

## **Financial Literacy of Youths: A Case Study of Islamic Banking and Finance Students in Kolej Universiti Islam Antarabangsa Selangor**

*(Belia Celik Kewangan: Kajian Kes Pelajar Perbankan Islam dan Kewangan di  
Kolej Universiti Islam Antarabangsa Selangor)*

**Nurul Wajhi Ahmad, Murni Yunus Mawar & Norazlina Ripain**  
Kolej Universiti Islam Antarabangsa Selangor  
Selangor, Malaysia

### **ABSTRACT**

This paper investigates the influence of various factors on different dimensions of financial literacy. The study was conducted and focused on respondents among Islamic Banking and Finance students in Kolej Universiti Islam Antarabangsa Selangor (KUIS). This paper utilized questionnaire based surveys to obtain information about financial literacy. The sample comprised of 201 students in the programmes of Islamic Banking and Finance, Faculty of Management and Muamalah KUIS. The study provides an in-depth analysis of respondents' financial knowledge (*FK*), financial education (*FE*) and financial attitude (*FA*) measured with a 5-point Likert scale. The study also investigates the relationship between the dimensions of financial literacy. The findings indicate that financial knowledge, financial education and financial attitude significantly influence financial literacy. Nevertheless, financial knowledge (*FK*) has the strongest relationship with financial literacy (*FL*) ( $r = 0.645$ ), followed by the financial education (*FE*) ( $r = 0.631$ ) and financial attitude (*FA*) ( $r = 0.546$ ). The results also indicate that this group of students need for further intervention strategy by the authorities in order to enhance financial literacy among them.

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

### **ABSTRAK**

*Kertas kajian ini mengkaji tentang pengaruh pelbagai faktor pada dimensi yang berbeza berkaitan celik kewangan. Kajian ini dijalankan ke atas pelajar Perbankan Islam dan Kewangan di Kolej Universiti Islam Antarabangsa Selangor (KUIS). Kertas kajian ini menggunakan kaedah tinjauan berasaskan soal selidik untuk mendapatkan maklumat berkaitan celik kewangan. Jumlah sampel kajian adalah seramai 201 pelajar dari program Perbankan Islam dan Kewangan, Fakulti Pengurusan dan Muamalah, KUIS. Berdasarkan Skala 5 Likert, kajian ini memberikan analisis yang mendalam berkaitan pengetahuan kewangan (*FK*), pendidikan kewangan (*FE*) dan sikap kewangan (*FA*) bagi setiap responden. Kajian ini turut mengkaji hubungan di antara dimensi celik kewangan. Hasil dapatan kajian menunjukkan pengetahuan*

*kewangan, pendidikan kewangan dan sikap kewangan sangat mempengaruhi celik kewangan seseorang. Walau bagaimanapun, pengetahuan kewangan (FK) mempunyai hubungan yang kuat dengan celik kewangan (FL) ( $r = 0.645$ ), diikuti oleh pendidikan kewangan (FE) ( $r = 0.631$ ) dan seterusnya sikap kewangan (FA) ( $r = 0.546$ ). Hasil dapatan kajian turut menunjukkan bahawa strategi campurtangan yang berterusan oleh pihak berkuasa adalah sangat perlu dalam meningkatkan lagi tahap celik kewangan di kalangan mereka.*

*Katakunci: Celik kewangan, pengetahuan kewangan, tingkah laku kewangan, sikap kewangan*

## **INTRODUCTION**

In a world of improved individual financial responsibility, where the market is full with multifarious financial products, financial literacy is essential. The ability to understand basic concepts in finance and deal with day to day financial transaction is very important. Thus, individuals should be equipped with good financial knowledge, financial education and attitudes to make wise financial decisions. In fact, financial literacy has a great impact on the economic development for a particular nation.

Financial literacy is knowledge and understanding of financial concepts and risks, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life (Lusardi, 2015). A financial illiterate person will create financial problems and tend to constantly make a wrong financial decision.

