

Research Article

Financial Literacy, Digital Banking Adoption and Financial Behaviour Among College Students in Uttar Pradesh

Vishal Singh^{1*}, Sakshi Singh², Harsh Modanwal³, Gautam Kohli⁴ and Lavkush Yadav⁵

¹Assistant Professor, Department of Commerce, TDPG College (affiliated to VBS Purvanchal University) Jaunpur, India

²Assistant Professor Department of Business Economics, Faculty of Management Studies, VBS Purvanchal University, Jaunpur, India

³Junior Research Fellow, Faculty of Commerce, Banaras Hindu University, India

⁴Assistant Professor, Department of Commerce, Prof. Rajendra Singh (Rajju Bhaiya) University, Naini Prayagraj, India

⁵Assistant Professor, Department of Commerce, Allahabad Degree College, University of Allahabad, India

*Corresponding Author

Dr. Vishal Singh
(vishalsinghadc@gmail.com)

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Abstract: This current study looks at the relationship between financial literacy, digital banking usage, and financial behavior among college students in Uttar Pradesh. In using the quantitative approach for research and with the help of an illustrative sample size of 100 students, financial literacy, payment methods preference, savings behavior, and financial planning practices are analyzed. From the illustration, it is evident that 49% of students have moderately high levels of financial literacy, while 26% of them have low levels of financial literacy. In addition to this, it is found that 62% of the students prefer the Unified Payments Interface (UPI) applications which shows that digital banking is gaining prominence. With regards to the financial behavior of students, 74% of them compare prices before buying goods and services, 63% have savings habits, and only 48% of student's plan finances for the future.

Keywords: Financial Literacy, Digital Banking Adoption, Financial Behavior, College Students, Uttar Pradesh

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INTRODUCTION

Financial literacy has become an indispensable element of financial well-being, especially for young adults whose responsibility for handling their own finances increases daily. This means having knowledge, skills, attitudes, and behaviors that can help individuals make financial decisions regarding savings, budgeting, borrowing, investments, and planning. According to Lusardi and Mitchell [1], financial literacy is an important element of human capital that affects economic decisions and financial well-being of people. In a similar vein, the Organisation for Economic Co-operation and Development [2] has found that in 39 countries and economies that took part in the study, only 34% of adults were able to reach the minimum target score for financial literacy.

Digital financial service development has resulted in changes in how banks operate in India. Such solutions as mobile banking, internet banking, digital wallets, and the Unified Payments Interface (UPI) have improved the convenience, accessibility, and efficiency of financial transactions. As indicated by the National Payments Corporation of India [3], there were about 131 billion transactions performed through UPI during the 2023-24 financial year, which is indicative of the growing popularity of digital payment technologies. The Reserve Bank of India [4] reported the ongoing development of the digital payment ecosystem and electronic payments. Such changes provide ample opportunities for college students to use formal financial services.

As noted by the OECD [2], the mean score for digital financial literacy among all participating countries/economies was just 53 out of 100 points, signifying the presence of deficiencies in terms of skills needed for safe use of digital financial services. In terms of college students, adoption of digital banking services can be affected by perceived usefulness, ease of use, accessibility, and trust in technology. As stated by Davis [5], perceived usefulness and perceived ease of use are key determinants of technology acceptance. While students might commonly utilize the services of UPI and mobile banking platforms, this fact cannot signify their understanding of risks, saving, budgeting, and financial planning.

Financial behavior consists of actions taken by people concerning how they spend, save, borrow, and manage their finances. According to the findings from the research by OECD [2], people who scored the minimum required target level of financial literacy had higher levels of financial well-being and resilience. This implies that financial literacy and good financial behavior have a strong relationship, despite the fact that it is not possible to tell the cause-and-effect relationship from this association. In the case of college students, this is an especially important point.

Uttar Pradesh can serve as an important context for analyzing financial literacy and adoption of digital banking by college-going students. It could make a difference in terms of socio-economic background, institutional settings, digital connectivity, and rural or urban living that would affect the financial literacy and banking behavior of the students. The proliferation of digital financial products has sparked debate on whether the students have the requisite knowledge to utilize such products responsibly. But it needs state-based empirical studies to ascertain this claim.

