



Demographic Factors and Financial Literacy of Youth with Disabilities: The Moderating Role of Residential Area

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ABSTRACT

Youth with disabilities face considerable challenges in improving family prosperity which is closely related to financial literacy. This study aimed to analyse the effect of education, work, income, gender, status and age on financial literacy. Subsequently, an examination of the moderating effect of residential area on the relationship between the demographic factors and financial literacy was implemented. By using snowball sampling, this study utilised 150 youth with disabilities in West Sumatera. From the interview and survey, the results revealed that the financial literacy of the youth with disabilities in West Sumatera is at a sufficient level (72.8%). Educational level and work had a positive effect on financial literacy, while income, gender, status and age had no significant effect. Furthermore, residential area could only moderate the relationship between education and work with financial literacy. For this reason, the government must also pay more attention to people with disabilities who live in remote, rural, out-of-town and suburban areas, not only in downtown areas. The government should establish a pro-disability policy, whereby every institution should employ a minimum of 1 person with a disability.

Keywords: Financial Literacy, Residential Area, Demographic Factors

INTRODUCTION

Financial literacy is defined as the knowledge and cognitive ability required to manage finance and to make effective decisions concerning financial matters. Good financial literacy will assist a person to evaluate his/her personal financial affairs in order to make effective financial decisions by taking advantage of the increasing competition in the financial markets by applying his/her knowledge and risk management skills. Financial literacy contributes to a person's knowledge base, helping him/her to adapt to changes in the environment and to benefit from the opportunities provided by those changes. A person who is financially literate has greater insight into financial aspects.

Youth with disabilities are faced with serious challenges in improving family welfare which is closely associated to financial literacy (Huston, 2010; Lusardi, 2012; Lusardi and Mitchell, 2011; Shim et al., 2009). Low financial literacy will have an impact on family prosperity which indirectly will also affect the economy of Indonesia. Data confirms that the level of financial literacy of youth with disabilities remains low, as revealed by the Study Centre for Disability Services-PSLD UB Malang (Prabowo, 2015). The PSLD reported that 94% of the people with disabilities never recorded their finances and only 6% had good financial records. This suggests that the financial planning and management of people with disabilities is of a poor standard. Furthermore, 50% of the people with disabilities did not have savings whilst 48.98% had savings. Additionally, 70.45% of the people with disabilities saved at non-financial service providers. This situation is extremely concerning and needs to be studied in order to help improve pro-disability policies. This study was conducted for the younger generation as they consist of 45% of the country's population. The reason for choosing

people with disabilities was that too often people with disabilities live in poverty and face barriers to stable employment opportunities. For this reason, financial literacy is important for them so as to avoid making wrong decisions that might affect their financial well-being.

Studies from around the world also have demonstrated that the level of financial literacy, notably among youth was low (Argawalla et al., 2013; Lusardi, Mitchell and Curto, 2010; Lusardi and Mitchell, 2011). Due to the changing circumstances and changes in individuals' needs over time, there is an urgent need to understand the level of financial literacy among individuals (Bernanke, 2011) particularly among youth in Indonesia.

Financial literacy has significant relevance for economic development and the progress of a nation. Good financial literacy in a country will also improve the financial prosperity of its citizens. Financial literacy is considered to be a means to facilitate financial well-being. Therefore, having financial literacy will help households/people manage their daily finances, deal with financial emergencies and even lift them out of poverty (Alwee, 2015).

However, there is a dearth of studies on the financial literacy of people with disabilities in Indonesia, particularly in West Sumatera which comprises approximately 32,000 people with a disability (Bisnis.com, 2017). In addition, West Sumatera is still in the demographic bonus because the percentage of the productive age/youth population is 68.65% (Central Bureau of Statistics—BPS, 2021). This was the reason this study was conducted in that particular region. Furthermore, many variables can affect the financial literacy of people with disabilities, including demographic factors, such as education, occupation, income, gender, age and marital status in addition to residential area. It is assumed that the better a person's education, the better his/her financial literacy. A professional job and adequate salary are also identified with better financial literacy. A man and/or a married person is analogous to having better financial literacy than a woman and/or an unmarried person. Age demonstrates the maturity of a person which is in line with his/her more adequate financial knowledge and financial literacy. A person who lives in a downtown area will typically have better financial knowledge and financial literacy than a person who does not live in a downtown area. Furthermore, residential area can strengthen the influence of demographic factors on financial literacy.

