The management courses need to be revised to meet with the life or work skill expectancies. The employable skills for financial domain students require attention of the education policy makers.

8. Source of Funding

None.

9. Conflict of Interest

None.

References

- Sumit A, Gene A, Itzhak BD, Souphala C, Douglas E. Financial Counseling, Financial Literacy, and Household Decisionmaking. *Pension Res Council WP*. 2011;44:181–205.
- Lusardi A, Mitchell OS. The Economic Importance of Financial Literacy: Theory and Evidence. *Journal of Economic Literature*. 2014;52(1):5–44.
- Kamenetz A. Generation Debt; 2006. Available from: <http://www.anyakamenez.net/books/generation-debt/>.
- Balint A, Horvathne AK. Saving habits of Hungarian college students. *Eur Sci J*. 2013;9(34):1857–7881.
- Birari A, Patil U. Spending & Saving Habits of Youth in the City of Aurangabad. *SIJ Trans on Ind, Fin Business Manag (IFBM)*. 2014;2(3):1–8.
- Companies (Indian Accounting Standards) Rules, 2015. Accounting Standards Board; 2013. Available from: <https://www.mca.gov.in/content/mca/global/en/acts-rules/ebooks/accounting-standards.html>.
- Cravener G. The impact of personal finance education delivered in high school and college courses. *J Fam Econ Issues*. 2007;28(2):265–84. doi:10.1007/s10834-007-9058-7.
- Danes SM, Casas CH, Boyce L. Financial Planning Curriculum for Teens: Impact Evaluation. *J Fin Counseling Plan*. 1999;10(1):1–39.
- Dewan A, Goel DR, Malhotra R. Student's perception regarding student financing (a case study of Palwal and Faridabad district of Haryana). *Int J Soc Sci & Interdiscip Res*. 2013;2(7):97–103.
- Firmansyah D. The influence of family backgrounds toward student's saving behavior: A survey of college students in Jabodetabek. *Int J Sci Res Pub*. 2014;4(1):1–6.
- Furnham A. The saving and spending habits of young people. *J Econ Psychol*. 1999;20(6):677–97.
- Furnham A, Argyle. The psychology of money; 1998. p. 252.
- Hayhoe CR, Leach L, Turner PR. Discriminating the Number of Credit Cards Held by College Students Using Credit and Money Attitudes. *J Econ Psychol*. 2016;20(6):643–56.
- Jobst VJ. The 800 Pound Gorilla in the Room": Changing College Students' Spending and Saving Habits; 2009. p. 1–32.
- Lusardi A. Financial literacy: Do people know the ABCs of finance. *J Public Understanding Sci*. 2015;24(3):260–71. doi:10.1177/0963662514564516.
- Peng TM, Fox AJJ, Bartholomae S, Cravener G, Martina TC, Ae P. The impact of personal finance education delivered in high school and college courses. *Jo Fam Econ Issues*. 2007;28(2):265–84.
- Pritchard ME, Myers BK, Cassidy DJ. Factors associated with adolescent saving and spending patterns. *Adolescence*. 1989;24(95):711–23.
- Report on Learning Poverty-2019; 2021. Available from: <https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>.
- Rodriguez C, Saavedra JE. Nudging Youth to Develop Savings Habits: Experimental Evidence Using SMS Messages. Cesr-Schaeffer working paper series. *Adolescence*. 2015;4(1):2015–2033.
- India Lags in Financial Literacy with Women and Young People Most at Risk. Visa 2012 Global Financial Literacy Barometer; 2012. Available from: <https://www.businesswireindia.com/india-lags-in-financial-literacy-with-women-and-young-people-most-at-risk-visa-2012-global-financial-literacy-barometer-31541.html>.
- Programme UND. National Human Development Report-Planning the Opportunities for a Youthful Population; 2018. doi:<https://doi.org/10.18356/28cccb7e-en>.
- Papers UB. Economic Survey 2015-16. 2016; Available from: <https://www.indiabudget.gov.in/budget2016-2017/survey.asp>.
- Varcoe K, Martin A, Devitto Z, Go C. Using a Financial Education Curriculum for Teens. *J Fin Counseling Plan*. 2005;16(1):9.
- Gross Domestic Savings-China. 2018; Available from: <https://data.worldbank.org/indicator/NY.GDS.TOTL.ZS?locations=CN>[accessed].

Author biography

G Venkat Rao, Assistant Professor

P Nagavalli, Assistant Professor

R Anjana, Head

Cite this article: Venkat Rao G, Nagavalli P, Anjana R. An estimate of awareness skill level in financial instruments among management students. *J Manag Res Anal* 2022;9(2):84–90.