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2 **Digital Financial Literacy and Sustainable Consumption as Predictors of**
3 **Financial Well-Being: Evidence from College Students in Palakkad District.**

4

5 **ABSTRACT**

6 The rapid expansion of digital financial services in India has transformed the way
7 young adults manage their daily financial activities. College students, being among
8 the most active users of UPI apps, online banking, and e-commerce platforms, require
9 adequate digital financial skills to make informed financial decisions. At the same
10 time, sustainable consumption behaviour is emerging as an important component of
11 responsible financial management. This study examines the combined influence of
12 Digital Financial Literacy and Sustainable Consumption Behaviour on the Financial
13 Well-Being of college students. A structured questionnaire was used to collect data
14 from students across different types of institutions. Descriptive statistics, reliability
15 analysis, correlation, Independent t- test, One way ANOVA and multiple regression
16 analysis were employed for data analysis. The findings indicate that sustainable
17 consumption habits and digital financial literacy both demonstrate a significant and
18 positive influence on financial well being. Higher levels of financial confidence,
19 minimum financial stress and better monthly expense management are shown by
20 students who practice mindful, sustainable consumption along with stronger digital
21 financial skills. The study highlights the need for better digital financial education and
22 awareness programs that promote college students' responsible consumption. While
23 developing student centered financial empowerment initiatives, educational
24 institutions, policymakers and financial service providers can utilize these insights for
25 framing future guidelines.

26 **Keywords :** Digital Financial Literacy, Sustainable Consumption, Financial Well-
27 Being , UPI and Digital Payments, Consumer Behaviour

28 **Introduction**

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30 The rapid economical development of the country and its emphasis on digital
31 payments have opened a plethora of online payment apps, which the youngsters find
32 convenient to use. However, it has also paved way for fraudulent activities making
33 financial transactions unsecure. The widespread adoption of Unified Payments
34 Interface (UPI), mobile banking applications, digital wallets, and online shopping
35 platforms has positioned college students also at the centre of the digital financial
36 ecosystem In this context Digital Financial Literacy has evolved as an essential
37 necessity that enables responsible financial conduct, safe interaction with digital
38 platforms and making sound decisions.

39 Sustainable consumption is very important concern along with the expansion of
40 digital finance. As concerns about environmental impact, waste creation and over
41 consumption increase, sustainable consumption has become a vital aspect of
42 responsible money management. For students, this involves mindful buying, steering

43 clear of impulsive online-sales spending, reducing waste, and opting for durable or
44 environment friendly alternatives. This kind of behaviour helps one to attain
45 environment sustainability and it will promote discipline in financial matters to attain
46 long term financial well being. Financial well-being refers to an individual's capacity
47 to manage expenses, fulfill obligations, feel financially secure, and cope with
48 financial stress. This is especially important for students who typically work with
49 tight budgets. Maintaining financial stability is challenging for students as they have
50 to bear academic costs, transportation costs, hostel or mess charges and personal
51 expenses,

52 Even though there are previous researches on financial literacy and financial
53 behaviour in young people, there is limited research on digital financial literacy and
54 sustainable consumption together as predictors of financial well being in the Indian
55 setting. Considering India's distinctive digital payment environment and its expanding
56 youth demography, there is a significant research gap. To address this gap, the study
57 assesses the digital financial literacy of college students, examines their sustainable
58 consumption behaviour, and investigates how these two aspects affect their financial
59 well-being.

60 As the study focuses on college students that represent the future , this study provides
61 valuable insights for educators, policymakers, financial institutions, etc. for framing
62 youth development programs. Strengthening digital financial capability and
63 promoting sustainable consumption can play a significant role in enhancing financial
64 well-being, reducing financial stress, and fostering responsible financial behaviour
65 among young adults.

66 **Significance of the Study**

67 This study is significant because financial literacy is imperative for college students
68 especially in the rapid growing e-payment systems and any error in using the online
69 payment platforms will culminate in huge financial loss. It examines the financial
70 behaviour of Palakkad college students, who come from mixed rural-semi-urban
71 backgrounds and are heavy users of digital payment platforms like UPI and mobile
72 banking, yet their financial literacy, responsible consumption, and well-being are
73 understudied. The outcomes will assist colleges, policymakers, and financial bodies in
74 designing targeted digital-literacy and awareness programmes for Palakkad youth, and
75 the work enriches the limited literature on financial well-being in Kerala's smaller
76 districts.