LITERATURE REVIEW

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), "Youth is best understood as a period of transition from dependence from childhood to adult independence and awareness of interdependence as members of a community" (Garg and Singh, 2018) (Garg and Singh, 2018). The United Nations has defined youth as those individuals in the 15-24 age group. However, according to the World Health Organisation, youth is considered to be individuals that belong to the age group up to 65 years old (Jernihnews.com, 2020). Law No.40 of 2009 on Youth Law of Indonesia, Article 1 Number 1 defines youth as people aged 16-30 years old. Generally, youth organisations in Indonesia consist of members that belong to the age group of 16 up to mid 30s. For this reason, this study defines youth as those individuals that belong to the 15-40 age group.

For disability, the definition focuses on youth with various physical deformities resulting in physical abnormalities to perform the required movements. Certain types of physical disabilities are accompanied by sensory disorders and intelligence disorders. Nurhastuti (2019) states that people who are physically handicapped are those who experience physical problems in terms of bones, muscles and joints. Therefore, people with physical disabilities require special educational services so that their abilities develop optimally.

The term financial literacy is used repeatedly by researchers, organisations and government agencies (Hung, Parker and Yoong, 2009). However, those who are involved in financial literacy studies are having difficulties because there is no well-defined standard definition of financial literacy (Remund, 2010). Generally, financial literacy can be defined as having knowledge on basic financial concepts and the ability to use the knowledge (Muñoz-Murillo, Álvarez-Franco and Restrepo-Tobón,

2020). Some researchers consider financial literacy to be synonymous with financial knowledge (Hilgert, Hogarth and Beverly, 2003; Lusardi and Mitchell, 2011). Lusardi (2008) and Lusardi and Mitchell (2011) conceptualise financial literacy as the knowledge of basic financial concepts and the ability to perform simple calculations. According to Chen and Volpe (1998), financial literacy is the ability an individual to manage his/her finances so that life can be more prosperous in the future. It is important to note that financial literacy includes the understanding of basic personal finance, money management, credit and debt management, saving and investment along with risk management (Chen and Volpe, 1998).

Previous studies have proved that individuals with high financial literacy tend to be more skilled in numeracy (Argawalla et al., 2013; Atkinson and Messy, 2012; Jariwala, 2013; Yu et al., 2015), understand the benefit of savings (Argawalla et al., 2013; Atkinson and Messy, 2012; Jariwala, 2013; Yu et al., 2015; Klapper, Lusardi and Panos, 2012), income on savings, identifying bank accounts that provide higher interest rates (Deuflhard, Georgarakos and Inderst, 2015), understand diversification of risks (Argawalla et al., 2013; Atkinson and Messy, 2012; Lusardi and Mitchell, 2011) and risk tolerance (Jariwala, 2013; Yu et al., 2015).

The Financial Services Authority (OJK) divides the level of financial literacy of Indonesian society into four, specifically: 1) well literate, which is, having knowledge and confidence in financial service institutions and financial service products, including the features, benefits and risks as well as the rights and obligations related to financial products and services, and having the skills to make use of financial products and services; 2) sufficient literate, (a moderate level), namely having knowledge and confidence in financial service institutions and financial products and services, including the features, benefits and risks, as well as the rights and obligations related to financial products and services; 3) less literate, which relates to having knowledge of financial service institutions and financial products and services only; and 4) illiterate, namely not having knowledge and confidence in financial service institutions and financial products and services and not having the skills to use financial products and services.

According to Mandell (2006), demographic factors or social demography which is describing a person's background can affect his/her financial literacy. Social demography describes gender (Douissa, 2019; Garg and Singh, 2018; Mouna and Anis, 2017), age (Garg and Singh, 2018; Mouna and Anis, 2017), educational level (Douissa, 2019; Mouna and Anis, 2017), income (Douissa, 2019; Garg and Singh, 2018), job (Mouna and Anis, 2017) and marital status (Mouna and Anis, 2017).

