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Examine the influence of financial knowledge, attitude, and capability on financial behaviour

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Abstract
Everybody concern with managing households' finance and the well-being of the public must be financially literate. The influence of indicators of financial literacy such as financial knowledge, attitude, and capability on individuals' financial behaviour is examined in this study. The data were collected in a field study from 572 respondents from Haryana, India using a non-probability purposive sampling approach to characterize respondents' financial behaviour based on their demographics. The study infers from the data that all the independent variables financial knowledge, attitude, and capability significantly positive influenced the individuals' financial behaviour. Interestingly, the data also indicated that all the indicators of financial literacy are plays a significant role in influencing and enhancing financial behaviour. Second, a person's attention to having a formal bank account, and a budget, participating in the financial market, and engaging in financial behaviours in circumstances like risky financial markets can all be improved by financial literacy. This relationship suggests that financial literacy positively impacts participation in financial markets through limited attention channels that facilitate access to specific financial information. The study offers insightful policy recommendations to improve financial literacy, such as offering financial education to increase individuals' financial literacy, which further aids in improving households' financial decision-making. The primary conclusion of this study will assist academics and practitioners in expanding the body of knowledge on the subject and offer a summary of prospective areas for future research.

Keywords: Financial literacy, financial behaviour, financial knowledge, financial attitude, financial capability

Introduction

Recent research showing that both young and elder having lack of the fundamental knowledge required to make sound financial decisions has raised concerns about financial preparation. A 2005 research by the Organization for Economic Co-operation and Development (OECD) showed that financial illiteracy is pervasive across age groups and geographical locations heightened these worries. In the previous two decades, the fields of financial markets and families financial literacy have experienced a spectacular rise. Numerous studies have demonstrated that Indians are unable to make sound financial decisions (Bhushan and Medury, 2013; Aggarwal *et al*., 2014; Deepak *et al*., 2015; Arora, 2016; Baluja, 2016; Tirupati, 2016; Singh and Kumar, 2017; Dube and Asthana, 2019;) [7, 1, 8, 3, 5, 29, 27, 9].

It is important to understand that money has become a bigger and bigger part of our lives, whether this has happened knowingly or unconsciously. Because of this, it is essential that individuals possess at least rudimentary financial knowledge and put it to use in their daily lives. Financial literacy is the umbrella term for these sophisticated financial skills. Although a person's specific features determine how financially literate they are. The future state of the environment in which people live can be influenced by their level of financial literacy. Therefore, it is apparent that attention must also be paid to the issue of financial literacy because it is a key predictor of the nation's future progress. Only a nation with a population that has a greater level of financial literacy has the chance to improve its economic standing globally.
Knowing how money functions in a typical situation are what is meant by financial literacy. It specifically refers to the combination of abilities and skills that enables someone to make wise financial decisions.

Since it enables someone to manage their financial matters, such as savings, investment planning, planning for retirement, tax management, etc. and helps them understand how more money can be generated and used in more effective and efficient ways, financial literacy is directly related to the wellbeing of an individual and a society as a whole.

Two components of an effective economy that guarantee a nation's financial stability are financial inclusion and financial literacy. Financial inclusion is a top priority in our nation, and the government has developed several financial inclusion plans, as part of that various programmes are introduced and periodic awareness campaigns are held. Financial literacy is more about quality, where the emphasis is on increasing knowledge of financial matters and products, whereas financial inclusion is more about quantity, where the emphasis is on creating more bank accounts with zero balance to provide ease in access to basic banking facilities. Financially knowledgeable people are more likely to investigate the financial goods and services that were provided by various banks and to make good use of them.

Mandell and Klein (2009) [20] defined financial literacy as “the ability to evaluate the new and complex financial instrument and make informed judgments in both choice of instruments and extent of use that would be in their own best long-run interests”.

Lusardi (2008) [16] defines financial literacy as "knowledge of basic financial concepts, such as the working of interest compounding, the difference between nominal and real values, and the basics of risk diversification".

The Organization for Economic Co-operation and Development (OECD) has defined financial literacy as “a combination of awareness, knowledge, skill, attitude, and behaviour necessary to make sound financial decisions and ultimately achieve individual wellbeing”.

