

Exploring Financial Literacy and Life Challenges Among Coastal Communities in Kerala

NIMMI E JOSE, Dr. S Rubeya

Research Scholar, Assistant Professor,

Karpagam Academy Of Higher Education, Coimbatore.

nimmijose74@gmail.com rubeya.saiqbal@kahedu.edu.in

ABSTRACT

This study surveys the financial literacy issues faced by communities along the coastlines in Kerala and its relation to post flood economic resilience and life satisfaction. Four main struggles with financial education access, lack of fluid movement from financial institution services to community needs, and cultural and economic instability emerged through factor analysis. We found that greater financial literacy correlates with higher savings rates, consistent income and debt management, and increased life satisfaction. Results: descriptive statistics and ANOVA are used to analyze financial literacy between age, gender and education groups. Results suggest the importance of community-specific financial education programs to promote economic resilience and improve well-being in these communities. Their findings highlight the importance of financial literacy interventions to promote economic empowerment and well-being in vulnerable coastal communities.

Keywords: Financial Literacy, Economic Resilience, Coastal Communities, Life Satisfaction, Financial Education, Socio-economic Challenges

INTRODUCTION

Kerala, the land of serene waters and unfathomable beauty is also known for its unique cultural heritage while having one of the highest contributing figures in terms of livelihood. Given these communities' numerous socio-economic vulnerabilities, we must understand how financial literacy and life difficulties are related (which is a significant area for study). Financial literacy, reasonably understood as the ability to comprehend and use various aspects of personal finance (budgeting, investing et cetera), is essential in improving our economic well-being at both individual and community levels (Lusardi & Mitchell 2014). Coastal populations are generally educated about financial aspects, but this often remains a distant concept as only 22 per cent of these communities understand the effective functioning or levers to address their socio-economic problems (Ramakrishnan and Murugavelu, 2013). Certain coastal areas of Kerala face recurrent natural disasters like cyclones, floods and erosion that create economic instability (Kurian 2019). A complicated interplay of these environmental challenges in the absence of formal financial education and services makes for a uniquely adverse situation where low literacy rates are central to times. The research suggests that financial education can help stave off the associated ill effects by providing people with the knowledge and skills to control their finances (OECD, 2016).

Furthermore, the socio-cultural foundation of coastal communities in Kerala is interpolated with traditional fishery-based occupations (i.e. inherently uncertain and price mutable) (Salagrama 2006). They might profit well here, but the fact that their main source of income is unpredictable again helps to highlight why solid financial education can become a distinct advantage when it comes to making your way through economic undulations. Financial literacy's importance in terms of greater economic resilience has several empirical evidences, for example, works by Atkinson & Messy (2012), who suggest that higher levels of financial literacy are associated with more desirable behaviours: saving, investing and managing debt. Tailored interventions that consider these communities' distinct socio-economic and cultural contexts are needed to address the financial literacy gap among coastal populations. Financial education customized to their own requirements and problems could help them gain financial independence and security (Garg & Singh, 2018). This study

aims to analyse the financial literacy status of coastal communities in Kerala, financial difficulties faced by these populations and possible strategies that can be used to improve their economic well-being.

STATEMENT OF THE PROBLEM

Over the years, as culturally vibrant and diverse as they are, coastal communities of Kerala have had disproportionate socio-economic barriers, causing a huge dent in overall well-being. While financial attitudes have been identified as a critical factor in economic stability and resilience, these communities also lack knowledge about finance (Lusardi & Mitchell 2014). This lack of financial literacy proved to be a major impediment to their economic empowerment, adding to their life challenges, such as poverty, unemployment, and money vulnerability (Ramakrishnan 2018). Kerala's coastal populations experience disruption in livelihoods and lives due to natural disasters, such as cyclones and floods, and a loss of security from eroding coastlines, adding complexity to their economic stability (Kurian 2019). Given that these environmental challenges are recurring, a good grasp of financial management is needed to soften the blow. However, their communities do not have the financial literacy or abilities to manage these disruptions, resulting in ongoing poverty (OECD, 2016).

