

Exploring the Role of Financial Literacy in Investment Decision-Making Among Educated Women in Chennai

K. Kavia Meenu¹; S. Narayanan²; J. Satish³; Keerthika B.⁴;
Ramesh Kumar P. M.⁵

¹Post Graduate, PG Department of Commerce (Shift-II), Dwaraka Doss Goverdhan Doss VaishnavCollege (Autonomous), Chennai, Tamil Nadu, India

²Assistant Professor, PG Department of Commerce (Shift-II), Dwaraka Doss Goverdhan Doss VaishnavCollege (Autonomous), Chennai, Tamil Nadu, India

³Associate Professor & Head, PG & Research Department of Commerce (Shift-I), Dwaraka Doss Goverdhan Doss VaishnavCollege (Autonomous), Chennai, Tamil Nadu, India

⁴PhD Research Scholar, PG & Research Department of Commerce (Shift-I), Dwaraka Doss Goverdhan Doss VaishnavCollege (Autonomous), Chennai, Tamil Nadu, India

⁵Assistant Professor, PG Department of Commerce (Shift-II), Dwaraka Doss Goverdhan Doss VaishnavCollege (Autonomous), Chennai, Tamil Nadu, India

⁵ORCID ID: <https://orcid.org/0000-0003-0346-9229>

Publication Date: 2026/10/22

Abstract: Financial literacy helps develop financial knowledge and decision-making skills regarding saving and investment options. Given the importance of investment knowledge, financial literacy helps educated women choose among investment options and understand the associated risks. An individual's education level contributes to the investment decision-making process. It does not necessarily guarantee financial knowledge or competence. The study aims to measure the financial literacy level of educated women in Chennai, analyze their investment decision-making behavior, and examine the relationship between Financial literacy and investment decision-making. The study uses a research design and collects primary data from 151 educated women in Chennai through a well-structured questionnaire. The study analyzed the collected data using statistical tools to examine relationships between the variables. The correlation analysis revealed a positive relationship between financial literacy and investment decision-making. The findings provide insight into the financial literacy level and investment decision-making behavior of educated women in Chennai. It highlights the importance of improving financial knowledge to support informed investment decisions.

Keywords: Financial Awareness, Investment Behavior, Women Investors, Digital Finance, Personal Finance.

How to Cite: K. Kavia Meenu; S. Narayanan; J. Satish; Keerthika B.; Ramesh Kumar P. M. (2026) Exploring the Role of Financial Literacy in Investment Decision-Making Among Educated Women in Chennai. *International Journal of Innovative Science and Research Technology*, 11(10), 1181-1189. <https://doi.org/10.38124/ijisrt/26oct740>

I. INTRODUCTION

Financial literacy refers to a person's knowledge and understanding needed to manage money effectively. It encompasses basic financial concepts such as saving, budgeting, spending, borrowing, investing, risk management, and financial planning. With financial literacy, a person can understand various financial products and investment options, compare available choices, and make sound financial decisions. It is not merely about knowing financial terms; it is about properly applying that knowledge to real-life financial

situations. Financial literacy matters today because people have many options to save money, invest, take out loans, buy insurance, and use digital financial services. Financial literacy is especially important for women. It helps women make decisions with confidence. It helps them understand investment risks and benefits and choose options that fit their financial goals. So financial literacy helps women manage their money independently. It also helps them manage their money and make investment decisions more effectively. Financial literacy is key to helping women achieve their goals and make the most of their money. Women need Financial

literacy to take control of their finances and make smart decisions. Today, many financial products are available to people, such as savings schemes, investments, insurance, mutual funds, stocks, and digital banking. With advances in technology, financial literacy has made it easier for people to access and use these services. It is very important for people to understand money to make good financial decisions. This knowledge is called Financial Literacy. Financial literacy helps people manage their money well, achieve their future goals, and handle financial risks. Today, women are getting educated, working, and starting their own businesses, so they play a major role in making financial decisions for themselves and their families. Not all women know a lot about money. Some women know more about money than others, which affects their decisions about investing, saving, and planning for the future. In a big city like Chennai, where women can access financial services and investment opportunities, it is important to understand how financial knowledge shapes women's financial decisions. So this study is going to look at how financial literacy affects the way women make decisions about investing in things like funds and stocks, and this study is about women, financial literacy, and investment decisions.