Visa's International Financial Literacy BAROMETER 2012 conducted a survey from February to April of 2012 with 25,500 participants in 28 countries. This survey revealed that Brazil was the most financially literate with 50.4% out of 100. Other countries which are categorized as top five are Mexico, Australia, the United States and Canada. Malaysia ranked at ninth scoring 41.7% in terms of financial literacy but surprisingly, only 39.6% of Malaysian citizens have three-month worth of savings set aside for an emergency. According to the survey, only people in China, Taiwan, Hong Kong, Japan and Canada had more than three months of savings. Having all these fact and figures, there is an increasing need for financial knowledge and financial skills.

In fact, the Central Bank of Malaysia has included the need for enhanced financial education at the national level by collaborating with the Ministry of Education (MOE) to integrate financial education into school curricula. The aim of the programme is to improve and cultivate financial education, financial knowledge and attitudes at a very young age. These concerted efforts were taken by the Malaysian government to nurture and educate people to be better in making wise financial decisions.

The data from Participation in Education, World Development Indicators (see <http://wdi.worldbank.org/table/2.11>) reported that the market for Malaysian students is actually huge and lucrative since the gross enrolment ratio at the tertiary level represents 30% of relevant

age group in 2014. In relation to that, Malaysia currently has 18 public universities and 47 private universities and colleges. This growth is consistent with the greater number of enrolment in higher education and increasing in cost of college studies. Thus, this indicates an

increasing number of students making loans to finance high education expenses. In this situation, financial knowledge, financial education and financial attitudes play a vital role in supporting students to properly manage their funds. Indeed, the attitude of individuals towards money will eventually affect their financial literacy and behaviour. As explained by Albeerdy and Gharleghi (2015), individuals who observed money as just a tool to obtain their wants will not have a proper financial planning for the future. Unfortunately, this view has become the main problem in this modern era.

For more than a decade, we can see the significant improvement in terms of the Malaysian standard of living. This situation also stimulates the changing in student's lifestyles as they are granted greater freedom from their guardians to make their own shopping and consumption decisions. The recent financial environment can also entice youth to borrow money even though it is not inevitably for them to do so, due to the dynamic, innovative and flexible credit policy (Kamaruddin and Mokhlis, 2003).

Apart from that, parental norms play a significant role on money management (Devi, Sabbir, Othman, and Danaraj, 2016). They found that the role of parents from the infant stage of an individual is imperative, so as to ensure that they are taught at every stage of their life on the importance of wealth optimization. This will mould individuals to be financially savvy and attain financial freedom in the later part of their lives.

The greatest concern should be emphasized on the financial literacy among students as it will affect their later lifecycle. Major previous researches have shown that people with high financial literacy have the ability to plan, implement and make better decisions in life.

Based on the facts, there is a pressing need for students to have an adequate financial knowledge, education and attitudes in order for them to make the finest decisions. There is a concern to educate the youths to prepare for their future and ultimately have a sufficient retirement fund. Otherwise students tend to misuse the money and will further lead to poor financial management as most of them live separately from their parents. Past study shows that poor financial management can affect students' academic performance, mental and physical well-being, and even the ability to find employment after graduation (Albeerdy and Gharleghi, 2015).

In this regard, this paper has three objectives to be achieved. First, to identify whether there is any influence from financial knowledge towards financial literacy among students; second, to identify whether there is any influence from financial education towards financial literacy among students; and third, to identify whether there are any consequences from financial attitudes towards financial literacy among students.

## **LITERATURE REVIEW**

### **Financial Literacy**

At the macro level, financial literacy is an essential component to the nation economic health as it will influence the country's development. Financial literacy means the peoples' ability to process economic information and make informed decisions about financial planning, wealth accumulation, pensions, and debt. In what follows, we outline recent theoretical research showing how financial knowledge can be cast as a type of investment in human capital (Lusardi and Mitchell, 2013).

According to Fraczek and Klimontowicz (2015), financial literacy is usually understood as a combination of awareness, knowledge, skill, attitude and behaviour, necessary in sound financial decision-making and ultimately achieve individual financial well-being. Therefore, all students must be equipped with the knowledge on how to retain a good spending habit since financial literacy has many implications on future life. Additionally, individuals with a low level of financial literacy will suffer from the lack of knowledge at every stage of their lives.