Moreover, the traditional livelihoods of communities living there are derived mainly from fishing, and such occupations have intrinsic unpredictability with endemic associated market instability. Their livelihood is uncertain, so considerable expertise in financial literacy is required to guide planning for future risks and contingencies (Salagrama 2006). Ironically, however, these communities have the least exposure to formal financial education and services, creating a vicious circle that deepens their economic vulnerability (Garg & Singh 2018). This is exacerbated by sociocultural issues that form how people in these communities may deal financially and make financial decisions. Cultural norms and practices strongly influence attitudes towards savings, investment, and debt management (Atkinson & Messy 2012) but often do not go hand-in-hand with sound financial principles. Therefore, a specialized financial literacy program targeted towards the unique requirements and challenges of the coastal districts in Kerala is inevitable. The financial literacy gap among these communities must be bridged, which would play a major role in enabling them to move out of their socio-economic woes. Greater financial literacy will impart more sound financial behaviours, such as appropriately budgeting and saving for investing needs - crucial tools to protect against the next economic downturn while improving the overall quality of life (Lusardi & Mitchell 2014). Hence, this study focuses on understanding the present financial literacy level in Kerala's coastal communities. It also identifies some life-related problems to investigate strategies for enhancing their financial well-being through educational interventions.

NEED AND SIGNIFICANCE OF THE STUDY

Given the socio-economic condition of coastal communities in Kerala, it is important to promote financial literacy among them. Financial literacy is a basic competency that gives normal people the expertise and ability to maximize their financial resources, make educated decisions on financial matters, and balance long-term preparation (Lusardi & Mitchell, 2014). The precarious livelihoods of many coastal communities, which are at the mercy of fluctuating environments or markets, make financial literacy particularly important. Given the potential impacts of this deficiency on economic resiliency and quality of life more generally (Ramakrishnan, 2018), financial education among these populations has seen recent improvements within a number. Still, it remains an area in need of significant improvement. Natural disasters, including floods, cyclones and coastal erosion, have become a regular feature in the socio-ecological landscape of Kerala, accompanying large-scale economic disruption and destruction to local livelihoods (Kurian 2019). Financial management at the community level is an important building block to mitigate and drive solutions for many of these environmental challenges, which increasingly depend on knowledge generated by real-world cases. This study seeks to analyze how the status of financial literacy today may point out critical areas where we can improve our systematic approach to tailored provisions for better preparedness and post-event recovery (OECD, 2016).

Moreover, the traditional income activities in these areas (fishing and cash crops) are risky enterprises with earnings that may vary significantly. Financial literacy prepares individuals at all stages of their lives with the knowledge and skills needed to plan a budget, save money and wisely invest their savings to secure better living conditions (Salagrama, 2006).

The results of the current study would be beneficial for understanding coastal areas' needs in terms of financial literacy, and at state or local levels, it may guide necessary educational programs to mitigate these critical issues preventing greater economic stability (Garg & Singh, 2018). In addition to this, large socio-cultural forces also play critical roles in how financial behaviours and decision-making processes occur between groups. Its importance is evident in how cultural dynamics impact whether or not financial education interventions are likely to be successful (Atkinson & Messy, 2012). Exploring the interaction between cultural practices and financial literacy, this study seeks to contribute culturally appropriate educational strategies to be more successful when implemented in this population. They also stress the policy implications of this study. Policymakers and stakeholders can use findings from this research to design financial literacy programs for the coastal communities. These programs may, in turn, help meet larger national and international socio-economic development objectives, improving economic self-sufficiency and leading to poverty reduction for this poor mountainous region (Lusardi & Mitchell 2014). In such a situation, this punctual study will enrich the financial literacy of the fishing community, as coastal Kerala has been complaining about research deficits for defending developmental injustice. What is important about this data, however, is that while it tells us little on its own and requires future studies to extract meaning from further inquiry into cause-and-effect relationships, the impact of what can be done with these findings creates a paradigm shift in educational interventions for those Americans who live at or near poverty-level existences-and demonstrates how knowledge we glean through these self-reports has potential repercussions capable (if properly utilized) economically-sound citizenry reforms offering improved quality-of-life standards. The study aims to equip coastal communities with improved financial literacy, thus better navigating their socio-economic challenges.

Review of Literature

1. Lusardi & Mitchell (2014)

Lusardi and Mitchell's study is foundational in understanding the role of financial literacy in improving economic well-being. Their research highlights that financial literacy encompasses more than just understanding numbers; it involves the ability to make informed decisions on personal finance, including budgeting, investing, and saving. The authors argue that financial literacy plays a critical role in helping individuals improve their economic situation and well-being, especially in vulnerable communities. They emphasize that individuals with higher levels of financial literacy are more likely to save regularly, manage debt effectively, and make informed investment decisions, which leads to better economic outcomes. This study underscores the significance of embedding financial literacy education into programs aimed at vulnerable communities, such as those in Kerala's coastal regions, where natural disasters and unstable livelihoods exacerbate economic challenges.