Although women today participate in many activities, their level of financial knowledge and understanding of investing varies. Although options like saving money, mutual funds, stocks, insurance, and other investments are available, some women still struggle to choose suitable investment options. They may make decisions without understanding risk, potential returns, how long to keep money invested, or their financial goals. As a result, making investment choices without financial knowledge can cause problems later, such as losing money or feeling unhappy. Even though educated women in Chennai can easily access financial services and online investment tools, it's still important to understand how much financial knowledge affects their investment choices. It's important to determine whether education alone is enough to make good financial decisions or whether they need more knowledge and awareness about money. This study examines women's financial knowledge in Chennai and how they make investment decisions. It also examines whether financial knowledge affects the choices they make.

II. REVIEW OF LITERATURE

Mishra et al. (2024) studied the impact of digital financial literacy on women's financial decision-making in India. The study aimed to understand how digital financial knowledge affects women's financial decisions. The researchers collected data from 385 women using a structured questionnaire. The study also considered financial attitude, accessibility, and other factors. The findings showed that digital financial literacy positively influenced decision-making. It also increased women's intention to invest. The study suggested the importance of financial education for women.

Kumar and Naseer et. al. (2023) examined the influence of financial literacy on investment decision-making among educated women in India. The study focused on women's awareness of financial products and their investment behavior.

It also examined the factors affecting women's financial decisions and investment planning. The study used secondary data from journals, books, reports, and prior studies. The findings showed that financially literate women were more likely to make informed investment decisions. However, limited financial knowledge and low confidence restricted women's participation in financial markets. The study suggested strengthening financial literacy programs to improve women's investment behavior.

Panwar and Telang et al. (2023) examined the impact of financial literacy on women's investment decisions. The study aimed to understand women's awareness of financial products and factors influencing their investment behavior. The researcher reviewed previous studies related to women's financial literacy and investment decisions. The findings showed that most women preferred safe investment options such as fixed deposits and insurance. Limited financial literacy and low awareness were major reasons for conservative investment behavior. The study found that better financial literacy can improve women's investment decision-making. It also suggested improving women's financial awareness.

Kapasi and Sarkar et al. (2022) examined the financial literacy of women in self-help Groups in West Bengal. The study aimed to assess their financial knowledge and awareness of financial products. The researcher collected primary data through a structured questionnaire. The study also examined factors influencing women's financial knowledge. The findings showed that many women had moderate to low financial literacy. Women with higher education and greater exposure to financial institutions had better financial knowledge. The study suggested financial education and awareness programs for women.

Kumari and Agarwal et. al. (2022) reviewed financial literacy among women in India. The study aimed to identify factors influencing women's financial knowledge, saving, and investment behavior. It also examined the challenges women face in making financial decisions. The study used secondary data from journals, reports, and prior research. The findings showed that financial literacy among Indian women was relatively low. Many women preferred low-risk investments such as bank deposits, gold, and insurance. The study suggested financial education and awareness programs to improve women's confidence in investment decisions.

Singh and Berwal et. al. (2022) studied the relationship between financial knowledge, saving, and investment behavior among women. The study aimed to understand how financial awareness influences investment planning and financial security. The researcher reviewed previous studies related to women's financial behavior. The findings showed that women with higher financial knowledge had better saving habits. They also showed greater participation in investment activities and better financial planning. However, many women lacked confidence in investing in market-based financial products. The study recommended strengthening financial services literacy programs to encourage informed investment decisions.