77 **Scope of the Study**

78 This study is limited to college students pursuing undergraduate and postgraduate
79 programmes in government, aided, and self-financing colleges in Palakkad District. It
80 focuses specifically on three variables: digital financial literacy, sustainable
81 consumption behaviour, and financial well-being. The data was collected through a
82 structured questionnaire, and the analysis restricted to quantitative methods. Only
83 self-reported perceptions are considered, and no secondary financial records or
84 qualitative data were included. The study is limited to the student population of
85 Palakkad District.

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89 **Literature Review**

90 Digital financial literacy has emerged as a critical competency in the context of
91 India's rapidly expanding digital finance ecosystem. Young adults are increasingly
92 employing digital platforms to handle their financial affairs with the growth of UPI ,
93 digital wallets, and mobile banking. beyond traditional financial knowledge, digital
94 financial literacy covers an awareness of methods of online payment , prevention of
95 fraud, data security, and the effective use of financial planning or budgeting
96 technology. As per the international research, possessing digital financial skills
97 enhances decision making abilities and promotes confidence while using digital
98 financial tools(Moore & Chuang,2017). According to Grohmann (2018) financial
99 literacy substantially enhances financial well-being, implying comparable effects for
100 for digital financial knowledge. Indian studies show that while college students use
101 digital payments regularly, their awareness of cyber safety, phishing risks, and secure
102 transaction practices remains limited (Khurana & Kaur, 2021; Singh & Yadav, 2022).
103 Despite high digital adoption , Indian college students have low digital capability,
104 revealing a gap that affects their financial well being .Alongside digital financial
105 capability, sustainable consumption behaviour has gained significant academic
106 attention for its link to long-term financial stability.

107 The emphasis is also on the Sustainable consumption behaviour, which refers to
108 mindful, disciplined, and environmentally responsible resource use that reduces waste
109 and prevents impulsive or unnecessary spending.According to Schaefer and Crane
110 (2005) sustainable consumption is shaped by personal value systems and long-term
111 goal orientation, while Jackson (2017) suggests that it enhances both environmental
112 sustainability and financial resilience. Sustainable consumption among college
113 students is shaped by increased environmental awareness, peer influence, marketing
114 exposure, and digital shopping platforms. However, studies have shown that although
115 students are aware of eco-friendly practices, their actual behaviour often reflects
116 impulsive online purchasing and short-term gratification (Kumar & Kapoor, 2021).
117 Avoiding impulsive buying, planning purchases, and choosing durable or eco-
118 conscious products not only support environmental goals but also strengthen financial
119 discipline, making sustainable consumption an important behavioural factor linked to
120 financial well-being. . Yet, the direct relationship between sustainable consumption
121 and financial outcomes is rarely explored in the Indian context.

122 Financial well-being, a multidimensional construct reflecting an individual's financial
123 security, ability to meet obligations, and resilience to economic shocks, has been
124 extensively studied across global and Indian populations. It is widely recognised that
125 financial well-being is shaped by financial behaviour, literacy, and psychological
126 factors (Brüggen et al., 2017). Research by Joo and Grable (2004) showed that
127 responsible financial behaviour significantly enhances perceived financial wellness,
128 while Netemeyer et al. (2018) identified disciplined spending, digital money
129 management, and reduced financial stress as key predictors of financial well-being.

130 Indian studies confirm these trends, noting that financial literacy and responsible
131 money management practices significantly improve students' financial well-being
132 (Saurabh & Nandan, 2021). However, recent research also indicates that while digital
133 payments simplify financial transactions, they may also encourage overspending and
134 impulsive shopping among students if digital financial literacy and self-regulation are
135 weak (Sabri et al., 2023). This highlights the growing importance of examining digital
136 financial literacy and sustainable consumption as determinants of financial well-being
137 among young digital consumers.

