International Review of Management and Marketing

ISSN: 2146-4405

available at http: www.econjournals.com

International Review of Management and Marketing, 2024, 14(4), 1-11.

Level of Financial Literacy Skills and Managerial Decision Implication among University Managers

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Received: 26 January 2024 **Accepted:** 05 May 2024 **DOI:** https://doi.org/10.32479/irmm.15938

ABSTRACT

Poor managerial decisions on the part of university managers have continued to be on the increase due to poor financial literacy skills and knowledge. Previous studies on financial literacy skills in Nigeria have been largely investigated through the lens of financial institutions and small and medium-scale enterprises leaving sparse attention to the educational institution-university. This research chasm forms the need for this study. The paper aims to dissect the importance and challenges of financial literacy skills for managers' financial and managerial decision-making. The methodological blueprint drew insight from the pragmatism philosophical worldview with a mixed-method approach to understanding the research problem. A total of 115 and 16-unit managers were randomly and purposively recruited with the structured questionnaire and semi-structured interview type employed to retrieve quantitative and qualitative data. Data were analyzed with the Structural Equation Model (SEM) and the NVivo (v.12) qualitative software. Financial planning, book-keeping, cashbook, and inventory financial literacy skills of managers were identified with accompanying challenges in the areas of lack of training on financial literacy development and poor financial skill and accounting background. The strategic measures required for the improved acquisition of financial literacy skills include timely financial literacy training, access to financial literacy tools and software, and the need to prioritize the recruitment of managers with financial literacy knowledge. The study echoes increased support for ensuring university managers are adequately trained on the complexities of financial literacy skills.

Keywords: Literacy, Financial Literacy, Managers', University, Decision-making.
JEL Classifications: D14, G11, 016, R21

1. INTRODUCTION

The concept of financial literacy has continued to provoke wide-range importance for complex financial decision-making. On the contrary, however, this importance among university managers has continued to receive diminutive research attention with implications on the financial development of many universities in Nigeria (Adeola and Evans, 2017; Babajide et al., 2015). While the escalating trend of poor financial skills and knowledge of university managers has continued to form public discourse with a consequential impact on public accountability, the need to assess the financial literacy skills and knowledge of these managers is critically important currently. The collection of challenges affecting managers' acquisition of financial skills and knowledge also represents severe implications for effective management decision-making (Babajide et al., 2015). Thus, the snag has a significant effect on the capability of the university to adequately respond to competitive advantage. For instance, managers with poor financial skills and knowledge are likely to make wrong financial and managerial decisions with consequential implications on the financial planning and management of the university.

The cumulative level of disappointment on the part of university administrators in addressing managers' financial literacy skill challenges has further exacerbated the growing trend of poor financial literacy skills and knowledge of university managers in Nigeria (Bayero, 2015). For instance, policymakers at the level of university management tend to ignore the importance of developing the human capital of managers through financial skills and knowledge acquisition to self-aggrandize pursuit. The concern of financial literacy is explained by how managers can appropriately translate financial skill and knowledge into making informed managerial and financial decisions for the overall growth of the university. The pursuit of this objective has consistently been hampered by an array of conundrums including the non-availability of financial literacy software for managers' use, non-existing commitment to financial literacy skill training and development initiatives, and managers' low financial and accounting skill background (Bahl et al., 2020).

Available research has shown that the large components of issues explored on financial literacy in Nigeria have been explored through the narrative of financial organizations with little attention to the education sector-university (Anthony-Orji et al., 2019). The discourse of financial literacy must thus be extended to university managers who make a large bulk of the university's financial and managerial decisions. With evidence of continuous economic change and disruptions globally, universities of higher learning now require managers with a sound understanding and application of financial literacy knowledge for informed managerial and financial decisions. Thus, it is instructive that university administrators prioritize the recruitment and development of managers in the areas of financial literacy skills and knowledge in the interest of the university (Amari and Jarboui, 2017). The pursuit of this paper is the contention that financial literacy skill and knowledge remain fundamental to any managerial decision making and the need to initiate appropriate mechanisms for addressing managers' financial literacy acquisition challenges remains fundamental to the realization of this goal.

The financial literacy literature is inundated to an extent in Nigeria. For instance, in terms of economic growth and expansion, Babajide et al. (2015) dissect the implication of financial inclusion for economic growth in Nigeria. Other available studies include the nexus between entrepreneurs' financial literacy and business performance (Usama and Yusoff, 2018) and financial inclusion, financial development, and economic diversification in Nigeria (Adeola and Evans, 2017). From another clime, Xiao and Porto's (2017) study interrogates the importance of financial literacy for organizational growth and performance. Mitchell and Lusardi's (2015) analysis examined financial literacy as a tool for advancing competitive advantage by Multinationals and national corporations. From this array of studies, it is important to argue that hardly has been any study that interrogates the importance of financial literacy skills and knowledge for effective managerial decision-making among university managers in Nigeria. This position portrays the gap and originality of this study. To be sure, the specific aim is to understand the financial literacy skills and knowledge of university managers. In so doing, the objectives include identifying the different financial literacy skills of university managers, appraising, and identifying the different financial literacy acquisition challenges of managers, and offering strategic measures for the improved development of university managers' financial literacy skills and knowledge.