Previous research has found that financial literacy can have important implications for financial behaviour. People with low financial literacy are more likely to have problems with debt, less likely to participate in the stock market, less likely to choose mutual funds with lower fees, less likely to accumulate wealth and manage wealth effectively and less likely to plan for retirement (Lusardi, Mitchell, and Curto, 2010).

We must realize the importance of having a high level of literacy specifically among students. Consumer and Financial Literacy (CFL) Treasury Taskforce (2004) reported that financial literacy level among university students and young adults were poor and has led to various financial situations which include more students working part-time jobs, increased cost of financing higher education and others (Ibrahim, Harun, and Isa, 2009).

### **Financial Knowledge**

Financial knowledge and financial literacy are always used interchangeably. But, financial literacy consists of both knowledge and application of human capital specific to personal finance. The level of overall endowed and attained human capital influences a person's financial literacy (Huston, 2010). Financial knowledge can be defined as the stock of knowledge acquired through education and/or experience specifically related to essential personal finance concepts and products. Hence, an Islamic financial knowledge would be the stock of knowledge that one acquires specifically related to Islamic finance concepts and products (Azmi and Chong, 2014). This acquired financial knowledge will be a prerequisite for a positive financial literacy and shapes future habits.

On the other hand, people who lack financial knowledge will face negative consequences in financial management. According to Lusardi and Mitchell (2013), low levels of financial knowledge are pervasive, suggesting that it will be quite challenging to provide the tools to help people function more effectively in complex financial and credit markets requiring sophisticated financial decision-making.

An early study found inadequate levels of knowledge among high school and university students, as well as working employees, about personal finance knowledge and methods (Ibrahim & Alqaydi, 2013). Recent media report on the increasing bankruptcy case among youths due to credit cards usage indicates the lack of financial knowledge. This spending habit needs to be changed and definitely must be further improved the financial knowledge among students.

Major institutions such as schools, families, governments, and financial institutions must all collaborate in stimulating financial knowledge among students at a very young age. This is consistent with Shaari et al., (2013) who stated that financial decisions are highly influenced by financial knowledge. In fact, students with higher levels of financial literacy made good spending decision in a hypothetical circumstance.

### **Financial Education**

Financial education is an input intended to increase a person's human capital, specifically financial knowledge and/or application (i.e. financial literacy) (Huston, 2010). A well-designed financial literacy instrument that adequately captures personal finance knowledge and application can provide insight into how well financial education improves the human capital needed to behave appropriately to enhance financial well-being. Some relevant studies such as Ambuehl et al. (2014), Batty et al. (2015), and Becchetti et al. (2013) showed that financial education programmes seem to contribute in individual financial literacy. Therefore, financial education should be considered as a concept and proxy that upholds financial literacy. The major purpose of financial education programmes is to accommodate all participants with a basic knowledge of financial management skills.

Various themes have been explained to define financial education including being knowledgeable on numerous issues of managing money and assets such as banking issues, investment, insurance and taxes. On the other hand, it is important also to understand the basic concept in managing money and asset such as time value of money and risk management techniques. Having all this information will actually assist individuals in planning, implementing and evaluating financial decisions (Hogarth, 2006).

Financial education is one of the critically important components in financial literacy. In fact, policymakers have designed effective education programs targeted at young people. Realizing the importance of financial education and financial literacy, the Malaysian government through the Central bank of Malaysia came out with an excellent programme to nurture and educate people to be better in making wise financial decisions. For instance, the Pocket Money Book programme was introduced in 1998 by distributing 7.9 million copies for students throughout Malaysia, creating financial education websites for students, and workshops for teachers and students. These programmes inculcated students at an early age in managing and controlling their personal finance.

The US Federal Government established the Office of Financial Education in the US Treasury Department and the National Financial Literacy and Education Commission (Mian, 2014). This was their national level strategy to promote financial education and financial literacy. Mian (2014) also revealed the research findings on the impact of financial education on American household savings. It showed that adults who possess low financial literacy will definitely make poor financial decisions. This finding indicates that, financial education is a crucial tool for an individual to attain an effective financial literacy.