138 Researchers are giving greater importance to the relationship between digital financial
139 literacy and financial well being, particularly because those who possess these skills
140 have greater ability to safeguard themselves from fraud, employ digital tools to
141 manage their budgets, track their spending, and engage in safe online transactions.
142 Xiao and Porto(2019),in their study found out that digital capabilities enhances
143 confidence and financial autonomy, and contribute to improved financial well being.
144 Despite India's rapid progress in digitalisation, there is still minimal empirical
145 evidence on how digital financial literacy influences college students' financial well
146 being, Similarly, sustainable consumption behaviour is increasingly recognised as an
147 important determinant of financial stability, as mindful purchasing reduces
148 unnecessary expenditure and fosters long-term financial discipline. Young et al. (2010)
149 observed that conscious consumption significantly reduces wasteful spending and
150 enhances financial stability. However, studies in India have rarely examined
151 sustainable consumption as a predictor of financial well-being among students,
152 particularly in the context of increasing online shopping trends and consumer culture.

153 **Research Gap**

154 Digital financial literacy is relatively under-explored in existing studies, which tend to
155 emphasize traditional financial literacy instead. Likewise, sustainable consumption
156 has primarily been examined from an environmental perspective, with minimal
157 attention to its financial implications. Research targeting Indian youth tends to analyse
158 financial behaviour and literacy in isolation, without considering digital literacy or
159 sustainability-oriented consumption. Crucially, no major study has examined digital
160 financial literacy and sustainable consumption together as predictors of financial well-
161 being among Indian college students. Therefore, the present study addresses a critical
162 gap by investigating how these two contemporary behavioural and knowledge-based
163 factors shape the financial well-being of college students in the Indian context.

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165 **Objectives of the Study**

- 166 ● To identify the level of digital financial literacy of college students.
- 167 ● To examine the sustainable consumption practices followed by college students.
- 168 ● To analyse the level of Financial Well Being of college students.
- 169 ● To examine the effect of digital financial literacy and sustainable consumption on
170 the financial well-being of college students.

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175 **Theoretical framework and Hypotheses Development**

176 This research is grounded in three key perspectives: Financial Capability Theory,
177 Behavioural Economics Theory, and Sustainable Consumption Behaviour Theory.
178 These frameworks collectively explain how knowledge, behaviour, and decision-
179 making processes shape students' financial well-being in a world driven by digital
180 finance and consumption. Financial Capability Theory specifically explores how
181 individuals apply financial knowledge, skills, and access to make informed financial
182 choices.

183 Sherraden (2013) conceptualised financial capability as the combination of financial
184 literacy and financial inclusion, emphasising that knowledge alone is insufficient
185 without the ability to apply it through accessible financial tools. In the Indian context,
186 where digital payment systems such as UPI and mobile banking dominate daily
187 transactions, digital financial literacy becomes a critical extension of financial
188 capability. Though being avid customers of digital platforms, college students usually
189 do not have adequate knowledge regarding cyber security, safe dealings, data privacy
190 and fraud prevention. Students with higher digital financial capability will have
191 confidence, makes lesser financial mistakes, increased budgeting practices, and
192 improved overall financial well-being. Behavioural Economics Theory provides a
193 complementary perspective by explaining how individuals' decisions are influenced
194 by cognitive biases, emotions, and psychological tendencies rather than purely
195 rational calculations. According to Kahneman & Tversky, 1979, Behavioural
196 economics theory explains how individuals exhibit impulsive behaviour, short term
197 gratification, and suboptimal financial decisions due to biases like present bias,
198 overconfidence, and loss aversion. It notes that digital financial literacy can moderate
199 these biases, reducing impulsive decisions and enhancing financial stability.
200 Sustainable consumption Behaviour theory (Schaefer & Crane,2005; Jackson,2017)
201 links consumption patterns to long-term welfare and resource optimisation. It posits
202 that mindful, responsible consumption like that of avoiding impulsive purchases,
203 reducing waste, and choosing durable goods leads to better economic and
204 environmental outcomes.