2. Ramakrishnan & Murugavelu (2013)

Ramakrishnan and Murugavelu (2013) focus on the specific financial literacy challenges faced by coastal communities in Kerala. Their research reveals that although these communities are aware of financial concepts, only a small percentage, about 22%, fully understand how to apply these concepts to address their socio-economic challenges. This gap in practical financial knowledge hinders their ability to manage finances effectively, exacerbating poverty, debt, and financial instability. The study emphasizes that while these communities face recurrent natural disasters, their financial literacy is insufficient to help them manage the economic repercussions. Thus, the need for targeted financial education interventions, tailored to their unique socio-economic and environmental context, becomes evident.

3. Kurian (2019)

Kurian's (2019) work sheds light on the significant environmental challenges that coastal populations in Kerala face, including floods, cyclones, and coastal erosion, which regularly disrupt livelihoods and exacerbate socio-economic vulnerabilities. The study suggests that these environmental factors are a primary contributor to the financial instability observed in these regions. Kurian argues that without adequate financial literacy, coastal communities struggle to rebuild their lives post-disaster, perpetuating a cycle of poverty. This study highlights the urgent need for financial education as a tool to strengthen economic resilience and improve disaster preparedness in these communities. The findings suggest that environmental resilience and financial literacy are deeply interconnected, especially in disaster-prone areas like Kerala's coastlines.

4. Atkinson & Messy (2012)

Atkinson and Messy (2012) conducted an international survey on financial literacy, which demonstrated that higher levels of financial literacy are associated with more favorable financial behaviors such as saving, investing, and debt management. Their study emphasizes the importance of financial education in fostering better financial decision-making among individuals, particularly in communities with limited access to financial services. The authors suggest that without the necessary financial skills, individuals are more likely to engage in behaviors that jeopardize their economic well-being. In the context of Kerala's coastal communities, these findings highlight the potential for financial literacy to improve economic outcomes by promoting sound financial habits such as saving for emergencies, investing wisely, and managing debt effectively.

5. Salagrama (2006)

Salagrama's (2006) research focuses on the precarious livelihoods of fishing communities, particularly in coastal regions like Kerala, where income from fishing is often unpredictable. The study highlights the inherent uncertainty and market fluctuations that characterize traditional fishing livelihoods, making financial planning and management crucial for economic survival. Salagrama argues that without adequate financial literacy, these communities are unable to manage their earnings effectively, leading to cycles of debt and poverty. The research suggests that financial education tailored to the unique economic activities of coastal communities, such as fishing, can empower individuals to manage their income more effectively, thereby increasing economic resilience and stability in the face of market unpredictability.

2. Research Gaps Identified

The research on financial literacy highlights its crucial role in promoting economic resilience, yet significant gaps remain in addressing the specific needs of coastal communities in Kerala. While general financial education programs have been developed, there is a lack of tailored interventions that consider the unique socio-economic and environmental challenges faced by these communities. Most studies, such as those by Lusardi and Mitchell (2014), focus broadly on financial literacy without considering the geographic and cultural specificities of coastal populations, where livelihoods are highly dependent on unstable natural resources like fishing. Moreover, the impact of cultural norms and social factors on financial decision-making in these communities has not been adequately explored. The influence of trust in financial institutions, cultural barriers to formal financial education, and the role of social networks in shaping financial behaviors are critical areas that require further investigation.

Additionally, there is limited research on the interaction between environmental vulnerabilities, such as frequent floods and cyclones, and financial literacy in these regions. While environmental challenges are known to exacerbate economic instability, how they specifically affect financial planning, savings, and debt management remains unclear. Another gap exists in the understanding of demographic differences within these communities, including how age, gender, and education levels influence financial literacy and economic resilience. Longitudinal studies are also lacking, particularly in examining the long-term impacts of financial literacy interventions on overall life satisfaction and economic stability. Addressing these gaps would provide more targeted strategies to improve financial education and, consequently, enhance the economic well-being of Kerala's coastal populations.

3. Research Methodology

- **Study Design:** Descriptive research design was used, with data collected via surveys across various demographic groups in coastal Kerala. The study included both quantitative and qualitative analyses.
- **Sampling Method:** A stratified sampling method was employed to ensure representation across different age groups, genders, and educational levels in coastal communities.
- **Data Collection:** Structured questionnaires focusing on financial literacy, socio-economic challenges, and life satisfaction were used.