For more than a decade, any effort towards upholding financial education will eventually increase participation in savings plan (Bayer et al., 1996). Supported by recent researches, it can be explained that financial education is the process to improve financial literacy. In fact, financial education will influence people's financial awareness, yet individuals must continuously enhance knowledge on various types of financial products and features (Fraczek and Klimontowicz, 2015).

However, there are arguments in recent findings as the evidence shown that financial education has only a minimal impact on financial literacy. No significant link exist between these two variables due to the influence of any other factors. The cost of conducting financial education programmes is high as compared to its impact on participants. Hathaway and Khatiwada (2008) in their Federal Reserve Bank of Cleveland working paper found that the best program design advice is to target specific audiences and areas of financial activity (such as credit or retirement

planning), and to offer training on a just-in-time or “teachable moments” approach. In terms of program outcomes, they concluded that “Unfortunately, we do not find conclusive evidence that, in general, financial education programmes do lead to greater financial knowledge, and, ultimately, to better financial behaviour.

### **Financial Attitude**

Current studies defines financial attitudes as someone beliefs, value and psychological tendency when making a financial decision. Belief and values are both related with personal financial concepts for instance, the belief that it is important for to have an appropriate level of savings. While psychological tendency will influence on how to evaluate financial management practices with some degree of agreement and disagreement (Parrotta and Johnson, 1998; Chowa et al., 2012)

Previous studies explained that parents and guardian are the main sources for youths to acquire knowledge on money. Parent’s behaviour and attitudes will somehow shape the children’s financial attitudes and behaviour development. Chowa et al., (2012) stated that parents and other family members have a strong impact on students’ financial knowledge, attitudes, and behaviour. Parents are among of the prime socialization proxies that will influence the financial attitudes of youths and adolescents. Te’eni-Harari (2016) also found that parents and peers do influence youth’s financial knowledge.

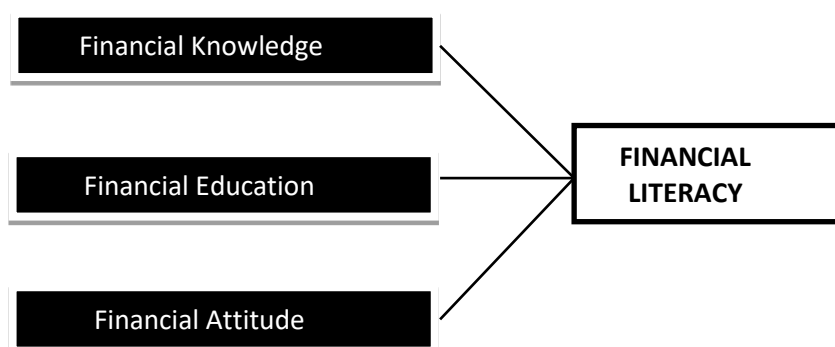
Recently, it is argued that parental norms play significant roles on child development. Youths actually learn about money matters and management from their parents. Indeed, youths who acquire knowledge on managing money from their mothers will tend to have a higher level of financial literacy. In fact, past study shows that a parental norm has a significant and positive relationship on money management of the young adults (Ibrahim et al., 2009; Devi et al., 2016). The above findings show that family, especially guardians, have a huge impact and roles on financial literacy of an individual. Children learn on financial matters from their parents through observations and participation in any family discussion. In this situation, parents are responsible enough to nurture and inculcate the value of financial knowledge towards children as their roles are so imperative.

## **DATA AND METHODOLOGY**

### **Conceptual Framework**

The following framework shows how financial knowledge, financial education and attitudes influence financial literacy.

**Figure 1: Research Framework**



### **Research Design and Population Sampling**

This paper can be considered as quantitative and explanatory study. The respondents of this study comprises of all students enrolled in the Islamic Banking and Finance programme, Department of Accounting and Finance, Faculty of Management and Muamalah (FPM). The sample will be used to analyse the level of students' financial literacy.