205 Among college students, sustainable consumption is not merely an environmental act
206 but also a financially prudent behaviour. Students who plan their purchases, compare
207 options, cut unnecessary spending, and resist marketing-driven consumption are
208 better able to manage their limited financial resources. From this theoretical
209 perspective, the study argues that sustainable consumption serves as a behavioural
210 predictor of financial well-being by fostering discipline, reducing expenditure, and
211 promoting long term financial security. By integrating these theories comprehensive
212 framework can be framed for this study. Financial capability theory explains the role
213 of financial knowledge and digital competence. Behavioural economics theory
214 elucidates the psychological and behavioural mechanisms that influence financial
215 choices. Sustainable consumption behaviour theory describes how responsible
216 consumption enhances financial stability. Together, they form a coherent framework

217 to examine how digital financial literacy and sustainable consumption jointly shape
218 the financial well-being of Indian college students.

219 Grounded in Financial Capability Theory, Behavioural Economics Theory, and
220 Sustainable Consumption Behaviour Theory, this study argues that financial well-
221 being among college students is influenced by a combination of knowledge-based and
222 behaviour-based factors. Digital financial literacy is expected to play a positive role in
223 enhancing financial well-being, as students with stronger digital financial skills are
224 better positioned to make informed financial decisions, conduct digital transactions
225 safely, protect themselves from online fraud, and use technology-driven budgeting
226 and money management tools effectively. These competencies can help lower
227 financial stress and strengthen students' perceptions of financial security.

228 In a similar manner, sustainable consumption behaviour is also anticipated to have a
229 positive impact on financial well-being. Students who practice mindful consumption,
230 limit impulsive purchases, and focus on need-based spending are more likely to
231 manage their limited financial resources efficiently. Such responsible consumption
232 habits reduce unnecessary expenditure, promote better financial control, and
233 ultimately contribute to higher levels of financial well-being.

234 Drawing from these arguments, the following hypotheses are formulated:

235 H1: Digital Financial Literacy differs significantly between genders.

236 H2: Digital Financial Literacy differs significantly among students of different
237 streams of study.

238 H3: A significant difference exists in sustainable consumption behaviour between
239 male and female college students.

240 H4: Sustainable Consumption Behaviour differs significantly among students of
241 different streams of study.

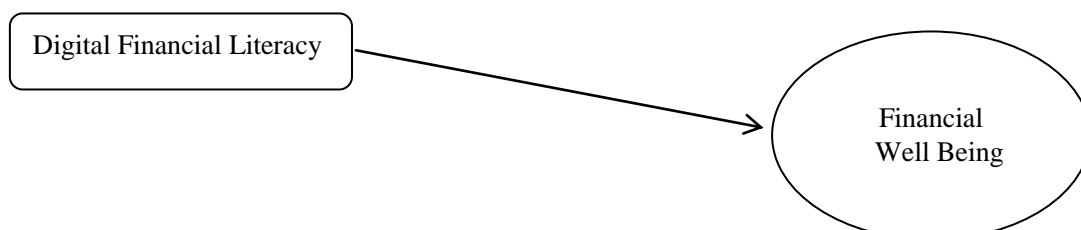
242 H5: Digital Financial Literacy has a positive and significant effect on Financial Well-
243 Being among college students.

244 H6: Sustainable Consumption has a positive and significant effect on Financial Well-
245 Being among college students.

246 **Conceptual Model**

247 The conceptual model for this study is built on the assumption that Digital Financial
248 Literacy (DFL) and Sustainable Consumption (SC) act as key predictors of Financial
249 Well-Being (FWB) among Indian college students. In this model, $DFL \rightarrow FWB$ and
250 $SC \rightarrow FWB$ represent direct, positive relationships. The conceptual model assumes
251 that higher levels of digital financial capability and responsible consumption
252 behaviour contribute to better financial outcomes, reduced financial stress, and
253 improved perceived financial security among students.