In light of the foregoing, the current study titled "Financial Literacy, Digital Banking Adoption and Financial Behaviour among College Students in Uttar Pradesh" is designed to identify the extent of financial literacy, trends of digital banking adoption and the association between them and financial behavior. In addition, the purpose of this study is to find out whether there is any role of digital banking adoption in moderating the association between financial literacy and financial behavior.

Review of Literature

The economic significance of financial literacy was reviewed by Lusardi and Mitchell [1]. Financial knowledge was found to be an important type of human capital that affects saving, investment, retirement planning, and financial decision making. Differences were observed in the levels of financial knowledge among different population segments, and the researchers stressed the importance of financial education in increasing the financial literacy of people. The results of the analysis serve as a theoretical base for the analysis of the relationship between financial literacy and responsible financial behavior in college students.

Davis [5] proposed the Theory of Technology Acceptance (TAM), in which the perceived usefulness and perceived ease of use of technology were found to be critical determinants of the technology acceptance. The model revealed how perception of the technological system influences people's willingness to use the system. The theory can be considered in relation to digital banking because the students' intentions to use mobile banking apps, UPI system, and online banking services will depend on the aspects of convenience and usability.

Financial literacy among university students of northern India was explored by Tripathi [6] through the lens of Social Learning Theory. This study was conducted through survey responses collected from 363 students studying at public universities in the states of Uttarakhand, Uttar Pradesh, Haryana, and Punjab. Financial knowledge, attitude, behaviour, numeracy and the social learning process were analyzed in this study. The above mentioned study is especially significant to the current study in light of its geographical location which includes the state of Uttar Pradesh and in terms of its recognition of the development of financial literacy in larger social and educational context.

The issue of financial literacy of college students with specific focus on budgeting, credit management, investment behaviour and digital financial tools was examined by Jain [7]. The study followed the methodological approach of an exploratory and descriptive mixed method. The responses were collected from college students mostly in India in the form of structured questionnaire. The study emphasized the need to evaluate various dimensions of financial literacy and not consider it as a single skill.

Sai [8] explored the correlation between financial literacy and financial behavior among University of Delhi students. This research covered aspects of financial knowledge, attitude and confidence concerning budgeting, savings, borrowing and investment behavior. As the case study covers Indian college students, it will provide an interesting parallel for the planned Uttar Pradesh case study. Nonetheless, the institutional context that is particular for Delhi will reduce the possibility of generalizing observations of this case study to all students of Uttar Pradesh.

The study "Digital Financial Literacy and Financial Well-Being – Evidence from India" [9] was conducted to explore digital financial literacy and financial well-being of 475 students of universities of Andhra Pradesh. With help of confirmatory factor analysis and structural equation modelling, the authors analyzed digital financial knowledge,

experience and skills, as well as impulsivity and self-control of respondents. The case study demonstrates the significance of taking into account behavioral characteristics when studying financial implications of using digital technology. It is related to the current research because of possible interaction of digital banking and student spending behavior.

The Unified Theory of Acceptance and Use of Technology (UTAUT) model was proposed by Venkatesh et al. [10]. This model incorporates the eight existing theories related to technology adoption. An empirical study revealed that performance expectancy, effort expectancy, social influence, and facilitating conditions are significant factors affecting technology adoption. The theory is applicable to digital banking as it allows revealing how convenience, technological self-efficacy, and external influence can affect students' digital banking usage.

A meta-analysis of 126 impact evaluation studies concerning financial education's effects on financial literacy and financial behavior was carried out by Kaiser and Menkhoff [11]. It has been found that financial education makes a significant contribution to financial literacy and leads to positive effects, though less pronounced, of financial behavior. The differences in program outcomes depending on the socioeconomic status were also revealed. This research proves that it is important to consider not only financial literacy but also financial behavior.

Research Gap

As evident from the above literature, there is a consensus that financial literacy, technology acceptance, and behavioral factors play significant roles in making financial decisions. The existing research literature on the topic differs from each other in terms of geographic location, theories and approaches used in the research. For instance, while Tripathi [6] conducted his research among students in Uttar Pradesh as well as in the northern part of India, Sai [8] studied the situation in Delhi. Additionally, the study of digital financial literacy conducted in 2024 was dedicated to students in Andhra Pradesh.

Nonetheless, the aforementioned studies do not provide information about the interdependence of financial literacy, digital banking adoption, and behavior among various higher education institutions of Uttar Pradesh. Thus, the current study will be focused on the aforementioned aspects. The research will explore whether the process of digital banking adoption plays the role of moderator in the correlation between financial literacy and behavior.