### **Data Collection Method**

This paper employed questionnaire-based surveys to obtain information about financial knowledge, financial education and financial attitude among students. The questionnaire consists of 5 parts. Part A is ademography survey to find out the background of the respondents. Part B seeks out information on the respondents' financial knowledge. Part C examines the financial education of the respondents and Part D evaluates the financial attitude among the respondents.

They were required to answer using a five-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. Before the actual data collection was conducted, a pre-test was done involving 30 respondents to check for the reliability of the questionnaires.

### **Data Analysis and Interpretation**

The collected data was coded and analysed using IBM SPSS Statistic 22. Descriptive statistics such as frequency, percentage, and mean were used to interpret the data. Pearson correlation was conducted to identify the relationship between variables.

## **RESULTS AND DISCUSSION**

The results are presented in Table 1, Table 2, Table 3 and Table 4. Table 1 provides the informative descriptive statistics on financial literacy of youth by gender, age, and semester. Basically, descriptive statistics is important to verify the statistical characteristics of individual variables included in the models under consideration.

Four statistical items are examined, namely, min, max, mean, and standard deviation in which each item reflects specific characteristics of the variables. For instance, the mean reflects the average behaviour of the corresponding variable in the sample; whereas the standard deviation reveals its distribution.

**Table 1: Summary of Descriptive Statistics**

<b>Variable</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Gender	201	1	2	1.68	.469
Age	201	1	3	1.64	.626
Semester	201	1	7	4.07	1.637
Valid N (listwise)	201				

Table 2 reports the demographic measures. Of the 201 students analysed in the survey, 32.3% were male and 67.7% were female. Majority of the respondents were 21-23 years old (47.8%) and 18-20 years old (44.3%).

Greatest of the respondents enrol as BIFB students (60.7%). We find about 49.8% and 21.9% of the respondents from fifth and second semester, respectively. Overall, most of the respondents are having PTPTN (66.2%) as financial aid.

3 shows the summary of reliability statistics. The research instrument was tested for reliability using the Cronbach's coefficient. The Cronbach's alpha for all dimensions exceeds the minimum alpha value of 0.6 (Hair et al., 1998), thus the construct measures are deemed reliable and all items in the construct measures are retained. Some professionals insist on a reliability score of 0.70 or higher in order to use a psychometric instrument.

Table 4 displays the summary of the Pearson correlation analysis. All the independent variables have positive association with the dependent variables. *FK* has the strongest relationship with *FL* ( $r = 0.645$ ), followed by the *FE* ( $r = 0.631$ ) and *FA* ( $r = 0.546$ ). All hypotheses of this study are accepted as the p-values are less than 0.05 (Malhotra, 2010). It indicates that all these 3 independent variables significantly influence financial literacy. Furthermore, financial knowledge practice is the major influence of financial literacy due to the strongest relationship with financial literacy.

**Table 2: Descriptive Statistics: Demographic Measures**

Variable	Frequency	Percent (%)
<i>Gender</i>		
Male	65	32.3
Female	136	67.7
<i>Age</i>		
18-20 years old	89	44.3
21-23 years old	96	47.8
24-26 years old	16	8.0
27-29 years old	0	0
<i>Programmes</i>		
DIB	73	36.3
BIFB	122	60.7
BIFC	6	3.0
BIFT	0	0
<i>Semester</i>		
1	14	7.0
2	44	21.9
3	9	4.5
4	10	5.0
5	100	49.8
6	18	9.0
7	6	3.0
<i>Financial aid</i>		
PTPTN	133	66.2
MARA	17	8.5
	14	7.0

<i>Zakat</i>	1	0.5
<i>Selangor state</i>	3	1.5
<i>Scholarship</i>	7	3.5
<i>Others</i>	26	12.9
<i>Did not apply</i>		

**Table 3: Summary Of Reliability Statistics**

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Financial Literacy ( <i>DV</i> )	0.641	5
Financial Knowledge ( <i>IV1</i> )	0.699	5
Financial Education ( <i>IV2</i> )	0.717	5
Financial Attitude ( <i>IV3</i> )	0.721	5

Note: *DV* = dependent variable; *IV* = independent variable.

