

# Sustainable Finance and Financial Literacy: Educating for a Greener Future

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## ABSTRACT

The evaluation investigates sustainable finance education's impact on financial actions because it analyzes educational programs and information-based approaches that affect behavioral changes in financial decisions. This research targets environmental sustainability by raising worldwide interest rates since it studies the three crucial factors that affect trust in green investments alongside sustainable banking products and eco-friendly financial practices.

Data collection procedures were established to evaluate sustainable financial knowledge in people connecting their education levels to their finance-related information acquisition and decision-making capacity about sustainable finances. Workshops alongside internet resources help people understand sustainable finance better thus generating beneficial outcomes. The public obtains green investment information from the combination of social media platforms and monetary advisors and news providers. The ability to manage financial choices enables individuals to choose sustainable alternatives because of their sound understanding. Research shows that good results from financial education integration with easy information accessibility generate improved responsible financial behaviors.

**Keywords:** Sustainable Finance, Financial Literacy, Educational Interventions, Financial Self-Efficacy, Green Investments  
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## INTRODUCTION

The planet needs sustainable financial practices to create optimal financial choices that demonstrate protective actions for the ecosystem. Financial system improvement deeply relies on sustainability principles due to the fact that environmental emergencies persist unabated. Sustainable finance brings ESG criteria into financial investment approaches and responsible management by utilizing banking service tools (OECD, 2021). Understanding sustainable financial choices allows the economy to practice environment-protecting management through reduced environmental damage.

Most individuals form their sustainable financial decisions by comprehending financial literacy principles. People who understand financial matters demonstrate both spending expertise for sustainability and capabilities to develop sustainable investment strategies according to Lusardi & Mitchell (2017). Despite the growing awareness of sustainable finance, many people still lack sufficient knowledge about green financial products and sustainable investment strategies. Educational providers need to establish basic learning tools for financial decision-making

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sustainability because society lacks appropriate knowledge regarding sustainable finance.

Most people base their sustainable financial choices through information they have faith in. People primarily obtain sustainable finance knowledge through the combination of social media and financial advisory services and mainstream news sources before other information channels. People handle their finances according to different strategies based on the reliability of their information sources (Hastings, Madrian, & Skimmyhorn, 2013). False digital media information causes confusion for people who need unbiased financial education programs to clarify their money management decisions.

The feeling of competence in handling financial decisions leads to financial self-efficacy since confidence represents development in particular financial choice processes. People with financial self-confidence choose sustainable banking services because Bandura (1997) claims such services improve ethical banking performance. Participants in financial training programs particularly work experience programs demonstrate stronger implementation of environmental financial choices among those who start with high financial self-efficacy.

Financial understanding linked to available information sources produces financial self-efficacy that leads to more sustainable financial conduct. Scientists agree that the proper pathway to construct sustainable financial knowledge bases appears through sustainable decision-making variables research. The documented discoveries enable personnel from educational institutions and financial institutions along with government officials to establish better educational approaches toward environmentally responsible financial behavior.

## Key Factors Influencing Sustainable Financial Behavior

### *Educational Interventions*

Actually, educational programs are basic core in the sustainable financial behavior because they tend to join aspects of essential financial knowledge and capability selection skills in making sound financial decisions. The parallel development of financial education theory, with the root of the financial education theory located in the parallel development of cognition and social learning, and in the financial socialization and behavioral economics and ecological model systems theories. The development of human cognitive allows individuals to learn financial knowledge resulting from social influence of family, school, and community's organizations (Bandura, 1977; Bronfenbrenner, 1992; Piaget, 1952). Interacting with students and providing them with learning applications beyond textbooks is what the instruction of finance needs since interactive teaching methods inspired by digital resources increase the students' performance, and will affect enduring comprehension (Diotaiuti et al., 2024). There are various ways how children can develop their financial mindset or mentality, but it is mainly through the things their parent teaches them regarding managing the money and living the life of finances (Kortessalmi, 2024).

