

**DIFFERENCES IN BLACK GENERATION Y STUDENTS' ATTITUDES
TOWARDS PERSONAL FINANCIAL PLANNING AND PERCEIVED
FINANCIAL-MANAGEMENT SKILLS BASED ON SELECTED
DEMOGRAPHIC FACTORS**

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Abstract: Personal financial planning and financial-management skills are effective interventions to help guarantee a fruitful and stable financial future. As such, the purpose of this study was to investigate differences in South African black Generation Y students' attitudes towards personal financial planning and their perceived financial-management skills in terms of selected demographic factors. A descriptive research design was followed in this study. Self-administered survey questionnaires were used to collect the necessary data from a convenience sample of 385 black Generation Y students enrolled at two public South African university campuses based in the Gauteng province. Data analysis included descriptive statistics, reliability analysis, Pearson's product-moment correlation analysis, multicollinearity analysis and one-way analysis of variance (ANOVA). While the results of the study indicate that there was no statistically significant difference between year of study and black Generation Y students' attitudes towards personal financial planning and their perceived financial-management skills, a statistically significant difference was found between the students' field of study and their attitudes towards personal financial planning, as well as between source of income and their perceived financial-management skills.

Keywords: financial planning, financial-management skills, Generation Y students, ANOVA, South Africa

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Introduction

The dynamic process of personal financial planning is gaining more prevalence given the constant macroeconomic fluctuations threatening an individual's financial security at retirement (Chinen and Endo, 2012; Swart, 2012). The steady increase in the aged population, coupled with a prolonged life expectancy (Lai and Tan, 2009), as well as volatile financial and political conditions and uncertainty that abound in the labour market (Swart, 2012; Shim et al., 2009) accentuate the need and significance of well-organised personal financial planning (Fünfgeld and Wang, 2009) and highlight that all members of society, irrespective of their income and personal wealth levels, should engage in the process of personal financial planning (Gitman and Joehnk, 2008). In addition, because individuals, including students have to make decisions in an increasingly multidimensional and complex financial market (Rutherford and Fox, 2010), it is important that they display a

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positive attitude towards financial planning and develop their financial skills (Falahati et al., 2011). In doing so, students will ensure effective decision-making that will translate into financial prosperity in both the short- and long run (Rutherford and Fox, 2010).

There is limited published literature on the financial behaviour of the South African Generation Y cohort (individuals born between 1986 and 2005) (Markert, 2004) in general, and specifically pertaining to the black portion of this cohort's attitudes towards personal financial planning and their perceived personal financial management skills. Statistics South Africa indicates that the Generation Y cohort comprised 36 percent of South Africa's total population in 2017. Of the 36 percent, an astounding 84 percent were black individuals (Statistics South Africa, 2017). The focus on black students was intentional, given the higher future salary potential and social ranking within a community that is typically associated with a higher education qualification (Bevan-Dye and Akpojivi, 2016). This, in combination with the weighty size of the black Generation Y cohort, makes the black student portion of this cohort a rewarding market segment that should be of particular interest to a wide spectrum of financial institutions involved in personal financial planning and management, including insurance companies, investment firms and retail banks. As such, the purpose of this study was to determine black Generation Y students' attitudes towards personal financial planning and their perceived financial-management skills in the South African context and whether their attitudes and skills differed in terms of selected demographic factors.

Literature Review

Personal Financial Planning

Personal financial planning involves the process of organising personal and financial information to optimally manage income, expenditure, assets and liabilities as well as achieve immediate short-, medium- and long-term financial goals (Swart, 2012). Understanding the process of financial planning is fundamental to effective planning (Boon et al., 2011). This is because successful financial planning requires the identification of future financial needs as they arise as early as possible in addition to constant forecasts of future events (Swart, 2009). Furthermore, to engage with the personal financial planning process and to develop a comprehensive financial plan, it is essential that individuals are knowledgeable on a number of areas that pertain to personal financial planning, given that each area has potentially far-reaching positive and negative financial implications. Although financial planning includes areas such as emigration, retirement, healthcare, income tax and career planning (Swart, 2012), this study focused on credit, insurance, investment and estate planning.