Suda and Justus et. al. (2021) studied financial literacy and investment behavior among women in Tamil Nadu. The study aimed to understand women's financial literacy and their preferred investment avenues. The researchers collected data from 500 women using a structured interview schedule. The study also examined their awareness of financial products and risk-taking behavior. The findings showed that women's overall financial literacy level was relatively low. Most women preferred traditional and low-risk investments such as savings accounts and fixed deposits. The study suggested financial education to improve women's investment behavior.

Lusuradi and Mitchell et. al. (2014) examined the importance of financial literacy in financial decision-making and economic well-being. The study focused on saving, investment, retirement planning, and wealth accumulation. The researchers reviewed existing studies from different countries. The findings showed that financially literate individuals were more likely to save regularly. They were also more likely to diversify their investments and participate in the financial market. Financial literacy was found to reduce financial mistakes and improve investment decisions. The study highlighted the importance of financial education for better financial outcomes.

Lusardi and Mitchell et. al. (2011) examined financial literacy and its influence on financial decision-making across different countries. The study aimed to provide an overview of financial literacy across different groups. It also focused on savings, investment behavior, and financial planning. The study reviewed findings from international surveys and previous research. The findings showed that financial literacy levels were generally low in many countries. Women, young adults, and other groups had lower financial knowledge. The study suggested strengthening financial education to improve financial well-being.

Lusardi and Tufano et al. (2009) examined debt literacy, financial experience, and financial decision-making. The study aimed to understand how financial knowledge affects borrowing and financial decisions. The researcher used survey data collected from adults in the United States. The study focused mainly on debt literacy and responsible financial management. The findings showed that many people had limited knowledge about interest rates and borrowing costs. Individuals with higher financial literacy managed their debts more effectively. The study concluded that financial literacy supports better financial planning and decision-making.

➤ *Research Gap*

Previous studies have already extensively examined women's financial literacy and investment behavior. Some focused on the national level, others on Tamil Nadu, and some targeted specific groups, such as women in Self-Help Groups. However, research remains limited, especially on how financial literacy influences investment decision-making among diverse categories of women in Chennai. In particular, there is scope to examine factors such as financial knowledge, investment preferences, risk perception, and decision-making processes more comprehensively. Furthermore, while recent studies have addressed digital financial literacy and

investment decisions, further research is needed to understand the broader context of financial literacy and investment decision-making among women in Chennai. This study focuses on the role of financial literacy in the investment decision-making of educated women in Chennai, using primary data collected from women. It also analyses the relationship between demographic variables and investment behavior through appropriate statistical techniques such as Correlation and Multiple linear regression analysis.

The findings provide a better understanding of how financial literacy influences investment decisions in the local context and identify the factors that encourage or limit women's financial participation. Therefore, this study contributes to the existing literature by providing recent evidence that can support policymakers, financial institutions, and educators in designing effective financial literacy programs for women.

➤ *Objectives of the Study*

This study aims to assess the level of financial literacy among educated women in Chennai. To examine the investment preferences of educated women in Chennai. To analyze the investment decision-making behavior of educated women in Chennai. To examine the relationship between financial literacy and investment decision-making among educated women. Furthermore, this study role of identify the factors influencing investment decision-making among educated women in Chennai.

➤ *Scope of the Study*

This study is limited to Chennai, one of India's growing big cities, where digital financial services and investment opportunities are easy to access. It examines the role of financial literacy and investment decision-making among women in Chennai. These women include students, workers, business owners, and homemakers. The study mainly examines how financial literacy relates to investment choices through various means. It examines knowledge about money, understanding investment options, investment behavior, and decision-making. It will offer suggestions to improve how money is taught and encourage confident, careful investment choices among educated women.

III. RESEARCH METHODOLOGY

➤ *Research Design*

This study uses a quantitative research design to examine the relationship between financial literacy and the investment decision-making process of educated women in Chennai. This study focuses on gathering statistical data from the questionnaire to explicate the financial knowledge, investment behavior, and decision-making of the sampled respondents. The gathered data were then subjected to statistical analysis such as percentage analysis, descriptive statistics, reliability analysis, correlation analysis, and multiple linear regression analysis.