The central contribution of this paper is the interrogation of financial literacy skill discourse beyond the prism of organizational performance and entrepreneurial growth to a more robust issue of its importance among university managers for effective managerial and financial decision-making. By interrogating this, it is likely to engender a nuanced and fresh discussion toward appreciating and understanding the importance of financial literacy skills and knowledge for university managers in making informed managerial and financial decisions for the overall interest of the university. The analysis, therefore, takes the position that the case of university managers conveys critical significance, and this is uniquely relevant for a fuller understanding of the implication of financial literacy skills and knowledge acquisition. The paper, after an explicit conceptualization of financial literacy, highlights and discusses the different challenges of financial literacy skill acquisition among university managers. The different methodological approaches employed to address the research questions were also explained. Importantly, the NVivo qualitative software was employed to make sense of the qualitative data with the emergence of themes and sub-themes. The study echoes increased support for ensuring university managers are adequately trained on the complexities of financial literacy skills.

2. UNDERSTANDING FINANCIAL LITERACY: A CONCEPTUAL REVIEW

The concept of financial literacy can be conceptualized from different perspectives depending on the field of study in which the concept is being explained. For instance, from a management view, Boisclair et al. (2017, p. 13), explained financial literacy as the blend of awareness, understanding, skill, and attitude mandatory for implementing effective financial decisions without a need to understand and manipulate numeric. Criddle (2006) conceptualized financial literacy as the capability to learn about a variety of options for establishing financial goals. Criddle's (2006) explanation clearly explains that attaining financial goals cannot be unconnected from the need to be financially literate. Mavis and Lynne (2008) explain financial literacy from three dimensions. First, financial literacy is defined as having considerable knowledge and education about the management of money and other related financial activities. Second, being financially literate illustrates an individual's ability to manage money with competency in making meaningful and profitable investments (Mavis and Lynne, 2008). Third, it captures the application of this knowledge in the planning and implementation of financial decisions (Akhtar and Liu, 2018).

The above narration encompasses an individual's possession of the right mix of skills and knowledge in the management of money. A more distinct conceptualization can be unraveled from the understanding of financial management tools such as budgeting, investment skills, and savings attributes (Eniola and Entebang, 2017). Other sentiments argue that financial literacy is an individual ability to make informed and fundamental judgments in making effective decisions in line with the appropriate management of money (Boisclair et al., 2017). In short, financial literacy summarizes the understanding and measurement of an individual's financial situation and how well they are positioned to manage issues of financial decisions (Akhtar and Liu, 2018). Several arguments have been made in the financial literature on how the financial literacy level of managers and decision-makers can be evaluated (Babajide et al, 2021; Fatoki, 2014). In contrast, other contentions have argued about the difficulty in comprehending how people process financial information and make decisions based on this information (Jonsson et al., 2017). This position is backed by the verity that financial literacy constitutes a wide range of concepts not limited to financial consciousness, knowledge, capability, and proficiency and it is difficult to integrate this information into a concept. Studies have explained the consistent use of the concept of financial literacy, particularly to make a distinction between financial knowledge and financial education (Akhtar and Liu, 2018; Mabula and Ping, 2018).

Mabula and Ping (2018) attempted to make a distinction between these two concepts. For instance, the authors explain financial knowledge as the ability to comprehend financial information in expectation to make effective management decisions. Financial education entails the ability to be able to recall financial information i.e. financial knowledge (Mabula and Ping, 2018). To put it in context, financial literacy encompasses the possession of financial information and knowledge. The extent of being financially literate is a distinct aspect of human capital that represents a fundamental component of an individual's life cycle including learning skills that impact the ability to effectively manage revenues, expenditures, and savings (Eniola and Entebang, 2017).

According to Clarke et al. (2009, p.330) attaining a state of financial literacy is inspired by a collection of behaviours such as planning expenses and the ability to build effective financial security. Therefore, being financially literate is robustly established on an economic and non-economic belief system about the outcome of a particular behaviour, which is sacrosanct in any financial decision-making process. In summary, financial literacy represents a continuum of understanding financial decision tools such as budgeting and saving knowledge and the possession of the right mix of attributes to put this information into effective decision-making in the areas of planning and investment.

