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ENHANCING FINANCIAL LITERACY AMONG PRE-UNIVERSITY STUDENTS: READINESS OF COMMERCE TEACHERS AND INSTITUTIONAL SUPPORT IN KARNATAKA

Manu Bharadwaj V
https://orcid.org/0009-0002-2420-8917
Post-Graduation student, JAIN (Deemed-to-be-University)

ABSTRACT
Financial Literacy had emerged as a critical life skill in today's rapidly evolving economic environment, particularly for youth in transitional academic stages. This study investigates the level of financial literacy awareness among pre-University commerce students in Karnataka and evaluates the readiness of commerce teachers to promote such education, alongside the extent of institutional support. A quantitative research design was adopted, involving 82 respondents equally divided between students and teachers. Descriptive statistics and cross-tabulation analyses were used to explore perceptions related to financial literacy, the adequacy of teacher preparedness, and institutional practices. Findings revealed a strong collective acknowledgement of the importance of financial literacy in decision-making, with 97.5% of students and 100% of teachers agreeing or strongly agreeing on its significance. However, discrepancies were noted between students' perceptions and teacher-reported training, and significant variation was observed across different institution types regarding support mechanisms. Private aided institutions exhibited higher institutional involvement, while private unaided institutions displayed inconsistency. Encouragingly, both genders and all geographic categories showed high interest in adopting real-life financial teaching scenarios and attending professional development programs. The study highlights the urgent need for formal integration of financial literacy into the commerce curriculum, structured teacher training programs, and a collaborative approach among stakeholders to ensure equitable and impactful financial education.

KEYWORDS: *Financial literacy, Pre-University education, Commerce teachers, teacher readiness, institutional support, curriculum integration, Financial Pedagogy, educational Policy.*

INTRODUCTION

In the contemporary global economy, financial literacy is no longer an optional life skill but a fundamental requirement for informed and responsible citizenship. It encompasses a range of competencies including budgeting, saving, digital transactions, understanding interest rates, taxation, loans, and insurance-skills essential for personal and professional decision-making. Despite its growing relevance, financial literacy remains inadequately addressed in many educational systems, particularly at the pre-university level where students being to engage with real-world financial responsibilities.

India's National Education Policy (NEP) 2020 emphasizes the development of practical knowledge and life skills, including financial awareness, among school and college students. However, the integration of structured financial literacy education remains inconstant, especially in state-regulated pre-university commerce education. Pre-university students in Karnataka, who stand at the threshold of higher education and economic independence, often lack the foundational financial skills required to navigate adult life effectively. Addressing this gap necessitates the active involvement of commerce teachers, who serve as critical facilities in equipping students with practical financial knowledge.

The effectiveness of financial literacy initiatives at the pre-university level is largely dependent on two interrelated factors: the readiness of commerce teachers to teach financial concepts, and the extent of institutional support provided for such education. Teacher preparedness includes not only subject knowledge but also professional training and pedagogical confidence. Institutional support, on the other hand, refers to the inclusion of financial literacy in the curriculum, availability of teaching resources, and administrative encouragement for innovative

teaching practices. Without alignment among these elements, efforts to promote financial literacy may remain fragmented and ineffective.

This study, therefore, seeks to assess the current landscape of financial literacy education among pre-university commerce students in Karnataka. Specifically, it examines students' awareness and perceptions of financial literacy, evaluates the readiness of commerce teachers to promote such education, and analyses the role of institutional support in enabling or constraining these efforts. Through a mixed sample of students and teachers, the research provides a dual perspective on existing practices and identifies critical gaps that need to be addressed to enhance financial literacy education at the pre-university level. The findings are expected to contribute to educational policy formulation, curriculum development, and targeted teacher training programs, ultimately fostering a financially informed and empowered youth population in Karnataka.

OBJECTIVES OF THE STUDY

1. To assess the awareness and perceived importance of financial literacy among pre-university commerce students in Karnataka.
2. To examine the readiness and preparedness of commerce teachers to teach financial literacy at the pre-university level.
3. To explore the level of institutional support provided for the promotion of financial literacy education in commerce streams
4. To identify differences in perceptions and practices across demographic variable such as role, gender, type of institution, and geographical location.
5. To provide actionable recommendations foe strengthening financial literacy education through curriculum reform, teacher development, and stakeholder collaboration.

CONCEPTUAL LITERATURE REVIEW: FINANCIAL LITERACY AMONG PRE-UNIVERSITY STUDENTS

1. **Understanding Financial Literacy in Adolescence**
   Financial Literacy refers to the ability to understand and effectively use various financial Skills, including budgeting, saving, investing, and financial decision-making. According to Ergun (2017), university students generally demonstrate low levels of financial understanding, particularly in practical domains such as interest calculation, investment, and credit management. Camison-haba et al.(2022) also note that while pre-university students show basic awareness, their actual financial competence remains underdeveloped without structured exposure. This highlights the urgent need to embed foundational financial education in pre-university curriculum to promote economic self-sufficiency among youth.

2. **The role of Commerce Teachers in Enhancing readiness**
   Teachers play a pivotal role in bridging the financial knowledge gap. Ruiz-Palomo et al. (2023) emphasize that educators need to tailor content to the socio-demographic profiles of students and recognize age-and gender-related disparities. Teachers' readiness includes not only subject mastery but also awareness of pedagogical techniques that engage diverse learners. In Karnataka, the effectiveness of commerce education is tied to teachers' capability to integrate financial literacy into practical and relatable classroom contexts (world bank, 2002).