The National Financial Educators Council defines financial literacy as "possessing the skills and knowledge on financial matters to confidently take effective action that best fulfils an individual's personal, family, and global community goals".

Although the definitions of financial literacy offered by various organisations and authors are varies, they all share some common elements. The significance of having the financial skills and information to make informed decisions has been emphasised in each definition of financial literacy. Emerging and developed economies alike are placing a lot of emphases these days on how financially literate their populations are. Any country's progress is significantly influenced by its financial system. Financial illiteracy entails heavy expenses. Consumers who are unaware about the idea of interest compounding incur higher loan interest rates, higher transaction costs, and larger indebtedness (Lusardi and Mitchell, 2008) [18]. To comprehend the financial world and be able to make wise judgements that will be profitable, consumers must be financially literate.

If someone is competent and can shows that he has applied what he has learned, he is deemed financially literate. Since there is no accurate way to measure financial literacy, substitutes must be utilised. Practical experience and active assimilation of knowledge are prerequisites for being literate. It is hypothesised that as people get more literate, they also become more financially smart, which may also imply that they are more competent.

Hilgert *et al*. (2003) [13] investigated the traits and learning preferences of households exhibiting patterns of financial behaviour (such as saving and investing behaviour, cash management, risk management, etc.). The study indicated that greater financial knowledge and experience result in better financial behaviours by confirming positive and substantial connections between financial knowledge and behaviour throughout the spectrum of personal finance activities.

Financial knowledge, attitude, and capability are should be treated as antecedents of financial literacy, not quite as financial literacy components. Another essential part that required prominence was financial behaviour, as behaviour must be considered a possible outcome of financial literacy instead of merely a component.

According to Fernandes *et al*. (2014) [11], “financial behaviour includes all actions and choices related to the management of one’s financial resources, influenced by cognitive, emotional, and social factors, and manifested in spending, saving, and investment decisions”. Financial behaviour refers to the actions, decisions and patterns of conduct that individuals or groups exhibit in their financial lives. It encompasses how people manage money, spend, save, invest, borrow, and make financial choices. Financial behaviour is a critical aspect of personal finance and has been a subject of extensive research.

Review or Literature

A lot of relevant research work was done by various researchers on different aspects of financial literacy and financial behaviour like financial awareness, the impact of financial education on financial literacy, the impact of financial literacy on the financial behaviour of individuals/investors/households/students, the impact of socio-economic variables on financial behaviour, impact of financial literacy on retirement planning etc. In this section, among the above-discussed literature, some of the relevant and significant studies are presented in tabular form.

Table 1: Literature Review

Author/Year	Title	Sample	Variables	Methods	Results
Tamimi and Kalli (2009) [28]	“Financial Literacy and Investment Decisions of UAE Investors”	290 UAE National Investors were selected using the Convenient Sampling Technique	DV: Financial Literacy IDVs: Age, Gender, Employment Status, Monthly Income, Education Level, and Workplace Activity	Descriptive Statistics, Logistic Regression Model, One-way ANOVA,	The study found that the level of financial literacy of the investors was low. Monthly income, education level, and workplace activity positively affected the level of financial literacy of the investors.
Sabri and Donald	“Savings Behavior and Financial	2519 Students were selected	DVs: Savings Behavior, Financial Problems	T-test, ANOVA, Multiple Regression Analysis	The study showed that financial literacy played a positive and