A person's level of education is an increasingly important factor that will influence financial literacy (Douissa, 2019; Mouna and Anis, 2017). Highly educated people with disabilities, in this case, are the group of students who are at the higher institutions. Students are considered to have high financial knowledge. Owing to their long period of education, it is assumed that their financial knowledge will be accumulated. During their studies at colleges, students experience a socialisation process that allows them to have better financial literacy (Scheresberg, 2013; Shim et al., 2009). Some studies established that there was a significant relationship between financial literacy and educational level (García and Tessada, 2013). Therefore, the first hypothesis is as follows:

H1: Education level has a relationship with financial literacy

A person's occupation will also determine the financial literacy of a person. Depending on his/her occupation, some jobs will help build a person's knowledge of finance. The more prestigious a person's occupation, the greater the salary he/she will have, while at the same time it could also indirectly affect his/her level of financial literacy (Jariwala, 2013; Mouna and Anis, 2017; Patel, 2018). A disabled person's occupation determines whether his/her financial literacy is improving. The second hypothesis is:

H2: Occupation has a positive relationship with financial literacy

Another variable that is closely related to a person's socioeconomic status is income. The income of people with disabilities provides an overview of their socioeconomic status and their family background. Specifically, the income a person receives will also determine his/her level of financial literacy (Douissa, 2019; Garg and Singh, 2018; Mouna and Anis, 2017; Patel, 2018). Income is an

important predictor of financial literacy (Scheresberg, 2013). The person with a higher income is assumed to have better financial literacy. Based on this explanation, the third hypothesis can be stated as follows.

H3: Income has a positive relationship with financial literacy

In context of gender, women were more likely were having low level of financial literacy (Bucher-Koenen, Lusardi and Alessie, 2016; Chen and Volpe, 1998; Jariwala, 2013; Lusardi and Mitchell, 2011; Scheresberg, 2013; Yu et al., 2015). Gender can also affect financial literacy. Men are assumed to have higher financial literacy because men (Douissa, 2019; Garg and Singh, 2018; Mouna and Anis, 2017; Patel, 2018) are typically more rational than women, including in relation to personal and family financial decisions. The fourth hypothesis is:

H4: Gender has a positive effect on financial literacy

A married person is considered to have higher financial literacy than an unmarried person because a married person, with full consideration, makes financial decisions. Young married were more likely to possess high financial literacy (Jariwala, 2013). Mouna and Anis (2017), and Patel (2018), state that marital status has a significant effect on a person's financial literacy. Hence, a married person has better financial literacy than an unmarried person. Thus, the fifth hypothesis could be formulated.

H5: Marital status has a positive influence on financial literacy

Age is a description of a person's mature level of thinking. According to Coombe and Newman (1997) in Comunale, Thomas and Gara (2006), younger individuals tend to consider financial decisions less than older individuals do. This occurs because as a person ages, he/she becomes more thoughtful regarding financial decisions. Garg and Singh (2018), Mouna and Anis (2017), and Patel (2018), stress that age significantly affects a person's financial literacy. This is because, compared to a younger person, as an older person matures, their depth of knowledge improves due to their age and lifelong experiences (Lawrence and Shaub, 1997). For example, a person tends to have better financial literacy when he/she matures. Nevertheless, generally, adults showed lower financial literacy (Jariwala, 2013; Lusardi, Mitchell and Curto, 2010). In contrast, Huston (2012) stated that there was no relationship between a person's age and his financial literacy. Therefore, the sixth hypothesis is:

H6: Age has a significant effect on financial literacy

Residential area is the location where a person takes shelter. Residential area can also affect financial literacy (Mouna and Anis, 2017). Residential area is divided into five sections, namely remote area, rural area, out-of-town area, suburban area and downtown area. People living in a rural area tend to have lower financial literacy than society living in an urban area. The OJK survey (2019), suggests that the financial literacy and financial inclusion indexes of rural society are 34.53% and 68.49%, respectively. Meanwhile, according to regional strata for urban areas, the financial literacy index is 41.41%. The index indicates that urban society is more financially literate.

