International Journal for Novel Research in Economics , Finance and Management
www.ijnrefm.com
ISSN:3048-7722
Volume 4, Issue 6, Nov-Dec-2026, PP: 01-07

A Study on Financial Literacy Among Commerce Students with Special Reference to Baloda Bazar District, Chhattisgarh

Dr. Ashok Verma[1], Dr. Sunita Dubey[2], Dr. Narendra Dev Mirjha[3], Simran Chawla[4]

[1,]Assistant Professor Commerce, Govt. Gna Pg College Bhatapara (C.G.)

[2,]Assistant Professor Commerce, Govt. Pt. Shyamacharan Shukla College Dharsiwa, Raipur (C.G.)

[3,]Assistant Professor Commerce, Govt. Dau Kalyan Arts And Commerce P.G. College Balodabazar (C.G.)

[4]guest Faculty Commerce, Govt. G.N.A Pg College Bhatapara (C.G.)

Abstract- Financial literacy is an essential life skill for young adults managing personal finances in a rapidly changing economic environment. This study examines the level of financial literacy, awareness of various investment avenues, and the relationship between financial education and financial behaviour among commerce students in Baloda Bazar District, Chhattisgarh. Primary data were collected from 438 undergraduate and postgraduate commerce students of Government GNA Post Graduate College Bhatapara and Government D.K. Post Graduate College, Baloda Bazar, using a structured five-point Likert scale questionnaire. The data were analysed in SPSS through Cronbach's Alpha, One-Sample t-tests, and Pearson's Correlation. The findings reveal that students do not possess satisfactory basic financial literacy or adequate investment awareness, although a significant positive relationship exists between financial education and financial behaviour.

Keywords: Financial Literacy, Commerce Students, Investment Awareness, Financial Behaviour, Financial Education, Baloda Bazar District, Chhattisgarh.

I. INTRODUCTION

In the present economic scenario, the rapid growth of financial products, digital banking services, and market-linked investment schemes has increased the responsibility of individuals to manage their money wisely. Financial literacy refers to the basic knowledge, practical skills, and habits required to make sound monetary decisions in daily life. It goes beyond reading bank passbooks or memorizing accounting definitions. A financially literate person understands personal budgeting, the effect of inflation on the value of money, the distinction between saving and investment, and the balance between risk and return across different financial options.

In india, sustained policy and banking initiatives have widened access to formal financial services through bank accounts, unified payments interface (upi), mutual funds, and retail participation in the stock market. However, access to financial services does not automatically guarantee the ability to use them effectively. Colleges and universities play a major role in building financial awareness among youth. Commerce students study subjects such as accounting, economics, income tax, and financial management, so they are generally expected to have a stronger grasp of personal finance than students from other streams. Yet in practice, classroom learning often remains examination-oriented and does not always translate into disciplined money management or informed investment decisions.

Baloda bazar district in chhattisgarh is a developing semi-urban and agrarian-industrial region with a steadily expanding higher education base. Government gna post graduate college bhatapara and government d.K. Post graduate college, baloda bazar are two prominent government institutions offering undergraduate and postgraduate commerce education in the district. Despite the large number of students enrolled in b.Com and m.Com courses here, very few local empirical studies have assessed their actual financial literacy levels or their familiarity with avenues such as mutual funds, the stock market, insurance, and public provident fund (ppf). This study has been undertaken to address that gap by evaluating financial literacy, investment awareness, and the link between financial education and financial behaviour among commerce students in baloda bazar district.

II. REVIEW OF LITERATURE

Existing empirical studies on student financial literacy offer relevant insights into how academic stream, personal attitudes, family influence, and institutional resources shape financial knowledge and money management behaviour:

1.Raghavendra, R., Naik, K., Prabhu, V., & Naik, S. (2026)
Examined the financial literacy and money management practices of 464 commerce and management students in karnataka. The study concluded that perceived financial literacy, family financial socialization, and financial self-efficacy positively influence financial attitudes. In addition, positive financial attitudes, self-discipline, and financial self-efficacy significantly improve budgeting, saving, and spending control.