3. **The influence of Age on Financial Knowledge acquisition**
   Multiple studies confirm a positive correlation between age and financial literacy among pre-university students. Ruiz-Palomo et al. (2023) find that older students perform better in financial knowledge assessments, particularly in concepts like inflation and simple interest. However, this age-related improvement is not uniform across all financial topics, such as investment risk, where real-life exposure remains limited. These findings support the idea that financial education should be developmentally aligned to student's maturity and experience levels.

4. **Gender Gap in financial Literacy.**
   Gender Disparities remain a recurring theme in financial literacy research. Studies by Ergun (2017) and Ruiz-Palomo et al. (2023) report that female students generally score lower than males in financial knowledge tests. This gender gap is attributed to social norms, confidence levels, and differential parental influence. Camison-Haba et al. (2022) argue that educational interventions must be sensitive to these differences and seek to empower all genders equally in the Karnataka context, this reinforces the need for inclusive institutional strategies by commerce educators.

5. **Curriculum exposure and subject relevance**
   Exposure to subjects like business economics and accountancy significantly improves students' financial competence. Camison-Haba et al. (2022) found that students who studies economics-related subjects performed substantially better in financial literacy tests than those from vocational or basic streams. This emphasizes the importance of well-designed commerce curriculum in pre-university institutions. Karnataka's state syllabus could benefit from integrating hands-on financial simulations and real-life budgeting tasks to enhance engagement and comprehension.

6. **Impact of Institutional Support structures:**
   Institutional backing-through teacher training, educational resources, and policy support-plays a major role in fostering financial literacy. The world bank (2002) report on Karnataka reveals that systemic inefficiencies and inequitable resources allocation often hinder educational outcomes. Enhanced institutional readiness, such as provision of extracurricular financial clubs and resource-rich commerce labs, can ensure more consistent learning opportunities for pre-university students across the state.

7. **The role of Parental Socialization**
   Parental influence significantly shapes students' attitudes and behaviours toward money. Omar et al. (2018) identify parental guidance as a key predictor of positive saving habits and financial responsibility. Parents often serve as the first role models in financial decision-making, influencing students' spending patterns and long-term planning skills. In Karnataka, where socioeconomic background varies widely, it becomes essential for institutions to complement home-based learning with structured financial education.

8. **Student Self-Perception and confidence**
   Students' perception of their own financial knowledge influences their actual performance according to Ruiz-Palomo et al. (2023), self-perceived financial competence correlated positively with basic financial literacy scores but less so with advanced concepts like compound interest. This suggests that boosting student confidence through practical learning-like budgeting challenges or mock investment portfolios-can improve their engagement and retention. Teachers can play a facilitative role by affirming efforts and personalizing instruction.

9. **Financial Education and Socioeconomic context.**
   Socioeconomic disparities significantly impact access to financial knowledge. The Andalusian region study by Ruiz-Palomo et al. (2023) and the Karnataka-focused world bank (2002) report both demonstrate that underprivileged students often lack financial exposure due to systemic educational gaps. Financial education must therefore be tailored to account for income-level diversity, urban-rural divides, and parental occupation, ensuring the no student is left behind in acquiring essential life skills.

10. **Policy recommendations and future scope**
    Effective policy support is essential to embed financial literacy as a core educational outcome. Ruiz-Palomo et al. (2023) call for national strategies that address regional inequalities, gender gaps, and curriculum enhancement. The world bank (2002) also recommends increased investment in teacher training and non-salary educational components in Karnataka. Moving forward, collaboration among government bodies, financial institutions, and educational stakeholders can pave the way for a financially literate, economically secure youth population.

RESEARCH METHODOLOGY

The study employed a quantitative research design to investigate the levels of financial literacy awareness, teacher readiness, and institutional support among pre-university commerce education stakeholders in Karnataka.

Sample and Population

A purposive sampling methos was used to select a balanced group of 82 respondents, comprising 41 PUC Commerce Students and 41 Commerce Teachers from various institutions across urban, semi-urban, and rural areas of Karnataka. This ensured equal representation of both key stakeholder groups and allowed for comparative analysis/

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Data Collection tool

A structured questionnaire was developed, consisting of Likert-scale items designed to capture perceptions regarding the importance of financial literacy, teacher training, curriculum support and classroom practices. The instrument was validated for content relevance and simplicity, making it suitable for both students and teachers.

Data Analysis

The data collected were analysed using descriptive statistics (Mean, Standard Deviation, Variance) and cross-tabulations to examine associations between demographic variables and response trends. The analysis focused on identifying patterns in financial literacy awareness, teacher preparedness, and institutional practices.

Scope and Limitations

The study is geographically limited to the state of Karnataka and focused only on commerce streams at the pre-university level. While it offers valuable insights, the findings may not be generalizable to other academic streams or states without further comparative research.

Descriptive Statistics for Demographics

Descriptive Statistics for Demographics

Demographic Variable	N	Mean	Median	Mode	Std. Deviation	Variance	Min	Max
The Role of the Respondent in the Study	82	1.50	1.50	1[a]	.503	.253	1	2
The Gender of the Respondents	82	1.50	1.50	1[a]	.503	.253	1	2
The type of educational Institution the respondent is affiliated with	82	2.41	3.00	3	.736	.542	1	3
The geographical location of the respondent's institution	82	1.50	1.00	1	.790	.623	1	3

Frequency Table for Demographics

Category		Frequency	Percent
The Role of the Respondent in the Study	PUC Student	41	50.0
	Commerce Teacher	41	50.0
	Total	82	100.0
The Gender of the Respondents	Male	41	50.0
	Female	41	50.0
	Total	82	100.0
The type of educational Institution the respondent is affiliated with	Government Institution	12	14.6
	Private Aided Institution	24	29.3
	Private Unaided Institution	46	56.1
	Total	82	100.0
The geographical location of the respondent's institution	Urban	56	68.3
	Semi-Urban	11	13.4
	Rural	15	18.3
	Total	82	100.0

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Interpretation

1. **The role of the Respondent in the Study**
   The study sample includes an equal distribution of PUC Students and commerce teachers, each comprising 50% of the respondents. This balanced representation ensures that both groups contribute equally to the data, offering diverse perspectives on the study's subject matter.