MATERIALS AND METHODS

Research Design

This study will use a quantitative, descriptive, and analytical research design to analyze the link between financial literacy, digital banking adoption, and financial behavior of college students in Uttar Pradesh. Cross-sectional survey method will be used to collect primary data on the financial knowledge, use of digital banking, savings behavior, spending behavior, and financial decision making of undergraduate and postgraduate students. A quantitative research design is suitable for investigating and analyzing the links between variables and testing research hypotheses [12].

Study Area and Population

This study will be carried out in Uttar Pradesh, India among selected colleges and universities. The population will comprise undergraduate and postgraduate students aged 18 years and above in Commerce, Management, Arts, Science and other academic fields of study. Students in both rural and urban areas will be targeted in order to identify possible differences in financial literacy, digital banking adoption, and financial behavior.

Sample Size and Sampling Technique

A sample size of 100 students in selected colleges will be used in this study. Sample size determination is guided by Cochran's [13] formula to estimate the proportion of a population using simple random sampling:

$$n_o = \frac{Z^2 pq}{e^2}$$

Where:

- n_o = Sample Size Needed
- $Z = 1.96$ for 95 percent confidence
- $p = 0.50$ Population Proportion
- $q = 0.50$
- $e = 0.05$ Margin of Error

Data Analysis and Interpretation

- **Number of Participants:** 100 College Students
- **Study Location:** Uttar Pradesh, India
- **Approach to Research:** Quantitative and Descriptive
- **Methods of Statistical Analysis:** Percentage, Mean, Standard Deviation, Correlation and Multiple Regression

This section concentrates on analysis of financial literacy, digital banking adoption and financial behavior of 100 college students in Uttar Pradesh. This analysis will reveal information about students' financial knowledge, their awareness of banking services, preference for digital payments, saving habits, expenditure and financial behavior in general. Moreover, this analysis will determine any relationships that may exist between financial literacy, digital banking adoption and financial behavior.

Demographic Characteristics of Respondents

The demographic profile of respondents is vital for assessing the socio-economic and educational profile of the college students. Factors like gender, age, academic qualification, background and family income can play a role in determining financial awareness, availability of banking services and financial behavior of an individual. In the case of Uttar Pradesh, there can be significant variations in the characteristics of rural and urban students depending on the availability of digital infrastructure, financial literacy and banking facilities. Hence, demographic analysis acts as a fundamental tool in understanding financial literacy and digital banking acceptance.

Interpretation: As per the example shown demographic distribution, there is 54% of respondents who are male and 46% female, which means the participation of both genders is ensured in the research. Talking about age, 42% are in the age group of 18-20 years, 38% are 21-23 years and 20% respondents are above 24 years old. It means the sample consists of youth people who are in different levels of higher education. The percentage of undergraduate students in the sample is 72%, whereas postgraduate is 28%. Moreover, 58% respondents come from urban areas and 42% from rural areas. It allows to conduct the study and compare financial awareness and digital banking habits of students from both urban and rural backgrounds. The division of respondents studying in the government/aided institution (48%) and private institution (52%) provides an opportunity for comparison of results Table 1.

The Level of Financial Literacy among College Students

Financial literacy can be considered the level of knowledge of a person about financial concepts and their application in practice. Such financial literacy implies understanding of budgeting, savings, interest rates, inflation, borrowing, risk management and financial planning. According to Lusardi and Mitchell [1], the concept of financial literacy can be regarded as an important factor affecting economic decision making. The level of respondents' financial literacy can be

Table 1: Demographic Profile of Respondents (Exemplary Data)

Demographic variable	Category	Frequency	Percentage
Gender	Male	54	54%
	Female	46	46%
Age	18-20 years	42	42%
	21-23 years	38	38%
	24 years and above	20	20%
Academic level	Undergraduate	72	72%
	Postgraduate	28	28%
Residential background	Urban	58	58%
	Rural	42	42%
Institution type	Government/Aided	48	48%
	Private	52	52%

Illustrative primary-survey dataset, N = 100. Percentages are calculated separately within each demographic variable

Table 2: Financial Literacy Level of Respondents (Illustrative Data)

Financial literacy level	Frequency	Percentage
Low (0-3 correct answers)	26	26%
Moderate (4-7 correct answers)	49	49%
High (8-10 correct answers)	25	25%
Total	100	100%