Credit planning relates to affordability, moderation and debt management to evade long-term adverse financial impacts (Swart, 2012). The insurance planning process involves the identification, examination and prioritisation of financial threats, followed by the development of strategies that will minimise, monitor and control

the consequences of unforeseen circumstances (Botha et al., 2011). Investing funds in financial assets such as retirement annuities to generate an income is referred to as investment planning. Investment planning is viewed as one of the primary personal financial planning areas because it is an integral part of retirement planning and a direct inducement to insurance planning (Swart, 2012). Estate planning entails organising, managing and safeguarding an individual's estate to ensure that an individual or an individual's family benefits to the maximum from the individual's assets during his or her lifetime (Botha et al., 2012).

Notwithstanding the importance of personal financial planning, it is disconcerting that some individuals, including students, are not involved in personal financial planning. As revealed in an international study conducted by the ANZ Banking Group in New Zealand and Australia, 37 percent of the surveyed participants, which included adults between the ages of 18 and 70 years and older, were uninformed about the amount of funds that is required to retire securely and comfortably (Louw, 2009). There is evidence that less than one in every ten South Africans is financially stable at retirement (Swart, 2012). These statistics infer that most individuals fail to understand what personal financial planning entails or how to undertake such planning. A major challenge facing South Africa is the financial empowerment of the South African population. This may be attributed to the South African education system's failure to cater for the structured and targeted education and training of school children, university students and adults in the discipline of personal financial planning, consequently leading to a financially illiterate society that has no insight into its financial activities.

Financial-Management Skills

In order to manage debt, spend within your means, build-up reserves and secure financial freedom at retirement (Chinen and Endo, 2012), it is essential that individuals, including students, manage and plan everyday life activities by developing skills in personal financial management (Falahati et al., 2011). Leskinen and Raijas (2006) and Meyer (2018) explain that financial knowledge and understanding lay the foundation for the successful application of financial management skills, and that financial skills are influenced by an individual's attitude towards money and personal financial planning, such as spending and saving. Following this explanation, Kempson et al., (2006) define financial skills as an individual's capability to use their financial knowledge and understanding in practice to make well-informed financial decisions, assess financial information, draw comparisons between different financial products and services or courses of action, as well as predict the expected and unexpected. As such, financial skills enable individuals to plan, monitor and manage both financial problems and opportunities.

Typically, university students take little responsibility and accountability for managing their own personal finances, starting their tertiary education journey with high tuition costs (Goetz et al., 2011) and limited personal financial management skills (Chinen and Endo, 2012). This is disconcerting, as many university students

will likely have to face financial decisions that are unknown to them in a new environment (Goetz et al., 2011) and experience financial independence for the first time, without direct parental support and supervision (Sabri and MacDonald, 2010). Furthermore, the consumer economy entices student spending, the Internet facilitates convenient shopping and credit cards provide students with a readily available and transparent means of borrowing money, all of which pose threats to financially incapable students' financial and economic well-being (Shim et al., 2009). This, coupled with limited financial skills and experience, make students particularly vulnerable to financial institutions' aggressive marketing strategies (Borden et al., 2008). Shim et al. (2009) opine that while some students may graduate with the inability to manage their debt and spending, others may have accrued some degree of capital, obtained satisfactory credit scores and developed the ability to use their financial skills effectively. Nevertheless, Cude et al. (2006) highlight that students are often perceived as a high-risk group concerning their financial stability. As such, it is important to determine and assess students' personal financial management skills.