Sustainability requires financial entities to understand

monetary understanding as well as moral financial decision based on investment responsibility and consumption responsibility. Assessment of sustainability to achieve successful financial education is encumbered by an inadequate teaching quality, a lack of research on long term effects and a difficulty to keep up positive financial learning behavior (Kaiser & Menkhoff, 2017). It becomes paramount that financial education programs must be fully integrated within the life skills education so that financial knowledge and what is taught in the program, becomes part of the student capacity building in financial capabilities through them, while they make routine decisions. Powered by AI, personalized learning tools provide custom financial education content which makes use of custom programs that are built as per individual learning requirements to increase effectiveness. The most effective approach for finding actual influences of the financial education is the evaluation method utilizing several time periods together with the extended evaluation practices (Zaleskiewicz & Traczyk, 2020). To then, technology-based learning partnerships between families and educational systems are required to drive ultimately the development of financial resilience and personal financial empowerment (Diotaiuti et al., 2024).

### *Information Sources*

Sustainable financial practices are taught to people through educational methods functioning as means of information sources and teaching people the required competencies in making sound financial decisions. Financial knowledge field has dramatic variability because of mixture of perspective of cognitive development theory with social learning and financial socialization, and behavioral economics and ecological systems theory perspectives. According to Bandura (1977) and Bronfenbrenner, (2000), and Piaget (1952) people developed the financial understanding through cognitive functions, societal interactions, environmental influences of families, schools and communities. In any educational program, students must be engaged practically and learn about finance through practical activities, electronic resources, and with a dynamic instructional mechanic to enhance their absorption and participation in the classroom. According to Kortessalmi (2024), financial mind development happens where parents walk with their children to help them explain about how to manage money and also expose them to the practical financial experiences.

For people who want to be mindful in the way they finance their life, financial sustainability requires

responsible investment and mindful purchasing as basics (3151). Barriers abound to achieving the goals of financial education programs because teaching quality for these programmes is unstable and there are inadequate ways of assessing long term purchasing and establishment of resilient financial habit (Kaiser & Menkhoff, 2017). A combination with financial literacy that teaches youth to base all the personal choices that they make on financial understanding should take the place of basic student life skills curriculum in this case. A personalized financial instruction that is well attuned to student needs is generated by AI based technology education systems to ensure boost in learning achievements. Monitoring assessment with permanent social change as a basis helps to evaluate outcomes of monetary education program (Zaleskiewicz & Traczyk, 2020). It is essential to have a successful integration between school based family partnership using technology learning tools, this makes people be able to make the right financial decisions based on this case (Mancone et al., 2024). The factors that have been identified through these ingredients allow both policymakers and individuals to collaborate with financial institutions so as to formulate responsible financial strategies that will guarantee ecological financial practices.

#### *Financial Self-Efficacy*

Financial self efficacy is the strength people exhibit in their capacity to execute financial activities that affect their money management achievement. Huang, Nam and Lee (2015) found that persons who people think they are capable in the budgeting and savings and investing will prove competent in making financial decisions. According to self-efficacy theory (Bandura, 1997), those who believe that they are effective would take voluntary responsibility in managing their finances. Rajna, Ezat, Al Junid, & Moshiri (2011) proves that financial capability occurs due to financial knowledge, financial audit services, and capabilities of managing money. Having a feeling of financial self efficacy allows people avoid borrowing too much and enable them choose right financial decisions to enhance security throughout the lifetime (Mindra, Moya, Zuze, & Kodongo, 2017). According to behavioural finance, self control, control or confidence and the psychological aspects that determine long term financial stability are explained (Kumar & Goyal, 2015).

Similarly to the aspects demonstrated in financial self efficacy, sustainable financial behavior (SFB) does so because those exhibiting the behavior make financial decisions through which they bring lasting

stability to their well being. People with high financial self efficiency set the finances in place for unforeseen events and spend money in wise ways and avoid impulsive financial decisions (Hashmi et al., 2021). According to Deci and Ryan (1985), money related disciplines form when individuals can control their budgetary histories and achieve idealism through their exploration on self resolution standards. The driving force for better financial performance in processing time segments is the financial education that builds self efficacy which results in sustains financial behavior (Hira, 2012). Financial education along with purposeful program, helps people builds up their financial ability competency that leads them to develop and promote positive financial behaviors toward their secure and stressless future outcomes.