➤ *Hypothesis*

A hypothesis is a statement that proposes a tentative relationship between two or more variables.

- H₀₁: There is no significant relationship between financial literacy and investment decision-making among educated women in Chennai.
- H₁₁: Financial literacy is significantly related to investment decision-making among educated women in Chennai.

➤ Data Collection

The study aims to collect primary and secondary data to meet the research objectives. To begin, primary data were gathered from educated women residing in Chennai through a questionnaire. The questionnaire included questions on demographic information, financial literacy level, investment behavior, investment influencers, and other aspects. Convenience sampling was employed to meet the research needs, resulting in responses from 151 participants. Moreover, secondary data were collected from multiple databases to complement the results. Accordingly, the study considered journals, books, articles, reports, conferences, and other sources to extract the necessary data. In this regard, primary data were used to obtain the women's views, opinions, and

financial behavior. Meanwhile, secondary data were used to review existing scholarly work and address the research gap.

➤ Sampling Design

The sampling design ensured the study generated adequate and representative data from the selected respondents. The target population comprised educated women who are financially and investment literate. The researcher selected a sample of 151 respondents using Convenience Sampling. The researcher found it easier to target this population because they were readily available to respond to the research questions. The study selected Chennai, Tamil Nadu, as its geographical location. This region accommodates a diverse range of populations and has a significant number of internet banking users. As such, it was easier to identify respondents who met the set target criteria. The respondents selected for this study were from different age brackets, educational backgrounds, professional experiences, and income levels.

Table 1 Sample Design

Sampling Details	Description
Target Population	Educated Women in Chennai
Study Area	Chennai, Tamil Nadu
Sampling Size	151 Respondents
Sampling Technique	Convenience Sampling

➤ Research Instrument

A questionnaire was selected as the research instrument to collect the required data from participants. The tool was developed based on the research objectives and information from previous studies on financial literacy and investment decision-making. The questionnaire had two sections: one covered participants' demographics (age, education, occupation, and monthly income), and the other covered financial literacy, investment behavior, and decision-making.

➤ Statistical Techniques Approached

The information collected from the questionnaire was organized, coded, and analyzed using excel software. The

analysis used different statistical tools to interpret the results and meet the study's objective. Firstly, descriptive statistics were used to summarise the demographic information of the selected sample of the respondents. The collected data were coded and analyzed using Jamovi. The study used frequency and percentage analysis, descriptive statistics, normality testing, reliability analysis, Pearson correlation analysis, and multiple linear regression analysis. The study also used inferential statistics to evaluate relationships between financial literacy and investment decisions. It also helped represent the statistical information in graphical and tabular forms, which is useful for showing relationships and trends in the data.

IV. RESULT & DISCUSSION

Table 2 Demographic Profile

Particulars	Frequency	Percentage
Age in Years		
18-25	86	57.00%
26-35	15	9.90%
36-45	36	23.80%
Above 45	14	9.30%
Educational Qualification		
Below +2	10	6.60%
UG	70	46.40%
PG	55	36.40%
Others	16	10.60%
Occupational Status		
Student	56	37.10%
Private Employee	38	25.20%
Government Employee	33	21.90%

Self-employed	14	9.30%
Homemaker	5	3.30%
Others	5	3.30%
Monthly Income (In Rs.)		
Below 25,000	81	53.60%
25,000-50,000	18	11.90%
50,000-75,000	34	22.50%
75,000-1,00,000	12	7.90%
Above 1,00,000	6	4.00%

The table shows the profile of the 151 respondents. The table indicates that most respondents are aged 18–25 years, with 57.0% in that age group, and that 46.4% hold a qualification. In terms of occupation, 37.1% of respondents

are students, while 53.6% have an income below ₹25,000. Overall, the respondents are predominantly young women, with UG education and lower monthly income levels.