Studies conducted to determine students' personal financial management skills are limited in international markets. In the United States of America, Chavez (2015) discovered that 57 percent of the 751 American students surveyed, perceived their financial skills to be good or excellent, followed by those who rated their skills as fair (31%) and poor or terrible (12%). In their study, Falahati et al. (2011) found that 57 percent of the 2519 Malaysian students perceived themselves as being somewhat skilled in personal financial management, followed by those who perceived themselves as skilled (31%) and those who have indicated having no personal financial management skills at all (6%). In South Africa, no similar or related studies have been conducted to determine black Generation Y students' perceived personal financial management skills.

Research Methodology

Research Design and Approach

To achieve the study's objectives, a single cross-sectional descriptive research design was followed.

Sample

This study's target population was defined as black Generation Y students between the ages of 18 and 24 years, registered at South African public higher education institutions (HEIs). The sampling frame included the 26 South African public higher education institutions (HEIs), which, using judgement sampling, was limited to two Gauteng-based HEI campuses. A non-probability convenience sample of 500 black students across the two campuses was then drawn.

Measuring Instrument and Data Collection

The required data were collected using a self-administered survey questionnaire. The questionnaire comprised a section requesting demographic information of the participants and a section containing scales from published studies. While the

sampled participants' opinions regarding the financial planning process (four items), credit planning (three items), insurance planning (three items), investment planning (four items) and estate planning (four items) were measured using an existing scale developed by Boon et al. (2011), their perceived personal financial-management skills (ten items) were measured using an existing scale developed by Falahati et al. (2011). To record responses to the scaled items, a six-point Likert-type scale, which ranged from strongly disagree (1) to strongly agree (6), was used. Permission for questionnaire distribution was solicited from each of the two HEI campuses. After permission was obtained, the questionnaires were distributed by fieldworkers using the mall-intercept survey method to students who willingly wanted to participate in the study.

Ethical Considerations

Prior to questionnaire distribution, the Ethics Committee of the Faculty of Economic Sciences at the North-West University's Vaal Triangle Campus granted the questionnaire ethical clearance. In addition, the cover letter that accompanied the questionnaire pointed out that student participation was voluntary and that all responses were to be reported in aggregate.

Data Analysis

The IBM Statistical Package for Social Sciences (SPSS), version 25 for Windows was used to analyse the captured data. The procedures used to analyse the data included descriptive statistics, reliability analysis, Pearson's product-moment correlation analysis, multicollinearity analysis and one-way analysis of variance (ANOVA).

Results

From the sample of 500 participants, 115 questionnaires fell outside the defined target population and were subsequently discarded. This left 385 completed and usable questionnaires, which equates to a 77 percent response rate. The sample comprised participants from five of the seven age categories specified in the target population, eight of South Africa's nine provinces as well as participants from each of the country's 11 official language groups. Of the total sample, 63 percent were female and 37 percent male. The majority of the participants were enrolled for a degree, of which the minority were registered for a BSc degree, followed by a BA degree, and 45 percent were registered for a diploma. Of the participants, 70 percent indicated their parents as their primary source of income, followed by the government. The study's sample is described in Table 1.

Table 1. Sample Description

Age	%	Language	%	Province	%
18	10.4	Afrikaans	1.6	Eastern Cape	2.6
19	20.5	English	1.8	Free State	7.0
20	24.4	isiNdebele	0.8	Gauteng	60.3
21	31.2	isiXhosa	9.1	KwaZulu-Natal	2.1

22	13.5	isiZulu	13.8	Limpopo	14.0
Gender		Sepedi	10.1	Mpumalanga	5.5
Female	62.6	Sesotho	31.9	Northern Cape	0.8
Male	37.4	Setswana	13.5	North-West	7.0
Field of study		SiSwati	3.4	Source of income	
BCom	23.9	Tshivenda	4.9	Parents	70.1
BSc	9.1	Xitsonga	8.6	Sponsor	8.6
BA	17.4	Year of study		Government	18.2
Degree	2.6	1 st year	41.8	Other	2.1
Diploma	44.7	2 nd year	24.4		
		3 rd year	33.8		

Descriptive statistics, including the means (\bar{x}) and standard deviations (SDs), as well as the Cronbach's alpha (α) values were computed for each of the constructs. Thereafter, a correlation matrix of Pearson's product-moment correlation coefficients was constructed. These results are provided in Table 2.