(2010) [25]	Problems among College Students: The Role of Financial Literacy in Malaysia”	using Random Sampling Technique	IDVs: Childhood Consumer Experience, Financial Socialization, Financial Literacy CV: Gender, Ethnicity, Place of Origin, Father’s Education Level, Mother’s Education Level, Sibling Rank, Type of College, Spending Patterns		significant role towards the savings behaviour of the students but it was negative relation to financial problems.
Robb and Woodyard (2011) [24]	“Financial Knowledge and Best Practice Behavior”	1,488 participants from National Survey	DV: Best Practice Behaviors IDVs: Financial Knowledge, Financial Satisfaction, Self-assessed Confidence in financial matters, Demographic Factors	Simple Correlation, Multiple Regression Analysis	The study found that the independent variables significantly affected the practice behaviour of the participants on financial matters
Kumar *et al*. (2012) [15]	“A Case Study on Investors’ Financial Literacy in Indian Scenario”	469 investors were selected from rural and urban places using the Stratified Random Sampling technique	DV: Investment Decisions IDVs: Financial Literacy, Socio-Economic Factors, Financial Objectives, Source of Information, Personal Factors	Percentage, Chi-square test	Results showed that except the gender, there was a positive relation between financial literacy and socioeconomic factors. Financial literacy was directly linked with the financial decisions of the respondents.
Shih and Ke (2013) [26]	“Determinates of Financial Behavior: Insights into Consumer Money Attitudes and Financial Literacy”	535 Taiwanese consumers (on-the-job students and full-time students)	DVs: Current Financial Decision, Future Financial Decision IDVs: Money Attitude, Financial Literacy	Frequency Distribution, Factor and Reliability Analysis, Correlation, ANOVA, Logistic Regression Analysis	Results revealed that the factors of money attitudes had a positive impact on current and future financial decisions. The financial literacy of the consumers positively affected their financial behaviour also.
Bhushan (2014) [6]	“Relationship between Financial Literacy and Investment Behavior of Salaried Individuals”	516 salaried individuals (government or non-government job) from Himachal Pradesh using multistage sampling (simple random and purposive sampling)	DV: Financial Investment Behavior IDV: Financial Literacy	T-test and Chi-square test	The awareness and investment preferences of the salaried individual towards financial products were positively affected by financial literacy.
Fernandes *et al*. (2014) [11]	“Financial Literacy, Financial Education, and Downstream Financial Behaviors”	It was a meta-analysis review study on 168 research papers and 201 non-redundant studies.	DV: Financial Literacy IDVs: Financial Behaviors, Financial Education	T-test, F-ratio, Partial Correlation (r), Correlation Coefficient, Chi-square, Regression Analysis	The study revealed that the financial behaviours of the consumers were explained only 0.1% by the financial education interventions.
Allgood and Walstad (2016) [2]	“The Effects of Perceived and Actual Financial Literacy on Financial Behaviors”	28,146 adults and households in the U.S.	DV: Financial Behaviors IDVs: Actual Financial Knowledge, Perceived Financial Knowledge	Descriptive Statistics, Multiple Regression Analysis, Robust Z-Statistic, Chi-square test	The study revealed that actual financial knowledge and perceived financial knowledge influenced individuals' financial behaviours. The study also found that both financial knowledge and perception influenced the financial literacy of individuals.
Henager and Cude (2016) [12]	“Financial Literacy and Long- and Short-Term Financial Behavior in Different Age Groups”	23,727 adults from the 2012 National Financial Capability Study State-by-State Survey Instrument	DVs: Long-term Financial Behavior, Short-term Financial Behavior IDVs: Age Group, Financial Literacy, Financial Knowledge, Confidence, Ability CVs: Gender, Race,	Descriptive Statistics, Ordered Logistic Regression, Multinomial Logistic Regression	The study found that financial literacy, age, confidence, ability and financial knowledge (objective and subjective) were positively associated with long- and short-term financial behaviours.