3. CHALLENGES OF FINANCIAL LITERACY SKILL ACQUISITION AMONG MANAGERS'

The task of becoming financially literate or knowledgeable is no doubt a difficult and lifelong adventure, particularly among managers who are responsible for the initiation and implementation of financial policies for effective managerial decisions. The broad canon of management literature identifies one of the challenges of financial literacy skill acquisition with the nature of the human capital knowledge acquired by an individual over his or her life work circle (Fernandes et al., 2014). Financial behaviour has also been identified as a strong constraint against managers' successful acquisition of financial skills (Remund, 2016). For instance, Anthony-Orji et al. (2019) analysis asserts that being financially literate involves having appropriate financial behaviour that entails the ability to plan and build financial security. Managers' attitudes have also been explained as a major limitation to being financially literate. Beckmann (2013) argued that managers' financial attitudes are recognized through a collection of economic and non-economic considerations and are considered critical in the acquisition of financial skills.

Other commentaries have highlighted the challenge of socio-economic factors as conundrums to financial literacy. Remund's (2016) thesis contends that occupation is significantly related to managers' financial literacy level. In other words, managers who are domiciled in finance-related occupations are more likely to possess financial literacy skills than those who are not (Murendo and Kingstone, 2017). In addition, age has been identified as a challenge to financial literacy acquisition. Monticone's (2010) study established a significant relationship between age and the financial literacy level of managers. The study shows that financial literacy is high among young managers with a gradual decline from age 60 years and above (Potrich et al., 2015). The problem of being literate has also been reported as a financial literacy acquisition challenge. In the broad management literature, literacy explicates an individual's ability to read, write, and speak. Literacy, therefore, represents a fundamental component of managers' acquisition of financial literacy for effective managerial decisions. In contrast, research findings have established that non-financial managers lack the prerequisite skills in terms of being able to write, read, and report financial languages (Potrich et al., 2015).

The lack of managers' possession of the right mix of numerical or mathematical skills represents a constraint to the acquisition of financial literacy skills (Haiyang and Volpe, 2022). Numerical or mathematical skills are strictly related to the general cognitive ability of managers for effective managerial decisions. Beckmann (2013) theorizes numeracy as an individual's ability to execute simple mathematical solutions including multiplications and subtractions. The literature has shown that a growing number of non-financial managers still struggle with performing jobs related to the computation of numbers and other numerical tasks (Sivaramakrishnan et al., 2017). Asarta et al. (2014) earlier reported that managers' inability to understand, perform, and interpret financial records has engendered severe implications on the managerial decisions and growth of organizations. The crux of financial literacy is tied to the usage and management of money which is done in numeric. Thus, the concepts of financial literacy and numeracy cannot be separated. To be sure, managers with poor financial literacy and numeracy skills can be helped through high-level involvement in numeracy-related jobs (Sekita, 2015).

The fundamentals of financial education are to train managers on basic concepts that are related to money and its effective management (Van Campenhout, 2015). Managers are expected to learn the dynamics of financial education to be able to make use of the basic financial and investment skills required for effective managerial decisions (Lusardi and Mitchell, 2014). Financial education aids in improving the financial skills of individuals with the intent of familiarizing them with financial risk. Several research pieces of evidence have reported the poor financial education of managers. For instance, Bellofatto et al. (2018) reported on the poor financial education of Small and Medium Scale Enterprises (SMEs) and corporate organization managers. The study identified that despite the possession of financial degrees, these managers are largely uneducated financially with consequences on the financial decisions of the organizations. Financial literacy literature has shown that the bulk of financial literacy studies is concentrated in corporate organizations and SMEs leaving sparse attention to the public sector establishment such as the university system. This research gap forms part of the argument of this paper to exude the financial literacy level of managers from a public sector perspective.

4. MATERIALS AND METHODS

The study is philosophically guided by the assumptions of the pragmatism research approach. This is to unravel quantitative and qualitative understanding of the level of financial literacy skills of university managers and the implication for managerial decision-making through the positivism and interpretivism approaches. First, the positivism approach supports the quantitative measurement of variables through questionnaire administration. Second, the interpretive philosophical assumption offers an avenue to deeply explore, understand, and interpret social and managerial problems through the real world and the experiences of respondents (Shields and Rangarajan, 2013). It affords the integration of the human element into a study by concentrating on meanings and how these meanings are understood in any research situation (Sekaran and Bougie, 2016). For this study, the human elements of university managers were recruited and interrogated to understand the level of their financial literacy skills to infer any implication for effective management decision-making.

The study design aligns with the fundamentals of survey and exploratory research designs. For instance, the survey design entails the direct administration of structured questionnaires to elicit deductive reasoning, while the exploratory design was employed to unravel deep qualitative opinions, responses, and views of respondents. These approaches are justified to explore and expand the frontiers of limited existing studies on the level of financial literacy skills and knowledge of university managers (Kumar, 2012). For instance, findings from financial literacy literature reveal a gap in the financial literacy of university managers (Meszaros, 2014; Potrich et al., 2015). In other words, the assumptions of the exploratory research design become appropriate to further expand this research gap through the context of the university narrative. The population of the study was selected university managers who are in the custody of the management of the financial and administrative responsibilities of their different units in the university. These managers were strategically identified based on their roles and responsibilities in the management of the financial status of their units within the larger university system.