2. **The Gender of the Respondents:**
   Gender Distribution is also equally split, with 50% of the respondents being male and 50% being female. This ensures that gender-related factors do not skew the findings, providing a neutral base for analysis.

3. **The type of Educational Institution the Respondent is affiliated with:**
   The majority of Respondents (56.1%) are affiliated with private Unaided institutions, followed by 29.3% from private aided institutions, and 14.6% from government institutions. This suggests that the sample predominantly represents private educational institutions, which may reflect the larger share of private institutions in the region.

4. **The geographical location of the respondent's Location:**
   Geographically, most respondents are from urban areas (68.3%), with fewer from semi-urban (13.4%) and rural (18.3%) areas. This indicates a higher concentration of respondents from urban institutions, which could influence the generalizability of the findings to urban settings over rural contexts.

These demographic Variables collectively present a diverse yet balanced sample, allowing for a thorough exploration of the study's objectives across different groups. The standard deviations for these variables suggest consistent and reliable responses across the different categories, enhancing the credibility of the demographic data.

Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation	Variance
The Perceived importance of Financial Literacy in Decision-Making	82	3	5	4.57	.522	.272
The necessity of Knowledge in saving, budgeting, and digital payments	82	3	5	4.66	.526	.277
The adequacy of Financial Exposure provided by the current educational system	82	1	5	3.44	.995	.990
The necessity of including practical financial skills in classroom teaching	82	2	5	4.34	.864	.746
The clarity of Financial topic explanations in classrooms	82	1	5	3.66	.959	.919
The adequacy of Understanding terms related to taxes, interest, loans, and Insurance	82	2	5	3.83	.900	.810
The ease with which digital Financial Tools can be Understood and used	82	1	5	4.13	.798	.636
The necessity for providing more opportunities for Real-world-Financial Skill Development	82	3	5	4.45	.632	.399
The opinion on whether financial literacy should be a mandatory component of the commerce curriculum	82	2	5	4.39	.766	.587
The level of interest in teaching or learning about financial topics such as savings, loans, taxes, and investments	82	2	5	4.26	.734	.539
The perceived preparedness of commerce teachers to promote financial literacy	82	2	5	4.11	.786	.617
The use of Real-life Financial Scenarios in teaching	82	2	5	4.09	.789	.622
Whether the teacher has received specific training for teaching financial literacy	82	1	5	3.67	.969	.940

The willingness of teachers to attend workshops aimed at improving financial literacy teaching	82	1	5	3.90	1.001	1.003
The extent to which the institution actively supports the promotion of financial literacy through curriculum and materials	82	1	5	3.74	.940	.884
The opinion on the necessity of collaboration among stakeholders to improve student financial literacy	82	2	5	4.21	.813	.660
Valid N (listwise)	82					

1. **The perceived importance of Financial Literacy in Decision-Making:**
The mean Value of 4.57 with a standard deviation of 0.522 shows that respondents highly acknowledge the importance of financial literacy in making informed decisions. This suggests a strong collective belief that understanding financial concepts directly influences student's ability to manage real-life situations such as budgeting, saving, or dealing with debt. The low variation implies that this perception is consistently held across different respondent groups, strengthening the case for integrating financial literacy into mainstream education.

2. **The necessity of knowledge in Saving, Budgeting, and Digital Payments:**
With the highest mean score of 4.66, this variable reflects an urgent and widespread belief among respondents that foundational financial knowledge is essential for students. The consistency in responses (SD=0.526) indicates agreement across teachers and students alike. This highlights the need to prioritize practical topics such as savings, budgeting, and digital payment systems in the classroom, aligning education with today's digital economy and encouraging responsible financial behavior.

3. **The Adequacy of Financial Exposure provided by the current educational system:**
A mean score of 3.44 and a high standard deviation of 0.995 indicate mixed opinions regarding the sufficiency of financial exposure in the existing curriculum. While some believe the exposure is adequate, others find it lacking. This inconsistency points to unequal implementation or emphasis of financial literacy across institutions. It underlines the need for policy-level changes to ensure a standardized and comprehensive approach to financial education at the PUC Level.

4. **The necessity of Including Practical Financial Skills in classroom teaching.**
This variable's mean score of 4.34 suggests a strong preference for the integration of real-world financial skills into academic teaching. Respondents believe that simply theoretical knowledge is insufficient. The moderate variation (SD=0.864) further supports that while most agree on its importance, some feel it is not being fully implemented yet. There is a clear demand for hands-on financial learning strategies, such as mock budgeting exercises or role-playing investment decisions.

5. **The clarity of financial topic Explanations in classrooms:**
With a mean of 3.66, this indicates a moderate satisfaction level regarding how clearly financial concepts are explained in classrooms. The relatively high SD (0.959) shows diverse student experiences. This suggests that while some teachers may be effective in teaching financial topics, others may need additional support or training to improve their teaching clarity and methods.

6. **The adequacy of Understanding terms related to taxes, interest, loans, and insurance.**
A mean of 3.83 suggests that students are fairly confident in understanding key financial terms, although the SD of 0.900 shows variation in comprehension levels. This reveals that while the foundation is being laid, there remains room for improvement in how these essential terms are taught, especially through more relatable and engaging techniques.