		Sponsored by the Financial Industry Regulatory Authority (FINRA)	Marital Status, Presence of Children, Employment Status, Education, Income		
Jamal *et al.* (2016) [14]	"Determinants of Savings Behavior among University Students in Sabah, Malaysia"	1,728 undergraduate students from Sabah in Malaysia using the Convenient Sampling Technique.	DV: Savings Behaviour IDVs: Self-Control, Peer Influence, Family Influence, Financial Literacy MV: Financial Attitude	Structural Equation Modelling, Partial Least Squares	The study showed that family influence, self-control, peer influence, and financial literacy were positively associated with students' financial behaviour. Students' financial attitude was not showed a mediation effect on financial literacy and savings behaviour.
Widyastuti *et al.* (2016) [30]	"The Impact of Financial Literacy on Student Teachers' Saving Intention and Saving Behaviour"	212 Student Teachers in a Public University in Jakarta, Indonesia	DV: Saving Behaviour IDVs: Financial Literacy, Attitude towards Saving, Subjective Norm, Intention to Saving	Exploratory Factor Analysis, Confirmatory Factor Analysis	The study found that financial literacy, subjective norm, and saving intention positively influenced saving behaviour. Attitude and subjective norms also significantly influenced the saving intention.
Ergun (2017) [10]	"Financial Behaviour and Financial Literacy among University Students"	418 University students from five European countries as Czech Republic, France, Spain, Estonia, and Turkey	DVs: Financial Literacy, Financial Behaviour IDVs: Gender, Nationality, Income Source, Working Experience, Credit Card, Daily Budget, Debt/Loans, Credit Payment, Finance Effect, Effect of Financial Situation	Descriptive Statistics, Chi-square, Logistic Regression Analysis	The study found that male students were more knowledgeable than female students on personal finance. It was also found that the relationship between Estonia, France and Spain was significant and the students from France were highly financially literate than Estonia and Spain.
Ramalho and Forte (2018) [23]	"Financial Literacy in Brazil- Do Knowledge and Self-Confidence Relate with Behavior?"	1,487 respondents from Brazil	DV: Financial Behavior IDVs: Financial Literacy (Actual Financial Knowledge, Perceived Financial Knowledge (Self-Confidence), Financial Attitude) CVs: Gender, Age, Education	Descriptive Statistics, Shapiro-Wilk test, Correlation Analysis, Structural Equation Modelling, Multi Group Analysis	The study revealed that self-confidence and knowledge were positively associated with financial behaviour directly and also through self-confidence indirectly. Self-control was a good mediator between attitude and behaviour.
Baker *et al.* (2019) [4]	"How Financial Literacy and Demographic Variables Relate to Behavioral Biases"	501 individual investors from the Indian stock market using a convenience sampling method	DV: Behavioral Biases IDVs: Financial Literacy, Demographic Variables	One-way ANOVA, Factor Analysis, Multiple Regression Analysis, Mann-Whitney U-test, Wilcoxon W-test, Z-test	They concluded that financial literacy was positively associated with mental accounting bias but it was unrelated to overconfidence bias. They also found that age, occupation and investment experience were related to the individual investors' behavioural biases.
Rai *et al.* (2019) [22]	"Association of Financial Attitude, Financial Behaviour and Financial Knowledge towards Financial Literacy: A Structural Equation Modeling Approach"	394 working women from public and private organizations in Delhi, India using a purposive sampling method	DV: Financial Literacy IDVs: Financial Attitude, Financial Behaviour, Financial Knowledge	Structural Equation Modeling, Path Analysis, Factor Analysis Model	They found that financial behaviour and financial attitude were more highly related to the financial literacy of working women than financial knowledge.
Zulaihati *et al.* (2020) [31]	"Teachers' Financial Literacy: Does it Impact on Financial Behaviour?"	142 respondents from Greater Jakarta in Indonesia using a convenient sampling method	DV: Financial Behaviour IDV: Financial Literacy	Descriptive Statistics, Partial Least Square Structural Equation Modelling, One-tailed T-test	Results concluded that financial literacy significantly influenced the financial behaviour of the teachers.

***Source*:** Researcher's Compilation

Research Gap

It is noted that there are differing opinions regarding the good and negative effects of financial knowledge, attitude, and capability on financial behaviour in light of the extensive body of literature that is now available. It also noted that it is vital to research how different financial literacy indicators affect financial behaviour. In Haryana, India, there is scarcely any research that analyses the influence of financial knowledge, attitude, and capability on people's financial behaviour. It is essential to undertake an impact on the financial behaviour of rural and urban individuals in Haryana to introduce a new variable known as financial competency.

Research Methodology

An exploratory research design has been employed for this study. This means that the investigation has taken a snapshot of a specific group of people at a certain point of time. The population in this study is people located in Haryana, India. Using the non-probability purposive sampling approach, a self-administered questionnaire (prepared with the help of existing literature) has been distributed to more than 1,000 individuals and households from Haryana, India. Only 633 respondents responded to the survey. Out of them, 27 were rejected for incompleteness and 34 because of invariability in marking their responses. Overall, 572 subjects were finalized for analysis with a response rate of 71.5%. The three construct (financial knowledge, attitude, and capability) of the financial literacy have been applied to assess the respondents' financial literacy. Seven items for each construct on a five-point Likert scale (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, and 5= strongly agree) were applied to collect data on respondents' financial literacy. The fourteen items of the financial behaviour tendency on a five-point Likert scale (1= never, 2= rarely, 3= sometimes, 4= often, and 5= always) were applied to collect data on respondents' financial behaviour. Their reliability was assessed using SPSS Ver. 26.0. The Cronbach's alpha value recorded was 0.934, which is acceptable. The study applied descriptive statistics and multiple linear regression analysis. The tests include a test of reliability, tests of classical assumptions, a test of model fit, and hypothesis testing.