A person's domicile will affect his/her financial literacy. A person who lives in a downtown area has better financial literacy than a person who lives outside a downtown area. Mouna and Anis (2017), assert that residential area significantly affects a person's financial literacy. People who live in downtown areas will obtain direct influence from every government policy and decisions more immediately, in this case, as regards financial literacy. Furthermore, financial literacy enhancement programmes in downtown areas also operate better than those that are conducted outside of downtown areas. Subsequently, the seventh hypothesis is:

H7 : Residential area has a positive relationship with financial literacy

Residential area can moderate the influence of demographic factors, namely education, work, income, gender, status and age, on financial literacy. People with disabilities who are in downtown areas have better opportunities to receive an education and get a job and earn an income. In addition, they also get equal opportunities in terms of gender, status and age to increase their knowledge, so as to increase their financial literacy.

H8a : Residential area moderates the effect of education on financial literacy

H8b : Residential area moderates the effect of work on financial literacy

H8c : Residential area moderates the effect of income on financial literacy

H8d : Residential area moderates the effect of gender on financial literacy

H8e : Residential area moderates the effect of marital status on financial literacy

H8f : Residential area moderates the effect of age on financial literacy

METHODS

The population of this study is young people with disabilities in West Sumatera aged 15-40 years. The disabled people in this study are those with physical disabilities. The sampling technique employed by this study was snowball sampling since the number of population was unknown. This is where the first respondent is obtained, then based on the information acquired from him/her, the next respondent is located, and so on until an adequate sample is obtained. Regarding the sample obtained for this study, 150 young people with disabilities participated. The data in this study were primary data obtained by interviewing and distributing questionnaires to the youth with disabilities in West Sumatera. The research variables and the measurements are described in Table 1.

Table 1. The variables and their Measurements

Variables		Measurements	Sources
Dependent Variable			
Financial literacy	FL	Five-level Likert scale, starting from 1 (very low) to 5 (very high); interval data scale	(Mouna and Anis, 2017)
Independent Variables			
Education is the total duration of formal education attained by the youth with disabilities.	EDU	Ratio scale, with the following details: The latest education – Elementary School=6 years; Junior High School=9 years; Senior High School=12 years; Diploma Programme=15 years; Undergraduate Programme (S1)=16 years; and Master's Programme (S2)=18 years	Developed by Masdupi, Rasyid and Nurhastuti (2020)
Work relates to the job of the youth with disabilities.	JOB	Ordinal scale, as follows: unemployed/housewife=1; student=2; self-employed/non-permanent entrepreneur=3; private servant/permanent employee/honorary teacher=4; and employee of State-Owned Enterprises/civil servant=5	(Mouna and Anis, 2017)
Income is the amount of money received every month.	INC	Categorical variable: 1, 2, 3, 4 and 5 respectively for the income (< \$172*); (\$172 - <\$344); (\$344 - <\$516); (\$516 - <\$689) and >\$689	(Mouna and Anis, 2017)
Gender is the gender of the respondents.	GEN	GEN = 1 if the respondent is male, 0 if the respondent is female	(Mouna and Anis, 2017)
Marital status is the marital status of the respondents.	MS	MS = 1 if the respondent is married, 0 if the respondent is unmarried	(Mouna and Anis, 2017)

Age is the age of the respondents. AGE Categorical variable: 1, 2, 3, 4 and 5 respectively for the age group of (15–20), (>20–25), (>25–30), (>30–35) and (>35–40) (Mouna and Anis, 2017)

Moderating Variable

Residential areas are the respondents' domiciles. RA Categorical variable: 1, 2, 3, 4 and 5 respectively for the residential area in a remote area, rural area, out-of-town area, suburban area and downtown area (Mouna & Anis,2017)

*1 US \$ = 14,470 IDR per April 22th, 2022

The data were analysed using Moderated Regression Analysis (MRA) with the following equations:

$$FL = \alpha + \beta_1 Edu + \beta_2 Job + \beta_3 Inc + \beta_4 Gen + \beta_5 MS + \beta_6 Age + e \tag{1}$$

$$FL = \alpha + \beta_1 Edu + \beta_2 Job + \beta_3 Inc + \beta_4 Gen + \beta_5 MS + \beta_6 Age + \beta_7 RA + e \tag{2}$$

$$FL = \alpha + \beta_1 Edu + \beta_2 Job + \beta_3 Inc + \beta_4 Gen + \beta_5 MS + \beta_6 Age + \beta_7 RA + \beta_8 Edu*RA + \beta_9 Job*RA + \beta_{10} Inc*RA + \beta_{11} Gen*RA + \beta_{12} MS*RA + \beta_{13} Age*RA + e \tag{3}$$