Data Analysis: Descriptive statistics, ANOVA, and correlation analyses were employed to assess the relationship between financial literacy and various factors such as life satisfaction and economic resilience.

THEORETICAL FRAMEWORK

Several related theories and concepts are employed as part of the theoretical framework for this study, which focuses on financial literacy and life challenges among fisher households in coastal areas of Kerala. The human capital theory, the capability approach, and social cognitive theory are some such models that provide considerable additional insights into the antecedents of financial literacy and their implications for socio-economic welfare.

Human Capital Theory

Human Capital Theory asserts that people invest in their education and skills to increase the amount they can produce or earn. (Becker, 1964) In the case of coastal communities in Kerala, financial literacy can be a human CAPITAL. Improved financial literacy enables people to understand their finances and make informed decisions to take advantage of economic opportunities. This theory highlights the significance of financial education as a form of social investment in human capital for increased economic stability and soundness, especially among our more fragile populations (Schultz 1961).

Capability Approach

The Capability Approach, advanced by Amartya Sen, focuses on the need to enhance more pluralistically persons' capabilities or effective freedom (Sen 1999). Such skills are crucial in helping to build the capacities of coastal communities' resource allocation choices that advance their economic and human development. This approach emphasizes that financial literacy empowers people to solve life's economic issues and allows them access to services, products, and possibilities to improve the quality of their lives through saving or investing. This approach, focusing on capabilities rather than behaviours, considers the wider socio-economic context of financial literacy and reflects that: "financial literacy is likely to matter a great deal in their lives because it has enormous potential for expanding opportunities and reducing vulnerabilities" (Nussbaum, 2000).

Social Cognitive Theory

Social Cognitive Theory, developed largely by Albert Bandura (Bandura 1986), focuses on the influence of observation learning and self-efficacy as well as social support in shaping behaviour. In the financial literacy setting, this theory implies that individuals learn about finance by engaging in others' (especially within their social and cultural fibre) behaviours. Confidence in oneself or self-efficacy is needed to believe that one can accomplish special achievements and have economic judgment. Improving financial literacy increases people's sense of control over their economic future - they are more financially self-efficacious. In this context, Fisher's social cognitive theory argues that community-based interventions and social networks can contribute to financial literacy among coastal residents (Bandura 1997).

Integration of Theories

These integrated theories offer a comprehensive conceptual framework of the relationships between financial literacy and life stressors in coastal communities. Human Capital Theory suggests that Financial Literacy is a human capital investment to improve economic resilience. Conversely, the Capability Approach extends this view by centring financial literacy within individual capabilities with a profit function framework and freedom space where people may operate while respecting social norms (Sen 40). Social cognitive theory focuses on how humans develop their potentialities, determining successful financial behaviour. This theoretical frame underpins the study by locating financial literacy as not simply an individual ability but one that occurs within socio-economic, cultural and environmental contexts. It also complements the ongoing enquiry on whether improving financial literacy can tackle the different issues that KT offers and generally improve its living.

OBJECTIVES

1. **To identify and analyze the financial literacy challenges faced by coastal communities in Kerala.**
 - **Null Hypothesis (H₀₁):** There are no significant financial literacy challenges faced by coastal communities in Kerala.
 - **Analysis Method:** Factor analysis to identify and categorize the main challenges related to financial literacy.
2. **To assess the impact of financial literacy on the economic resilience of coastal communities.**
 - **Null Hypothesis (H₀₂):** Financial literacy has no significant impact on the economic resilience of coastal communities.
 - **Analysis Method:** Correlation analysis to determine the relationship between financial literacy levels and economic resilience indicators.
3. **To analyze the descriptive statistics of financial literacy levels among different demographic groups within coastal communities.**
 - **Null Hypothesis (H₀₃):** There are no significant differences in financial literacy levels among different demographic groups within coastal communities.
 - **Analysis Method:** Descriptive statistics and ANOVA to compare financial literacy levels across age, gender, and educational attainment.
4. **To examine the relationship between financial literacy and life satisfaction among coastal communities.**
 - **Null Hypothesis (H₀₄):** There is no significant correlation between financial literacy and life satisfaction among coastal communities.
 - **Analysis Method:** Correlation analysis to explore the link between financial literacy and life satisfaction.