7. **The ease with which digital financial tools can be understood and used:**
A mean score of 4.13 shows that students are relatively comfortable with digital financial tools, reflecting the growing familiarity with technology. However, with an SD of 0.798, there are still some who find it challenging. This points to the need for guided exposure to digital platforms like UPI, e-wallets and online Banking during classroom sessions to ensure inclusivity and competency.

8. **The necessity for providing more opportunities for Real-world financial skill development:**
   This variable scores a strong 4.45 in the mean scale, indicating a near-universal agreement that theoretical knowledge must be supported with practical exposure. The low SD of 0.632 shows consistency in responses. This reinforces the recommendation to include activities like financial simulations, educational field visits to banks, and financial literacy workshops as part of the regular curriculum.

9. **The opinion on whether financial literacy should be a mandatory component of the commerce curriculum:**
   A high mean of 4.39 and moderate SD (0.766) confirms that most respondents strongly support the inclusion of financial literacy as a compulsory subject. This emphasizes the urgent need for curriculum developers and educational boards to consider formalizing financial literacy instruction across all commerce streams.

10. **The level of interest in teaching or learning about financial topics such as savings, loans, taxes, and Investments:**
    With a mean of 4.26, there is a high level of interest in financial topics among both teachers and students. This highlights a favorable environment for promoting financial literacy, provided that the necessary tools, resources, and teacher support system are in place.

11. **The perceived preparedness for commerce teachers to promote financial literacy:**
    The mean score of 4.11 reflects a positive but cautious view of teachers' preparedness while many respondents believe commerce teachers are capable of handling financial topics; others may feel additional training or resource access is needed. The SD of 0.786 supports the case for professional development programs focused on financial education.

12. **The use of real-life financial scenarios in teaching:**
    A mean of 4.09 suggests that real-life examples are being used to a good extent, making financial learning more relatable. However, some respondents feel these scenarios could be used more effectively. Incorporating current events, financial case studies, and simulations can significantly enhance engagement and retention.

13. **Whether the teacher has received specific training for teaching financial literacy:**
    With a lower mean of 3.67 and a high SD of 0.969, the data reveals inconsistency in teacher training related to financial literacy. While some have received training, many have not. This clearly identifies a gap in professional development and points to the need for structured workshops, certification programs, and government-sponsored initiatives.

14. **The willingness of teachers to attend workshops aimed at improving financial literacy teaching:**
    A moderately high mean of 3.90 shows a positive attitude among teachers towards self-improvement. The variation in responses (SD = 1.001) implies that while many are open to attending workshops, logistical or motivational barriers might still exist. Encouraging participation through incentives and recognition can help increase attendance and engagement.

15. **The extent to which the institution actively supports the promotion of financial literacy through curriculum and materials:**
    The mean of 3.74 shows a fair level of institutional support, though not uniformly across all institutions. The variation (SD = 0.940) suggests that some institutions are proactive, while others lag behind. This reflects the need for policy-level reforms and administrative initiatives to standardize financial literacy promotion across all education setups.

16. **The opinion on the necessity of collaboration among stakeholders to improve student financial literacy:**
    With a strong mean of 4.21, this response shows that stakeholders – including teachers, parents, institutions, and policymakers – are behind to play a joint role in enhancing financial literacy. The result highlights the importance of coordinated efforts, such as partnerships with banks, community awareness programs, and joint curriculum development.

This comprehensive analysis provides a clear picture of the current status, challenges, and opportunities in promoting financial literacy among PUC students in Karnataka. It supports the need for practical, inclusive, and well-supported strategies, with a strong emphasis on teacher readiness and institutional involvement.

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Analysing demographic influence on Financial Literacy awareness and readiness.

1. Relationship between the role of respondent and training received for teaching financial literacy

The Role of the Respondent in the Study * Whether the teacher has received specific training for teaching financial literacy Crosstabulation

			Whether the teacher has received specific training for teaching financial literacy					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The Role of the Respondent in the Study	PUC Student	Count	0	2	10	22	7	41
		% within The Role of the Respondent in the Study	0.0%	4.9%	24.4%	53.7%	17.1%	100.0%
		% of Total	0.0%	2.4%	12.2%	26.8%	8.5%	50.0%
	Commerce Teacher	Count	1	10	4	19	7	41
		% within The Role of the Respondent in the Study	2.4%	24.4%	9.8%	46.3%	17.1%	100.0%
		% of Total	1.2%	12.2%	4.9%	23.2%	8.5%	50.0%
Total		Count	1	12	14	41	14	82
		% within The Role of the Respondent in the Study	1.2%	14.6%	17.1%	50.0%	17.1%	100.0%
		% of Total	1.2%	14.6%	17.1%	50.0%	17.1%	100.0%

Interpretation: Among the PUC Students, 53.7% agreed and 17.1% strongly agreed that teachers have received specific training. In contrast, commerce teachers themselves reported that only 46.3% agreement and 17.1% strong agreement. Interestingly, 24.4% of teachers disagreed, while only 4.9% of students said the same. This indicates a perception gap between students and teachers regarding the teacher's financial literacy training. Overall half of the respondents across both the groups agreed that such training is happening.

Inference: There is a clear difference in perception between students and teachers about whether financial literacy training has been received. While students tend to believe their teachers are trained, a noticeable proportion of teachers admit they have not received such training. This gap reflects the need for better communication and actual implementation of training programs in institutions. For academics, it suggests a disconnect between curriculum goals and teacher preparedness, which can affect learning outcomes. Ensuring that teachers are properly trained-and that students are aware of it-can strengthen trust and boost financial literacy education.