Table 2. Descriptive Statistics, Reliability Measures, and Correlation Coefficients

Constructs	\bar{x}	SDs	α	F1	F2	F3	F4	F6
Financial planning process (F1)	4.31	0.98	0.71					
Credit planning (F2)	4.19	1.28	0.74	**0.274				
Insurance planning (F3)	3.83	1.15	0.68	**0.291	**0.189			
Investment planning (F4)	4.68	0.86	0.63	**0.359	**0.233	**0.389		
Estate planning (F5)	5.14	0.89	0.82	*0.126	*0.103	**0.278	**0.320	
Financial skills (F6)	4.56	0.72	0.82	**0.372	**0.247	**0.317	**0.495	**0.140

Note: * Statistically significant at $p \leq 0.05$ (2-tailed); ** Statistically significant at $p \leq 0.01$ (2-tailed)

As shown in Table 2, each of the constructs returned a mean value above 3.5, which, given the six-point Likert-type scale employed, infers that South African black Generation Y students exhibit a positive attitude towards the financial planning process, credit, insurance, investment and estate planning. In addition, the participants are perceived to be skilled in personal financial-management. Furthermore, there is evidence of internal-consistency reliability of the scales, given that all Cronbach's alpha values were above the suggested level of 0.60 (Malhotra, 2010).

Table 2 also shows that there were statistically significant positive correlations between each of the pairs of constructs, which implies the nomological validity of the measurement theory (Hair et al., 2010). Moreover, all of the correlation

coefficients were well below the recommended level of 0.80, thereby indicating that there was no serious multicollinearity (Field, 2009).

To determine whether there was a significant difference between black Generation Y students' attitudes towards the personal financial planning process, credit, insurance, investment and estate planning, as well as their perceived personal financial-management skills and selected demographic factors, namely year of study, field of study and source of income, one-way ANOVA was performed. Table 3 reports on the differences in black Generation Y students' attitudes towards personal financial planning and their perceived personal financial-management skills in terms of year of study.

Table 3. Differences in Black Generation Y Students' Attitudes towards Personal Financial Planning and Financial-management Skills in terms of Year of Study

Constructs		Sum of squares	df	Mean square	F	Sig.
Financial planning process	Between groups	0.070	2	0.035	0.037	0.964
	Within groups	365.776	382	0.958		
	Total	365.846	384			
Credit planning	Between groups	0.216	2	0.108	0.065	0.937
	Within groups	631.652	382	1.654		
	Total	631.868	384			
Insurance planning	Between groups	2.166	2	1.083	0.818	0.442
	Within groups	505.409	382	1.323		
	Total	507.575	384			
Investment planning	Between groups	0.881	2	0.440	0.599	0.550
	Within groups	280.795	382	0.735		
	Total	281.676	384			
Estate planning	Between groups	0.720	2	0.360	0.454	0.635
	Within groups	303.048	382	0.793		
	Total	303.768	384			
Financial skills	Between groups	0.051	2	0.026	0.050	0.951
	Within groups	197.615	382	0.517		
	Total	197.666	384			

Note: * Statistically significant at $p < 0.05$

As is evident in Table 3, there was no statistically significant difference found between first-, second- and third-year black Generation Y students' attitudes towards personal financial planning and their perceived personal financial-management skills. In Table 4, differences in black Generation Y students' attitudes towards personal financial planning and their perceived personal financial-management skills in terms of field study are presented. Those students who did not indicate the degree for which they were enrolled were excluded from this analysis.