A total of 115 managers were from the University of Lagos, Nigeria across all departments of the institution and surveyed through questionnaire administration. For the qualitative component, a total of 16 unit managers were recruited for the interview. This sample size is justified and appropriate to unravel deep research outcomes in a qualitative study (Creswell, 2014). The identification and selection of this sample do not consider any special consideration in terms of criteria, but the level of interaction between the researcher and all the respondents offered a more robust comprehension of their perceptions, opinions, and experiences of the level of financial literacy skills and knowledge (Saunders et al., 2009). The managers were recruited through simple random and convenient sampling techniques (Sekaran and Bougie, 2016). First, managers were selected randomly as a subset of the larger population, and everyone was given an equal chance of being a representative sample (Sekaran and Bougie, 2016). Second, a purposive sampling strategy was employed to identify unit managers across departments of the University of Lagos, Nigeria for interview. Thereafter, referrals were made for the intentional selection of experienced managers with a robust understanding of the research problem. From the list of managers recruited for the interview, it was ensured that only those who were convenient with the scope, time, and arrangement of the study eventually made up the study sample size, which culminated in a total of 16 unit managers.

The study employed two data collection approaches. The structured questionnaire was used for eliciting quantitative data as it has the advantage of being easily standardized and being the most cost-effective data collection instrument (Creswell, 2014). For instance, the closed-ended items on the structured questionnaire gave room for the pre-coding of the quantitative data for statistical analysis and interpretation. The questions were structured on a 5-point Likert-Scale measurement. The range of items covers the measurement of financial literacy, financial literacy challenges, and strategic measures of financial literacy development. The study also employed the semi-structured interview approach. This is justified to allow for the uncovering of supplementary questions and explicit responses in the circumstance that there was observed vagueness in the responses supplied (Saunders et al., 2009). An interview schedule was employed to give room for an unhindered flow of questions and responses. The interview method of data collection is known to have some challenges including vagueness in language, the ambiguity of responses, and the likelihood of misinterpretation of the interview questions and answers respectively (Quinlan, 2011). As it relates to this study, these challenges were carefully addressed by ensuring that the questions were structured in the English Language as understood by all the units' managers and that the structure of the questions was devoid of any misinterpretation.

The duration of the interview lasted for a total of 2 months; from 02 November 2023 to 05 January 2024. The entire interview was recorded, and note-taking was employed to ensure clarity of responses if some responses were not clear enough to transcribe. The interview begins with a brief introduction of the researcher and the aim of the study. The range of questions posed to respondents reflects on the different financial literacy skill levels of university managers and the challenges associated with the acquisition of financial literacy skills among university managers among others.

The validity and reliability of the questionnaire were ensured by engendering a measuring instrument that covers the item.

Specifically, the validity was ensured by obtaining experts' views and opinions on the nexus between the items and the research aim. Reliability was obtained by conducting a pilot study with 30 participants (omitted from the final sample size). This was conducted to exclude possible errors from the instrument. However, in terms of ensuring the internal reliability of the instrument, Cronbach's Alpha tests for the reliability fit of the items on the research instrument (Table 1). For the interview, Trochim and Donnelly's (2007) four components of evaluating the reliability of the qualitative data were used to ensure the quality of the data including credibility, transferability dependability, and confirmability. For credibility, it was ensured that the data dovetail and reflect the views and opinions of the respondents in the results. The transferability of the data was ascertained by giving room for the transferability of the data to another research context. The dependability of the data was pursued by complying with all the ethical considerations in the conduct of social research. For instance, during the data collection, it was ensured that the privacy and anonymity of all respondents were strictly protected, and the analysis and report of findings were reported excluding any identity of the respondents whatsoever. Lastly, the confirmability of results was ensured through the synergy between the data sets and the results.

The quantitative data analysis includes Cronbach's Alpha conducted to determine the reliability of the latent variables. The Confirmatory Factor Analysis was also estimated for the measurement items to understand the relevance of the latent variables. Thereafter, the Structural Equation Model was calculated to understand the influence of financial literacy variables on managerial decisions (Table 2). On the other hand, the NVivo (v.12) qualitative software was employed to identify major themes and sub-themes from the interview transcript. Figure 1 shows the different themes and subthemes. The identified themes and

Table 1: Matrix showing Cronbach alpha and confirmatory factor analysis

Cronbach alpha		P-value	Confirmatory factor analysis		
Latent variable	Alpha value		Path coefficient	Mean square error	Comparative fit index
Financial literacy	0.78	0.00	0.735***	0.23	0.94
Financial literacy challenges	0.92	0.01	−0.687**	0.11	0.98
Strategic measures	0.86	0.04	0.641*	0.10	0.86