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2. Relationship between type of education institution and institutional support for promoting financial literacy

The type of educational Institution the respondent is affiliated with * The extent to which the institution actively supports the promotion of financial literacy through curriculum and materials Crosstabulation

			The extent to which the institution actively supports the promotion of financial literacy through cirriculum and materials					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The type of educational Institution the respondent is affiliated with	Government Institution	Count	0	2	2	8	0	12
		% within the type of educational Institution, the respondent is affiliated with	0.0%	16.7%	16.7%	66.7%	0.0%	100.0%
		% of Total	0.0%	2.4%	2.4%	9.8%	0.0%	14.6%
	Private Aided Institution	Count	0	1	4	10	9	24
		% within the type of educational Institution, the respondent is affiliated with	0.0%	4.2%	16.7%	41.7%	37.5%	100.0%
		% of Total	0.0%	1.2%	4.9%	12.2%	11.0%	29.3%
	Private Unaided Institution	Count	1	6	10	22	7	46
		% within the type of educational Institution, the respondent is affiliated with	2.2%	13.0%	21.7%	47.8%	15.2%	100.0%
		% of Total	1.2%	7.3%	12.2%	26.8%	8.5%	56.1%
Total		Count	1	9	16	40	16	82
		% within the type of educational Institution, the respondent is affiliated with	1.2%	11.0%	19.5%	48.8%	19.5%	100.0%
		% of Total	1.2%	11.0%	19.5%	48.8%	19.5%	100.0%

Interpretation: In government institutions, 66.7% agreed to institutional support, but none strongly agreed. Private aided institutions showed stronger confidence, with 37.5% strongly agreeing and 41.7% agreeing. Private unaided institutions had a balanced distribution: 47.8% agreed and 15.2% strongly agreed, though 15.2% disagreed or strongly disagreed. The neutral and disagree responses were more prevalent in private unaided institutions, hinting at some inconsistency. Overall, private aided institutions appear to demonstrate the most enthusiastic support for promoting financial literacy.

Inference: The type of Institution significantly influences how actively financial literacy is promoted through the curriculum. Private aided institutions lead in fostering a strong support system, reflecting structured financial education efforts. In contrast, government institutions show moderate agreement but lack strong advocacy, possibly due to policy gaps or limited resources. These insights suggest the need for consistent institutional efforts, especially in government and unaided sectors, to ensure equal learning opportunities. Academically, this emphasizes that institutional commitment plays a pivotal role in integrating financial literacy meaningfully into commerce education.

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3. Relationship between Gender and Willingness to attend workshops on financial literacy teaching.

The Gender of the Respondents * The willingness of teachers to attend workshops aimed at improving financial literacy teaching Crosstabulation

			The willingness of teachers to attend workshops aimed at improving financial literacy teaching					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The Gender of the Respondents	Male	Count	2	4	4	19	12	41
		% within The Gender of the Respondents	4.9%	9.8%	9.8%	46.3%	29.3%	100.0%
		% of Total	2.4%	4.9%	4.9%	23.2%	14.6%	50.0%
	Female	Count	1	1	8	20	11	41
		% within The Gender of the Respondents	2.4%	2.4%	19.5%	48.8%	26.8%	100.0%
		% of Total	1.2%	1.2%	9.8%	24.4%	13.4%	50.0%
Total		Count	3	5	12	39	23	82
		% within The Gender of the Respondents	3.7%	6.1%	14.6%	47.6%	28.0%	100.0%
		% of Total	3.7%	6.1%	14.6%	47.6%	28.0%	100.0%

Interpretation: Among the Male respondents, 75.6% either agreed or strongly agreed to attend workshops, with 29.3% strongly agreeing. Among female respondents, a slightly higher 75.6% also agreed or strongly agreed, but 19.5% remained neutral. Very few respondents from either gender strongly disagreed or disagreed, indicating overall interest in upskilling. Females showed more neutrality (19.5%) compared to males (9.8%), suggesting hesitance or need for reassurance. The willingness to attend workshops is high and nearly equal across genders, with males slightly more assertive.

Inference: Both male and female respondents demonstrate a strong and balanced interest in attending workshop to improve financial literacy teaching. The slight variation in neutral responses suggests that targeted motivation strategies may be beneficial for female educators. This insight reflects a positive attitude across genders toward professional development in financial literacy education. For academic planning, it underscores the readiness of teacher to engage in continuous learning, making policy interventions timely and relevant. Such findings contribute to building a gender-inclusive training framework, ensuring the equitable promotion of financial literacy in classrooms.

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4. Relationship between geographical location of Institution and use of Real-Life Financial Scenarios in teaching.

The geographical location of the respondent's institution * The use of Real-life Financial Scenarios in teaching Crosstabulation

			The use of Real-life Financial Scenarios in teaching				Total
			Disagree	Neutral	Agree	Strongly Agree	
The geographical location of the respondent's institution	Urban	Count	3	10	28	15	56
		% within the geographical location of the respondent's institution	5.4%	17.9%	50.0%	26.8%	100.0%
		% of Total	3.7%	12.2%	34.1%	18.3%	68.3%
	Semi-Urban	Count	0	0	8	3	11
		% within the geographical location of the respondent's institution	0.0%	0.0%	72.7%	27.3%	100.0%
		% of Total	0.0%	0.0%	9.8%	3.7%	13.4%
	Rural	Count	1	0	7	7	15
		% within the geographical location of the respondent's institution	6.7%	0.0%	46.7%	46.7%	100.0%
		% of Total	1.2%	0.0%	8.5%	8.5%	18.3%
Total		Count	4	10	43	25	82
		% within the geographical location of the respondent's institution	4.9%	12.2%	52.4%	30.5%	100.0%
		% of Total	4.9%	12.2%	52.4%	30.5%	100.0%

Interpretation: Urban Institutions showed a balanced trend, with 76.8% agreeing or strongly agreeing on using real-life scenarios. Semi-urban respondents had the highest agreement, with 100% agreeing or strongly agreeing and none neutral or disagreeing. Rural respondents also reflected strong practical integration, with 93.4% in agreement categories, especially strong agreement (46.7%). Only a few disagreeing responses (mainly urban), indicating a general consensus across locations on practical teaching relevance. The data shows high overall acceptance of using real-life financial scenarios across all geographic segments.