Table 4. Differences in Black Generation Y Students' Attitudes towards Personal Financial Planning and Financial-management Skills in terms of Field of Study

Constructs		Sum of squares	df	Mean square	F	Sig.
Financial planning process	Between groups	12.735	3	4.245	4.599	0.004*
	Within groups	334.131	362	0.923		
	Total	346.866	365			
Credit planning	Between groups	10.553	3	3.518	2.118	0.098
	Within groups	601.367	362	1.661		
	Total	611.920	365			
Insurance planning	Between groups	1.468	3	0.489	0.365	0.778
	Within groups	485.113	362	1.340		
	Total	486.581	365			
Investment planning	Between groups	10.704	3	3.568	5.143	0.002*
	Within groups	251.162	362	0.694		
	Total	261.867	365			
Estate planning	Between groups	14.662	3	4.887	6.495	0.000*
	Within groups	272.382	362	0.752		
	Total	287.044	365			
Financial skills	Between groups	3.957	3	1.319	2.669	0.047
	Within groups	178.923	362	0.494		
	Total	182.880	365			

Note: * Statistically significant at $p < 0.05$

The results outlined in Table 5 indicate that there was no statistically significant difference found between black Generation Y students' field of study and their attitude towards credit planning and insurance planning. In addition, no difference between these groups was observed in terms of their perceived personal financial-management skills. However, a statistically significant difference at the $p < 0.05$ level was found between the students' field of study and their attitude towards the financial planning process ($p = 0.004 < 0.05$), investment planning ($p = 0.002 < 0.05$) and estate planning ($p = 0.000 < 0.05$). To identify where the specific variances lay, the Tukey HSD test was undertaken, using the *post hoc* comparisons. The results revealed that the diploma students' attitude towards the financial planning process ($M = 4.42$, $SD = 0.94$), investment planning ($M = 4.80$, $SD = 0.75$) and estate planning ($M = 5.35$, $SD = 0.68$) differed from the BSc students' attitude towards the financial planning process ($M = 3.96$, $SD = 1.04$) and investment planning ($M = 4.35$, $SD = 0.98$), as well as from the attitude towards estate planning of the BCom students ($M = 4.97$, $SD = 0.99$) and the BA students ($M = 4.80$, $SD = 0.92$). Furthermore, the BCom students' attitude towards the financial planning process ($M = 4.44$, $SD = 0.86$) differed from those of the BSc students ($M = 3.96$, $SD = 1.04$). Moreover, the BA students' attitude towards investment planning ($M = 4.85$, $SD = 0.83$) differed from those of the BSc students ($M = 4.35$, $SD = 0.98$). Table 5 outlines the differences in black Generation Y students' attitudes towards personal financial planning and their perceived personal financial-management skills in terms of source of income. Note that those students who did not indicate their source of income were excluded from this analysis.

Table 5. Differences in Black Generation Y Students' Attitudes towards Personal Financial Planning and Financial-management Skills in terms of Source of Income

Constructs		Sum of squares	df	Mean square	F	Sig.
Financial planning process	Between groups	2.589	3	0.863	0.898	0.442
	Within groups	362.147	377	0.961		
	Total	364.737	380			
Credit planning	Between groups	0.394	3	0.131	0.079	0.971
	Within groups	623.418	377	1.654		
	Total	623.812	380			
Insurance planning	Between groups	1.239	3	0.413	0.312	0.817
	Within groups	498.662	377	1.323		
	Total	499.900	380			
Investment planning	Between groups	2.296	3	0.765	1.038	0.376
	Within groups	278.083	377	0.738		
	Total	280.379	380			
Estate planning	Between groups	2.800	3	0.933	1.172	0.320
	Within groups	300.145	377	0.796		
	Total	302.945	380			
Financial skills	Between groups	4.887	3	1.629	3.230	0.023*
	Within groups	190.161	377	0.504		
	Total	195.049	380			

Note: * Statistically significant at $p < 0.05$

As indicated in Table 5, while no statistically significant difference was found between black Generation Y students' source of income and their attitude towards personal financial planning, a statistically significant difference at the $p < 0.05$ level was found between the students' source of income and their perceived personal financial-management skills ($p = 0.023 < 0.05$). Using the *post hoc* comparisons, the Tukey HSD showed that the students' perceived personal financial-management skills with government ($M = 4.60$, $SD = 0.79$) and parents ($M = 4.59$, $SD = 0.66$) as a primary source of income differed from those students with sponsors as a primary source of income ($M = 4.19$, $SD = 0.74$).