Table 3 Investment Period

Investment Period	Frequency	Percentage
Monthly	43	28.50%
Quarterly	18	11.90%
Half-Yearly	26	17.20%
Yearly	40	26.50%
Rarely	24	15.90%

The table shows that 28.5% of respondents invest monthly, the highest proportion. About 26.5% of the respondents invest yearly, while 17.2% invest half-yearly.

Around 15.9% invest rarely, and 11.9% invest quarterly. Thus, monthly and yearly investments are the most common investment frequencies among the respondents.

Table 4 Investment Platform

Investment Platform	Frequency	Percentage
Groww	15	9.90%
Zerodha	10	6.60%
Mobile Banking App	51	33.80%
Paytm Money	37	24.50%
Angel One	8	5.30%
PhonePe	12	7.90%
Others	18	11.90%

The table shows that 33.3% of respondents most frequently use mobile banking apps for online investment-related activities. 24.5% of respondents use Paytm Money, followed by other platforms at 11.9%. Grow and PhonePe are

used by 9.9% and 7.9%, respectively. Thus, mobile banking apps are the most frequently used platform among the respondents.

Table 5 Primary Reason for the Investment

Primary Reason for Investment	Frequency	Percentage
Wealth Creation	44	29.10%
Retirement	27	17.90%
Children's Education	40	26.50%
Emergency Fund	37	24.50%
Tax Saving	3	2.00%

The table shows that wealth creation is the primary reason for investment among 29.1% of the respondents. About 26.5% invest mainly for children's education, while 24.5% invest for an emergency fund. Retirement is the

primary reason for 17.9% of respondents, whereas only 2.0% invest mainly for tax saving. Thus, wealth creation is the most common reason for investment among the respondents.

Table 6 Factors Considered Before Investment

Factors Considered Before Investment	Frequency	Percentage
Risk	31	20.50%
Expected Return	20	13.20%

Tax Benefits	8	5.30%
Liquidity	16	10.60%
Safety	59	39.10%
Reputation of Investment Platform	6	4.00%
Advice from Others	7	4.60%
Past Performance	4	2.60%

The table shows that return is the most important factor considered before investment, with 39.10% of the respondents selecting it. Risk is considered by 20.50% of the respondents, followed by Liquidity at 10.60%. Tax benefits account for

5.3%. Reputation of the investment platform, advice from others, and past performance account for 4.0%, 4.6%, and 2.6%.

Table 7 Source of Financial Guidance

Source of Financial Guidance	Frequency	Percentage
Financial Advisor	25	16.60%
Family Members	35	23.20%
Friends	31	20.50%
Bank Officials	36	23.80%
Online Resources	16	10.60%
Others	8	5.30%

The table shows that financial advisors are the main source of financial guidance for 16.60% of the respondents. Online resources provide financial guidance for 10.60% of the respondents, followed by family members at 23.20%. Bank officials provide guidance to 23.80% of the respondents,

while friends and other sources account for 10.60% and 5.30%, respectively. Thus, financial advisors and online resources are the major sources of financial guidance among the respondents.