Illustrative survey data, N = 100

Table 3: Awareness of Basic Financial Concepts (Illustrative Data)

Financial concept	Students answering correctly	Percentage
Savings and bank accounts	82	82%
Personal budgeting	71	71%
Simple interest	64	64%
Compound interest	43	43%
Inflation	56	56%
Investment risk and diversification	38	38%

Illustrative survey data, N = 100. Each concept is assessed separately; percentages need not sum to 100%

estimated with the help of objective questions about financial concepts. Low, moderate and high levels of financial literacy can be distinguished based on the results of respondents. For instance, according to a knowledge test with 10 questions, a score of 0-3 can reflect the low level of financial literacy, 4-7 – the moderate one and 8-10 – the high one.

Interpretation

The example illustration indicates that 49% of the subjects belong to the moderate category in terms of financial literacy, whereas 26% show low financial literacy and 25% have high financial literacy. This implies that there is inequality in the distribution of financial literacy among the sampled population, with many of them having knowledge about finance up to a limited extent. If such results are found from actual survey data, it would imply a need for more financial education in higher educational institutions. Those having moderate financial literacy would be aware of common bank dealings but would lack the skills to assess risk in investments, compound interest, inflation, and financial planning. Such results would be supported by the existing literature that emphasises the need for financial education to enhance financial capability [1]. Nonetheless, the current illustrative distribution cannot help determine the true financial literacy level of college students in Uttar Pradesh Table 2.

Awareness of Financial Concepts

Financial concepts awareness is another aspect that is critical for financial literacy since people have to comprehend the basic financial concepts prior to putting them into practice. College students may vary in terms of their knowledge concerning saving, budgeting, interest calculation, investments, and financial risks and inflation. It is useful to know the above aspects in order to determine whether there is a need for financial education programs in this respect. The OECD [14] advises to evaluate various aspects of financial literacy rather than only self-reliance in financial matters.

Interpretation

From the above example, it can be seen that the level of awareness is high in the case of savings and bank accounts, where 82% of students have answered correctly. Personal budgeting is at the level of 71%, and the awareness level in the case of simple interest is 64%. But there seems to be less awareness regarding more complicated financial concepts. Only 43% of students have been able to answer the question about compound interest, 56% regarding the concept of inflation, and 38% regarding the concept of investment risk and diversification. Such a scenario would mean that the students are more aware of financial activities they perform in their daily lives than complex financial concepts. This may have implications regarding borrowing and investments Table 3.

Adoption of Digital Banking Services by College Students

Digital banking adoption is how much people adopt digital banking facilities like mobile banking, internet banking, Unified Payment Interface, digital wallets, and online money transfer. According to the Technology Acceptance Model by Davis [5], there are two important factors related to technology acceptance, that is, the usefulness of the technology and ease of use of the technology. As far as digital banking for college students is concerned, it may bring benefits like convenience, speed, availability, and low dependency on cash transactions. However, the adoption of digital banking facilities may differ in terms of digital literacy, confidence about using technology, banking availability, and security.

Interpretation

It can be seen from the example above that the use of UPI applications is the most popular digital banking service among the surveyed individuals, with a share of 62%. Mobile banking apps take 18%, while internet banking and digital wallets are 9% and 7%, correspondingly. Only 4% of the respondent's state that they do not use digital banking at all. Hence, it could be concluded that UPI-based payment platforms play an important role in the finances of students, which may be associated with the opportunity to make payments instantly via smartphones. The less popularity of internet banking

Table 4: Preferred Digital Banking Services (Illustrative Data)

Digital banking service	Frequency	Percentage
UPI applications	62	62%
Mobile banking applications	18	18%
Internet banking	9	9%
Digital wallets	7	7%
Do not use digital banking	4	4%
Total	100	100%

Illustrative survey data, N = 100. Each respondent selects one primary or preferred service

Table 5: Frequency of Digital Banking Usage (Illustrative Data)

Frequency of usage	Respondents	Percentage
Daily	46	46%
Several times a week	28	28%
Once a week	12	12%
Occasionally	10	10%
Never	4	4%
Total	100	100%

Illustrative survey data, N = 100

and digital wallets could be explained by differences in convenience and other reasons. Nevertheless, even if these data prove to be true, it cannot be said that students demonstrate high financial literacy and proper financial behaviour Table 4.