## LITERATURE REVIEW AND HYPOTHESIS

### Educational Interventions & Sustainable Financial Behavior

According to Azizah et al. (2024), the influence of financial knowledge concerning the management of money among students is discussed. Here, they define that the higher the literacy of the financial, the higher the chance of the students becoming inclined to practice of good practices such as effective budgeting, good debt management, and a good saving practice. Furthermore, the study will outline how financial education is part of the university syllabus to afford the students with the knowledge on how to attain their long term stability financially.

There is a research by Mancone et al. (2024), which focuses on financial literacy interventions for children and teenagers. This study proposes that the best intervention should be composed of experiential learning activities, the use of digital tools, and the presence of the parent in the learning process. They ensure financial education remains fresh and linked with what the younger generations are involved in, hence leading to a higher level of financial responsibility.

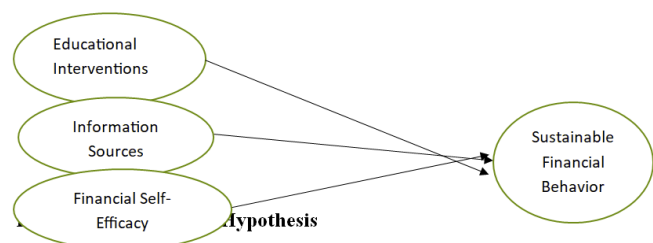


Figure 1: Conceptual Model



I noticed that the use of behavioral economics in financial literacy has worked out very well too. Accordingly, Choowan et al. (2024) convincingly assert that financial literacy programs that incorporate psychological elements such as cognitive biases will encourage people to make better financial decisions. Such biases are omitted from these types of programs, and by using programs that allow people to make more rational decisions, the argument for decisions that incorporate psychological based interventions for financial literacy is strengthened.

Based on Choowan et al. (2024) meta analysis, it is noted that the long term affect of financial literacy on financial well-being. Indeed, their meta analysis confirms that formal financial education does improve the financial decision making skills of the people in general and also results in higher financial security. A woman and a man\$ are looking at each other in front of a desk with a Mac computer. A woman and a man\$ are looking at each other in front of a desk with a Mac computer... Are today's young employees still learning from commission transactions where they will be learning about loan payments, credit card balances, and interest rates? This reinforces that effective financial literacy initiatives are still a critical force in creating sustainable financial behaviors. humanize

First of all, there are difficulties with the implementation of the financial education program despite its apparent benefits. The problem is for the most part developing a financial literacy curriculum that is relevant in our complex financial world. As for financial education initiatives, these must be updated and their heterogeneous learning needs of young populations be kept in mind, including digital technology as well as heterogeneous knowledge of young populations about finance (MDPI, 2025). Another aspect that the future research should involve is to understand the long term impact of financial education and to search for different ways of learning, such as the use of digital financial tools.

More understanding of finance will make people make more responsible investment decisions, and that is part and parcel of sustainable finance — as discussed by Senaya in 2024. Well informed economic choices are very useful for citizens since they will contribute to the general economic stability. The main point of the study is that people have to be taught the requisite competencies and knowledge to be able to handle financial issues.

The same contributions of financial knowledge and confidence to household investment and debt are examined by Guiso and Viviano (2015). I confirm

they use the Italian Household Survey data and find that individuals with larger financial knowledge and confidence are more likely to have investment decisions and debt outcomes.

Meanwhile, Frees, Hornung, and Tuckman (2024) deal with the direct effects of financial literacy courses on the general financial well-being of people. Using data from the 2021 National Financial Capability Study, their research shows that financial education is associated with enhanced financial behaviors, including better spending control and more debt repayment confidence. Well-designed financial literacy initiatives that support the development of sustainable financial behaviors is the focus of their research.

Together, the studies reinforce the notion, that financial education is necessary for the development of behaviors in responsible financial decision-making. Unlike most financial programs that leave people with knowledge alone, effective financial literacy programs should also include establishing confidence and addressing psychological aspects of decision-making processes to aid people in forging sustainable financial habits in the long run.

### *H1*

Sustainable financial behavior is positively influenced by educational interventions on sustainable finance.