Table 8 Descriptive Statistics

Item	Mean	Std. Error	Std. Deviation	Variance	Skewness	Kurtosis	Shapiro-Wilk	Sig.
FINL1	3.86	0.1	1.23	1.51	-1.02	0.271	0.909	<.001
FINL2	3.61	0.086	1.06	1.12	-0.907	0.465	0.845	<.001
FINL3	3.3	0.078	0.952	0.907	-0.599	0.673	0.852	<.001
FINL4	3.12	0.086	1.06	1.12	0.135	-0.752	0.906	<.001
FINL5	3.17	0.081	0.998	0.997	-0.109	-0.084	0.895	<.001
FINL6	3.57	0.089	1.09	1.19	-0.316	-0.457	0.906	<.001
FINL7	3	0.078	0.959	0.92	0.23	-0.06	0.893	<.001
FINL8	3.07	0.082	1	1.01	0.026	-0.259	0.906	<.001
IDM1	3.65	0.097	1.19	1.42	-0.485	0.257	0.867	<.001
IDM2	3.56	0.078	0.957	0.915	-0.472	0.422	0.857	<.001
IDM3	3.54	0.083	1.02	1.04	-0.391	0.101	0.886	<.001
IDM4	3.05	0.077	0.942	0.887	-0.015	-0.119	0.899	<.001
IDM5	3.17	0.074	0.915	0.837	-0.244	0.096	0.899	<.001
IDM6	3.15	0.081	0.989	0.979	-0.046	-0.168	0.902	<.001
CHL1	3.49	0.094	1.15	1.32	-0.532	0.157	0.855	<.001
CHL2	3.3	0.068	0.841	0.707	-0.491	0.5	0.856	<.001
CHL3	3.21	0.072	0.882	0.775	-0.235	0.575	0.864	<.001
CHL4	3.3	0.084	1.03	1.05	-0.117	-0.45	0.905	<.001
CHL5	3.22	0.08	0.986	0.972	-0.114	-0.304	0.903	<.001
CHL6	3.13	0.081	0.995	0.99	-0.025	-0.414	0.899	<.001

Note: FINL1–FINL8 represent Financial Literacy items, IDM1–IDM6 represent Investment Decision Making items, and CHL1–CHL6 represent Challenges in Digital Investing items.

The table shows that the mean values for the Financial Literacy items range from 3.00 to 3.86. For the Investment Decision Making items, the mean values range from 3.05 to 3.65. The Challenges in Digital Investing items have mean

values between 3.13 and 3.49. The standard deviation values show some variation in how people responded to each statement. For all items, the Shapiro-Wilk significance values are below 0.001.

Table 9 Normality Test

Variables	Shapiro-Wilk (W)	p-value
Financial Literacy	0.953	< 0.001
Investment Decision Making	0.958	< 0.001
Challenges	0.949	< 0.001

The table shows the results of the Shapiro-Wilk normality test for the major variables. The p-value for Financial Literacy, Investment Decision Making, and Challenges is less than 0.001. This indicates that the distributions differ significantly from a perfectly normal

distribution. However, the W values are close to 1. The Shapiro-Wilk test produced p-values below 0.001 for all three variables, indicating statistically significant deviations from normality.

Table 10 Reliability Analysis

Scale	Number of Items	Cronbach's Alpha
Financial Literacy	8	0.909
Investment Decision Making	6	0.909
Challenges in Digital Investing	6	0.866

The table shows that the Financial Literacy scale has a Cronbach's Alpha Value of 0.909 for 8 items. The Investment Decision Making scale also has a high reliability value of 0.909 for 6 items. The Challenges in Digital Investing scale

has a Cronbach's Alpha value of 0.866 for 6 items. These values indicate good internal consistency among the items used to measure the respective variables.

Table 11 Correlation Analysis

Correlation Matrix	Test	Financial Literacy	Investment Decision Making	Challenges
Financial Literacy	Pearson's r	–	0.669***	0.687***
	df	-	149	149
	p-value	-	<.001	<.001
Investment Decision Making	Pearson's r	0.669***	-	0.647***
	df	149	-	149
	p-value	<.001	-	<.001
Challenges	Pearson's r	0.687***	0.647***	-
	df	149	149	-
	p-value	<.001	<.001	-

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

The table shows that Financial Literacy is positively related to Investment Decision Making with a correlation coefficient of 0.669 and a p-value than 0.01. Financial Literacy is also positively related to Challenges with a

correlation of 0.687 and p less than .001. Investment Decision Making is positively related to Challenges ($r = 0.647$, $p < .001$). All three relationships are statistically significant at the 0.001 level.