Frequency of Digital Banking Usage

Usage frequency can be viewed as another metric by which to measure the level of involvement of the students with respect to digital banking services. Whereas preference tells us which method is used the most often, frequency tells us how often digital banking services are used for financial transactions. Using digital banking services frequently shows that people find it convenient and that they are familiar with technology, but it does not mean that people are financially literate or that they spend their money responsibly.

Interpretation

The provided data show that 46% of the surveyed students use digital banking services daily, while 28% of them use such services several times a week. Combined, 74% of the respondents use digital banking services several times a week. Another 12% use such services once a week, while 10% use them occasionally, and 4% do not use them at all. With real data to back up these findings, it can be seen that digital banking is an integral part of financial transactions performed by a considerable number of surveyed students. This could be due to educational expenses, mobile recharges, online shopping, food purchases and P2P payments. However, the frequency of use does not necessarily mean that the students make sound financial decisions. It is possible that a student makes many digital transactions but does not understand much about budgeting, how to protect oneself from frauds, costs of borrowing, financial planning, etc. The OECD [2] underscores the significance of evaluating financial knowledge, financial behaviour and digital financial literacy separately Table 5.

Financial Behaviour among College Students

Financial behavior is defined as the real behaviors that people undertake while managing their finances. This includes practices such as budgeting, saving, controlling expenses, comparing finance alternatives, and tracking transactions and future financial needs. Research in financial literacy shows that there is a relationship between knowledge and finance decisions, even though financial knowledge does not necessarily mean responsible behaviors [1]. For college students, their financial behavior can be affected by their family income, allowances, employment options, social interactions, knowledge about finances, and availability of online payment services. Analysis of these behaviors enables us to determine whether these students are practicing effective money management behaviors.

Interpretation

Based on the results used to explain the topic, price comparison is seen to be the most widely cited positive financial behavior, since about 74% of the students are seen to compare prices before buying anything. Around 63% say that they save money on a regular basis. Also, 59% keep track of their monthly expenses while 57% budget their finances. In addition, 66% check their digital records of transactions, which may imply that there might be some link between digital banking and keeping track of one's finances. However, only 48% plan for their future financial needs, thus showing that future financial planning may not be as prevalent as the

Table 6: Financial Behaviors of the Respondents (Sample Data)

Financial behaviour indicator	Yes	No	Yes (%)
Maintain a personal budget	57	43	57%
Save money regularly	63	37	63%
Monitor monthly expenditure	59	41	59%
Compare prices before purchasing	74	26	74%
Plan for future financial needs	48	52	48%
Review digital transaction history	66	34	66%

Illustrative survey data, N = 100. Each indicator is a separate yes/no question

Table 7: Perception of Digital Banking and Spending by University Students (Illustrative Data)

Perceived impact	Respondents	Percentage
Helps manage expenses effectively	35	35
Encourages more frequent spending	32	32
Makes no noticeable difference	21	21
Unsure about its impact	12	12
Total	100	100

Illustrative survey data, N = 100

immediate money management techniques. If the real figures show a similar trend, then perhaps programs that target goal-based savings, emergency funds, and future financial planning can be considered Table 6.

Impact of Digital Banking on Spending Behaviour

The emergence of digital banking systems has revolutionized the conduct of financial transactions by offering convenient means of payments and easy access to banking facilities. For university students, such an offer of services can help them monitor their expenses, but due to their convenience, students may find themselves making too many purchases. In this regard, the connection between digital banking and spending behaviour may neither be negative nor positive, depending on the students' financial literacy and other factors.

Interpretation

In this example analysis, there is a possibility that the use of digital banking can have various implications regarding the finances of students. On the one hand, almost 35% see digital banking positively as useful for controlling expenses; most likely, due to the fact that all transaction history and other data is available easily. On the other hand, about 32% think that digital banking makes them spend money more often, because of the convenience of using the Internet banking services and avoiding cash spending. About 21% do not feel any change in the way of their expenditures, and another 12% do not know the impact of digital banking at all. So, in this case, we cannot regard the use of digital banking as a positive sign in students' behaviour Table 7.

Figure 1: Gender Distribution of Respondents

From Figure 1, it can be observed that 54% of respondents are male, while 46% are female. The distribution of male and female participants suggests a more or less equal number of male and female students in the illustrative sample. It will be used to analyse gender-related differences in financial literacy, adoption of digital banking services and finances management among college students in Uttar Pradesh.