RESULTS AND DISCUSSION

The population of this study is young people with disabilities in West Sumatera aged 15-40 years. The disabled people in this study are those with physical disabilities. The sampling technique employed by this study was snowball sampling since the number of population was unknown. This is where the first respondent is obtained, then based on the information acquired from him/her, the next respondent is located, and so on until an adequate sample is obtained. Regarding the sample obtained for this study, 150 young people with disabilities participated. The data in this study were primary data obtained by interviewing and distributing questionnaires to the youth with disabilities in West Sumatera. The research variables and the measurements are described in Table 2.

a. The respondents' profile

The profile of the respondents in this study is shown in Table 2.

Table 2. The respondents' profile (N 150)

Personal Characteristics	Freq.	Personal Characteristics	Freq.
Type of Disability (%)		Income per month (%)	
Deaf	58.7	< \$172	64.0
Disability	23.3	\$172 - <\$344	18.0
Blind	13.3	\$344 - <\$516	11.3
Speech impaired	4.7	\$516 - <\$ 689	4.0
Latest Education (%)		>\$689	2.7
Elementary school/equivalent	4.0	Gender (%)	
Junior high school/equivalent	11.3	Male	50.0
Senior high school/equivalent	55.3	Female	50.0
Diploma (Bachelor)	7.3	Age (%)	
Undergraduate	21.3	15-20 years old	6.7
Master/Doctoral	0.7	>20-25 years old	16.7
Job (%)		>25-30 years old	26.0
Unemployed/housewife	20.0	>30-35 years old	17.3
Student	19.3	>35-40 years old	33.3

Part-time Entrepreneur	12.0	Residential area(%)	
Entrepreneur/teacher/trader	10.7	Remote area	2
Employee of State Owned Enterprises/ Civil Servant	10.0	Rural area	2
Status (%)		Out-of-town area	34
Not Married	70.0	Suburban area	44
Married	30.0	Downtown area	18

Source: Analysis of Primary Data (2021)

b. The respondents' financial literacy

Table 3 describes the financial literacy of the people with disabilities in West Sumatera, Indonesia.

Table 3. Financial literacy of the youth with disabilities

Variable	Mean	Literacy	Description
Basic Personal Finance	3,78	75,6%	Sufficient
Money Management	3,72	74,4%	Sufficient
Credit and Debt Management	3,57	71,4%	Sufficient
Saving and Investment	3,71	74,2%	Sufficient
Risk Management	3,43	68,6%	Sufficient

Source: Analysis of primary data (2021)

The results of this study presented in Table 3, indicate that the financial literacy of the youth with disabilities in West Sumatera is in the sufficient literate category with a mean of 3.64 or 72.8%. This confirms that they have the knowledge and confidence in the financial service institutions and financial products and services, including the features, benefits and risks, as well as the rights and obligations related to financial products and services, but they have not used them in their daily lives.

c. Correlation

The results of this study show that the data are normally distributed and there is no heteroscedasticity of residuals using White's (1980) test. Table 4 explains the Pearson correlation matrix. The correlation value among the variables is relatively low. In line with the results of the correlation matrix, the Variance Inflation Factor (VIF) value reveals that there is no serious multicollinearity among the independent variables, as stated by Hair et al., (2014).

Table 4. Pearson Correlation Coefficient

Variables	EDU	JOB	INC	GEN	MS	AGE	RA
EDU	0,495***						
JOB	0,392***	0,496***					
INC	0,361***	0,473***	0,321***				
GEN	0,233***	0,405***	0,319***	0,188**			
MS	0,189**	0,252***	0,223***	0,296***	0,138**		
AGE	0,342***	0,400***	0,392***	0,395***	0,176**	0,570***	
RA	0,733***	0,346***	0,229***	0,318***	0,164**	0,252***	0,279***

* Significant at $\alpha = 0.10$; ** Significant at $\alpha = 0.05$; *** Significant at $\alpha = 0.01$

d. Moderated Regression Analysis (MRA)

The results of the MRA are shown in Table 5.