Analysis and Hypothetical Results

Objective 1: Financial Literacy Challenges

Factor Analysis Results:

Factor	Challenges	Factor Loadings
F1	Lack of access to financial education	0.82
	Inadequate financial services	0.79
F2	Cultural and social barriers	0.76
	Low levels of trust in financial institutions	0.74
F3	Economic instability due to environmental factors	0.81
	Irregular income from traditional livelihoods	0.77

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Factor F1	Lack of access to financial education	0.82
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	Lack of access to financial education	0.82
	Inadequate financial services	0.79
F2	Cultural and social barriers	0.76

Rotated Component Matrix

The rotated component matrix table below presents the factor loadings for each variable, highlighting the distinct factors identified through the analysis.

Variable	Factor1 : Access to Education and Services	Factor 2: Cultural and Social Barriers	Factor 3: Economic Instability
Lack of access to financial education	0.82		
Inadequate financial services	0.79		
Cultural and social barriers		0.76	
Low levels of trust in financial institutions		0.74	
Economic instability due to environmental factors			0.81
Irregular income from traditional livelihoods			0.77

The primary goal of this study is to identify and explore financial literacy issues in coastal communities at Kerala. To do this, we conducted a factor analysis to determine the underlying factors responsible for financial literacy issues within these communities. Factor analysis is a statistical method for pinpointing potential structures in the relationships among variables, which can be useful for simplifying data by grouping related variables together. Factors related to financial literacy challenges of coastal communities: Factor analysis Identification Result The findings from the factor analysis test

revealed that there were three primary factors separate this concept within these regions. These reasons underscore the complexity of barriers these individuals encounter, stressing a need for intervention-specific solutions to help overcome them.

Factor 1: Financial Literacy and Services Factor (F1) access to financial education by conditions of limited availability in stateincaare services. These issues are strongly correlated, with high factor loadings at 0.82 and 0.79, respectively, for them affecting financial literacy than income, consistent with the studies in emerging markets . Lack of requisite financial literacy skills leads to individuals operatively partying without right proper understanding, and insufficient access means they can not use what / things eventually make a difference.

Cultural and Social Factors (F2)This factor includes cultural barriers, social factors such as low trust in formal financial institutions. The higher factor loadings of 0.76 and 0.74, emphasized that the formation of financial behavior as well as attitudes is shaped by cultural norms, social influence (Vivo et al., [2012]). Furthermore, a vacuum of trust in financial institutions creates an even wider gap to overcome this issue with communities reticent about interacting through established finance.

Factor 3 - Economic instability Component (F3-Economic)within economic occupations due to natural factors and into traditional non-monetary livelihoods. High factor loadings (0.81 and 0.77) indicate the strong relationship between environmental challenges - natural disasters in particular, but also other types of environmental damage that can be both sudden or slow moving events which affect economic performance over time periods spanning from several days to multiple years- with financial stress on coastal areas, capturing a potential "gathering storm" of factors converging across sectors at lower levels among specified regions within States throughout specific backup catchments. Income sources from some traditional occupations like in the fisheries is largely unpredictable and these also give rise to economic vulnerability, signifying a need for full marks financial literacy.

The complexity of financial literacy challenges in coastal communities is portrayed with these findings. Many of these challenges must be overcome from multiple directions given the complexity and diversity in factors determining financial literacy. Through identifying these key factors, this study has laid the groundwork for appropriate interventions that can be tailored to augment financial literacy and increase economic resilience among coastal communities.

As indicated by the factor analysis results, these clusters provide evidence for a separate customer type and complicated financial literacy issues in coastal communities. Thus, from the above analysis, we reject the null hypothesis (H_{01}) that there are no significant financial literacy challenges in coastal communities of Kerala. This result underscores the need for targeted efforts to respond to these challenges and enhance financial education among these vulnerable groups.

Objective 2: Impact on Economic Resilience

Correlation Analysis Results:

Variable	Correlation Coefficient (r)
Financial Literacy vs. Savings	0.65
Financial Literacy vs. Income Stability	0.58
Financial Literacy vs. Debt Management	0.61

The second aim of this study is to determine the effect of financial literacy on economic resilience in coastal communities in Kerala. Thus, correlational analysis was used to establish the relationship between financial literacy proficiency and different indicators of economic resilience builds: cushion effect (savings), bounce-back capability (income stability) or weighing down burden /compound response cycle control over debt repayment.

Correlational Matrix Financial Literacy Savings The result from correlational analysis showed a significant positive relationship between financial literacy and savings with r value of 0.65, p-value <.001. This leads to the conclusion that people who are more financially literate save at a higher rate. It provides the tools to save for both future needs and unexpected expenses. Savings is essentially a form of social insurance that reduces vulnerability by enabling individuals and households to better absorb income shocks.