Research Objective

To examine the impact of financial knowledge, attitude, and capability on individuals' financial behaviour.

Operational Framework and Hypotheses

Outcome Variable: Financial Behaviour

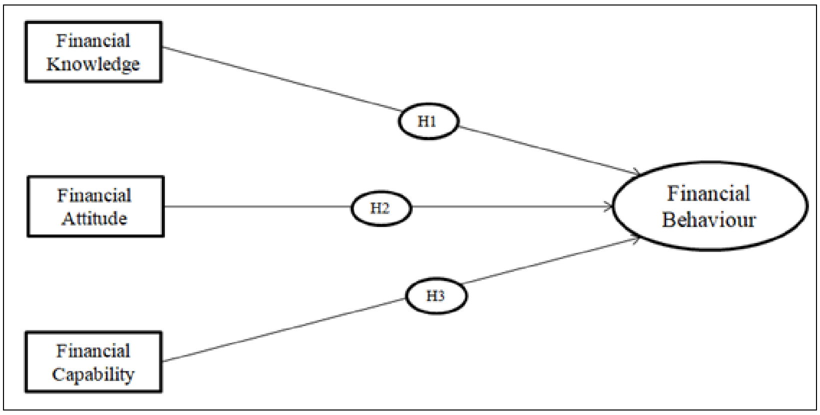
Financial behaviour refers to a person's actions when making financial decisions. To measure the outcome variable, financial behaviour, respondents reported how regularly they engage in fourteen specific behaviours, using a five-point Likert scale. Some of these behaviours focus on present benefits and others focus on future benefits. The financial behaviour score describes the individuals' situation in various financial conditions.

Explanatory Variables

Financial Knowledge: According to the Lusardi (2019) [17], "financial knowledge comprises the understanding of financial concepts and the ability to apply them effectively in real-world financial situations, ultimately leading to improved well-being". To measure financial knowledge in financial literacy, the researcher has been developed a seven-item test of skills on a five-point Likert scale. These items measure the individuals' knowledge of their numerical skills as well as their knowledge regarding the presentation of numerical information like interest, risk and return etc.

Financial Attitude: According to Otto and Asebedo (2019) [21], "financial attitude represents an individual's emotional and psychological connection to money, including their beliefs, values, and experiences. It impacts their financial decisions and behaviour and can be influenced by personal and socio-cultural factors". To measure financial attitude in financial literacy, the researcher developed a seven-item test of skills on a five-point Likert scale. These items measure the individuals' attitude such as a state of mind, opinion, and judgment of a person about finances.

Financial Capability: According to Mandell (2017) [19], "financial capability involves the practical ability to apply financial knowledge and skills to manage money, make financial decisions and achieve financial goals". To measure financial capability in financial literacy, the researcher developed a seven-item test of skills on a five-point Likert scale. These items check the individuals' ability to read and understand financial statements that express financial behaviour. People who are financially capable have the capacity and confidence to maximise their resources and enhance their lives.



Source: Researcher's Compilation

Fig 1: Hypothetical Model

Directional Hypotheses

H_1: There is a significant influence of financial knowledge on individuals' financial behaviour.

H_2: There is a significant influence of financial attitude on individuals' financial behaviour.

H_3: There is a significant influence of financial capability on individuals' financial behaviour.