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Sustainable Consumption



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RESEARCH METHODOLOGY

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This study adopted a descriptive and analytical research design using a quantitative, cross-sectional approach to examine the influence of digital financial literacy and sustainable consumption on the financial well-being of college students in Palakkad District, Kerala. The population comprised students enrolled in arts and science colleges in the district, as this group actively engages in digital financial services and emerging consumption practices. Due to accessibility constraints, a convenience sampling technique was employed, and data were collected from 210 respondents, all of which were valid and included in the final analysis. Primary data were gathered using a structured questionnaire developed with established and validated scales, with modifications to suit the study context. The reliability of the measurement scales was confirmed using Cronbach's alpha, with all constructs exceeding the acceptable threshold of 0.70, indicating strong internal consistency. Data analysis was performed using SPSS version 25, employing descriptive statistics to assess the levels of the study variables, Pearson's correlation to examine associations among digital financial literacy, sustainable consumption, and financial well-being, and multiple regression analysis to test the proposed hypotheses regarding the impact of digital financial literacy and sustainable consumption on financial well-being.

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RESULTS AND DISCUSSION

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This section reports and discusses the empirical findings of the study, examining the levels of digital financial literacy, sustainable consumption behaviour, and financial well-being among college students, and testing the hypothesized relationships among the variables using statistical analysis.

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DEMOGRAPHIC PROFILE OF THE RESPONDENTS

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This section outlines the demographic characteristics of the respondents to contextualize the empirical analysis. The profile includes age, gender, course and stream of study, and type of institution, which together provide insight into the academic and socio-educational background of the sample. The majority of the respondents (64.8%) belongs to the 20–22 years age group, followed by students below 20 years (31.0%), indicating that the sample largely represents the conventional college-going population. Female students constitute a substantial proportion of the respondents (79.5%), while male students account for 20.5%, reflecting higher female participation in the study. With respect to academic level, 70% of the respondents is pursuing undergraduate programmes, whereas 30% is enrolled in postgraduate courses. In terms of stream of study, commerce students dominate the sample (88.6%), followed by Arts (7.1%) and Science (2.9%). Regarding institutional affiliation, 57.3% of the respondents is studying in aided institutions, while 34.7% is from government institutions and the rest 8% is from self financing colleges. Overall, the demographic composition indicates a predominantly undergraduate, female-

299 dominated sample with strong representation from science disciplines. The majority
300 of students depends on family support as their primary source of funds (72.9 per cent),
301 followed by scholarships, part-time earnings, and other minor sources. This financial
302 dependency context is particularly relevant while interpreting financial well-being
303 outcomes, as limited independent income may constrain students' financial autonomy
304 and security. This profile is appropriate for examining digital financial literacy,
305 sustainable consumption practices, and financial well-being among college students,
306 as it features a relevant and active segment of the student population.

307 The internal consistency of the measurement scales was assessed using Cronbach's
308 alpha to ensure the reliability of the constructs employed in the study. The results
309 indicate strong internal consistency across all variables. The results indicate strong
310 internal consistency for all constructs, with Digital Financial Literacy ($\alpha = 0.925$),
311 Sustainable Consumption Behaviour ($\alpha = 0.921$), and Financial Well-Being ($\alpha =$
312 **0.924**). As all values exceed the recommended threshold of 0.70, the scales are
313 deemed reliable for further analysis. Following the confirmation of scale reliability,
314 descriptive statistics were computed to assess the levels of digital financial literacy,
315 sustainable consumption behaviour, and financial well-being among college students
316 in Palakkad District.

317 **Table No.1: Level of Digital Financial Literacy**

Levels	No. of Respondents	Percentage of Respondents
Low	39	18.6
Moderate	45	21.4
High	126	60.0
Total	210	100.0

318 *Source: Primary data*

319 The above table shows the digital financial literacy levels among college students.
320 Based on the frequency distribution, the majority of respondents - 126 students (60%)
321 fell under the category of High digital financial literacy(scores 27-35) which denotes a
322 high degree of competence, self-confidence, and effective use of digital financial tools
323 and services. In addition, 21.4% of the respondents exhibited moderate digital
324 financial literacy(scores 17-26), showing an average level of functional competence
325 and knowledge of digital financing. On the contrary, 18.6% of the respondents
326 possess low digital financial literacy(scores 7-16), demonstrating the absence of
327 knowledge and skills in managing finances. Overall, the figures indicate that while
328 most respondents possess moderate to high levels of digital financial literacy, a
329 notable segment continues to demonstrate low proficiency, underscoring the need for
330 targeted digital financial education initiatives.