Significant at *P<0.05, **P<0.01, ***P<0.001

Table 2: Influence of financial literacy skills on managerial decision

Items	Coefficient
Financial literacy skills level	
I understand and can report basic financial statements.	0.67**
I can use basic financial reporting software.	0.77***
I have a good knowledge of balance sheets.	0.69*
My accounting/financial knowledge of managerial decisions is appropriate.	0.59***
I apply financial planning skills appropriately as a manager.	0.65**
I understand and can interpret basic financial cash flow.	0.72***
My bookkeeping records skills help in make financial decisions.	0.60**
I understand the role of inventory and accounting records in managerial decisions.	0.81*
I have developed good financial literacy skills.	0.56**
I report financial accounting statements with good financial literacy understanding.	0.67*
Financial literacy challenges	
There is only a little financial literacy software for managers to use.	0.51**
Low commitment to training in financial literacy development for managers.	−0.69*
Many managers do not have good financial literacy accounting backgrounds.	0.52**
There is evidence of poor financial literacy knowledge among managers.	0.58**
Poor financial literacy analytical skills	−0.69***
Low financial literacy analytical skills and usage among managers	−0.73**
Many managers are reckless financial literacy-wise.	0.58***
Poor interest and utility of financial literacy tools and accessories	0.54*
Perception of the importance of financial literacy skills is not encouraging.	−0.65*
Poor communication about the importance of financial literacy skills	0.59**
Strategic measures for financial literacy development	
Financial literacy education for literacy enhancement skills	0.58***
Compulsory inclusion of financial literacy skills in all managerial roles	0.64**
Building financial literacy skills through capacity management initiatives	0.67***
Employing constant engagement for understanding financial literacy needs	0.65*
Swift and constant financial literacy training and empowerment	0.80***
Increase access and provision of financial literacy tools.	0.79**
Attracting managers with sound financial literacy skills, understanding, and application	0.68***
Setting financial literacy skill realizable goals for managers	0.59***
Cultural change and continuous infusion of financial literacy knowledge	0.60*
Financial literacy skill acquisition tied to compensation and performance appraisal.	0.71***

The Structural Equation Modelling shows that the estimation method was at the maximum likelihood and the number of observations indicates 93. The range of results and level of significance shown represent the standardized solution; *P<0.05, **P<0.01, ***P<0.0001

Figure 1: Themes and sub-themes

sub-themes were thereafter analyzed with the content qualitative analytical tool. Overall, the data provide important insights into understanding the different financial literacy levels of university managers and the inherent challenges in the acquisition of financial literacy skills.

All the selected participants were given prior notice about the research via verbal conversation. The participants were made to sign an informed consent form to ensure their interest and confidentiality in the research investigation. To protect the identity of the participants, their names were pseudonymized during the data analysis and discussion of findings.

5. ANALYSES AND RESULTS

Table 1 illustrates the confirmatory factor analysis and the path coefficient of the dependent variables.

5.1. Quantitative Analysis

The result from Table 1 shows that financial literacy has a positive and significant influence on managerial decisions (0.735; $P < 0.00$). Further findings reveal that financial literacy challenges show a significant adverse effect on managerial decisions (−0.687; $P < 0.01$). The adoption of strategic measures shows a positive and significant association with managerial decisions (0.641; $P < 0.04$).

Table 2 shows that all the items on the financial literacy skills scale were statistically significant ($P < 0.001$). For managers in this study, financial literacy skills competency was measured by knowledge of balance sheets, cash flow, financial statements, financial reporting software, inventory, accounting records, etc. In addition, 10 items of financial literacy challenges were also measured on a wide stretch of items. While some items were positively and statistically significant, others were negatively and statistically significant (Table 2; $P < 0.001$). Lastly, the third variable of strategic measures measured on a 10 10-item scale also shows statistical significance with items measurement ranging from financial literacy education, capacity initiatives, financial literacy training and development, financial literacy tools, etc. (Table 2; $P < 0.001$).

6. QUALITATIVE ANALYSES

This section of the paper presents the qualitative data analysis. The different themes and sub-themes (Figure 1) were analyzed and discussed in this section of the paper. These themes were analyzed in tandem with the verbatim responses of the managers, representing the qualitative data.

6.1. Financial Literacy Skill Level of University Managers

The question of the importance of financial literacy skills of university managers is no doubt attracting debates from public analysts and other stakeholders in the education sector across the globe (Jonsson et al., 2017). These debates are backed by the desire for the university's financial development. The different levels of financial skill vary among university managers in terms of their operational roles and job descriptions. The general range of financial literacy skills shared includes financial planning skills, bookkeeping, cash-flow, and inventory accounts records. It was explained by most of the respondents that the possession of financial planning skills by managers represents the basic financial knowledge required for effective financial decision-making. With the large financial records and administration of the university, it was also argued that the knowledge of the cash book and managers' ability to prepare an inventory account record signposts an important financial literacy skill.