2.Jain, N., & Jain, J
(2018): Investigated financial literacy among science and commerce students at dr. Harisingh gour university, sagar. Their findings showed that commerce students outperformed science students in overall financial literacy and awareness of financial products. To help students develop better money management habits, the authors recommended incorporating structured financial education into school and college curricula.

3.Nakum, D., & Raval, K. (2026)
Reported moderate-to-low financial literacy among commerce students, observing that only 44.4% Actively participate in investments. While family income had relatively limited influence, male students demonstrated higher financial awareness than female students. Highlighting a clear gap between financial understanding and actual investment behaviour, the study underscored the need for focused financial education and demographic-based research.

4.Liaqat, F., Mahmood, K., & Ali, F
(2021): Analysed 382 non-commerce university students in lahore and found weak core finance knowledge alongside a moderate overall financial information literacy score of 66.14%. Higher literacy levels were associated with male students, postgraduates, older learners, private university and hostel residents, students with higher cgpas, bank account holders, those who had taken minor finance courses, and students with higher parental income or family financial guidance.

5. Jain, r., Thawani, y., Kokode, s., Jain, m., Tiwari, s., & Patidar, m. (2024): Surveyed 100 undergraduate commerce and non-commerce students at the institute for excellence in higher education (iehe), bhopal. The study found that commerce students have greater access to financial courses, seminars, and entrepreneurship cell (e-cell) activities than their non-commerce peers. However, despite strong enthusiasm for investing, actual investment participation remains restricted by inadequate resources and limited practical expertise.Overall, the reviewed studies demonstrate that although commerce students generally enjoy broader academic exposure to finance than non-commerce peers, practical financial competence and investment participation remain uneven. Moreover, empirical research specifically examining commerce students in semi-urban districts of chhattisgarh such as baloda bazar is scarce, which establishes the rationale for the present investigation.

III. STATEMENT OF THE PROBLEM AND SIGNIFICANCE OF THE STUDY

Commerce education at the undergraduate and postgraduate levels covers corporate accounting, business law, taxation, and economic theory, but its real impact on the personal financial habits of students in semi-urban districts is rarely examined. In districts like baloda bazar, college students routinely use digital payment platforms and encounter online investment advertisements, yet many of them lack practical guidance on budgeting, risk assessment, and long-term savings. When commerce students enter employment or business without sufficient practical financial knowledge, they face difficulties in managing personal income and planning for future financial security.

The present study is useful for college administrators, university curriculum committees, educators, and financial literacy agencies. By examining primary data collected from students of two major government postgraduate colleges in baloda bazar district, the study identifies specific areas where financial knowledge is weak and offers practical suggestions for strengthening financial education at the college level.

1. Objectives of the Study

The study has been conducted with the following three objectives:

- **O1:** To assess the level of financial literacy among commerce students of baloda bazar district.
- **O2:** To study the awareness of commerce students towards various investment avenues such as mutual funds, stock market, insurance and ppf.
- **O3:** To analyze the relationship between financial education and financial behaviour of commerce students.

2. Hypotheses of the Study

Based on the above objectives, the following null hypotheses were formulated for statistical testing:

- H_{01}**:** There is no satisfactory level of financial literacy among commerce students of baloda bazar district.
- H_{02}**:** There is no significant awareness of investment avenues among commerce students.

- ***H_{03}*:** There is no significant relationship between financial education and financial behaviour of commerce students.

IV. RESEARCH METHODOLOGY

The methodological plan followed for carrying out this empirical study is described below:

- **Research Design**
  The study follows a descriptive and analytical research design to evaluate the existing level of financial literacy and investment awareness and to examine the statistical relationship between financial education and financial behaviour.
- **Area of Study**
  The geographical scope of the study is confined to baloda bazar district of chhattisgarh.
- **Selected Colleges**
  Data were collected from the faculty of commerce of two government postgraduate colleges in baloda bazar district, namely government gna post graduate college bhatapara and government d.K. Post graduate college, baloda bazar.
- **Population and sample size:** The target population consists of undergraduate (b.Com) and postgraduate (m.Com) commerce students enrolled in the first, third, and fifth semesters across both colleges. A total sample of **438 Respondents (*N* = 438)** Was selected and found valid for final analysis.