### **Information Sources & Sustainable Financial Behavior**

Financial capability and empowerment theories formulate the connect between information sources and sustainable financial behavior. Financial ability is the combination of financial literacy, accessibility to financial resource, and making a good financial decision. Different elements that are formed through family, education, financial institutions and digital media (Kempson, Collard, & Moore (2005), Johnson, and Sherraden (2007)). Further detailed, the model of empowerment may include factors such as government policies, institutional support, financial attitudes, motivation and decision making skills (Luukkanen & Uusitalo, 2018). The behavioral finance theory posits that people mainly guided their decision on finances on the basis of their emotions and cognitive biases, emphasizing that hands on learning and structured financial education is critical to reshape people's views on monetary management as well as enabling them to make sound investments and spending decisions (Shefrin 2000;Mandell & Klein, 2007). Then, the model implies that easy access to banking and financial services

is certainly a contributing factor to shaping responsible financial behavior and such factor is mainly significant for underserved communities (OECD, 2009).

Social interactions, explain the Theory of Financial socialization, develop financial habits, and parents are the main influencers of financial behaviors as their efficiency relies on their own financial knowledge and literacy levels (Lusardi, Mitchell, & Curto, 2010; Shim et al., 2010). On the other hand, challenges to reach as culturally empathetic as social media like Twitter still exist: schools and online platforms bridge the gaps through organised financial education too (Hira, 2012; Huston, 2010). Sustainable financial behavior has to be promoted by an approach that integrates institutional efforts (for example, educational programs and financial policies) with individual enablement (i.e., enhancing knowledge on financial issues and improving the skills related to financial decision making), as Luukkanen and Uusitalo (2018) suggested. Eliminating barriers to financial literacy through inclusive education, superior financial laws, and aid based programs helps individuals use financial resources efficiently that improves their financial condition in the long run and stabilizes their life at financial level (OECD, 2009; Johnson & Sherraden, 2007).

## H2

Sustainable financial behavior is positively influenced by the access to information sources on sustainable finance.

### **Financial Self-Efficacy and Sustainable Financial Behavior**

The whole thing with financial self efficacy is simply how people manage money. It's the self belief to be able to make financial decisions to budget and plan for the future. In contrast, this confidence is not purely about knowing the numbers; it is formed by so much more like personal experience, habits, and even personality traits such as self control and optimism (Hashmi et al., 2021). Those who have trust in themselves when they think about their finances make better financial decisions, they save, and they avoid unplanned debt (Stromback et al., 2021). On the other side, some who question whether or not they have what it

Knowledge alone will not ensure responsible money management (Chen & Volpe, 1998). Although people may know the financial principles, they may decide poorly if they lack the confidence to apply what they know (Yahaya et al., 2019). Financial self efficacy is how we betwixt knowledge and action. Ramalho & Forte (2019) elaborates that research indicates believing

one can manage money makes it more probable for people to take charge of their financial future by saving, investing and be careful when planning.

How accessible it is to financial resources also matters. Having a bank account, credit options and financial tools can help people create good financial habits but access simply does not guarantee that. Many do not have the right mindset and skills to utilise most of these opportunities (Huang et al., 2015). Financial inclusion fosters for the low income people to fit in by seeing it as a step towards stability however, they should have both the confidence and education needed to direct financial systems in the right way (Hira, 2012).

It also involves personality when it comes to financial behavior. The studies show that good disciplined and future orientated people make better financial decisions but people like impulsiveness or often make anxious about money are not good at financial management (Özer & Mutlu, 2019). However, among these traits, self control is unique in that those who can refrain themselves from splurging their income on impulsive spending and are focused on a long term goal are more likely to save money, avoid debt and make smart financial decisions (Ghaffar et al., 2022).

Having financial self efficacy is very closely related to having good financial well being. Less stress and higher satisfaction with financial situation report people who feel control of their finances (Serido, Shim & Tang 2013). As a result, this emphasizes the necessity of not just teaching financial skills but also helping the youth build confidence to apply those skills. Financial education that is coupled with the real practices and opportunity to make financial decisions becomes more capable of reshaping behavior in the long term (Danes & Haberman, 2007).

## H3

Financial self-efficacy at a higher level has positive control on sustainable financial behavior.

## H4

Demographic factors have a significant impact on the sustainable financial behaviour.

## **METHODOLOGY**

### **Data Collection and Sampling**

For this research, primary data collection was done through structured questionnaire distribution to individual investors. Financial literacy was assessed in combination with information seeking behavior and



financial self — efficacy, as well as sustainable financial behavior by means of closed — ended questions in a questionnaire. The research instrument included a five point Likert style rating scale, which ranges from 1 (Strongly Disagree) to 5 (Strongly Agree) to evaluate participants' responses.