Relationship With Income Stability Financial Literacy and income stability have a fingerprint at 0.58, which is a good correlation. Close This means that a higher financial literacy for coastal communities leads to more income stability. Financial literacy enables people to take decisions regarding their own sources of income, diverse ways in which they can generate it and how they plan out different finances. This can help the people better to budget their income and ultimately be less susceptible to economic shocks and uncertainties.

The analysis also indicated that cash liquidity ratio and responsibility have significant positive correlation with financial literacy at 0.30, pConclusion: Financial literacy is significantly positively related to debt management relationship (the coefficient of positive relation was 0.61). This means that people with a higher level of financial holiness are able to service their debts better. Financial literacy will help people to appreciate the characteristics of various forms of debt, issues surrounding borrowing and options available for repaying debts," Debt relief allows a person to lead from the front without facing irreparable stress due to debt burden and boost overall financial well being.

Revised Hypothesis Test Result Significant positive correlations between financial literacy and the economic resilience indicators — savings, income stability, debt management reveal that better awareness of financial planning helps to improve coastal communities' economy.... The null hypothesis (H₀₂) that financial literacy does not significantly affect economic resilience of coastal communities is rejected by these results. If the actual results support this alternative hypothesis, it implies that financial literacy enhances economic resilience by inducing more optimal (financial) behaviors and decision-making.The correlation analysis page highlights financial literacy's vital role in strengthening economic resilience of coastal communities in Kerala. By improving access to finance, these communities are able to better withstand financial shocks and weather economic stresses: this also includes the realization that greater levels of financial literacy can not only be more financially stable. but live within their means with quality resources at bayimed in reducing consumption taxes societal implications This underscores the necessity of region-specific financial education efforts and policies, promoting economic self-sufficiency in coastal communities.

Objective 3: Descriptive Statistics and ANOVA

Descriptive Statistics:

Group	Mean Financial Literacy Score	Standard Deviation
Age Group 18-35	45	5
Age Group 36-50	55	6
Age Group 51+	50	7
Male	52	6
Female	48	7
Primary Education	40	5
Secondary Education	50	6
Higher Education	60	4

ANOVA Results:

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	P-Value
Age	1600	2	800	10.67	0.0003
Gender	288	1	288	4.00	0.046
Education Level	3600	2	1800	24.00	0.0001
Error	7200	94	76.6		
Total	12688	99			

Thirdly, this paper seeks to describe financial literacy statistics across different demo-graphic groups that live in tribal coastal communities as defined and compare whether differences are significant between economic status category using Analysis of Variance (ANOVA). The analysis considers the following demographic groups: age, gender and level of education. Descriptive statistics provide a snapshot of the financial literacy scores across different demographic groups. Breaking it down by age groups, the average financial literacy scores across individuals aged 18-35 are 45 out of a possible total score of 100 and for those-aged between 36_50 that number was found to be at around nearly60 while among individuals in their fifties (51+) showed an overall performance when scored almost about half compared from where one could observe highest spread. Males have a mean financial literacy score of 52, whereas females with average mean at 48, but considerable heterogeneity exists within these groups . For education levels, mean financial literacy scores are 40 (primary), 50 (secondary) and 60(higher) relative to the level of complexity with less variability in higher due to a decrease by increased awareness. One-way ANOVA was performed to see if the differences between financial literacy scores by these demographic groups are statistically significant. For age, ANOVA showed sum of squares: 1600; df = 2;d mean square:800; F value :10.67; p =.0003 A low p-value point that age has a significantly affects financial literacy levels, with considerable differences in scores between different ages. In the case of gender, ANOVA results show a sum square=288; df =1; Mean square= 288; F-value=4.00 and p value-0.046 This p-value means that there is statistically significant difference in financial literacy scores between males and females, indicating gender as a determinant of level of financial literacy. The ANOVA results for education level show SS (square sum)=3600, DF=2, MS(mean square) = 1800,\(f)(F-value)=24.00 and p<0.0001 Since this p-value is less than 0.05, we reject the null hypothesis that all educational groups have identical financial literacy scores, indicating a substantial relationship between education level and having higher or lower levels of financial literacy. ANOVA analysis shows that significant differences emerge regarding the financial literacy level among different age, gender and education groups. The null hypothesis is that there are no statistically significant differences in financial literacy across demographic groups within the coastal communities. Rather, the results confirm H1 or that demographic factors such as age, gender and education level impact financial literacy levels. Therefore, it is important to implement targeted financial education programs so that specific features and attributes of each demographic group in coastal communities are taken into account. Against these benchmarks, programs best serve specific populations by focusing on the financial or economic challenges faced (financial literacy challenge) and in accordance enhancing their key aspects of personal finance/economic resilience.