The respondents further argued that the fundamentals of financial literacy skills do not end with the ability to keep records of financial statements, but also depend on the understanding and ability to interpret financial decisions and a robust understanding of the balance sheet. The array of these skills represents a need on the part of university managers to have a high level of knowledge of financial planning skills to effectively make managerial decisions. One of the managers interviewed narrates the significance of financial planning skills as a critical component of university financial and sustainable growth indices. This perspective was further argued as the cornerstone to ensuring effective managerial decisions are made in terms of the financial flow and records of the university.

> We are all aware that the university is often engaged with financial planning year in and year out and financial planning is also required for other components of the university such as investment and the general management of funds. I believe that managers with financial planning skills will be able to excel in these core areas and ultimately make effective managerial decisions for the university. There is no way we can be talking about financial skill literacy without giving credence to the overall financial planning knowledge of managers. So, for me, this represents a significant component of what constitutes financial literacy skills that every manager must possess.

The importance of elementary bookkeeping and inventory knowledge cannot be overstretched in the gauge of managers' financial literacy skill level. It was explained that bookkeeping and inventory knowledge are essential components of ensuring the day-to-day financial running of the university, without financial administration the university cannot be effectively managed. This argument forms the bedrock of the poor book-keeping and inventory accounting knowledge of many university managers saddled with financial management and decisions of the university. For instance, there cannot be any effective management decisions emanating from the crop of managers lacking essential financial literacy knowledge such as bookkeeping and inventory account competencies. One of the respondents explained as follows:

> The knowledge of bookkeeping and account inventory also represents a critical component of financial literacy skills that university managers must possess in their bid to manage the financial undertakings of the university. Ideally, the university engages in a different cog of financial transactions ranging from student fees, sales, and other financial administration. These transactions must be properly documented for accountability, and it is only managers with appropriate bookkeeping and inventory literacy knowledge will be able to effectively advance these responsibilities.

The Nigerian institutions of higher learning have continued to undergo major restructuring in terms of the quality of teaching delivery and the management of the available meager resources at their disposal. One of the requirements needed for the management of the available sparse resources is the need for managers to have competency in the interpretation of basic financial analytics and management decisions. Most of the respondents explained the lack of a manager's explicit understanding and ability to interpret and analyze financial decisions. As explained, the traditional method of financial decision analysis is gradually dwindling and the global demand for sophisticated knowledge on financial decision analysis is no doubt taking center stage with consistent calls for improvement on the part of managers. One of the respondents argued that university managers are limited around financial decision analysis and this trend has continued to affect the managerial decisions made by university managers.

> We must understand that one of the most difficult financial literacy skills to acquire by university managers is financial decision analysis. Many of these university managers are only knowledgeable with what I call "archaic" financial literacy skills. We must understand that the global trend has shifted from this, and a new phase of financial literacy skills is in demand in line with current realities. So, to have a fuller understanding of financial literacy skills, I think we should start giving recognition to financial decision analysis skills to ensure managers make accurate managerial decisions.

The significance of cash flow management and interpretation of bank statements was averred as another important financial literacy skill required for effective management decision-making. Most of the respondents interviewed report that the ability of managers to interpret bank statements and administer cash flow finance represents a key indicator of being financially literate. This position supports that financial literacy skill levels are encompassing and not limited to an individual's ability to read and write. One of the managers argued as follows:

> The financial literacy skill of cash flow management and interpretation of bank statements also form an important component of the expected financial knowledge a university manager must possess. For instance, the constant university engagement with bank activities and transactions is a pointer while managers must possess the ability to interpret bank statements and other cash flow activities.

6.2. Financial Literacy Skill Acquisition Conundrums

The contention around the importance of financial literacy for effective managerial decisions remains unabated, especially with the continuous global changes witnessed in recent times. University managers are saddled with the responsibility of being abreast of financial skills development for effective managerial decisions. There are several challenges constricting university managers' financial literacy acquisition. For instance, many of the respondents argued that university managers are confronted with the sparse availability of financial literacy software, lack of training on financial literacy development, and the evidence of poor financial skills and accounting background among others. These among other constraints have remained challenges to managers' acquisition of financial literacy skills. In short, the importance of financial literacy software development is supported by the changing dynamics of the global village where the use and application of information technology and software have taken over work execution.

The concern of lack of training on financial literacy skills also extends to commitment challenges on the part of the government. For instance, university managers are supposed to be routinely trained and developed on the importance of financial literacy for the overall development of the university. This narrative summarizes the state of university managers' financial literacy knowledge and the implications on the financial management of the university. One of the respondents recounts the challenge of the non-availability of financial literacy software for the development of university managers' financial literacy skills.

> As you are aware, the world is moving fast in the direction of information technology and the acquisition of relevant skills through information technology. The development of financial

> literacy skills cannot be separated from these initiatives. The challenge, however, is that university managers are often sidelined from this initiative in terms of developing their financial literacy skills. In this university, I can tell you that as managers, we do not have any of such that can help us boast or develop our financial literacy skills. This is a major challenge limiting the prospects of financial literacy skill acquisition for us.