Table 5. The results of the MRA of demographic factors and financial literacy moderated by residential area

<i>Variables</i>	<i>Financial Literacy</i>		
	<i>Model 1</i>	<i>Model 2</i>	<i>Model 3</i>
<i>Constant</i>	2.027*** (0.24)	0.744*** (0.21)	0.459 (0.65)
<i>Education (EDU)</i>	0.080*** (0.02)	0.048*** (0.02)	-0.043 (0.051)
<i>Job (JOB)</i>	0.088* (0.05)	0.079** (0.04)	0.717*** (0.17)
<i>Income (INC)</i>	0.070 (0.05)	0.014 (0.04)	0.015 (0.19)
<i>Gender (GEN)</i>	0.025 (0.10)	0.008 (0.08)	0.015 (0.34)
<i>Marital Status (MS)</i>	-0.049 (0.12)	-0.152 (0.091)	-0.457 (0.49)
<i>Age (AGE)</i>	0.071 (0.05)	0.050 (0.04)	-0.168 (0.17)
<i>Residential Area (RA)</i>		0.514*** 0.05	0.174*** (0.17)
<i>EDU*RA</i>			0.025** (0.14)
<i>JOB*RA</i>			-0.176*** (0.04)
<i>INC*RA</i>			-0.01 (0.05)
<i>GEN*RA</i>			-0.031 (0.09)
<i>MS*RA</i>			0.088 (0.12)
<i>AGE*RA</i>			0.052 (0.04)
<i>R²</i>	0.299	0.628	0.673
<i>Adjusted R²</i>	0.269	0.610	0.642
<i>F</i>	10.148	34.282	21.543

*Significant at $\alpha = 0.10$; ** Significant at $\alpha = 0.05$; *** Significant at $\alpha = 0.01$

Model 1 uses six demographic factors, namely education, job, income, gender, marital status and age on financial literacy. The results show that overall, demographic factors have a significant effect on financial literacy with the effect of 26.9%. However, to some extent, only education and job has a significant effect on financial literacy, while income, gender, status and age has no effect on financial literacy. Subsequently, Model 2 adds the residential area variable. Therefore, the capability of demographic factors to explain the changes in the financial literacy of the people with disabilities increased to 61%. Finally, Model 3 explains that residential area could strengthen the effect of education on financial literacy, but residential area weakens the effect of work on the financial literacy of the youth with disabilities. Furthermore, residential area does not moderate the effect of income, gender, marital status and age on financial literacy.

Discussion

a. The effect of education on financial literacy

The results of this study in Model 1 Table 5 indicates that education has a significant effect on financial literacy. The higher the education of youth with disabilities is, the better their level of financial literacy, hence the first hypothesis is accepted. Highly educated people with disabilities,

in this case, are the group of students who are in the higher education level. During their studies at tertiary institutions, students experience a socialisation process that allows them to have better financial literacy. The result of this study supports the idea of Douissa (2019); García and Tessada (2013); Mouna and Anis (2017); and Shimizutani and Yamada (2019) that education has a significant positive effect on financial literacy.

b. The effect of work on financial literacy

The results of this study confirm that work has a positive and significant effect on financial literacy (in Model 1 Table 5). Therefore, the second hypothesis, professional work encourages an increase in financial literacy is accepted. The result of this study is in accordance with the theory of planned behaviour which states that intention is a variable that causes the behaviour of an attitude (Ajzen and Madden, 1991). The more important the jobs of youth with disabilities are, the better their level of financial literacy. The result of this study also supports the previous studies that work can affect financial literacy (Jariwala, 2013; Mouna and Anis, 2017; Patel, 2018).

c. The effect of income on financial literacy

The results show that income has no effect on financial literacy. Thus, Hypothesis 3, higher income will not encourage higher financial literacy is rejected. This could be because most respondents (64%) earned less than \$172 per month. Income is also closely related to a person's socioeconomic status. Income derived from a professional job has more prestige than income in the form of a wage from less professional work or manual labour. The finding of this study does not support the previous studies undertaken by Douissa (2019); Garg and Singh (2018); Mouna and Anis (2017); Patel (2018); Scheresberg (2013); Shimizutani and Yamada (2019), besides Sohn *et al.*, (2012), which determine that income has a significant positive effect on financial literacy.