Discussion

The purpose of this study was to determine black Generation Y students' attitudes towards personal financial planning and their perceived personal financial-management skills and whether their attitudes and skills differed in terms of selected demographic factors, namely year of study, field of study and source of primary income. Evidence in the sample suggests that black Generation Y students exhibit a positive attitude towards the financial planning process, credit, insurance, investment and estate planning. Therefore, it is likely that South African black Generation Y students understand the importance of personal financial planning. While this finding is in contrast with the finding of Boon *et al.*'s (2011) study, which found that the sampled participants have a rather neutral attitude towards personal financial planning, the finding is consistent with the finding of the Murphy and Yetmar (2010) study, which found that most of the 206 American

MBA students display a positive attitude towards personal financial planning and are interested in developing a financial plan. Furthermore, the findings indicate that the students perceive themselves to be skilled in personal financial-management. This finding contradicts the findings of both the Falahati et al. (2011) and Chavez (2015) studies, which found that 57 percent and 31 percent of the students perceived themselves as being skilled in financial management, respectively. In addition, the Murphy and Yetmar (2010) study found that 33 percent of the sampled participants have the necessary skills to prepare a personal financial plan. As such, black Generation Y students' financial skills may not be as advanced as they perceive it to be, especially given their irresponsible spending and saving behaviour. Consequently, their perception of assumed financial skills may, of cause in itself present a danger in how effectively they manage their finances. Moreover, the findings suggest that there was no statistically significant difference between year of study and black Generation Y students' attitudes towards personal financial planning and their perceived financial-management skills. However, a statistically significant difference was found between the students' field of study and their attitudes towards personal financial planning, as well as between source of income and their perceived financial-management skills. More specifically, the diploma students displayed a more favourable attitude towards the financial planning process, investment and estate planning compared to the BSc students' attitudes towards the financial planning process and investment planning as well as the BCom and BA students' attitudes towards estate planning. Moreover, the BCom students had a more positive attitude towards the financial planning process than the BSc students, and the BA students' attitude towards investment planning was more positive than the BSc students. In terms of financial skills and source of income, those students who identified the government and their parents as a primary source of income perceived themselves to be more skilled in financial management than those students who indicated sponsors as a primary source of income. An extensive search of four large online academic databases, namely EBSCOhost, Emerald, Google Scholar and Sabinet Reference revealed no evidence of previous studies that investigated demographic differences in attitudes towards personal financial planning and perceived financial-management skills.

Given the results of this study, it is recommended that universities and financial institutions should present workshops and seminars that focus on the development of financial skills, the personal financial planning process and how to embark on financial planning, as well as the importance of financial planning and the consequences of ineffective or no financial planning at all. In doing so, the students' positive attitude towards personal financial planning is likely to translate into actual and proactive financial planning. In addition, universities should consider establishing financial counselling centres on campus to assess and develop the financial skills of students. Moreover, education and training in the field of personal financial management should be introduced in all degrees and diplomas at different year of study levels to empower students with the necessary financial

knowledge. Furthermore, government, sponsors or any other source that support students financially should enforce penalties on those students who are financially irresponsible or make financial training compulsory before funds are allocated to the students.

Limitations and Future Research

Like any study, this study is not without limitations. Firstly, the objective assessment of this study's findings is limited. This is because a non-probability convenience sampling method was used. Secondly, this study was limited to black Generation Y students from two HEIs. As such, a larger-scale study can be undertaken by including students from other ethnic groups across a number of HEIs. In addition, a comparative study between generational cohorts can be conducted.