**Table 4: Summary of Pearson Correlation Analysis**

<b>Variable</b>	<b>Financial Literacy (<i>FL</i>)</b>	
<b>Financial Literacy (<i>FL</i>)</b>	Pearson Correlation Sig. (2-tailed)	1
<b>Financial Knowledge (<i>FK</i>)</b>	Pearson Correlation Sig. (2-tailed)	.645** .000
<b>Financial Education (<i>FE</i>)</b>	Pearson Correlation Sig. (2-tailed)	.631** .000
<b>Financial Attitude (<i>FA</i>)</b>	Pearson Correlation Sig. (2-tailed)	.546** .000

Note: \*\*. Correlation is significant at the 0.01 level (2-tailed).

## CONCLUSION

This study discovered the influence of various factors on the level of financial literacy. Pearson correlation was used to measure the dependence between two variables. The results of this study indicate several important decisions. It is proven that financial knowledge, financial education and financial attitudes have a direct influence on financial literacy among Islamic Banking and Finance students in KUIS. However, financial knowledge was demonstrated to have the major influence on financial literacy due to the strongest relationship.

Major recent studies emphasized on the importance of providing basic knowledge on managing money to young generation. In fact, this knowledge will act as an effective approach to educate young people to be more financial literate as low level of financial literacy will lead to poor financial decision making. In the world of financial literacy challenges, people must be equipped with some basic knowledge to face unexpected macroeconomics and income shocks (Sabri & Zakaria, 2015; Lusardi et al., 2009). A greater financial literacy can assist individuals to make a better decision.

## REFERENCES

- Albeerdy, M. I. & Gharleghi, B. (2015). Determinants of the financial literacy among college students in Malaysia. *International Journal of Business Administration*, 6(3), 15–24. <http://doi.org/10.5430/ijba.v6n3p15>.
- Ambuehl, S., Bernheim, B. D., & Lusardi, L. (2014). The effect of financial education on the

- quality of decision making. *NBER Working Paper*, 20618.
- Azmi, M. & Chong, R. (2014). Financial literacy: An exploratory review of the literature and future research. *Journal of Emerging Economies and Islamic Research*, 2(3), 1–9.
- Batty, M., Collins, J. M., & Odders-White, E. (2015). Experimental evidence on the effects of financial education on elementary school students' knowledge, behavior, and attitudes. *Journal of Consumer Affairs*, 49(1): 69–96.
- Bayer, P., Bernheim, D., & Scholz, J. K. (1996). The effects of financial education in the workplace: evidence from a survey of employers. *NBER Working Paper*, No. 5655.
- Becchetti, L., Caiazza, S., & Coviello, D. (2013). Financial education and investment attitudes in high schools: Evidence from a randomized experiment. *Applied Financial Economics*, 23(10): 817–836.
- Chowa, G. A. N., Despard, M., & Osei-Akoto, I. (2012). Financial knowledge and attitudes of youth in Ghana (YouthSave Research Brief 12-37). St. Louis, MO: Washington University, Center for Social Development.
- Devi, S. S., Sabbir, R. M. S., Othman, N. S., & Danaraj, J. (2016). Impact of financial literacy, financial socialization agents, and parental norms on money management. *Journal of Business Studies Quarterly*, 8(1), 137–153.
- Fraczek, B. & Klimontowicz, M. (2015). Financial literacy and its influence on young customers' decision factors. *Journal of Innovation Management*, 1(3), 62–84.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Blank, W. C. (1998). *Multivariate data analysis*, 5<sup>th</sup> Ed., Prentice-Hall, Englewood Cliffs, NJ.
- Hathaway, I. & Khatiwada, S. (2008). Do financial education programs work? *Working Paper 08-03* April 2008. Working papers of the Federal Reserve Bank of Cleveland. [www.clevelandfed.org/research](http://www.clevelandfed.org/research).
- Hogarth, J. (2006). Financial education and economic development. Paper presented at the *G8 International Conference on Improving Financial Literacy*, Moscow, November.
- Huston, S. J. (2010). Measuring financial literacy. *Journal of Consumer Affairs*, 44(2), 296–316. <http://doi.org/10.1111/j.1745-6606.2010.01170.x>.
- Ibrahim, D., Harun, R., & Isa, Z. M. (2009). A Study on financial literacy of Malaysian degree students. *Canadian Academy of Oriental and Occidental Culture*, 5(4), 51–59. <http://doi.org/10.3968/j.ccc.1923670020090504.006>.
- Ibrahim, M. E. & Alqaydi, F. R. (2013). Financial literacy, personal financial attitude, and forms of personal debt among residents of the UAE. *International Journal of Economics and Finance*, 5(7), 126–138. <http://doi.org/10.5539/ijef.v5n7p126>.