Inference: Across urban, semi-urban, and rural areas, educators consistently value the importance of teaching financial literacy through real-life scenarios. This shows that regardless of location, practical financial education is being increasingly embraced. The slight differences may reflect resources availability but not in intent or awareness. Such alignment suggests a nationwide readiness to adopt experiential learning in financial literacy. For academia, it supports the idea that curriculum policies promoting practical applications will find broad acceptance, helping bridge theoretical gaps.

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5. Relationship between the role of the respondent and the perceived importance of financial literacy in decision-making.

The Role of the Respondent in the Study * The Perceived importance of Financial Literacy in Decision-Making Crosstabulation

			The Perceived importance of Financial Literacy in Decision-Making			Total
			Neutral	Agree	Strongly Agree	
The Role of the Respondent in the Study	PUC Student	Count	1	19	21	41
		% within The Role of the Respondent in the Study	2.4%	46.3%	51.2%	100.0%
		% of Total	1.2%	23.2%	25.6%	50.0%
	Commerce Teacher	Count	0	14	27	41
		% within The Role of the Respondent in the Study	0.0%	34.1%	65.9%	100.0%
		% of Total	0.0%	17.1%	32.9%	50.0%
Total		Count	1	33	48	82
		% within The Role of the Respondent in the Study	1.2%	40.2%	58.5%	100.0%
		% of Total	1.2%	40.2%	58.5%	100.0%

Interpretation: Among PUC Students, 97.5% agreed or strongly agreed on the importance of financial literacy in decision-making. Commerce teachers showed an even stronger perception, with 100% agreement, and a larger portion (65.9%) strongly agreeing. Only one respondent (PUC Student) was neutral; none disagreed in either group, indicating uniform agreement. Commerce teachers showed greater intensity in their agreement, suggesting stronger professional conviction. Overall, both groups acknowledged the critical role of financial literacy in decision-making.

Inference: This finding shows a shared understanding between students and teachers that financial literacy is essential for sound decision-making. Teachers, due to their experience, recognize its value more deeply, emphasizing its professional relevance in the curriculum. The near-universal agreement from both groups supports the urgent need for structured financial education in academic settings. This common ground is encouraging and shows readiness among both learners and educators for financial literacy initiatives. Academically, it justifies policy-making inclusion of financial literacy as a core component in commerce education at pre-university levels.

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6. Relationship between type of educational institution and whether the teacher has received specific training for teaching financial literacy.

The type of educational Institution the respondent is affiliated with * Whether the teacher has received specific training for teaching financial literacy Crosstabulation

			Whether the teacher has received specific training for teaching financial literacy					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The type of educational Institution the respondent is affiliated with	Government Institution	Count	0	0	1	8	3	12
		% within the type of educational Institution, the respondent is affiliated with	0.0%	0.0%	8.3%	66.7%	25.0%	100.0%
		% of Total	0.0%	0.0%	1.2%	9.8%	3.7%	14.6%
	Private Aided Institution	Count	0	3	5	13	3	24
		% within the type of educational Institution, the respondent is affiliated with	0.0%	12.5%	20.8%	54.2%	12.5%	100.0%
		% of Total	0.0%	3.7%	6.1%	15.9%	3.7%	29.3%
	Private Unaided Institution	Count	1	9	8	20	8	46
		% within the type of educational Institution, the respondent is affiliated with	2.2%	19.6%	17.4%	43.5%	17.4%	100.0%
		% of Total	1.2%	11.0%	9.8%	24.4%	9.8%	56.1%
Total		Count	1	12	14	41	14	82
		% within the type of educational Institution, the respondent is affiliated with	1.2%	14.6%	17.1%	50.0%	17.1%	100.0%
		% of Total	1.2%	14.6%	17.1%	50.0%	17.1%	100.0%

Interpretation: Teachers from government institutions reported the highest percentage of training, with 91.7% agreeing or strongly agreeing to receiving it. Private aided institutions followed closely with 66.7% positive responses (Agree or Strongly agree). Teachers from private unaided institutions had a more mixed response, with only 60.9% indicating they received training. There was greater disagreement and neutrality in unaided institutions compared to others. Overall, the government institutions seen to be more proactive in offering or facilitating training for financial literacy.

Inference: The data suggests that teachers in government institutions are better trained in financial literacy than those in private ones. This could be due to more structured support systems or government-led training programs. However, the uneven access to training across institutions points to a gap in professional development opportunities. Such disparity may lead to inconsistent teaching quality, especially in private unaided colleges where training appears lower. This finding highlights the need for standardized, mandatory financial literacy training for all commerce educators, regardless of institution type, ensuring equal competence and confidence in delivering financial education.