1. Sampling Method
Convenience sampling was adopted to collect responses from commerce students available and willing to participate during the survey period.

2. Sources of Data
The study is primarily based on primary data collected directly from students through a structured questionnaire. Relevant secondary data from institutional reports, books, and journals were used to support the conceptual background.

3. Survey instrument and scale: A structured 20-item questionnaire was designed in four parts. Part a (items 1 to 4) gathered demographic information including gender, academic programme (b.Com or m.Com), college name, and semester. Part b (items 5 to 8) measured basic financial literacy, covering personal budgeting, inflation, the difference between saving and investment, and tracking pocket money or income. Part c (items 9 to 14) assessed awareness of investment avenues including mutual funds and sips, stock market risk and return, life and health insurance, ppf, fd and rd schemes, safe use of upi, net banking and mobile banking, and basic knowledge of income tax and section 80c deductions. Part d (items 15 to 20) examined financial education and financial behaviour, including money management, comparative decision-making, regular saving, prior expense planning, avoiding unnecessary expenditure, and the career importance of financial literacy. Statements in parts b, c, and d were rated on a five-point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with 3 indicating a neutral response.

4. Statistical tools used: The collected responses were coded and analysed using ibm spss statistics. Mean composite scores were computed for each dimension before applying inferential tests. Cronbach's alpha was used to test the reliability of the questionnaire. Descriptive statistics and one-sample *T*-Tests (with a neutral test value of 3.0) Were applied to test H_{01} And H_{02} At the 5% level of significance. Pearson's correlation coefficient (*R*) Was used to test H_{03} And evaluate the association between financial education and financial behaviour.

5. Ethical Standards
Participation in the survey was voluntary. Students were informed that the responses would be used purely for academic research, and the confidentiality of every respondent was maintained.

V. DATA ANALYSIS AND INTERPRETATION

1. Demographic Profile of Respondents
The demographic profile of the 438 commerce students surveyed in baloda bazar district provides a clear overview of the gender, academic, and institutional composition of the sample. With regard to gender distribution, female students form the majority of the respondents, comprising 273 participants (62.33%), Whereas male students account for 165 participants (37.67%). This proportion reflects strong female enrolment and participation in commerce higher education within the district.

In terms of academic programmes, undergraduate students pursuing b.Com constitute the dominant share of the sample with 346 respondents (79.00%), While postgraduate students enrolled in m.Com represent 92 respondents (21.00%). This pattern corresponds with the larger student intake generally observed at the undergraduate level in government colleges. Examining the semester-wise distribution, first semester students make up the largest group with 247 respondents (56.39%), Followed by third semester students with 103 respondents (23.52%) And fifth semester students with 88 respondents (20.09%). The sample thus incorporates

International Journal for Novel Research in Economics , Finance and Management
www.ijnrefm.com
ISSN:3048-7722
Volume 4, Issue 6, Nov-Dec-2026, PP: 01-07

responses from both newly admitted and senior commerce learners across progressive stages of their studies.

Regarding institutional affiliation, 295 respondents (67.35%) Are enrolled at government gna post graduate college bhatapara, while the remaining 143 respondents (32.65%) Belong to government d.K. Post graduate college, baloda bazar. Taken together, the sample offers broad and meaningful representation of undergraduate and postgraduate commerce students from two major government postgraduate institutions in baloda bazar district.

2. Reliability Analysis

Before applying inferential statistical tests, the internal consistency of the questionnaire was verified through cronbach's alpha across the sample of 438 commerce students. In commerce and social science research, a cronbach's alpha value of 0.70 Or above is considered acceptable to confirm that the items in a scale reliably measure the intended concept.

Reliability was calculated separately for each of the three sections of the scale. The **Financial literacy** Dimension, consisting of 4 items, produced a cronbach's alpha value of **0.752**, Showing acceptable and dependable internal consistency. The **Investment awareness** Dimension, containing 6 items, recorded a cronbach's alpha value of **0.858**, Indicating high reliability across the statements measuring investment familiarity. Similarly, the **Relationship between financial education and financial behaviour** Dimension, which also included 6 items, obtained a cronbach's alpha value of **0.841**, Confirming strong internal coherence among the items.