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Table No.2: Descriptive Statistics of Sustainable Consumption Behaviour

Sustainable Consumption behaviour	Mean	Std. Deviation
I avoid impulsive buying and think before spending.	3.35	1.252
I prefer buying only what is necessary for my daily needs	3.62	1.259
I try to reduce wasteful spending in my lifestyle	3.76	1.265
I compare prices and quality before making purchases	4.06	1.354
I try to manage my resources (money, electricity, fuel, food) responsibly.	3.86	1.180
I avoid unnecessary online shopping even when discounts are offered.	3.71	1.262
I plan my monthly expenses in a manner.	3.22	1.229

337

Source: Primary data

338 The descriptive statistics reveal varying levels of sustainable consumption practices
339 among college students in Palakkad District. Among the behaviours examined,
340 comparing prices and quality before making purchases emerged as the most
341 commonly practised behaviour, recording the highest mean score (Mean = 4.06, SD =
342 1.354). it can be interpreted in this way that the students generally adopt a rational and
343 informed approach while making purchasing decisions which was followed by
344 responsible management of resources (Mean = 3.86, SD = 1.180) and efforts to
345 reduce wasteful spending (Mean = 3.76, SD = 1.265), suggesting that students
346 demonstrate a reasonable level of awareness regarding efficient resource use and
347 expenditure control. Likewise avoiding unnecessary online shopping even during
348 discount offers (Mean = 3.71, SD = 1.262) and purchasing only what is necessary for
349 daily needs (Mean = 3.62, SD = 1.259) reflect moderate adherence to sustainable
350 consumption principles. In contrast, planning monthly expenses in a disciplined
351 manner (Mean = 3.22, SD = 1.229) and avoiding impulsive buying (Mean = 3.35, SD
352 = 1.252) recorded comparatively lower mean scores. This indicates that while
353 students are cautious at the point of purchase, long-term financial planning and
354 impulse control are less consistently practised.

355 Overall, the figures suggest that college students tend to follow practical and
356 transaction-oriented sustainable behaviours, such as price comparison and resource

357 management, more actively than planning-oriented behaviours, such as budgeting and
358 impulse control.

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360 **Table No.3: Level of Financial Well being**

Levels	No. of Respondents	Percentage of Respondents
Low	36	17.1
Moderate	93	44.3
High	81	38.6
Total	210	100.0

361 *Source: Primary data*

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363 The majority of the respondents are managing their financial matters fairly well,
364 based on the above table showing the distribution of financial well-being. Majority of
365 the respondents(44.3%) report a moderate level of financial well-being (score 17-26),
366 showing that they can meet their financial requirements, though often with some
367 difficulties. A high level of financial well-being(score 27-35) is exhibited by 81
368 respondents(38.6%), indicating that they appear more secure and confident in
369 handling their finances. Comparatively lower percentage of respondents (17.1%) state
370 that they have low level of financial well-being (score 7-16), which is evident of
371 persistent difficulties regarding security and stability.

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373 **Testing of Hypotheses:**

374 H1: Digital Financial Literacy differs significantly between genders.

375 **Table No.4: Independent Sample t-test analysis of**
376 **Digital Financial Literacy according to Gender of College Students**

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Gender	N	Mean	Std. Deviation	t – value	P - Value
Male	43	26.65	7.20	1.217	0.225
Female	167	25.07	7.72		

378 *Source: Primary Data.*
379 *Significant @ 5% level.*

380 An independent sample t-test was used to test the hypotheses, which reveals digital
381 financial literacy differs among genders. The results reveal that male students have a
382 slightly higher mean score for digital financial literacy (M = 26.65, SD = 7.20)

383 compared to female students ($M = 25.07$, $SD = 7.72$). However, this observed
 384 difference was not statistically significant ($t = 1.217$, $p = 0.225$). This suggests that,
 385 despite minor variations in mean scores, digital financial literacy levels are broadly
 386 similar across genders. Accordingly, the null hypothesis of no significant difference
 387 among gender with regard to digital financial literacy is not rejected.