Demographic Analysis

Demographic and socio-economic profile of the respondents:

Table 2: Age of the Respondents

		Frequency	Percent
Age Group	21-30	116	20.3
	31-40	213	37.2
	41-50	162	28.3
	51-60	53	9.3
	61 Abd above	28	4.9
	Total	572	100.0

Source: Researcher's Compilation

Age: The age of the respondents is grouped from 21 years to 61 years and above such as 21-30 years, 31-40 years, 41-50 years, 51-60 years, and 61 and above respectively. Table 2 explains that the age distribution of the respondents has been distributed as 20.3% between 21 to 30 years, 37.2% between 31 to 40 years, 28.3% between 41 to 50 years, 9.3% between 51 to 60 years, and 4.9% between 61 and above years. The majority of the study respondents lie in the age group of 31 to 40 years.

Table 3: Gender of the Respondents

		Frequency	Percent
Gender	Male	289	50.5
	Female	283	49.5
	Total	572	100.0

Source: Researcher's Compilation

Gender: The population samples surveyed are divided into two main categories namely, male and female. As per Table 3, the majority 50.5% of males and 49.5% of females were the distribution of the study respondents about gender.

Table 4: Locality of the Respondents

		Frequency	Percent
Locality	Rural	257	44.9
	Urban	315	55.1
	Total	572	100.0

Source: Researcher's Compilation

Locality: The location of a person plays a vital role in the financial behaviour option in the finance matter. Urban populations are well equipped for financial involvement whereas rural respondents are badly in need of financial matters. As per the Table 4, the location of the respondents was distributed as 44.9% rural and 55.1% urban.

Table 5: Education Level of the Respondents

		Frequency	Percent
Education Level	Metric and below	46	8.0
	Senior Secondary	85	14.9
	Graduate	160	28.0
	Post-Graduate and above	228	39.9
	Professional Degree	53	9.3
	Total	572	100.0

Source: Researcher's Compilation

Education Level: Education plays a vital role in improving the knowledge, attitude, capability and skills of people. As per Table 5, the education level distribution was 8% being metric and below, 14.9% being senior secondary, 28% being graduate, 39.9% being post-graduate and above, and 9.3% being professional degrees.

Table 6: Marital Status of the Respondents

		Frequency	Percent
Marital Status	Married	473	82.7
	Unmarried	99	17.3
	Total	572	100.0

Source: Researcher's Compilation

Marital Status: Table 6 shows that the majority of 82.7% of the respondents are married, while 17.3% of the sample is single or unmarried.

Table 7: Employment Nature of the Respondents

		Frequency	Percent
Employment Nature	Government Service	93	16.3
	Private Service	189	33.0
	Self-Employed	135	23.6
	Student	47	8.2
	Home-maker	80	14.0
	Retired	28	4.9
	Total	572	100.0

Source: Researcher's Compilation

Employment Nature: The respondents are classified into various categories namely government service, private service, self-employed, student, homemaker, and retired. The Table 7 explains majority 33% of the respondents were employed in private service. 16.3% of the respondents are belonging to government service, 23.6% are self-employed, 8.2% are students, 14% are home-maker, and only 4.9% of the respondents are included in the retired category.

Table 8: Income Level of the Respondents

		Frequency	Percent
Income Level	Below INR 2.50 lakh	68	11.9
	Between INR 2.50-5 lakh	210	36.7
	Between INR 5-10 lakh	187	32.7
	Above INR 10 lakh	107	18.7
	Total	572	100.0

Source: Researcher's Compilation

Income Level: Income also plays an important role in financial behaviour variation. The Table 8 shows that the majority 36.7% of the respondents are included in the category of between INR 2.5 to 5 lakh, 11.9% are below INR 2.5 lakh, 32.7% are in between INR 5 to 10 lakh, and 18.7% are in above INR 10 lakh.

Hypotheses Testing

The goal of a model is to produce a line that closely fits the data while obtaining the lowest possible sum of squares. The study includes several values like Multiple R-value, R Square, F-value, the beta value, the P-value, the Durbin-Watson value, The VIF value, and the intercept value. Researcher must focus on these values when performing the regression. However, the researcher moves on to the next regression stage, known as multiple linear regression.

$$Y = a + \beta 1X1 + \beta 2X2 + \beta 3X3 + \varepsilon$$

Where: Y= Financial Behaviour (dependent variable), a = Constant, β1, β2, and β3 = Coefficient value (β value) of independent variables, X1, X2, and X3 = Financial Knowledge, Financial Attitude, and Financial Capability (independent variables) respectively, and ε=Error term.