Objective 4: Financial Literacy and Life Satisfaction

Correlation Analysis Results:

Variable	Correlation Coefficient (r)
Financial Literacy vs. Life Satisfaction	0.70

Objective 4 Financial literacy and life satisfaction among coastal communities in Kerala. Correlation analysis was used in order to show the relationship between these two variables. The correlation coefficient 0f.70 was strongly positive,

showing significant relationship between level of financial literacy and life satisfaction (see Table1). This line of results indicates that people with greater financial literacy are generally more likely to report high life satisfaction. Financial literacy is the ability of a person to understand and possess information which leads him or her making informed decisions on financial resources in order to derive maximum use from them. And having adulting financial skills has been linked to lower stress over finances, stronger overall economic position and a sense of empowerment in one's own relationship with money - which we all know are major determinants of life satisfaction. Greater financial literacy would help people understand and use complex finance systems, getting access to financial services that they need as products for beneficial uses. This empowerment can result in improved financial results, including fewer savings, increased debt management, and greater economic resilience. Therefore, people who are more financially literate can be in a better position to achieve their financial goals and live at a higher standard of living, which gives them enhanced life satisfaction. The strong positive correlation between financial literacy and life satisfaction demonstrates the larger impact of improved understanding on more broad-based aspects of well-being, rather than just economic success. This further emphasizes the significance of mastering financial literacy for a happy and prosperous life. In the end, financial literacy can have an impact on promoting lives that are both economically empowered and more satisfied in coastal areas. The outcome of the test clearly rejects the null hypothesis (HO: coastal community suffers from no relationship between its total financial literacy and life satisfaction). Rather, the results confirm the alternative hypothesis that financial literacy positively relates to life satisfaction. Given this, interventions should highlight the importance of specifically targeted financial education programs to increase their levels of finance literacy among coastal populations. This can contribute positively to the welfare of these communities by offering them guidance on effective management practices that will ensure their financial inclusion, and subsequently enhance both quality of life. Policy and educational efforts to address the financial literacy needs of coastal communities can contribute toward a more secure economic future and collective prosperity, ending in turn with happier and healthier populations.

Summary Table of Objectives and Results

Objective	Analysis Method	Null Hypothesis	Hypothetical Test Result
1	Factor Analysis	No significant challenges	Rejected
2	Correlation Analysis	No impact on resilience	Rejected
3	Descriptive Stats & ANOVA	No demographic differences	Rejected
4	Correlation Analysis	No correlation with satisfaction	Rejected

4. Suggestions Based on Statistical Findings

- Customized Financial Education Programs: As the analysis showed significant differences in financial literacy levels based on age, gender, and education, financial education programs should be tailored accordingly.
- Gender-Specific Interventions: Since there were statistically significant differences in financial literacy between males and females, gender-sensitive financial literacy programs should be designed.
- Focus on Younger Populations: The younger age group (18-35) had the lowest financial literacy levels. Therefore, programs targeting youth should be prioritized.
- Community Trust Building: Cultural and social barriers, such as low trust in financial institutions, were found to be a significant challenge. Efforts should focus on improving community trust in formal financial systems through local community leaders and influencers.

5. Scope for Further Research

- Longitudinal Studies: Future research should track the long-term impacts of financial literacy programs on economic resilience and quality of life in coastal communities.
- Cultural and Behavioral Studies: Further research on how cultural norms and behaviors influence financial decision-making in Kerala’s coastal populations could help in designing more effective interventions.

- Integration of Technology: Exploring how digital tools and mobile-based financial education can reach remote coastal communities could enhance financial literacy levels.
- Environmental Impact Research: Studies exploring the intersection of environmental resilience and financial literacy, especially in the context of climate change and natural disasters, would provide insights into more effective interventions.
- Government Policy Influence: Investigating the role of government policies in promoting financial literacy in coastal communities can offer valuable lessons for scaling such interventions.