- Kamaruddin, A. R., & Mokhlis. (2003). Consumer socialization, social structural factors and decision-making styles: A case study of adolescents in Malaysia. *International Journal of Consumer Studies*. <http://dx.doi.org/10.1046/j.1470-6431.2003.00297.x>.
- Lusardi, A. (2015). *Financial Education and Investor Behavior Conference – Rio, December 8, 2015*.
- Lusardi, A., & Mitchell, O. S. (2013). The economic importance of financial literacy. *NBER Working Paper*, No. 18952).
- Lusardi, A., Mitchell, O. S., & Curto, V. (2009). Financial literacy among the young. *NBER Working Paper Series*, No. 15352. <http://doi.org/10.1111/j.1745-6606.2010.01173.x>.
- Lusardi, A., Mitchell, O. S., & Curto, V. (2010). Financial literacy among the young. *The Journal of Consumer Affairs*, 44(2), 358–380.
- Malhotra, N. K. (2010). *Marketing research: an applied orientation*, 6<sup>th</sup> Ed., Pearson Education, Inc. USA.
- Mian, T. S. (2014). Examining the level of financial literacy among Saudi investors and its impact on financial decisions. *International Journal of Accounting and Financial Reporting*, 4(2), 312–328. <http://doi.org/http://dx.doi.org/10.5296/ijaf.v4i2.6487>.
- Parrotta, J. L., & Johnson, P. J. (1998). The impact of financial attitudes and knowledge on financial management and satisfaction of recently married individuals, 9(2).
- Sabri, M. F. & Zakaria, N. F. (2015). The influence of financial literacy, money attitude, financial strain and financial capability on young employees' financial well-being. *Pertanika Journal of Social Sciences and Humanities*, 23(4), 827–848.
- Shaari, N. A., Hasan, N. A., Ramesh Kumar Moona Haji, M., & Mior Ahmad Jafri Md, S. (2013). Financial literacy: A study among the university students. *Interdisciplinary Journal of Contemporary Research in Business*, 5(2), 279.
- Tali Te'eni-Harari. (2016). Financial literacy among children: The role of involvement in saving money. *Young Consumers*, 17(2), 197–208.
- World Bank (2014). *World Development Indicators 2014*. Washington, D.C., World Bank. <http://wdi.worldbank.org/table/2.11>.

**Nurul Wajhi Ahmad**

Department of Accounting and Finance  
Faculty of Management and Muamalah  
International Islamic University College Selangor (KUIS)  
SELANGOR, MALAYSIA  
[nurulwajhi@kuis.edu.my](mailto:nurulwajhi@kuis.edu.my)

**Murni Yunus Mawar**

Department of Economics and Management  
Faculty of Management and Muamalah  
International Islamic University College Selangor (KUIS)  
SELANGOR, MALAYSIA  
[mawarmurni@kuis.edu.my](mailto:mawarmurni@kuis.edu.my)

**Norazlina Ripain**

Department of Accounting and Finance  
Faculty of Management and Muamalah  
International Islamic University College Selangor (KUIS)  
SELANGOR, MALAYSIA  
[norazlina.ripain@kuis.edu.my](mailto:norazlina.ripain@kuis.edu.my)