388 H2: Digital Financial Literacy differs significantly among students of different
 389 streams of study.

390 **Table No.5: ANOVA Stream-wise Study according to**
 391 **Digital Financial Literacy among College Students**

Stream	N	Mean	Std Deviation	F- Value	P-Value
Arts	15	27.4	4.27	4.820	0.009
Science	6	34	1.09		
Commerce	189	24.96	7.77		
Total					

392 *Source: primary data*

393 ANOVA results show that students from different streams exhibited considerably
 394 varying degrees of digital financial literacy (DFL) ($F=4.820$, $p=0.009$). A Tukey post-
 395 hoc test was done to figure out which groups were different. The results revealed that
 396 students from the science stream (mean =34.00) possess significantly greater Digital
 397 financial literacy compared to the students in the arts stream (mean =27.40) and that
 398 in the commerce stream (mean=24.96) there was no apparent difference in digital
 399 financial literacy between the streams of commerce and arts. Based on the outcome,
 400 students in the science stream possess highest level of digital financial literacy.

401 H3: A significant difference exists in sustainable consumption behaviour between
 402 male and female college students.

403 **Table No.6: Independent Sample t-test analysis of**
 404 **Sustainable Consumption Behaviour according to Gender of College Students**

Gender	N	Mean	Std. Deviation	t – value	P - Value
Male	43	26.30	7.07	0.726	.463
Female	167	25.39	7.31		

405 *Source: Primary Data.*
 406 *Significant @ 5% level.*

407
 408
 409 The findings reveal that male students (Mean = 26.30, SD = 7.07) have slightly higher
 410 sustainable consumption behaviour than female students (Mean = 25.39, SD = 7.31).
 411 However, the difference was not statistically significant ($t = 0.726$, $df = 208$, $p =$

412 0.463). Therefore, the null hypothesis is not rejected, indicating that sustainable
 413 consumption behaviour does not differ significantly between male and female college
 414 students.

415 H4: Sustainable Consumption Behaviour differs significantly among students of
 416 different streams of study.

417 **Table No.7: ANOVA Stream-wise Study according to Sustainable Consumption**
 418 **Behaviour among college students**

Stream	N	Mean	Std Deviation	F-Value	P-Value
Arts	15	29.6	4.17	2.830	0.061
Science	6	27.5	6.02		
Commerce	189	25.19	7.39		
Total					

419 *Source: Primary Data.*
 420 *Significant @ 5% level.*

421 A one-way ANOVA was performed to determine whether Sustainable Consumption
 422 Behaviour differs among students from different streams of study. The results
 423 revealed that the difference is not statistically significant ($F = 2.830$, $p = 0.061$).
 424 Since the p-value is greater than 0.05, the null hypothesis is not rejected, indicating
 425 that there is no significant difference in Sustainable Consumption Behaviour among
 426 students of different streams of study.

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428 H5: Digital Financial Literacy has a positive and significant effect on Financial Well-
 429 Being among college students.

430 H6: Sustainable Consumption has a positive and significant effect on Financial Well-
 431 Being among college students.

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Table No.8.1 : Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 ^a	.476	.471	5.02722

a. Predictors: (Constant), SCB, DFL

433 *Source: Primary data*

434 To test the proposed hypotheses, multiple regression analysis was employed with
 435 financial well-being as the dependent variable and digital financial literacy and
 436 sustainable consumption behaviour as predictors. The model was found to be
 437 statistically significant ($F = 93.953$, $p < 0.001$), explaining **47.6%** of the variance in

438 financial well-being ($R^2 = 0.476$). This indicates a substantial explanatory power of
 439 the model in the context of college students. Both predictors jointly contribute
 440 meaningfully to financial well-being, confirming that students who possess higher
 441 digital financial literacy and adopt sustainable consumption practices experience
 442 better financial well-being. The model shows a good fit to the data.

