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Modeling the factors affecting financial literacy using structural equations

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Abstract

The purpose of this research is to provide a model for measuring financial literacy in the capital market of Iran. The statistical population of this research, including the qualitative part, the intended statistical population is made up of experts, and 17 people were interviewed in a targeted manner. Also, in the quantitative part of the statistical community, there are managers, analysts and financial traders of the stock exchange in Tehran province, which was determined by the simple random method and the Cochran formula, with a sample size of 280 people. A researcher-made questionnaire was used to collect data. Validity was confirmed by using the content method and reliability with Cronbach's alpha. In the qualitative part, the dimensions of the model were identified by using the foundation data approach. In the quantitative part, confirmatory factor analysis and structural equations were used to quantify the model and rank the standards. Lisrel software was used to analyze the data. The results showed that the dimensions of the model include demographic components, economic skills, social components, educational components, investment management, basic financial knowledge, advanced financial knowledge, psychological components, technological, and cultural components, government laws, economic components, financial behavior, financial attitude, organizational learning, financial skill, financial management and financial results. The results of the research hypothesis test show the confirmation of the mentioned model.

Keywords: financial literacy, capital market, structural equations
2020 MSC: 91G15

1 Introduction

One of the concepts that organizations and institutions deal with is the concept of financial literacy. In general, financial literacy means having sufficient knowledge and understanding of financial concepts and existing methods, as well as using this knowledge to solve financial problems in that organization. With sufficient financial literacy, you can easily think about your personal finances and check all available options before making a decision and finally choosing the best one. In fact, having financial literacy, in addition to having a good understanding of the theories and concepts in this field, can also use this knowledge in a practical way in your actions in the field of financial management. Every person needs to have enough knowledge about financial affairs and take steps to strengthen their financial literacy. Otherwise, it cannot perform properly in the field of financial management. Because without having financial literacy,

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the decisions that a person makes and the actions he will take in line with those decisions are not appropriate and cannot bring the necessary success [8]. Therefore, due to the complexity of financial markets, the development and expansion of the scope of activities of financial institutions and organizations, and their continuous efforts to increase market share, the need for domination in financial literacy has become more important. Financial literacy is an indicator of a person's understanding of basic financial concepts, his ability and confidence in managing personal affairs through accurate and short-term financial decisions, long-term financial planning under changing economic conditions and living with significant events.

In recent years, financial literacy has created benefits for various groups, including governments, bankers, employers, different social groups, financial markets and other organizations, especially in developed countries. The importance of improving financial literacy has increased due to factors such as the development of new financial products, the complexity of financial instruments and markets, political changes and economic factors. This process, considering the abundance of investment options and marketing expansion, is effective when it is possible to choose from among them by using information and financial literacy. University education in the field of finance and accounting and information provided by the public and private sector, the Internet and financial education courses are among the sources of financial literacy [17]. By examining the research literature, it can be seen that there has been no comprehensive research on financial literacy, as well as the role and impact of various economic, political, social, etc. components on financial literacy. So far, there has been no comprehensive research in this field that examines all these components at the same time; By examining them, it is possible to understand the existing theoretical gaps in this field. In other words, there is a lack of resources and information in this regard, which shows the need for more research. Therefore, by carrying out this research, we can help to enrich the existing literature. Conducting research in the field of financial literacy and its impact makes it possible to gain a clear understanding of its role in making financial decisions and investments of people in society and evaluate its contribution and impact. So, considering the academic community's lack of knowledge in this field and the lack of information sources, conducting this research can play a small role in enriching and increasing the wealth of information about this issue, which can be the basis for conducting more research in the future. Therefore, the current research intends to study the impact of different components on financial literacy and evaluate the importance of each of these components. The main question of the research can be posed as follows: What are the effective components of measuring financial literacy in Iran? What is the importance of each of these components?

In order to answer the questions of this research, this article first explains the concept of financial literacy and then explores the characteristics and components of financial literacy; then, previous studies in this field are explained and in the next section, the results of interviews with experts and coding and extraction of factors are examined and analyzed; in the final part of the article, conclusions and summaries are presented.