The research relied on stratified random sampling to achieve diversity among the participants, especially in terms of the various educational levels and professional sectors, as well as the different income brackets of the people. Sufficient statistical reliability was needed in this research study and hence there were 272 participants involved in this study. The reasons why participants were selected to be part of the pool were because they traded stocks and exhibited behavioral interest in financial decisions.

### Data Analysis Techniques

- Data analysis and descriptive statistics such as frequency distribution, percentages and mean were made possible with the use of SPSS 26.0 and respondent demographic statistics were summarized by means of frequency distributions and percentages.
- One-Way ANOVA was used in the research to see if there is a change in the financial behavior across different demographic membership population segments.
- For this purpose Correlation Analysis was used for identifying the strength and direction of Educational Interventions (EI), Information Sources (IS), Financial Self-Efficacy (FSE) and Sustainable Financial Behavior (SFB).
- Multiple Regression Analysis was used in the study to analyze how EI interacts with IS and FSE to influence SFB as well as find out which factors most influence sustainable financial behavior.

### Reliability and Validity

To ensure the reliability of the questionnaire, Cronbach's Alpha test was conducted, with a threshold of  $\geq 0.70$  indicating internal consistency. The Cronbach's Alpha value is 0.929.

## DATA ANALYSIS AND RESULTS

### Number of Respondents, N: 272

According to the research data, women, of lesser stock market activity than the men, were found out (Table 1). Investors are said to be the most common in 19 – 36 years age bracket and amount to a total of 82.4% of

stockholders in the market. The investors have a higher educational level, as 79.4% have bachelor degrees and 14.7% and 5.9% finished Master and PhD programs respectively. Second and third positions are occupied by private employees and businessmen maintaining 11.8% and 8.8% respectively (73.5%, 11.8% and 8.8%). As students have the knowledge about finance and easy access to market information, they may wish to participate in stock market investments. The online resources and other information combined sources, for the 52.2% of information sources represent sources which a large number of investors use in obtaining the financial information. 17.4% of investors are empowered by financial advisors that also served as family members and friends and 13.0% are assisted by financial advisors. Awareness of sustainable finance is quite widespread among investors, and the attitude is mostly neutral or slightly aware to very aware (93.1%). According to the results of research, young people with a high level of education make a main group of stock market investors; they rely on digital and social platforms almost entirely to receive the information about finance. Investors with higher education levels are known to be more rational compared to others and join stock markets and make logical financial decisions, according to past studies. Educational attainment is crucial for shaping people's attitude towards the management of their finances so as to find out whether they are comfortable with potential risk in investments and the resultant outcomes.

### Inferential Analysis

The results of the One-Way ANOVA analysis show that the factors affecting EI, IS, FSE, and SFB are Education, Age, Gender, Profession and Monthly Income. The findings further show that Education and Profession play the greatest predictive role regarding all financial behavior ( $p < 0.001$ ), indicating that persons with higher education and particular occupations are more involved in searching for financial information as well as making sustainable financial decisions (Lusardi & Mitchell, 2019). Moreover, Age and Monthly Income significantly influence EI and IS ( $p < 0.05$ ); that is, younger individuals and higher-income earners actively look for financial education and information, but not the self-efficacy and sustainable financial behavior (Xiao & Porto, 2020). Only differences in IS between men and women ( $p = 0.009$ ) were significant; thus, men and women differ in accessing financial information but not in financial education and sustainable financial behaviors (BucherKoenen et al., 2021). In Profession, occupational differences significantly shaped all the