Figure 2: Age Distribution of the Respondents

Figure 2 reveals that 42% of the respondents fall under the age category of 18–20 years, while 38% are within the range of 21–23 years of age, and the remaining 20% are above 24 years of age. It can be observed from the distribution pattern that most of the respondents (80%) have an age of less than 23 years.

Figure 3: Academic Level of Respondents

According to Figure 3, 72% of the respondents are undergraduates, and 28% are postgraduates. The relatively high number of undergraduate respondents shows that the sample group is mostly comprised of students who have just started their higher education. Academic level could affect financial literacy, banking awareness, and money management skills because the financial experience of the student's changes during their higher education.

Figure 4: Place of Residence of Respondents

According to Figure 4, 58% of respondents come from urban areas, and 42% come from rural areas. This distribution ensures the representation of both types of place of residence. Differences in the quality of banking services, internet

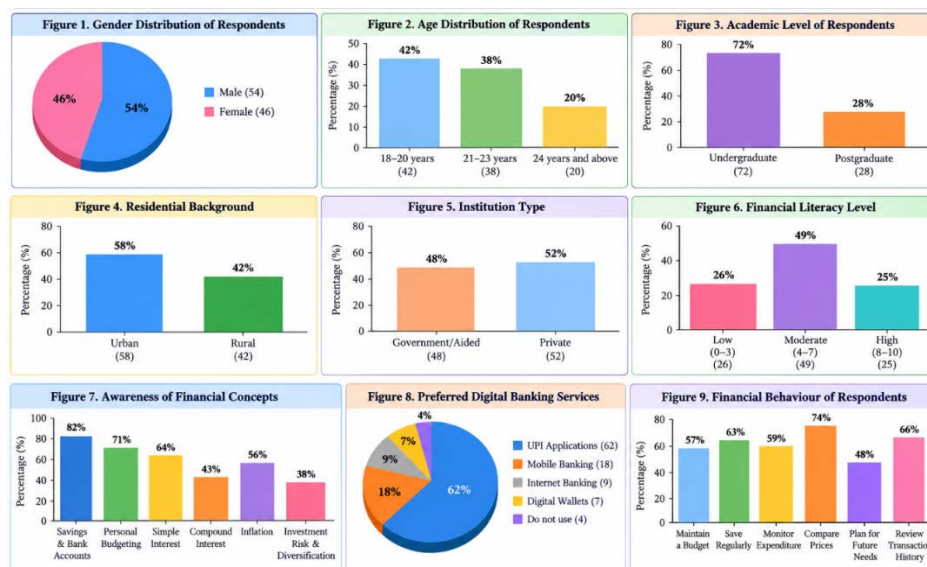


Figure 1: Financial Literacy, Digital Banking Adoption and Financial Behaviour Among College Students in Uttar Pradesh (N = 100)

access, financial literacy, and availability of digital services could affect financial literacy and digital banking among rural and urban students. However, further statistical analysis would be necessary to prove such a hypothesis.

Figure 5: Types of Institutions in which Respondents Studied

Figure 5 reveals that 52% of the respondents studied in private higher educational institutions, whereas 48% are from government or government-aided institutions. Such a relatively equal distribution of institutions can help to find out differences in financial awareness, use of digital banking and financial behavior among students studying in different institutions. Differences in institutions cannot be found using these statistics only.

Figure 6: Financial Awareness Level of the Respondents

Figure 6 reveals that 49% of the respondents have moderate financial awareness levels, while 26% are of low level, and 25% of the respondents are at a high level. This illustrative distribution reveals that almost half of the students have intermediate levels of financial awareness. The portion having low financial awareness level points out the need for financial education programs.

Figure 7: Awareness of Financial Concepts

Figure 7 below depicts awareness of various financial concepts among students. Savings and bank accounts have the highest level of awareness at 82%, personal budgeting has a level of 71% awareness and simple interest is 64%. Awareness level of inflation is 56%, compound interest and investment risk diversification have relatively low awareness levels at 43% and 38% respectively. From the illustrative results, students are likely to be familiar with basic financial activities as opposed to advanced financial concepts.