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7. Relationship between role of the respondent and willingness to attend financial literacy workshops

The Role of the Respondent in the Study * The willingness of teachers to attend workshops aimed at improving financial literacy teaching Crosstabulation

			The willingness of teachers to attend workshops aimed at improving financial literacy teaching					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The Role of the Respondent in the Study	PUC Student	Count	3	5	10	17	6	41
		% within The Role of the Respondent in the Study	7.3%	12.2%	24.4%	41.5%	14.6%	100.0%
		% of Total	3.7%	6.1%	12.2%	20.7%	7.3%	50.0%
	Commerce Teacher	Count	0	0	2	22	17	41
		% within The Role of the Respondent in the Study	0.0%	0.0%	4.9%	53.7%	41.5%	100.0%
		% of Total	0.0%	0.0%	2.4%	26.8%	20.7%	50.0%
Total		Count	3	5	12	39	23	82
		% within The Role of the Respondent in the Study	3.7%	6.1%	14.6%	47.6%	28.0%	100.0%
		% of Total	3.7%	6.1%	14.6%	47.6%	28.0%	100.0%

Interpretation: Among PUC Students, 41.5% agreed and 14.6% strongly agreed to attend workshops, showing moderate interest. In contrast, commerce teachers showed very high willingness, with 53.7% agreeing and 41.5% strongly Agreeing. Disagreement or neutrality was notable among Students (44%) compared to teachers (only 4.9% neutral, no disagreement). No commerce teacher expressed disagreement or strong disagreement toward attending workshops. This indicated a higher readiness among teachers to improve their financial literacy teaching skills.

Inference: This result highlights a strong willingness among teachers to participate in professional development for financial literacy. Teachers seem to recognize the value of such workshops in enhancing their teaching effectiveness. On the other hand, students showed less enthusiasm, possibly due to limited awareness of the benefits. This insight can guide institutions to prioritize teacher training programs, which can indirectly benefit student learning. ultimately, empowering teachers first can create a multiplier effect, spreading financial literacy among effectively in classrooms.

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8. **Relationship between gender and adequacy of understanding financial terms (Taxes, interest, loans, insurance)**

The Gender of the Respondents * The adequacy of Understanding terms related to taxes, interest, loans, and Insurance Crosstabulation

			The adequacy of Understanding terms related to taxes, interest, loans, and Insurance				Total
			Disagree	Neutral	Agree	Strongly Agree	
The Gender of the Respondents	Male	Count	4	8	18	11	41
		% within The Gender of the Respondents	9.8%	19.5%	43.9%	26.8%	100.0%
		% of Total	4.9%	9.8%	22.0%	13.4%	50.0%
	Female	Count	4	9	20	8	41
		% within The Gender of the Respondents	9.8%	22.0%	48.8%	19.5%	100.0%
		% of Total	4.9%	11.0%	24.4%	9.8%	50.0%
Total		Count	8	17	38	19	82
		% within The Gender of the Respondents	9.8%	20.7%	46.3%	23.2%	100.0%
		% of Total	9.8%	20.7%	46.3%	23.2%	100.0%

Interpretation: Both male and female respondents show a similar pattern of financial term understanding. Among males, 70.7% agreed or strongly agreed that they adequately understand financial terms. Among females, a slightly higher 68.3% felt the same, though females had a higher neutral percentage (22%). Disagreement levels were identical for both genders (9.8%), indicating parity in those lacking understanding. Overall, both groups indicate a moderate to high understanding, with room for improvement in clarity and application.

Inference: The data reveals minimal gender difference in understanding key financial concepts. However, a considerable number of both males and females remain neutral or disagree, indicating gaps in confidence or clarity. This suggests that basic financial education is still not uniformly effective, regardless of gender. Educational institutions and policymakers can leverage this insight to design gender-inclusive financial literacy materials. Such efforts will ensure that every learner, regardless of gender, develops, strong and confident financial decision-making skills.

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9. **Relationship between Geographical location of institutions and institutional support for promoting financial literacy.**

The geographical location of the respondent's institution * The extent to which the institution actively supports the promotion of financial literacy through cirriculum and materials Crosstabulation

			The extent to which the institution actively supports the promotion of financial literacy through cirriculum and materials					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
The geographical location of the respondent's institution	Urban	Count	1	6	11	26	12	56
		% within The geographical location of the respondent's institution	1.8%	10.7%	19.6%	46.4%	21.4%	100.0%
		% of Total	1.2%	7.3%	13.4%	31.7%	14.6%	68.3%
	Semi-Urban	Count	0	1	2	6	2	11
		% within The geographical location of the respondent's institution	0.0%	9.1%	18.2%	54.5%	18.2%	100.0%
		% of Total	0.0%	1.2%	2.4%	7.3%	2.4%	13.4%
	Rural	Count	0	2	3	8	2	15
		% within The geographical location of the respondent's institution	0.0%	13.3%	20.0%	53.3%	13.3%	100.0%
		% of Total	0.0%	2.4%	3.7%	9.8%	2.4%	18.3%
Total		Count	1	9	16	40	16	82
		% within The geographical location of the respondent's institution	1.2%	11.0%	19.5%	48.8%	19.5%	100.0%
		% of Total	1.2%	11.0%	19.5%	48.8%	19.5%	100.0%

Interpretation: Across all locations, most respondents felt their institutions supports financial literacy. Urban institutions showed the highest agreement levels (67.8% agreed or strongly agreed). Semi-urban and rural institutions also strongly demonstrated similar support, with over 70% agreeing or strongly agreeing. However, a notable portion of neutral responses (about 20%) exists across all areas, suggesting inconsistency in visibility or effectiveness. Only a very small fraction disagreed, indicating that active support exists, though perhaps unevenly communicated.