**Table 1:** Demographic Characteristics of the Respondents

<i>Demographic Variables</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>Gender</i>				
Male	176	64.7	64.7	64.7
Female	96	35.3	35.3	100
<i>Education Level</i>				
Bachelor's Degree	216	79.4	79.4	79.4
Master's Degree	40	14.7	14.7	94.1
PhD	16	5.9	5.9	100
<i>Profession</i>				
Student	200	73.5	73.5	73.5
Government Employee	8	2.9	2.9	76.5
Private Employee	32	11.8	11.8	88.2
Businessman	24	8.8	8.8	97.1
Professional	8	2.9	2.9	100
<i>Age</i>				
<18 Years	24	8.8	8.8	8.8
19-36 Years	224	82.4	82.4	91.2
37-54 Years	24	8.8	8.8	100
<i>Monthly Income</i>				
<15000	144	52.9	52.9	52.9
15001-25000	32	11.8	11.8	64.7
25001-40000	40	14.7	14.7	79.4
>40000	56	20.6	20.6	100
<i>Primary Source of Financial Information</i>				
Financial advisors	24	8.8	13	13
Online resources	48	17.6	26.1	39.1
Books	8	2.9	4.3	43.5
Family/Friends	32	11.8	17.4	60.9
Social media	24	8.8	13	73.9
Other	48	17.6	26.1	100
Total	184	67.6	100	
Missing	88	32.4		
Total	272	100		
<i>Awareness of Sustainable Finance</i>				
Very aware	48	17.6	17.6	17.6
Somewhat aware	112	41.2	41.2	58.8
Neutral	96	35.3	35.3	94.1
Somewhat unaware	16	5.9	5.9	100

financial behaviors ( $p < 0.001$ ), thereby substantiating earlier research that professional type affects the financial literacy and decision making (Clark, Lusardi, & Mitchell, 2020). The findings suggested that to reach people with copayments relatively far from the urban areas, there is a need for increased financial literacy tailored toward demographic disparities in financial engagement; equal focus on financial literacy and sustainable financial decision making (Farrell, Fry, & Risse, 2020).

### Correlation Analysis

Analysis of correlation among Educational Interventions, Information Sources, Financial Self-Efficacy and Sustainable Financial Behavior show their important relation. Results from Analysis Eight show a positive correlation between Educational Interventions and Information Sources ( $r = 0.725$ ,  $p < 0.01$ ), indicating that while individuals whose life experiences include a heavy focus on education tend to have higher access to multiple financial information sources, the strength of



Table 2: One-Way ANOVA

Variables	Statistics	EI	IS	FSE	SFB
Education	F-statistics	42.152	44.866	66.042	29.341
	Sig.	0	0	0	0
Age	F-statistics	6.01	2.699	1.138	2.243
	Sig.	0.001	0.046	0.334	0.084
Gender	F-statistics	1.226	6.863	3.729	2.202
	Sig.	0.269	0.009	0.055	0.139
Profession	F-statistics	13.87	29.993	20.298	11.832
	Sig.	0	0	0	0
Monthly Income	F-statistics	6.01	2.699	1.138	2.243
	Sig.	0.001	0.046	0.334	0.084

One-Way ANOVA (Source: SPSS Analysis)

Table 3: Correlations Analysis

Variables	Educational Interventions	Information Sources	Financial Self-Efficacy	Sustainable Financial Behavior
Educational Interventions	1	0.725	0.717	0.707
Information Sources	0.725	1	0.877	0.809
Financial Self-Efficacy	0.717	0.877	1	0.777
Sustainable Financial Behavior	0.707	0.809	0.777	1

Correlations Analysis (Source: SPSS Analysis)

Table 4: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Model Summary	ANOVA		
	B	Std. Error	Beta				R <sup>2</sup>	Adjusted R <sup>2</sup>	F-value
(Constant)	1.95	0.32		6.091	0				
EI	0.19	0.044	0.217	4.293	0	0.695	0.692	203.941	0
IS	0.413	0.065	0.465	6.337	0				
FSE	0.203	0.069	0.213	2.945	0.004				

Regression Analysis (Source: SPSS Analysis)

that positive correlation suggests that individuals who are better educated use information sources all the more heavily, affirming that more education is instrumental in allowing a broader acquisition and processing of financial data. Financial education motivates people to develop their financial self-efficacy because the data shows Educational Interventions and Financial Self Efficacy moving together ( $R=0.717$ ,  $p<0.01$ ). The financial literacy programs create positive impacts on responsible financial behaviors such as budget planning and long term investment planning because of Educational Interventions and Sustainable Financial Behavior association ( $r = 0.707$ ,  $p < 0.01$ ). Information Sources emerges as the greatest correlation indicator ( $r$

$= 0.877$ ,  $p < 0.01$ ) between variables and Financial Self Efficacy (i.e. the extent to which financial information is important to the people sense of confidence in handling their finances). The  $r$  value for Information Sources measuring 0.809 stands significant at  $p < 0.01$  thereby indicating those who search for financial information remain accountable with sustainable financial activities. This last line confirms Financial Self Efficacy creates a positive significant link with Sustainable Financial Behavior ( $r = 0.777$ ,  $p < 0.01$ ) which proves directly that confident financial management leads people to practice proper financial habits. The amount of financial literacy allows individuals to gain better access to quality financial information while self-efficacy improves when both factors increase.

