

Introduction

One of the main aims of education is to make human beings stand on their own feet. Through this an individual grows in terms of not only profit but also wealth. If this happens at the macro level, then economic prosperity of the country increases; but if the productive citizens of a country do not have a proper understanding of acquisition, utilization, mobilization of the resources then the economic growth and prosperity cannot be attained.

Financial literacy is considered as an important medium for enhancing people's knowledge about basic finance concepts which leads to better savings, investment, capital formation which in turn leads to economic growth and development. At this juncture, the need for financial literacy is getting greater because of the low level of literacy and a large section of society remains out of the formal financial set-up. For making students financially literate it becomes necessary to see the financial literacy among teachers at school levels and college, irrespective of any discipline. If teachers are financially literate then they can train the future productive citizens practically in this new endeavor. On the basis of surveys of financial literacy we can develop the programme for teachers to foster their financial literacy. India is a developing country and increase in the awareness of financial products and increase in the level of financial literacy among the citizens will further enhance the development of the country.

Statement of the Problem

A Study of Financial Literacy Among the Teaching Staff at the Sardar Patel University

Objectives of the Study

The research was undertaken with the following objectives in focus.

- To study the financial literacy among the teaching staff of the Sardar Patel University
- To compare the financial literacy among the teaching staff of different disciplines
- To study the saving habits among the teaching staff of the Sardar Patel University

- To study the investment habits among the teaching staff of the Sardar Patel University
- To compare the financial literacy among male and female teaching staff of the Sardar Patel University

Research Questions

The present research study attempted to address the following research questions.

1. What is financial literacy?
2. What is the level of financial literacy among the teaching staff of the Sardar Patel University?
3. How do the teachers of different disciplines differ in terms of financial literacy?
4. How do the male and female teachers differ in terms of financial literacy?
5. What are the saving habits of the teaching staff at the Sardar Patel University?
6. What are the investment habits of the teaching staff at the Sardar Patel University?

Research Type

In the present study, survey type of research was selected as the method of investigation.

Tools and Techniques for Data Collection

For the present study, the investigator has employed a self constructed Interview schedule.

Population

The population for the present study comprised all the teaching staff belonging to different disciplines of the Sardar Patel University.

Sample and Sampling Procedure

On the basis of stratified random sampling method in total 28 colleges from different disciplines (Arts and Humanities, Commerce and Science) were selected as sample for the present study.

Major Findings

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

- Female teachers possess less knowledge about the 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.
- 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 consult their partners for day to day decision about money in their family.
- 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 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 teacher's 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 hold by all the teachers.
- An investment account like unit trust is hold 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.
- All the teachers irrespective of any discipline hold saving account.
- On one hand most of the teachers hold debit card but on the other hand most of the teachers do not hold 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.
- 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 a large.
- Mostly Teachers of commerce discipline especially the male teachers are investing in shares.
- 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 more compared to other discipline as these concepts are included in their curriculum.

Financial literacy is considered as one of the core life skills still many 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 behaviour 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.