443

444 **Table No.8.2: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4748.932	2	2374.466	93.953	.000 ^b
Residual	5231.491	207	25.273		
Total	9980.424	209			

445 *Source: primary data*

446 The regression results provide empirical support for both hypotheses. Digital financial
 447 literacy exerts a positive and significant influence on financial well-being, confirming
 448 **H5**, while sustainable consumption behaviour also demonstrates a positive and
 449 significant effect on financial well-being, supporting **H6**. These findings highlight the
 450 complementary role of financial knowledge and responsible consumption in shaping
 451 students' financial well-being. In the Palakkad District context, where students largely
 452 rely on family support and limited financial resources, the ability to manage digital
 453 finances effectively and control consumption emerges as a critical determinant of
 454 financial stability.

455 **Table 8.3 : Results of Coefficients of Digital Financial Literacy, Sustainable**
 456 **Consumption Behaviour and Financial Well being**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	5.639		
	Digital Financial Literacy	.147	.968	.162	2.170	0.031
	Sustainable Consumption Behaviour	.535	.071	.561	7.511	0.000

457 *Source: Primary data*

458 A: Dependent Variable : Financial Wellbeing

459 From the table 8.3, it is found that $p < 0.05$, the null hypothesis is rejected that Digital
 460 financial literacy and Sustainable consumption behaviour have a significant effect on
 461 financial wellbeing among college students. The unstandardized coefficient (B) for
 462 Digital financial literacy is 0.147, indicating that for each one-unit increase in DFL,
 463 financial wellbeing increases by approximately 0.147 units, holding other Sustainable

464 consumption behaviour constant. Similarly, the unstandardised coefficient (B) for
465 SCB indicates that holding digital financial literacy constant, a one unit increase in
466 SCB leads to 0.535 units in financial wellbeing. Therefore, it can be concluded that
467 both Digital financial literacy and Sustainable Consumption behaviour contributes
468 positively to financial wellbeing and also shows that Sustainable consumption
469 behaviour has a strong effect than digital financial literacy. The predictor equation
470 would be as follows:

$$471 \text{ Financial Wellbeing (FWB)} = 5.639 + 0.147 (\text{DFL}) + 0.535 (\text{SCB})$$

472 Overall, the findings underscore the importance of strengthening digital financial
473 education and promoting sustainable consumption habits among college students.
474 Enhancing these competencies can serve as an effective strategy to improve financial
475 well-being and reduce financial vulnerability during the formative years of higher
476 education.

477 **CONCLUSION and POLICY IMPLICATIONS**

478 The study examined the levels of digital financial literacy, sustainable consumption
479 practices, and financial well-being among college students in Palakkad District, and
480 analysed the influence of digital financial literacy and sustainable consumption on
481 financial well-being. The findings reflect the increased exposure as well as usage of
482 digital financial services as majority of students possess moderate to high levels of
483 digital financial literacy. In the same manner though a certain number of students
484 continue to experience financial struggles, most of the respondents has moderate
485 levels of financial well-being. The empirical results show that there exists no
486 significant difference in digital financial literacy between male and female students
487 implying that college students, irrespective of gender, possess a highly uniform
488 distribution of digital financial knowledge. Different streams had different degrees of
489 digital financial literacy. Sustainable Consumption Behaviour among college students
490 does not differ significantly based on gender or stream of study. Although slight
491 variations in mean scores were observed, these differences are not statistically
492 significant, indicating a similar pattern of behaviour across groups. It was also found
493 that digital financial literacy exhibited a positive and significant effect on financial
494 well being which shows its importance in fostering students' financial stability and
495 decision making skills. Sustainable consumption behaviour act as an influential
496 predictor of financial well being, revealing that responsible spending and
497 consumption practices substantially improve students' financial outcomes

498 From a policy perspective, these findings highlight the need for integrating digital
499 financial education and sustainable consumption awareness into higher education
500 curricula across all disciplines. Educational institutions should prioritise practical
501 financial training programmes that equip students with the skills required to
502 effectively manage digital financial tools and adopt responsible consumption practices.
503 Policymakers and financial institutions should also collaborate to design awareness
504 initiatives that encourage budgeting, saving, and prudent spending. Such coordinated
505 efforts can play a vital role in strengthening the financial well-being of college
506 students and fostering financially resilient and responsible future citizens.

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