## Regression Analysis

The results from multiple regression analysis were outstanding when analyzing Educational Interventions and Information Sources together with Financial Self-Efficacy for Sustainable Financial Behavior. The variables produce a strong model fit for Sustainable Financial Behavior considering the adjusted  $R^2$  value of 0.692 and  $R^2$  value of 0.695 assess to 69.5% variation in SFB. Statistical results indicate that each predictor influences SFB because the model achieves  $p < .001$  significance with an  $F(3, 268) = 203.941$  value.

The statistical test confirms that every predictor exhibits a direct positive relationship with Sustainable Financial Behavior (SFB). SFB shows a direct increase of 0.19 units for each unit elevation in EI following the control of other variables according to the unstandardized coefficient value ( $B=0.19$ ) with  $t=4.293$ ,  $p<0.001$ . A standardized value of Beta equals 0.217 to show moderate effect size. IS demonstrates substantial influence on SFB through both Beta coefficients of 0.413 and 0.465. FSE proves significant to SFB performance according to the study through its B value of 0.203 ( $t = 2.945$ ,  $p = 0.004$ ) and standardized Beta of 0.213.

Academic research supports that financial education combined with information access generates stable financial behaviors according to these investigation results. People gain improved financial confidence through education in resulting self-confident individuals who adopt responsible financial practices according to Herawati et al. (2020). The work by Mindra and Moya (2017) proves financial self-efficacy creates better financial inclusion and responsible decision making regarding money management. Significant coefficients in the research data establish that educational initiatives and information distribution create essential bases for establishing sustainable financial practices.

## DISCUSSION

Research findings illustrate how education programs when combined with available information alongside financial self-efficacy form critical elements for driving sustainable financial behaviors. At a high statistical level these variables show that expanding financial learning opportunities paired with better information resources directly boosts user financial abilities for practicing responsible financial decisions.

Information sources provide the strongest impact on sustainable financial habits although educational steps with financial self-efficacy ratings play supporting roles. Response to financial education teachings becomes

stronger when users gain self-efficacy skills through expanded information options leading to sustained responsible financial practice.

Research evidence supports the conclusion that responsible financial administration derives from existing scholar studies about financial competency and self-confidence. Research by Asebedo and Seay (2018) shows that pre-retirees who possessed high financial self-efficacy practices better saving behaviors. Financial self-efficacy plays an essential role in understanding negotiating behaviors in personal finance issues especially for women based on Farrell et al. (2016).

The research on population demographics shows that learning level and employment support how people manage their finances so it requires special financial training that understands specific population needs. Lusardi and Mitchell (2019) demonstrate that individualized financial training programs constitute the necessary solution for enhancing financial planning capabilities across different population segments.

## CONCLUSION AND RECOMMENDATION

Sustainable financial behavior improves through educational experiments together with financial access because students develop stronger financial decision capabilities along with responsible behavioral practices. The fundamental aspects which impact financial commitment are education level and occupation but demographic factors including age and gender and individual income matter additionally in social behavior. The combination of valid financial information access and financial experience accumulation delivers people superior abilities to make well-informed financial decisions. Government officials working alongside education professionals should create customized financial literacy curriculums for unique audience segments from the first grade level onward. Internet-based financial education programs will increase in popularity because digital platforms have become the leading source of information about financial matters.

All those who achieve sustainable finances must start by fully believing they have the ability to accomplish the tasks they already know how to perform. The development of financial self-belief enables individuals to create better financial methods for stress reduction which lead to future financial stability. Practical financial skills and mindset evolution need incorporation into education because they directly establish learning connections which boost self-assurance thus supporting well-being (Huang et al., 2015).



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