Table 12 Multiple Linear Regression Analysis

Model / Predictor	Overall Model	Intercept	Financial Literacy	Challenges
R	0.717	-	-	-
R ²	0.514	-	-	-
Adjusted R ²	0.508	-	-	-
F	78.3	-	-	-
df1	2	-	-	-
df2	148	-	-	-
p-value	<.001	0.007	<.001	<.001
Estimate (B)	-	0.608	0.432	0.389
SE	-	0.2237	0.0803	0.0862
t	-	2.72	5.38	4.51

Standardized Estimate	–	-	0.424	0.356
VIF	-	-	1.9	1.9
Tolerance	-	-	0.527	0.527

Note. N = 151. B = Unstandardized Regression Coefficient; SE = Standard Error; VIF = Variance Inflation Factor.

The regression model is statistically significant ($F = 78.3$, $p < .001$). The R^2 value of 0.514 indicates that Financial Literacy and Challenges in Digital Investing together explain 51.4% of the variation in Investment Decision Making. Financial Literacy ($B = 0.432$, $p < .001$) and Challenges in Digital Investing ($B = 0.389$, $p < .001$) are both significant predictors. The VIF value of 1.9 and tolerance value of 0.527 do not indicate serious multi-collinearity among the predictors.

➤ Summarization

This empirical result found that the majority of the respondents fall within the 18-25 age bracket, which implies that most of the women who took part in the survey were young and educated. Most of the respondents had a high level of digital financial literacy, especially concerning UPI, mobile banking, and detection of online financial fraud. The reliability analysis showed good internal consistency, with Cronbach's alpha values of 0.909 for Financial Literacy, 0.909 for Investment Decision Making, and 0.866 for Challenges in Digital Investing. There was a significant correlation between digital financial literacy and investment decisions among the women surveyed. This implies that financial literacy was significantly and positively related to investment decision-making. Through the regression analysis conducted, it was established that digital financial literacy predicted investment decision-making among the women surveyed. This indicates that 51.4% of the variation in investment decision-making among the women surveyed could be predicted by their digital financial literacy levels. The study ultimately concluded that increased digital financial literacy among women would lead to their empowerment, as they would be in a position to make better investment decisions using the various digital financial platforms.

V. IMPLICATIONS AND CONCLUSION

The study examined how financial knowledge affects investment choices among educated women in Chennai. The findings show that financial knowledge is strongly connected to investment decision-making, with a correlation of 0.669 ($p < .001$). The multiple linear regression results also show that financial knowledge and difficulties with digital investing together explain 51.4% of the changes in how women make investment choices.

The study also found that the financial knowledge scale and the investment decision-making scale had internal consistency with Cronbach's alpha values of 0.909 for both. The challenges in investing scale had a Cronbach's alpha of 0.866. Respondents had preferences for investment options, and stocks were one of the most popular choices. The findings also show that factors such as safety, risk, expected return, and other considerations influence investment decisions.

This study suggests that the essential to conduct regular financial literacy awareness programs to educate women on financial planning and investment options. Educational institutions and financial organizations should conduct workshops and training sessions on digital financial services and investment. Encourage women to adopt digital financial services and be aware of online financial fraud and cybersecurity. The banks and financial organizations should provide appropriate information on digital investment options to increase women's trust and confidence. Government agencies should develop financial inclusion strategies to facilitate women's financial literacy and encourage them to make intentional investment decisions. Required to advise women to consider alternative investment options rather than traditional savings and deposit accounts. There is a need to develop sustained DFI strategies to promote women's financial literacy, knowledge, and confidence in making investment decisions.

Overall, the study highlights important financial knowledge for educated women in Chennai to understand and make investment choices. Increasing financial knowledge, awareness of investment products, and understanding of financial services may help women make better investment decisions that match their financial goals and risk tolerance.