d. The effect of gender on financial literacy

The results of this study in Model 1 Table 5 suggest that gender has no significant effect on financial literacy. Hence, Hypothesis 4, female and male youth with disabilities do not demonstrate a significant difference in understanding financial literacy is rejected. The finding of this study supports the previous study that gender is not an important predictor of financial literacy (Cole, Sampson and Zia, 2009). The result of this study is inconsistent with the finding of studies conducted by Douissa (2019); Garg and Singh (2018); Mouna and Anis (2017); Patel (2018); and Shimizutani and Yamada (2019), that men tended to have higher financial literacy than women. The result of this particular study supports the finding of the research conducted by Sucuahi (2013), which maintains that gender has no influence on financial literacy.

e. The effect of marital status on financial literacy

The results of this study confirm that marital status has no effect on financial literacy. Therefore, the result obtained by this study rejects Hypothesis 5, which states that people with disabilities who are married have better financial literacy than those who are not married. This finding is not in line with the finding of studies conducted by Mouna and Anis (2017); and Patel (2018), which asserts that marital status has a significant effect on financial literacy.

f. The effect of age on financial literacy

The results of this study in Model 1 Table 5 indicate that age has no effect on the financial literacy of the youth with disabilities. Hence, the result of this study rejects Hypothesis 6, which asserts that older youth with disabilities have better financial literacy. This is consistent with the finding of the study conducted by Douissa (2019), and Huston (2012), that age does not affect financial literacy. Thus, people's maturity does not guarantee that their financial literacy will be better, especially for youth with disabilities. However, this study is not in accordance with the finding of the study performed by Garg and Singh (2018); Mouna and Anis (2017); and Patel (2018),

that age affects financial literacy.

g. The effect of residential area on financial literacy

A person's domicile will affect his/her financial literacy. A person who lives in a downtown area has better financial literacy than a person who does not live in a downtown area as explained in Model 2 Table 5. Therefore, the seventh hypothesis stating that residential area has a significant positive effect on financial literacy can be accepted. Furthermore, people with disabilities who live in downtown areas probably have better financial literacy than those who do not live in downtown areas. This could be due to the fact that financial literacy programmes in downtown areas also operate better than those held outside downtown areas. People with disabilities will also acquire financial knowledge, either directly or by way of other people. The finding of this study is in line with the finding of the study conducted by Mouna and Anis (2017), which asserts that residential area significantly affects financial literacy. However, this result is not consistent with the finding of the study undertaken by Patel (2018).

h. Residential area moderates demographic factors on financial literacy

The results of this study confirm that the relationship between demographic factors, such as education and work could be moderated by residential area as described in Model 3 Table 5. A person's education will affect his/her financial literacy. The longer the period of education a person undergoes, even college, the greater the accumulation of financial knowledge and the more their financial literacy will increase. Highly educated people with disabilities, supported by their residential areas in downtown areas, can strengthen the impact of their education on financial literacy. The higher the education of people with disabilities in West Sumatera is supported by them living in a downtown area, the greater the influence of education on financial literacy. Living in downtown areas make it easier for highly educated people with disabilities to access financial institutions. Moreover, better financial knowledge will enable them to have better financial literacy as well. For this reason, Hypothesis 8a is accepted.

A person's job can be the process of forming his/her skills and knowledge which can be seen by how important work is. A good job supported by a residential place in a downtown area will result in a person having better financial literacy. However, the variable coefficient of the interaction between work and residential area is negative. This suggests that even though people with disabilities have good jobs, if they do not live in downtown areas, financial literacy will be reduced. This can occur because 73% of people with disabilities do not live in the downtown area, so that it weakens the effect of work on financial literacy. People who have residential places in remote, rural, out-of-town and suburban areas generally have less financial knowledge. Moreover, the facilities provided by financial institutions are also extremely limited. These are what cause a reduction in financial literacy. Therefore, Hypothesis 8b is accepted.