2 Research literature

In today's world where financial decisions are increasingly becoming one of the most complex human behaviors, people need a wide range of skills and knowledge to make informed choices and manage finances. For this reason, financial literacy has received the attention of governments all over the world. Citizens who have a strong understanding of basic financial principles are likely to make a more informed choice in this regard. Financial literacy can help consumers of all ages and income levels keep expenses and debt under control. It can also help families to gain discipline for saving and investing [5].

Globalization and the rapid development of the financial services sector are increasingly requiring consumers to make more complex financial decisions. This has increased the importance of financial literacy. Globalization and the rapid development of the financial services sector are increasingly requiring consumers to make more complex financial decisions. This has increased the importance of financial literacy. However, in the context of consumers' financial behavior, the lack of an exact definition of financial literacy has led to some confusion in using financial literacy, financial knowledge, and financial education interchangeably in the literature. It is argued that financial literacy includes two main dimensions such as financial knowledge. In other words, financial knowledge is an internal dimension of financial literacy. Therefore, financial literacy can be defined as the ability to understand and use financial knowledge to make correct financial decisions. Financial literacy means "the ability to make informed judgments in real-life situations and make effective decisions about the use and management of money". In other words, financial literacy shows the behavior and ability of households in personal financial management, a behavior that is made of knowledge and skills resulting from understanding the basic concept of financial issues. Also, a person who understands and applies finance and has the knowledge and skills to manage his finances is considered literate [12]. Broadly, past empirical research on financial literacy falls into three categories: First, studies have examined financial literacy at

national levels. Some of these studies have also examined various socioeconomic and demographic factors that may explain the financial literacy and financial knowledge of individuals.

Financial literacy is prevalent in both developed and developing countries. Also, research has shown that financial literacy is very different in different ages, ethnic and educational groups. In addition, previous studies have proven that the level of financial literacy of women is lower than that of men [10]. The second group of empirical studies examined whether financial literacy leads to financial decision-making in terms of wealth management, savings and spending, retirement planning, loan and credit management, stock market participation, and demand for financial products or no. Overall, the results showed that financial literacy significantly contributes to positive financial behavior. Consumers with higher levels of financial literacy show higher savings and wealth planning, they are more prepared for retirement and tend to diversify their investments more than individuals with lower levels of financial literacy. Also, people who had high financial literacy invested more in stock markets and bought financial products such as life insurance. Additionally, financial literacy was found to be negatively associated with credit card debt, high-cost borrowing, and over-indebtedness [11]. The third part of the literature has examined the effects of financial education from the implementation of the program, the development of the curriculum and the evaluation of student's progress to the role of gender and personality in the process of financial literacy education. The results of the studies showed that financial literacy training improves the financial behavior of consumers in terms of savings, spending, credit management and financial planning.

Also, the literature suggests that financial literacy education should begin in childhood or as soon as possible. Despite the growing literature on consumer financial literacy, the mechanisms that contribute to financial literacy are largely ignored [18]. Owusu et al. [15] showed that financial literacy can moderate the relationship between financial resources and company growth. With financial literacy, you can prepare daily sales records, manage working capital, and make correct financial investment decisions. Engels et al.'s [6] research shows that people with more financial knowledge are more likely to detect fraud. The result of the research of Desiyanti and Kassim [4] shows that financial literacy affects business performance and religiosity strengthens the relationship between financial literacy and business performance. Sharif et al. [19] showed that financial literacy has a positive effect on the quality of customers' life. They considered the factors of financial literacy as "quantitative thinking (with numbers and figures), profitability, knowing inflation conditions, time value of money, and monetary illusion". Financial literacy covers basic knowledge about financial tools such as savings, budgeting, investment and risk management [16]. Bank [2] determined the factors of financial literacy in four categories of knowledge, skill, attitude and behavior. Guarenti [7] determined the factors of financial literacy in five indicators of awareness, knowledge, skill, attitude and necessary behavior. Coskun et al. [3] and Okicic [14] considered financial literacy in three concepts: financial knowledge, financial attitude and financial behavior. Financial literacy includes: saving behavior, purchasing behavior, long-term planning, and short-term planning [20]. Asbi et al. [1] considered financial literacy as having information and skills in the following areas: inflation, taxes, diversification, savings patterns, debt management, market risk, longevity and health risk, property management, asset allocation strategy, adequate insurance coverage, bankruptcy, financial goals, liquidity risk, meetings with financial planners/consultants. The characteristics of financially literate people from the perspective of Morgan and Long [13] include: borrowing to cover living expenses, using independent information or advice, making informed decisions, having long-term financial goals, taking care of finances, paying debts on time, planning Savings in purchases, active savings, budgeting in personal life, diversification of incomes, definition and detection of inflation, risk-taking, financial interest, considering the time value of money.