VI. LIMITATION OF THE STUDY

- The limitation of this study was that it was confined to educated women residing in Chennai, thus making it difficult to generalize the results for women in other regions or rural areas.
- The study had a limitation due to the sample size of 151 respondents through a convenience sample, which may limit the generalizability of the findings.
- Another limitation of this research was that it only covered factors affecting financial literacy and investment decisions of respondents. Several other factors should be considered in such a study.
- This study had a limitation in using the survey methodology to collect all the data required for the investigation, which may lead to some inaccuracies due to the reliance on the respondents' answers.

FUTURE SCOPE OF THE STUDY

- The future scope of this study can include respondents from other districts, states, or rural areas.
- Moreover, the future study can be conducted to compare the financial literacy and investment behavior of working women, homemakers, entrepreneurs, and students.
- Future studies can also focus on the effect of new digital investment platforms, fintech financial applications, and artificial intelligence on investment behavior.

- Finally, future studies can include other variables such as tolerance to risk, financial confidence, digital literacy, and behavioral finance.

REFERENCES

- [1]. Kapasi, B., & Sarkar, S. (2022). Financial literacy of women in India - A study on the select Self Help Group members in the Dhaniakhali Block of the Hooghly District, West Bengal. *International Journal of Economic Perspectives*. <https://ijeponline.org/index.php/journal/article/view/140>
- [2]. Kumar, D., & Naseer, N. (2023). An analysis of financial literacy in making investment decisions among women, with special reference to India. *Elementary Education Online*. <https://indianjournals.com/article/ijass-11-3-001>
- [3]. Kumari, R., & Agrawal, S. P. (2022). A review on financial literacy among women in India. *International Journal of Advances in Engineering and Management*. https://www.researchgate.net/publication/372941042_A_Review_on_Financial_Literacy_Among_Women_in_India
- [4]. Lohith, H., & Goveas, C. (2023). A systematic literature review and research agenda of financial literacy, investment behavior, and risk tolerance of Indian women investors. *International Journal of Case Studies in Business, IT and Education*. https://www.researchgate.net/publication/390142087_A_Systematic_Literature_Review_and_Research_Agenda_of_Financial_Literacy_Investment_Behavior_and_Risk_Tolerance_of_Indian_Women_Investors?
- [5]. Lusardi, A., & Mitchell, O. S. (2011). Financial literacy around the world: An overview. *National Bureau of Economic Research*. <https://www.nber.org/papers/w17107>
- [6]. Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *Journal of Economic Literature*. <https://www.aeaweb.org/articles?id=10.1257%2Fjel.52.1.5>
- [7]. Lusardi, A., & Tufano, P. (2009). Debt literacy, financial experiences, and overindebtedness. *National Bureau of Economic Research*. 52(1), 5-44. <https://www.nber.org/papers/w14808>
- [8]. Mishra, D., Agarwal, N., Sharahiley, S., & Kandpal, V. (2024). Digital financial literacy and its impact on financial decision-making of women: Evidence from India. *Journal of Risk and Financial Management*. <https://www.mdpi.com/1911-8074/17/10/468>
- [9]. Nikhil Teja, B. M., & Singh, M. (2023). Financial literacy and women empowerment: A systematic literature review. *International Journal of Advances in Social Sciences*. <https://indianjournals.com/article/ijass-11-3-001>
- [10]. Panwar, Y., & Telang, V. (2023). A study on the impact of financial literacy on financial investment decisions among women: A review of selected literature. *Journal of Global Economy*. <https://rcssindia.org/jge/index.php/jge/article/view/696>
- [11]. Singh, K., & Berwal, K. (2022). Financial knowledge, saving and investment behavior among women: A review. https://www.researchgate.net/publication/365275557_Financial_Knowledge_Saving_and_Investment_Behaviour_among_Women_A_Review
- [12]. Sudha, R. R., & Justus, E. R. (2021). Financial literacy and investment behavior of women in Tamil Nadu. *Zenodo*. <https://zenodo.org/records/5993318>.