The researcher tested the proposed model by estimating a regression equation, for the independent (endogenous) variables. The table presents the three equations using standardized regression coefficients. Before running the regression model researcher checks the conditions of Autocorrelation and Multicollinearity. In Table 9, the Durbin-Watson value (1.843) is more than 1.5 and it shows that there is no autocorrelation between the independent variables in this model. In Table 10, the VIF value of all three independent variables (1.637, 2.099, and 1.793) are less than 3 and represent that there is no problem of Multicollinearity in this regression model.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F
1	.728ª	.530	.528	.399097	1.843	213.624
a. Predictors: (Constant), Financial Capability, Financial Knowledge, Financial Attitude						
b. Dependent Variable: Financial Behaviour						

***Source*:** Researcher's Compilation

Table 9 shows the combined effect of all the independent variables is positively correlated (R = 0.728) with financial behaviour. The value of R = 0.728 represents the correlation between the actual and predicted value of individuals' financial behaviour. The value of R Square (0.530) is also significant and it shows that 53% of the variance in individuals' financial behaviour that can be explained with a regression model. The value of Adjusted R Square (0.528) is also significant and it shows that all three independent variables (financial knowledge, attitude, and capability) are significant in this regression model. It also measures the goodness of fit of the regression model.

The Table 9 also represents the statistical fitness of the regression model with the help of the F value and P value. In this model, the F value (213.624) is greater than 3.84 and the P value (0.000) is less than 0.05.

Table 10: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.308	.136		2.266	.024		
	Financial Knowledge	.292	.037	.288	7.837	.000	.611	1.637
	Financial Attitude	.191	.043	.186	4.473	.000	.476	2.099
	Financial Capability	.395	.040	.380	9.858	.000	.558	1.793
a. Dependent Variable: Financial Behaviour								

***Source*:** Researcher's Compilation

Table 10 shows the predicted value of all the independent variables (Unstandardized Coefficients B). With the help of these values, the researcher calculates the predicted value of a dependent variable (financial behaviour) also. According to the value of Standardized Coefficients Beta, financial capability (0.380) has the maximum impact on individuals' financial behaviour. Financial knowledge and financial attitude impact the individuals' financial behaviour with values of 0.288 and 0.186 respectively. The Table 10 also shows that all the values of t-Statistics are more than 1.96 and all the values of P (significance) are less than 0.05 so, the researcher concludes that all the directional hypotheses are significantly supported. According to the result, financial capability, knowledge, and attitude have a positive significant impact on individuals' financial behaviour.

Table 11: Hypotheses Remarks

S. No	Directional Hypotheses	Results
H_1	There is a significant influence of financial knowledge on individuals' financial behaviour.	Supported
H_2	There is a significant influence of financial attitude on individuals' financial behaviour.	Supported
H_3	There is a significant influence of financial capability on individuals' financial behaviour.	Supported

***Source*:** Researcher's Compilation

Based on the existing literature, most of studies such as Robb and Woodyard, (2011) [24]; Kumar *et al.*, (2012) [15]; Shih and Ke, (2013) [26]; Allgood and Walstad, (2016) [2]; Henager and Cude, (2016) [12]; Jamal *et al.*, (2016) [14]; Widyastuti *et al.*, (2016) [30]; Ramalho and Forte, (2018) [23];

and Zulaihati *et al*., (2020) [31] are good support for the current study and showed that the financial literacy and it's indicators have been significantly influenced the individuals' financial behaviour.

Conclusion

The influence of financial knowledge, attitude, and capability on financial behaviour is a complex and interconnected relationship that plays a pivotal role in shaping an individual's financial well-being. This influence is undeniable, as each component contributes significantly to how individuals manage their finances, make financial decisions, and plan for their future. The result of this study proves that the indicators of financial literacy financial knowledge, attitude, and capability substantially influence of an individual's financial behaviour. Demographic variables are also included in the present study because the respondents come from various profiles. This study provides a practical contribution to various users a person, household, group of persons, institutions, and government about the importance of paying attention to financial literacy in managing their business or personal finances. This study has several limitations, like the sample which is selected from only Haryana, the sampling method, and limited independent variables. Further the study is also suggests to add other variables and conducts study in another region.

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