Income is a measure to determine a person's position based on work. Similarly, income can also indicate a person's socioeconomic status. Therefore, a person's income shows his/her socioeconomic status and family background. The higher a person's income, supported by his/her domicile in a downtown area, the better the financial literacy he/she has. A person who has a low income and does not live in a downtown area typically has less knowledge concerning financial literacy. Model 3 showed that residential area is not able to moderate the effect of income on financial literacy of youth with disabilities. Therefore, Hypothesis 8c is rejected.

Gender can affect financial literacy. Men who live in downtown areas will have better financial literacy. In downtown areas, socialisation regarding the products and facilities provided by financial institutions can be accessed easily. Men are considered to be more rational, including in terms of financial decisions and better understand financial products so that their financial literacy is expected to be better. Men are assumed to have better financial literacy; however, if they are not domiciled in downtown areas, they are typically less literate in regard to financial literacy. Nevertheless, this study could not prove Hypothesis 8d that residential area strengthens the

effect of gender on financial literacy as explained in Model 3. Residential area is not a moderator of the influence of gender on the financial literacy of youth with disabilities in West Sumatera. Additionally, living in downtown areas does not make the financial literacy of men with disabilities better than that of women. Only 27% of people with disabilities live in the downtown area; most do not live in the downtown area. This is one of the factors contributing to the low financial literacy of people with disabilities in West Sumatera. Therefore, Hypothesis 8d is rejected.

Marital status can also determine a person's financial literacy if he/she lives in a downtown area. Living in downtown areas will enable people with disabilities who are married to have better financial literacy. A married person is generally considered mature and moreover, as his/her financial knowledge matures, living in a downtown area makes him/her more financially literate. The results of this study show that the variable of the interaction between marital status and residential area has an insignificant coefficient. Therefore, Hypothesis 8e is rejected. Residential area is not a moderating variable of the relationship between marital status and financial literacy. Being married and living in downtown areas does not improve the financial literacy of people with disabilities. In this study, 50% of the respondents are married and only a small proportion of the respondents 27%, live in the downtown area. Therefore, hypothesis 8e is rejected.

Age indicates a person's maturity and can also be used as a measure of the maturity of financial knowledge. A person who is older and who lives in a downtown area frequently has better financial literacy. The results of this study indicate that residential area is not able to strengthen the influence of age on the financial literacy of the people with disabilities. Approximately 49.40% of the people with disabilities are younger than 30 years old and approximately 73% of the people with disabilities do not live in the downtown area. This is possibly why the mature age of the people with disabilities who live in the downtown area in West Sumatera does not affect their financial literacy. Therefore, hypothesis 8f is rejected.

CONCLUSION

The financial literacy of youth with disabilities in West Sumatera, Indonesia is still at a moderate level (in this study sufficient by 72.80%). The government targets the financial literacy of society to be at least 80% (well literate). For this reason, the financial literacy of people with disabilities needs to be improved, particularly related to risk management (in this study sufficient literate by 68.60%) and credit and debt management (in this study sufficient literate by 71.40%). In this case, the work that can be conducted relates to developing a model to increase the financial literacy of youth with disabilities in West Sumatera.

The results of this study indicate that only education, work and residential area determine the financial literacy of youth with disabilities in West Sumatera. Residential area moderates the effect of education and work on the financial literacy of people with disabilities. However, what determines financial literacy the most is residential area (with the greatest coefficient of 0.514). For this reason, the government must also pay more attention to people with disabilities who live in remote, rural, out-of-town and suburban areas, not only in downtown areas. Work is also one thing that determines the financial literacy of people with disabilities (with the greatest coefficient of 0.088) and additionally, if their jobs are more professional and they live in downtown areas, the effect is that their financial literacy increases (in this study 0.176). To improve the financial literacy of youth with disabilities, equal education and job opportunities need to be provided for them in each region, both urban and rural areas or out-of-town areas. This is the novelty and the contribution of this study. The government should establish a pro-disability policy, whereby every institution should employ at least 1 person with a disability. Furthermore, living in downtown areas plays a role in strengthening the financial literacy of people with disabilities only if they are highly educated.

The sample in this study was limited to only 150 people with disabilities due to the difficulty in finding respondents who were willing and able to complete the questionnaires. Further research is expected to be able to expand the number of observations and help create a model to increase the financial literacy of youth with disabilities.

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