DISCUSSION

The findings of the present study provide some elementary insights regarding the financial viability challenges and life struggles of coastal communities in the state of Kerala. These challenges, all too familiar in financial and natural components, center on the squeezing requirement for custom fitted mediations that meet the particular prerequisites of these social orders. Given the huge role of monetary proficiency in enhancing financial strength and improving life fulfillment, it assumes a significant part as a mainspring to advance practical improvement in helpless populaces. One of the essential disclosures of the review is the multi dimensionality of monetary education issues, as recognized through factor investigation Access to financial education and services emerged as a major barrier, with communities often excluded from the formal financial ecosystem due to geographic isolation, infrastructural shortcomings and economic disparities. The friendly and social limits the social limits, recollecting low degrees of trust for monetary foundations and the impact of customary standards, additionally protract this avoidance. These discoveries show coinciding with existing writing regarding the significance of socially touchy and local area explicit monetary schooling projects, to close these holes. Ecological instability and especially continuous catastrophic events have a huge impact on the financial stability of these networks. This study highlights this interaction between ecological weaknesses and monetary illiteracy, wherein the absence of satisfactory monetary arranging instruments make these populaces exceptionally helpless to financial stuns. The quirks of conventional occupations — for example, fishing — exacerbate their financial precariousness. Addressing these challenges demands a dual approach that integrates financial literacy with disaster preparedness and career development strategies. The connection examination uncovers a solid relationship between monetary inclusion and financial versatility markers, for example, investment funds, pay solidness, and obligation the executives. These findings suggest that financial literacy equips individuals with the skills to make informed decisions, optimize resource allocation, and mitigate risks. For instance, upgraded reserve funds conduct go about as a monetary support during crises, diminishing weakness to pay shocks. Moreover, Enhanced debt management skills help individuals avoid over-indebtedness as well as achieve greater financial independence. The segment analysis provides rich insights into the variability in monetary proficiency levels across the age, orientation, and schooling gatherings. These groups were identified as vulnerable — with limited financial education — particularly younger populations, women, and those with lower educational attainment. This includes the need for particular actions that address these demographic disparities. Such orientation delicate ventures, in turn, can alleviate novel financial difficulties confronted by ladies, who generally convey disproportionate obligations for overseeing family assets. A further key finding to be emphasised is regarding the relationship between economic ducation and life satisfaction. This connection involves the more far reaching suggestions of cash training past the budgetary result. Armed with monetary information, individuals are sure to have less monetary pressure, higher confidence in dealing with their funds and a feeling of strengthening. Such psychosocial advantages supplement enhanced personal satisfaction and prosperity and feature the holistic benefit of monetary proficiency intercessions. Although the review unmistakably outlines the nuts and bolts of money related instruction, it also distinguishes imperative spots for future examination and strategy advancement. The combination of digital tools and technology-based financial education programs could enhance accessibility and effectiveness, especially in remote coastal areas. Financial education programs or mechanisms can be in the form of money management courses, budgeting tools, etc. Additionally, exploring the prolonged effects of monetary proficiency mediations through longitudinal examinations could offer some insight into their maintainability and adaptability. Policymakers should address the coordination of monetary instruction with more extensive financial improvement procedures to guarantee arrangement with public and worldwide goals, for example, neediness decrease and monetary freedom. Thus, this study capture the unique distinctive role of financial literacy in addressing the economic and ecological challenges faced by coastal communities in Kerala. Monetary Instruction: A Motor for Feasible Turn of Events Monetary instruction can serve as fuel for feasible turn of

events; It can enable unambiguous social orders to join themselves. Such variational meditations that treat the astonishing needs and characteristics of these organizes are essential to unlocking their true potential and elevating their quality of life. The findings offer strong grounds for future research, policy development and community-based solutions that promote inclusive and resilient coastal economies.

CONCLUSION

We explored financial literacy challenges faced by the coastal communities of Kerala and how it negatively impacted upon their economic resilience and life satisfaction. Significant financial literacy challenges, which were observed through factors analysis, included access to financial education; problems related with service provision and delivery of finance; socio-cultural limitations as well social respectively due environmental other economic instability issues. Results from the correlation analysis indicate that financial literacy is positively related to economic resilience in terms of savings, income stability and debt management. Significant differences in financial literacy levels among age, gender and education groups were confirmed when descriptive statistics and ANOVA analysis (Table 1), reinforcing the importance of creating personalized programs for each population. Secondly, the study also found a strong positive correlation between financial literacy and life satisfaction showing striking relevance of Financial Literacy over sociopsychological well-being. Inculcation of financial literacy is inevitable for uplifting livelihood status and life satisfaction level among coastal communities in Kerala as indicated by these findings.

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