Figure 8: Preferred Digital Banking Services

Figure 8 above shows that UPI applications form the preferred digital banking service used by 62% of the participants. Mobile banking applications are preferred by 18%, internet banking 9% and digital wallets by 7% while 4% do not prefer any digital banking service. According to the illustrative distribution, there is a strong preference for payment platforms using the UPI system, indicating their utility. However, the preference for digital banking service does not automatically prove financial literacy or proper financial behaviour.

Results of the Study

- **Result 1. Difference Between Financial Awareness and Financial Literacy:** The above analysis implies the existence of a gap between the students' awareness of basic financial services and the complexity of financial

decisions. While 82% of students show proficiency in savings and bank accounts, 38% of the respondents are able to understand properly investment risk and diversification. The 44 percentage point difference reveals that awareness of basic financial issues may not be accompanied by similar awareness of investments

- **Result 2. Usage of Digital Services Outpaces Financial Proficiency:** The statistics provided reveal that 96% of respondents are using digital financial service, while only 25% of the students belong to the category of high financial literacy. Though these two criteria do not measure the same issue and therefore, cannot be used to show the connection between them at the level of the individual, nevertheless the gap revealed implies that usage of digital financial services is more widespread than financial proficiency
- **Result 3. Short-Term Financial Decisions Are of More Importance Than Long-Term Ones:** From the illustrative results, it appears that students focus more on making instant purchase decisions rather than making financial preparations for the future. Where 74% check the prices before purchasing an item, 48% plan for their future financial needs, which indicates a difference of 26%. This implies that the former is well ingrained among students compared to the latter
- **Finding 4. Convenience through Digital Banking May Have Different Financial Consequences:** It becomes clear from the analysis above that the perceptions concerning the effect of digital banking on personal expenditure are different among the students. While 35% think that digital banking makes it easy for them to manage their expenses, 32% perceive that it makes them spend more. The small difference of three percentage points means that convenience through digital banking can be different from one student to another. Further investigation will be required to prove the connection between the perception and the reality
- **Finding 5. Digital Transaction Tracking Is Not Necessarily Associated with Financial Discipline:** In the example above, it becomes clear that 66% of the respondents keep track of their transaction history, while only 57% have a budget of their own. A 9-percentage-point discrepancy can indicate that keeping track of one's transactions is a more frequent practice than planning expenses for the future
- **Finding 6. Financial Education Should Not Be Limited to Basics of Bank Accounts:** While 71% of the respondents seem aware of personal budgeting, only 57% admit to having a budget of their own. The 14-percentage-point discrepancy shows that there might be some gap between theory and practice. That is why it becomes important to measure financial knowledge and practices separately as it was suggested by OECD [2]
- **Finding 7. Financial Planning and Digital Financial Safety Require Integrated Attention:** As can be seen from the sample data provided, 48% of respondents are involved in financial planning for their future, while 74% conduct digital transactions several times a week. This discrepancy implies that using digital financial services regularly is more common than making financial plans. It means that it would be reasonable to consider financial education along with safe digital payments. Similarly, the importance of overspending and digital security issues are noted by the OECD.

CONCLUSION

In the current research titled "Financial Literacy, Digital Banking Adoption and Financial Behavior among College Students in Uttar Pradesh," the connection between financial literacy, digital banking and financial behavior is studied in the context of college students. From the illustrative data collected among 100 respondents, it was found that 49% of students demonstrate moderate financial literacy whereas 26% have low financial literacy levels. This can be considered as a signal for increasing the students' knowledge in finance, including investment and financial decision-making.

The use of digital banking becomes a crucial part of the students' financial life. From the illustrative data, 62% of the respondents use UPI application, and 74% of the respondents use digital banking services several times a week. The wide spread of digital financial services is not always accompanied by sufficient level of financial literacy.

The study has revealed variations in the approach that students adopt in financial management. For instance, although 74 percent of respondents conduct price comparison before making purchases and 63 percent save money, only 48 percent undertake financial planning in the future. Additionally, 35 percent view digital banking as an approach that helps to manage their expenditures; however, 32 percent feel that it makes them spend more money. This implies that digital banking can be both convenient financially and a challenge in terms of spending habits and financial management.

In general, the study highlights the necessity to develop financial literacy programs in colleges and universities in the state of Uttar Pradesh. Universities and financial institutions should introduce such activities that will address budgeting, saving, investment literacy, and security in using digital payments. Development of these skills may help to achieve responsible financial behavior and financial inclusion.

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