3 Methodology

In terms of the nature of the data, this study is qualitative and quantitative research (combined) of the third type mentioned above, in terms of the purpose of the research, it is exploratory research, and in terms of the implementation method, it is a combination of a descriptive-survey type. The statistical population in the qualitative part of the research is 17 accounting and finance experts and professors. In the quantitative part, the statistical population of the current study is all managers, analysts and traders, who were determined by Cochran's formula and simple random method as the sample size of 280 people. In Cochran's method, the following relationships are used to calculate the sample size in the random sampling method:

$$n' = z^2_{\frac{\alpha}{2}} \frac{\sigma^2_x}{d^2}.$$

After estimating the sample size, which we call n', if $n'/N \leq 0.05$, the estimation of the first step is sufficient, and

if $n'/N \geq 0.05$, then the sample size is adjusted by using the following formula.

$$\frac{n'}{N} \geq 0.05$$

$$n = \frac{n'}{1 + \frac{n'}{N}}.$$

In this relationship, N is the size of the administrative community, n is the sample size, $z_{\frac{\alpha}{2}}$ is the critical value of the Z statistic at the error level α, and d is the accuracy of the desired probability or the error level. Here, σ_x is the variance estimate of the trait studied in the society, which is obtained from the product of the probability of success and failure as $\sigma_x^2 = p \times q$ [9]. In order to collect data, a semi-structured interview was used in the qualitative part and a researcher-made questionnaire was used in the quantitative part, the validity was confirmed by experts' opinions and the reliability was confirmed by Cronbach's alpha. In the qualitative review of the content, the researcher asks the experts to provide the necessary feedback after the qualitative review of the tool. After collecting the opinions of the experts, the CVR can be calculated using the following relationship. This formula is:

$$CVR = \frac{n_E - \frac{N}{2}}{\frac{N}{2}}.$$

To measure the reliability of the questionnaires of this research, the Cronbach's alpha method was used with the help of SPSS software. To calculate the Cronbach's alpha coefficient, first, the variance of the scores of each subset of questionnaire questions (or subtest) and the total variance should be calculated. Then he calculated the value of the alpha coefficient using the following formula.

$$\propto = \frac{j}{j-1}\left[1 - \frac{\sum s_j^2}{s^2}\right]$$

The number of subsets of questionnaire or test questions: j

The variance under the j test: s_j^2

The total variance of the test: s^2

In order to analyze the data, in the qualitative part, the grounded theory approach was used, and in the quantitative part, the structural equation method and Lisrel software were used.

4 Findings

4.1 Qualitative data

After implementation in MAXQDA software, the interviews were analyzed line by line, conceptualized, categorized and then, based on similarity, conceptual connection and common features between open codes, concepts and categories (a class of concepts) were identified. In this research, the data was carefully examined and the main and subcategories related to them were determined, the dimensions and characteristics were determined and the patterns were examined. In fact, the answers provided by the interviewees were analyzed into smaller units and compared with each other in a repeated process, and according to the common cases of their use, the necessary concepts were created. During the detailed analysis of the data, concepts were created through coding directly from the interview transcripts of the participants in the research (live codes) or according to the common cases of their use. The transcripts of the interviews were systematically reviewed to find the main categories, categories, characteristics and dimensions of these categories, and the final dimensions of the model are as follows.

4.2 Quantitative data

Central indices show the average value of the scores distribution. Dispersion indices show how spread out the values of a distribution are. Standard deviation refers to the distribution of respondents around the mean. The higher the value of the standard deviation, the greater the dispersion of the scores from the average, which means that the studied group is more heterogeneous in terms of the characteristic being measured, and vice versa. If the average value of the research variables is higher than (=3), it indicates that the situation of that variable is favorable.