Since all three reliability coefficients are well above the standard cut-off of 0.70, The questionnaire is statistically reliable and suitable for hypothesis testing.

3. Testing of Hypothesis 1 (H01)

Null hypothesis (H_{01}): *There is no satisfactory level of financial literacy among commerce students of baloda bazar district.*To examine whether the basic financial literacy of commerce students reaches a satisfactory level, a one-sample *T*-Test was conducted against the neutral scale midpoint of 3.0. The spss results are shown in table 1.

Table 1: One-Sample t-test Results for Financial Literacy (N = 438, Test Value = 3.0)

Variable	N	Mean	Std. Dev.	Std. Error	Mean Diff.	t-value	df	Sig. (2-tailed)	95% CI (Lower to Upper)
Financial Literacy	438	1.9287	0.61811	0.02953	-1.07135	-36.275	437	0.000	-1.1294 to -1.0133

Source: Primary Data (SPSS Output)

Interpretation: Table 1 shows that the 438 surveyed commerce students obtained a mean financial literacy score of **1.9287** With a standard deviation of 0.61811 And a standard error of 0.02953. This mean value is much lower than the neutral test value of 3.0. The small standard deviation suggests that low scores were fairly consistent across the respondents. The one-sample *T*-Test produced a *T*-Value of **-36.275** (*Df* = 437) And a *P*-Value of **0.000**, Which is less than 0.05. The mean difference of -1.07135 Lies entirely within the negative 95% confidence interval of -1.1294 To -1.0133, Confirming that the actual mean falls significantly below the neutral benchmark.

Decision: Although the *P*-Value (0.000) Indicates a statistically significant difference from 3.0, The direction of the difference is negative (*T* = -36.275, Mean = 1.9287). This confirms that the financial literacy level is significantly below the satisfactory benchmark rather than above it. Therefore, **The null hypothesis (H_{01}) Is accepted (retained)**. It is concluded that commerce students in baloda bazar district do not have a satisfactory level of basic financial literacy.

5. Testing of Hypothesis 2 (H02)

Null hypothesis (H_{02}): *There is no significant awareness of investment avenues among commerce students.*

To test whether commerce students possess significant awareness of investment options such as mutual funds, the stock market, insurance, ppf, digital banking tools, and tax-saving provisions, a one-sample *T*-Test was run against the neutral midpoint of 3.0. The results are presented in table 2.

Table 2: one-sample *T*-Test results for awareness of investment avenues (*N* = 438, Test value = 3.0)

Variable	N	Mean	Std. Dev.	Std. Error	Mean Diff.	t-value	df	Sig. (2-tailed)	95% CI (Lower to Upper)
Awareness of Investment Avenues	438	2.4886	0.81696	0.03904	-0.51142	-13.101	437	0.000	-0.5881 to -0.4347

International Journal for Novel Research in Economics , Finance and Management
www.ijnrefm.com
ISSN:3048-7722
Volume 4, Issue 6, Nov-Dec-2026, PP: 01-07

. *Source: Primary Data (SPSS Output)*

6. Interpretation: As reported in table 2, the mean score for investment awareness among the 438 commerce students is **2.4886** (Sd = 0.81696, Se = 0.03904). Although this average is slightly higher than the basic financial literacy score, it remains clearly below the neutral benchmark of 3.0. The standard deviation of 0.81696 Reflects moderate variation in awareness across the surveyed students. The one-sample *T*-Test yields *T*(437) = **-13.101** With a *P*-Value of **0.000**. The mean difference of -0.51142 Falls completely within the negative 95% confidence interval ranging from -0.5881 To -0.4347.**Decision:** Because the significant difference (*P* = 0.000) Is negative (*T* = -13.101) And the sample mean (2.4886) Lies well below 3.0, Awareness of investment avenues does not reach a satisfactory level. Accordingly, **The null hypothesis (H_{02}) Is accepted (retained)**, Showing that commerce students in baloda bazar district lack significant awareness of various investment avenues.