The challenge of developing managers' financial literacy skills through training and development initiatives was also recounted by most of the respondents. It was agreed that the poor and moribund financial literacy knowledge of university managers is reflective of the poor commitment to training initiatives. It is safe to argue that the human capital development of university managers in terms of how they are adequately trained on the principles and applications of financial literacy skills represents one of the means towards ensuring effective financial and management decisions are made for the growth of the university. One of the faculty managers interviewed expresses this view as follows:

> We lack adequate training in financial literacy skills. We are only left on our own without training. You can imagine the drift and development in financial literacy knowledge and all. Most of us are not abreast of these changes and trends and we are only used to what we used to know. So, one thing I know is that our knowledge of financial literacy can only be improved if our knowledge of financial literacy skills and management is improved through consistent training. Otherwise, it is important to say that university managers will continue to display incompetency in the areas of financial literacy skills and knowledge.

Another sentiment shared reflects managers' poor sense of financial analysis skills. Many of the respondents argued that the age of managers depicts a critical indicator since several of them are of middle or old-age range categories. The factor of age plays a significant role in the acquisition of financial literacy skills and knowledge of university managers. A manager from the registry reiterated as follows:

> I am sure that most of us are having a hard time with the challenge of financial analysis skills, and this is affecting how far we can develop our financial literacy skills. The importance of the rudiment knowledge of financial analysis skills cannot be overstretched when it comes to the acquisition of financial literacy skills. I can also talk about the impact of age. Most of us are above middle age, and this is playing out in *how fast we can learn financial literacy skills.*

6.3. Developing Managers' Financial Literacy Skills

Financial literacy acquisition among managers remains fundamental to making informed managerial decisions at all levels of organizations. This knowledge is as important for non-financial managers as it is for financial managers since the running of every organization deals with financial transactions at one time or the other. Appropriate measures are required to dwindle the collection of challenges hindering university managers' acquisition of financial literacy skills for the development of the university. Most of the respondents interviewed acknowledged important measures that are sacrosanct to upturning their financial literacy knowledge and skills including a timely financial literacy training and development workshop, provisions and access to financial literacy tools and software, the compulsory use of financial literacy tools to become accustomed to financial literacy skills and the need for building financial literacy knowledge and capacity through constant engagement.

As reiterated, the importance of financial literacy training and development has become a global trend for the effective development of financial literacy skills. The argument pursued in this paper is the need for university management, through the effort of the Nigerian government to pursue the training and development of financial literacy skills and knowledge earnestly among university managers. A manager from the works department of the university asserts his position as follows:

> We must understand that the challenge of financial literacy skills and knowledge acquisition cannot be easily addressed if the right things are not put in place. I will advocate for a need to constitute a timely financial literacy skill training development workshop where managers from all ranks in the university can be brought together and taught the rudiments of financial literacy. I know this will start helping us in every managerial decision in the organization. The training and development workshops can be done in batches, and I am sure by the time it goes around, we will have acquired the financial literacy skills needed for effective management decision-making.

Other financial literacy development measures include the commitment to ensuring financial literacy tools and access to these tools are made available. It was argued that this can be realized through the installation and provision of financial literacy tools and applicable software in strategic places in the university or the establishment of a financial literacy training center where these tools can be accessed in the interest of managers. Thus, it is argued in this study that financial literacy centers can go a long way in improving the financial skills of university managers with ensuing positive implications on managerial decision-making in the university.

> We must start talking about how managers can be helped in terms of financial literacy skills and knowledge acquisition. By doing this, we must understand that there is a need for a high level of commitment from the appropriate quarters toward helping managers. As one of the managers in this university whose financial literacy skills are not well articulated, I think I will support the initiative of creating a center where we can constantly have access to financial literacy tools and maybe software that can assist us in becoming vibrant in financial literacy skills and consequently improve the range of managerial decisions we make in the university as managers.

Most of the respondents also agreed that the university management should give attention, at least to the recruitment of persons with financial literacy skills into key strategic managerial positions in the organization in other to reduce the burden of low financial skill turnout of managers with severe implications on the managerial decisions of the university. Consequently, the need for constant financial literacy building through constant engagement with managers was also recounted as an important measure that can ensure the development of university managers' financial skills and knowledge. For instance, one of the managers contends on the significance of attracting managers with financial literacy skills understanding, and background as follows:

> I think the university must start prioritizing people with financial literacy backgrounds skills, and knowledge, especially as managers in strategic positions of organizations. I believe this will greatly help the university in several ways. Managers with financial literacy skills can effectively make robust and error-free managerial decisions.

