CHAPTER-6

MAJOR FINDINGS, SUGGESTIONS AND IMPLICATIONS

6.1 Major Findings

On the basis of data analysis and interpretation the following major findings have been arrived at

- Female teachers possess less knowledge about concepts of simple interest, compound interest, difference between simple interest and compound interest, inflation, cause and effect relationship between prices of commodity and the prices of fuels, difference between debit and credit card and difference between a bearer cheque and a cross cheque.
- All the female teachers belonging to science discipline do not possess the knowledge of inflation, simple and compound interest.
- Many teachers are not aware about the calculation of interest on fixed deposit irrespective of any discipline.
- Many female teachers belonging to arts and humanities discipline do not possess the knowledge about the time value of money.
- Most of the teachers prepare the budget, some teachers though they do not prepare the budget they have knowledge about cash inflow and cash outflow.
- Most of the teachers consult their partners for day to day decision about money in their family.
- Very few female teachers said that their partners are responsible for day-to-day decisions about their money.
- Most of the teachers said that the financial problems are related with wrong money management or lack of ability to plan finance.
- Most of the teachers belonging to arts and humanities discipline were not able to even roughly estimate the interest rate on the credit amount.

- Only a few teachers belonging to arts and humanities, and science discipline possess the knowledge of risk diversification.
- Many teachers have heard the name of demat account but only a few teachers know actually the financial product related with demat account.
- Though many teachers do not possess the knowledge about the bearer cheque and cross cheque but they prefer cross cheque while making payment. So, it indicates positive behavior in terms of making payment even without the knowledge about the same.
- Insurance is limited to only life insurance policy. Very few teachers possess both life insurance policy and general insurance policy.
- Most of the teachers' decision to choose financial products are influenced by unorganized sectors and not organized sectors.
- Very few teachers are not aware about fixed deposit.
- Very common financial products like fixed deposits, insurance are also not held by all the teachers.
- As compared to male teachers, female teachers are aware about shares, bonds and mobile phone payment.
- An investment account like unit trust is held by very few teachers.
- Most of the teachers do not borrow money even in the form of mortgage, secured bank loan.
- Male teachers borrow more as compared to female teachers.
- Most of the teachers belonging to science, arts and humanities discipline are not aware about the microfinance loan, debentures, unsecured bank loan and mortgage.
- Some of the teachers are not aware about bonds and mutual funds.
- All the teachers irrespective of any discipline hold a saving account.
- On one hand most of the teachers hold a debit card but on the other hand most of the teachers do not hold a credit card.
- Very few teachers are aware about all the financial products.

- Very few teachers have recently taken new financial products i.e. also mostly limited to debit card, Savings and fixed deposits irrespective of the view whether they hold the same financial product or not.
- Most of the female teachers of science discipline are aware about the mobile phone payment account as compared to the male teachers of science discipline.
- Teachers of arts and humanities as well as science discipline are mostly investing in the financial products that are safe while the teachers of commerce discipline are investing money in safer as well as riskier financial products at large.
- Mostly teachers of commerce discipline especially the male teachers are investing in shares.
- Most of the teachers of arts and humanities discipline are not holding fixed deposits.
- Tax-planning is also not done by many teachers. Tax planning is mostly limited to NSC.
- Tax- planning in the form of PPF is very limited among teachers.
- Most of the male teachers belonging to science discipline are doing tax-planning.
- The level of financial literacy among the teaching staff of commerce discipline was higher compared to other discipline as these concepts are included in their curriculum.

Financial literacy is considered as one of the core life skills but still many of the teachers are not fully equipped with awareness, knowledge, behavior related with finance and to be more specific about financial products. The concept of budget in terms of behavior is on positive side. Financial literacy among the teaching staff is also mostly restricted to financial inclusion of banking except in case of teachers belonging to commerce discipline.

6.2 Suggestions for Further Study

Further research studies may be undertaken in the areas suggested here below.

- The present study can be undertaken university wise and further comparison between levels of financial literacy among different university can be made.

- The present study can be undertaken by including more variables like age, number of years of teaching experience, designation, area etc.
- A survey can be undertaken to know the level of financial literacy among the schools teachers at different levels.
- A survey can be undertaken to know the finance attitude of particular groups.
- The present study can be undertaken with a larger sample.
- A study can be undertaken to know the financial literacy among students at different levels including all the components of financial literacy.
- A survey can be conducted to gather detailed information on higher education courses.
- A study can be undertaken to make comparison between different educational institutions and also students across different years of the study.
- A programme can be developed and implemented to enhance the level of financial literacy among the teachers at different levels and different disciplines.
- A programme can be developed and implemented to enhance the level of financial literacy among the students at schools, colleges irrespective of any discipline.
- A study can be undertaken to know the interlinkages between the components of financial literacy.
- A comprehensive nationwide research in financial literacy can be undertaken for deeper understanding for effective policy formulation.
- Longitudinal studies can be undertaken to know more accurate levels of financial literacy.

6.3 Implication of the Present Study

"The fault of a lawyer is buried in the file,
The fault of a doctor is buried into the grave,
And the fault of engineer is buried in the masonry
But the fault of teacher is reflected in the future of the nation."

So, if teachers are not financially literate then how can they inculcate financial knowledge and behavior among the students? Financial behavior of the citizens is reflected in capital formation of the country. If students get proper knowledge regarding financial products right from their growing years then they will be able to mobilize and channelize their savings into productive avenues which would otherwise lay dormant in the form of physical assets like gold, real estate. In order to turn vision 2020 of Dr. APJ Abdul Kalam, former president of India into reality financial literacy is one of the important aspects. In his book India 2020, he says the youngsters are prepared to explore the new avenues of work and employment and not wait for a secure job in government. He also pointed out that the attitude of investing first in a house and of course jewellery is common to all Indians. Such investment, if directed towards industries, will have a good impact and national wealth. This endeavor will also lead to develop and implement the educational programme for financial literacy in an effective and efficient manner.