Conclusion

The black Generation Y university cohort is a market segment of significant importance. This is because black Generation Y graduates are likely to earn a higher than expected disposable income and hold a higher social status within society. With a higher disposable income and spending power come greater financial responsibilities, not only to ensure wealth preservation over the long run, but also to combat the adverse effects of the financial risks that abound in the financial and economic environment. Personal financial planning and personal financial-management skills are effective interventions to guarantee a fruitful and stable financial future. As such, this study investigated differences in South African black Generation Y students' attitudes towards personal financial planning and their perceived personal financial management skills in terms of selected demographic factors. Through better understanding these differences, the results of this study may assist industry professionals in identifying specific gaps in black Generation Y students' personal financial-management as well as help them develop effective personal financial-management interventions geared towards not only the South African youth, but the youth of international markets as well.

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RÓŻNICE W NASTAWIENIU CZARNYCH STUDENTÓW GENERACJI Y WOBEC OSOBISTEGO PLANOWANIA FINANSOWEGO I POZYTYWNYCH UMIEJĘTNOŚCI ZARZĄDZANIA FINANSOWEGO W OPARCIU O WYBRANE CZYNNIKI DEMOGRAFICZNE

Streszczenie: Osobiste planowanie finansowe i umiejętności zarządzania finansami są skutecznymi umiejętnościami, które pomagają zagwarantować owocną i stabilną przyszłość finansową. W związku z tym, celem tego badania było zbadanie różnic w postawach uczniów południowoafrykańskiego czarnego pokolenia Y wobec osobistego planowania finansowego i ich postrzeganych umiejętności zarządzania finansami pod względem wybranych czynników demograficznych. W tym badaniu zastosowano opisowy projekt badawczy. Dane zebrano dla próby 385 czarnych uczniów pokolenia Y z dwóch publicznych uniwersytetów południowoafrykańskich z siedzibą w prowincji Gauteng. Analiza danych obejmowała statystyki opisowe, analizę niezawodności, analizę korelacji momentu produktu Pearsona, analizę wieloliniowości i jednokierunkową analizę wariancji (ANOVA). Podczas gdy wyniki badania wskazują, że nie było statystycznie istotnej różnicy między rokiem studiów a postawami czarnych pokoleń Y wobec osobistego planowania finansowego i ich postrzeganych umiejętności zarządzania finansami, stwierdzono statystycznie istotną różnicę między kierunkiem studiów oraz ich postawy wobec osobistego planowania finansowego, a także między źródłem dochodów, a ich postrzeganymi umiejętnościami zarządzania finansami.

Słowa kluczowe: planowanie finansowe, umiejętności zarządzania finansami, studenci pokolenia Y, ANOVA, RPA.

黑人学生对基于选定人口因素的个人财务规划和感知财务管理技能态度的差异

摘要: 个人理财规划和财务管理技能是有效的干预措施, 有助于保证富有成效和稳定的财务未来。因此, 本研究的目的是调查南非黑人 Y 一代学生对个人理财规划的态度以及他们在选定的人口因素方面的财务管理技能的差异。本研究采用了描述性研究设计。自我管理的调查问卷用于从位于豪登省的两个南非公立大学校园招收的 385 名黑人 Y 一代学生的便利样本中收集必要的信息。数据分析包括描述性统计, 可靠性分析, Pearson 产品 - 力矩相关性分析, 多重共线性分析和单因素方差分析 (ANOVA)。虽然研究结果表明, 研究年份与黑人 Y 一代学生对个人理财规划的态度及其感知的财务管理技能之间没有统计学上的显著差异, 但学生学习领域之间存在统计学上的显著差异。以及他们对个人理财规划的态度, 以及他们对收入来源和他们感知的财务管理技能之间的态度。

关键词: 财务规划, 财务管理技能, Y 一代学生, ANOVA, 南非