7. Testing of Hypothesis 3 (H03)

Table 3: pearson correlation between financial literacy/education And financial behaviour (*N* = 438)

Variables	Statistical Measure	Financial Literacy / Education	Financial Behaviour
Financial Literacy / Education	Pearson Correlation (r)	1	0.627**
	Sig. (2-tailed)	-	0.000
	N	438	438
Financial Behaviour	Pearson Correlation (r)	0.627**	1
	Sig. (2-tailed)	0.000	-
	N	438	438

Null hypothesis (H_{03}): *There is no significant relationship between financial education and financial behaviour of commerce students.*

To examine the direction and strength of the relationship between financial literacy/education and financial behaviour, pearson's correlation was calculated for all 438 respondents. The results are presented in table 3.

***Correlation is significant at the 0.01 Level (2-tailed).*

8. *Source: Primary Data (SPSS Output)*

Interpretation: Table 3 shows a pearson correlation coefficient (*R*) Of **0.627** Between financial literacy/education and financial behaviour, with a two-tailed *P*-Value of **0.000**. Since the *P*-Value is below 0.01, The correlation is statistically significant at the 1% level of significance. The positive value of *R* Indicates a moderate-to-strong positive linear association between the two variables. Students who possess better financial education and conceptual clarity tend to follow healthier financial habits, such as planning expenses in advance, saving regularly from pocket money or income, comparing options before making financial choices, and avoiding unnecessary spending.

Decision: Since the calculated *P*-Value (0.000) Is less than 0.05 (And 0.01), **The null hypothesis (H_{03}) Is rejected**. It is concluded that there is a statistically significant positive relationship between financial education and financial behaviour among commerce students in baloda bazar district.

9. Summary of Hypothesis Testing

Table 4: Consolidated Summary of Hypothesis Testing Results (N = 438)

Hypothesis	Statistical Test	Key Statistic	p-value	Decision	Conclusion
H01	One-Sample t-test (Test Value = 3.0)	t = -36.275, Mean = 1.9287	0.000	Accepted (Retained)	Basic financial literacy level is significantly below the satisfactory benchmark.
H02	One-Sample t-test (Test Value = 3.0)	t = -13.101, Mean = 2.4886	0.000	Accepted (Retained)	Awareness of investment avenues is significantly below the satisfactory benchmark.
H03	Pearson's Correlation	r = 0.627**	0.000	Rejected	Significant moderate-to-strong positive relationship between education and behaviour.

Source: compiled from primary data (spss output)

10. Major Findings and Discussion

The statistical analysis of responses from 438 commerce students of government gna post graduate college bhatapara and government d.K. Post graduate college, baloda bazar brings out three main findings:

1. Low level of basic financial literacy: The observed mean score of 1.9287 (*T* = -36.275, *P* = 0.000) Shows that commerce students have an unsatisfactory grasp of basic personal finance concepts such as budgeting, understanding inflation, and distinguishing saving from investment. Even though they study commerce subjects, regular classroom

teaching does not appear to equip them adequately for personal financial planning.

2. Limited awareness of investment avenues: Students recorded a mean score of 2.4886 (T = -13.101, P = 0.000) For investment awareness. While this is marginally better than their basic financial literacy score, it still remains significantly below the neutral threshold of 3.0. Familiarity with everyday digital payment tools like upi contributes partly to this score, whereas practical understanding of mutual funds, sips, stock market risk and return, insurance coverage, ppf, and section 80c tax deductions remains weak.

3. Positive relationship between financial education and financial behaviour: A moderate-to-strong positive correlation (R = 0.627, P = 0.000) Was found between financial education and financial behaviour. This result is encouraging because it demonstrates that when students gain proper financial knowledge, they apply it in daily life through disciplined saving, prior budgeting, and careful comparison before spending. Strengthening practical financial education in colleges can therefore directly improve student financial habits.

11. Suggestions and Recommendations

In light of the empirical findings from baloda bazar district, the following practical measures are suggested:

Universities and boards of studies should include practical units on personal budgeting, mutual fund sips, equity risk analysis, insurance planning, and individual tax saving under section 80c in b.Com and m.Com syllabi so that students learn applied money management alongside theory.