Inference: Financial literacy promotion is being taken seriously across urban, rural, and semi-urban institutions, which is a good sign. However, the neutral responses suggest that many are unsure about the depth or clarity of institutional efforts. This reflects a need for more visible an structured programs, especially in rural areas. Institutions should work on making their support more tangible, with clear curriculum-based initiatives. A well-distributed, location-sensitive financial literacy plan can bridge awareness gaps and bring uniform growth.

FINDINGS OF THE STUDY

1. **Balanced representation of students and teachers**
   The study included an equal number of PUC Students and Commerce Teachers (50% each), ensuring a fair representation of perspectives from both stakeholders. This balance enhanced the depth of

comparative analysis, especially in gauging differences in perceptions regarding teacher readiness and institutional support.

2. **High Recognition of Financial Literacy Importance**
   A significant 97.5% of students and 100% of teachers either agreed or strongly agreed that financial literacy is vital for decision-making. The overall mean of 4.57 (SD=0.522) reflects a shared belief in its necessity for managing real-life situations such as budgeting and debt. This consensus strengthens the argument for integrating financial literacy into the formal curriculum.

3. **Gaps in Teacher training perception**
   While 53.7% of students believed that teachers received training in financial literacy, only 46.3% of teachers themselves agreed, with 24.4% actually disagreeing. This mismatch indicates a perception gap, suggesting wither communication issues or an actual lack of structured teacher training programs across institutions.

4. **Variance in institutional support based on type**
   Private aided institutions demonstrated the highest institutional support for promoting financial literacy (79.2% agreed or strongly agreed), whereas government institutions, though positive (66.7% agreement), lacked stronger affirmation (0% strongly agreed). Private unaided institutions showed inconsistency with both support and disagreement (15.2% disagreed or strongly disagreed), revealing unequal institutional engagement

5. **Positive but uneven preparedness of teachers**
   With a mean of 4.11 and SD of 0.786, teachers were perceived to be moderately prepared to promote financial literacy. Although many respondents showed confidence in teachers the standard deviation indicates variability, hinting that not all teachers feel equally equipped to handle financial topics effectively.

6. **Geographic consistency in using real-life scenarios**
   An encouraging finding was that across urban (76.8%), semi-urban (100%), and rural (93.4%) institutions, teachers largely agreed or strongly agreed that real-life financial scenarios were integrated into teaching. This reflects a growing pedagogical shift towards experiential learning regardless of institutional location.

7. **Gender parity in willingness to attend workshops**
   Both male and female respondents (75.6% each) expressed interest in attending workshops for improving financial literacy teaching. However, more females (19.5%) reported being neutral, indicating potential hesitation or need for additional encouragement.

8. **Mixed exposure to key financial terms**

Understanding of financial concepts such as taxes, interest, and insurance was relatively high (mean=3.83), but the neutral response rate (20.7%) and a SD of 0.900 highlight inconsistency. This implied that while many students grasp these concepts, significant improvement is needed for uniform comprehension.

SUGGESTIONS

1. **Implement mandatory teacher training programs**
   Educational boards should initiate mandatory training and certification programs for all commerce teachers to bridge the readiness gap. This will ensure consistent competence and boost confidence among educators in handling financial topics.

2. **Formalize financial literacy in curriculum**
   Given that 4.39 was the mean score on the necessity of including financial literacy as a mandatory subject, curriculum boards must integrate it as a structure's component in PUC commerce education to reflect its acknowledged value.

3. **Institutionalize real-life financial practice**
   Activities like simulations, field visits to financial institutions, and mock budgeting exercises should be institutionalized, especially given the high agreement (mean) on the need for real-world skill development. This would move learning beyond theory.

4. **Standardize support across institution types**
   State education departments should work to ensure equal resource allocation and support structures across government, aided, and unaided institutions. This can reduce discrepancies and help achieve equity in financial education.

5. **Launch awareness campaigns for students**
   Awareness programs can bridge the misperception gap between students and teachers regarding training. If students are informed about their teachers' capabilities and efforts, capabilities and efforts, classroom trust and learning outcomes can be improved.

6. **Provide gender-sensitive motivation strategies**
   To engage more female educators, workshops should include supportive policies such as travel stipends, peer mentoring, and flexible schedules, which can turn neutral attitudes into active participation.

7. **Enhance clarity of financial concepts:**
   To improve understanding of key terms (mean= **3.83),** Institutions should adopt visual aids, gamified learning, and vernacular-language instruction to ensure inclusive learning regardless of prior exposure.

8. **Establish stakeholder collaboration platforms**
   Given the string agreement (mean=4.21) on the need for collaborative efforts, schools should involve parents, local banks, and NGOs to co-develop financial literacy programs, ensuring holistic support and real-world relevance.

Scope for Further Study

This research focused on the current awareness and teacher readiness withing Karnataka's PUC-level commerce education system. Future studies could explore:

- Longitudinal impact of financial literacy training on student behaviour and life outcomes
- Effectiveness of difference pedagogical models in financial literacy
- Comparative studies between states or between rural and metro districts to evaluate regional disparities.
- Influence of socio-economic background on student receptiveness and financial behaviour change

CONCLUSION

The study clearly shows that while there is strong recognition of the importance of financial literacy among both PUC Students and teachers in Karnataka, gaps remain in terms of teacher training, institutional support, a uniform comprehension of core financial concepts. Encouragingly, both students and teachers demonstrate high willingness to improve and engage, providing a solid foundation for policy reforms. By addressing the readiness of teachers and standardizing institutional backing, Karnataka can serve as a model for implementing effective financial literacy education at the pre-university level, equipping students with essential life skills in a fast-evolving economic environment.

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