Another respondent, a manager in the university development center explains the strategic importance of having a constant engagement in financial literacy knowledge and development capacity as follows:

> There is a need for constant engagement as a measure of the development of managers' financial literacy skills. By this, I mean the need to build the financial literacy capacity of managers by asking what their financial literacy needs are and how this can be addressed. It is interesting to state that this can only be feasible through engaging these managers by trying to understand what their financial literacy needs are. Through this, their financial literacy skills gap can be identified and consequently addressed.

The Word Cloud shows the themes and sub-themes that emerged from the NVivo 12 software, in which accounting software, inventory account records, cash-flow understanding, and financial knowledge were the most critical indicators of financial literacy.

7. DISCUSSIONS

The focus of this paper has been to understand the narrative of financial literacy beyond the conventional themes to a more interesting discussion of its implication for managerial decision-making among university managers. The university managers' example affords explicit illustration for the understanding of financial literacy skills as a lever for the decision-making process for the university's development. Developing managers' financial literacy skills (with sparse commentaries on university managers') has been argued as an important pathway for encouraging development through appropriate financial decision-making. Its importance remains fundamental to ensuring the financial sustainability, planning, and appropriation of the university.

As shown through the findings, different financial literacy skills of managers were identified including financial planning, booking keeping, cash booking, and inventory account records (Sivaramakrishnan et al., 2017; Potrich et al., 2015). Findings from the quantitative analysis show that financial literacy is positively and significantly (0.753; $P < 0.00$) associated with managerial decisions. In a similar vein, the qualitative results revealed that the managers identified financial literacy skills as essential to the day-to-day financial running of the university, which further influenced their managerial decisions. The above arguments are laced with the requirement of basic knowledge of financial literacy skills for the managerial role. However, what is unclear is the extent to which such requirements are complied with on the part of the university managers. What remains uncontested is the question of the extent to which this basic financial literacy skill can upturn the financial development of the university. Existing similar studies mirror these findings (Anthony-Orji et al., 2019; Eniola and Entebang, 2017).

Findings from the quantitative analysis revealed that financial literacy challenges have a significant negative impact on managerial decisions (−0.687; $P < 0.01$). This negative impact has been espoused by previous studies as negligence on the part of the university management. This outcome is supported by the qualitative result, in which, the managers argued that scarce availability of financial literacy software, lack of training on financial literacy development, and poor financial literacy skills and accounting background are challenges associated with managers' acquisition of financial literacy skills. These explanations exude a shortfall on the part of the university management in ensuring managers are adequately equipped with the basic requirements for the acquisition of financial literacy skills (Mabula and Ping, 2018). For instance, in this era of digitization, several platforms can be employed for the development of managers' financial literacy skills. The argument pursued in this paper is the need for university management to yield to the demand of global change in the areas of improved financial literacy of university managers through accessible and appropriate exposure to financial literacy development tools. A few studies have identified similar financial literacy challenges (Babajide et al., 2021; Remund, 2016).

Furthermore, the quantitative finding revealed that the identified strategic measures are positively and significantly associated with managerial decisions (0.641; $P < 0.04$). This collection of strategic measures needed for the development of university managers' financial literacy skill levels was also rated high by the respondents. These strategic measures include timely financial literacy training and development, access to financial literacy tools and software, and the need to patronize the recruitment of managers with financial literacy knowledge and background. These measures exhibit a timely strategic approach aimed at developing university managers' financial literacy levels. For instance, a few pieces of evidence support poor government intervention in committing to the development of managers' skills such as financial literacy skills (Van Campenhout, 2015; Akhtar and Liu, 2018). In other words, intervention through training and development can swiftly change the narrative for the better. Prioritizing the recruitment of university managers with requisite financial knowledge and background can equally be employed to ensure the development of managers' financial literacy skills. Attaining these strategic measures can help position university managers toward making effective managerial decisions in the interest of the university (Mabula and Ping, 2018).

8. CONCLUSION AND RECOMMENDATIONS

The interrogation of financial literacy skills from the prism of challenges and strategic measures of development amongst university managers offers an interesting research paradigm in the canon of financial literacy studies. The study concludes that while university managers show elementary financial literacy skills, the need for the university management to constitute strategic measures for its improvement cannot be overstretched. This conclusion is anchored on the importance of financial literacy skills in making informed managerial decisions. The canon of financial literacy studies must therefore emphasize the dynamics of financial literacy skills for a better understanding of its implications among university managers. Expanding this narrative through this conduit will likely offer researchers and other public analysts the prospect of dissecting and harnessing the analysis of financial literacy with the possibility of provoking appropriate strategic measures for development.

The recommendation is to call for a more supportive and strategic approach from the management of the university to ensure university managers are appropriately trained and developed on the intricacies of financial literacy skills. This can be attained through strategic workshops and the provision of essential accounting tools and software needed for upturning university managers' financial literacy skills and knowledge for a positive managerial decision outlook. The limitation of the study is the focus on a few selected managers of a single entity. Further studies can compare two or more cases for a holistic understanding of financial literacy skills among university managers.

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