12. Government GNA Post Graduate College Bhatapara and Government D.K

Post graduate college, baloda bazar should regularly organize investor awareness workshops and financial wellness seminars in collaboration with sebi, rbi, nism, and nationalized banks.

Commerce departments may set up student-led financial literacy clubs to encourage hands-on learning through monthly budgeting exercises, virtual stock market practice, and group discussions on real financial products.

Orientation sessions on safe usage of upi, net banking, and mobile banking should be conducted regularly to help students protect themselves from online banking and digital payment frauds.

Faculty development programmes on contemporary capital markets and personal financial planning should be encouraged so teachers can connect textbook concepts with current indian financial instruments during regular lectures.

VI. LIMITATIONS AND SCOPE FOR FUTURE RESEARCH

This study has a few limitations that should be noted. First, the survey was restricted to commerce students of two government postgraduate colleges in baloda bazar district, so the findings may not apply equally to metropolitan universities or private colleges. Second, the data were collected through self-reported likert scale responses, which reflect students' own perceptions of their knowledge and habits. Third, the hypothesis testing focused on the overall sample of 438 students without separate subgroup comparisons based on gender, course level, or family income.

Future researchers can broaden this work by covering multiple districts of chhattisgarh, adding objective test questions alongside likert scale items, and comparing rural, semi-urban, and urban students across different academic streams using independent samples T-Tests or anova.

VII. CONCLUSION

Financial literacy plays a vital role in helping young graduates manage their personal earnings and build long-term financial security. Based on primary data collected from 438 commerce students at government gna post graduate college bhatapara and government d.K. Post graduate college, baloda bazar, this study shows that enrolment in commerce programmes alone does not guarantee practical financial competence. Both foundational financial literacy and awareness of investment avenues remain significantly below satisfactory levels among the surveyed students.

At the same time, the statistically significant positive correlation between financial education and financial behaviour offers a clear direction for improvement. Updating commerce curricula with practical personal finance content, conducting regular regulator-supported investor awareness sessions, and promoting active student participation can help bridge the gap between classroom knowledge and real-world financial behaviour in baloda bazar district.

REFERENCES

1. Raghavendra, R., Naik, K., Prabhu, V., & Naik, S. (2026). Beyond knowledge: Perceived financial literacy and prudent money management among commerce and management students. International Journal of Advances in Business and Management Research (IJABMR), 4(1), 60-73.
2. Jain, N., & Jain, J. K. (2018). An appraisal of financial literacy between commerce and non-commerce students

(A case study of Dr. Harisingh Gour University, Sagar). Commerce Today, 12(1), 9.

3. Nakum, D., & Raval, K. (2026). Financial literacy and investment behaviour among commerce students. Tark Tansaku, 1(3), 13.
4. Liaqat, F., Mahmood, K., & Ali, F. H. (2021). Demographic and socio-economic differences in financial information literacy among university students. Information Development, 37(3), 376-388.
5. Jain, R., Thawani, Y., Kokode, S., Jain, M., Tiwari, S., & Patidar, M. (2024). Financial literacy: A comparative study between commerce and non-commerce students of Institute for Excellence in Higher Education (IEHE), Bhopal. BSSS Journal of Management, 15(1), 193-209.
6. Belousova, T. A., Gryzenkova, Y. V., Kirillova, N. V., Vasyakin, B. S., & Pozharskaya, E. L. (2019). The financial literacy assessment among students majoring in the field of finance. EurAsian Journal of BioSciences, 13, 141-148.
7. Dube, V. S., & Asthana, P. K. (2023). Financial knowledge, attitude and behaviour components of financial literacy: A study of Indian higher education students. International Journal of Indian Culture and Business Management, 28(1), 124-143.
8. Starobin, S. S., Hagedorn, L. S., Purnamasari, A., & "April", Y. (2013). Examining financial literacy among transfer and nontransfer students: Predicting financial well-being and academic success at a four-year university. Community College Journal of Research and Practice, 37(3), 216-225.
9. Nawaz, F. (2015). Microfinance, financial literacy, and household power configuration in rural Bangladesh: An empirical study on some credit borrowers. Voluntas: International Journal of Voluntary and Nonprofit Organizations, 26, 1100-1121.