Table 1: Categories and codes of causal conditions

concepts	Main categories	
Gender	Demographic components	Causal conditions
Age		
Marital status		
Being independent from family members		
Employment status		
Level of Education		
Education level of parents		
Income		
Budget planning and management	Economic skills	
Smartening financial decisions		
Skills to overcome financial crises		
Taking advantage of economic opportunities in life		
Avoid encountering fraudulent events		
Active savings		
Nationality	Social components	
Place of residence (urban/rural)		
Social Development		
Migration		
Major	Educational components	
Financial education		
Get financial advice		

Table 2: Categories and codes of central conditions

concepts	Main categories	
Long-term deposit of surplus funds	Investment management	Central conditions
Investment to maintain purchasing power in inflationary conditions		
Safe investment of surplus funds in the short term		
Knowing investment tools and techniques		
Basic knowledge of financial tools such as savings, budgeting, investment	Basic financial knowledge	
Knowing the concept of purchasing power of money, time value of money, individual financial accounting		
Having information in the fields of inflation, taxation, debt management, market risk		
Basis of retirement salary	Advanced financial knowledge	
Basis of retirement salary		
Termination bonus for employees of government departments		
The effect of inflation on different strata		
Value added tax		
The effect of targeted subsidies on the way of saving		
Perception of people's financial planning on how to save		

Table 3: Categories and codes of background conditions

concepts	Main categories	
Fear	Psychological components	Background conditions
High uncertainty		
Greed		
Membership in virtual channels or networks	Technological components cultural	
Follow up news		
The duration of using virtual space		
subsistence subculture		
The education system of the country		
The economic culture of the investor		

According to Table 7, among the research variables, organizational learning components (4.16) have the highest mean and financial management has the highest standard deviation (0.817) (lowest consensus). Also, social components have the lowest average (3.667) and educational components (0.533) have the lowest standard deviation (most unanimity). In connection with the symmetry of variables in terms of skewness and elongation, all variables are symmetrical in terms of skewness and elongation. Because their skewness and elongation are in the range (2 and -2). Therefore, the variables are normal in terms of skewness and elongation, and as a result, the distribution of the variables is normal.

In order to analyze the data, hypotheses regarding the confirmation of the research categories and their relationships have been presented in the proposed model, the results of which are as follows:

Table 4: Categories and codes of intervening factors

concepts	Main categories	
Financial and monetary policies	governmental laws	**Intervening factors**
The role of government and market failure		
Interest rate		
Tax policies		
New laws affecting money, inflation and...		
Economic fluctuations	Economic components	
Economic Growth		
Inflation		
The unemployment rate		
The structure of the market		
Fluctuations in exchange rates, gold and...		

Table 5: Categories and codes of strategic factors

concepts	Main categories	
Thrift	Financial behavior and savings	**Categories and codes of strategic factors**
Buying behavior		
Borrowing for living expenses		
Timely payment of debts		
Ability to manage finances	Financial attitude	
Interest in learning knowledge		
Planning and implementing an investment or savings plan		
Having adequate insurance coverage		
A person's positive, negative or neutral feeling towards financial affairs and issues		
Holding educational workshops and seminars	Organizational Learning	
Holding mid-term and long-term training courses		
Use of magazines, brochures, animations		
Inclusion in textbooks and course headings		
Cultivation through national media		
Educating families to involve their children in financial decisions		

Table 6: Categories and codes of outcomes

concepts	Main categories	
Income diversification	Financial skills	**Outcomes**
Active and conscious participation in the stock exchange		
Choosing investment funds with lower fees		
Borrowing with reasonable interest		
Having a plan for retirement		
Financial stability		
Making the right decisions in financial scenarios	Financial Management	
The right investment		
working capital management		
Increasing the economic security of the individual and the family	Financial results	
Strengthening the country's economic system		
Effective management of family and individual financial resources		
Increasing the level of well-being of the individual and society		
Operationalizing financial goals		
Reducing family breakdowns due to economic issues		
Reducing speculative opportunities and fraud at the community level		

First hypothesis: There is a significant relationship between the causal conditions and the central category in the model of measuring financial literacy in the capital market of Iran.

In order to investigate the above hypothesis, structural equations are used, in order to investigate the relationship between the causal conditions and the central category in the financial literacy measurement model in the capital market of Iran, the analysis of the path coefficients diagram is used.

Path coefficients diagram: This diagram is designed according to Figure 1 based on the degree of correlation between independent and dependent variables. In this model, the correlation coefficients are shown on the corresponding arrows. The one-way arrows between the variables of the model indicate the standard coefficients between the two variables. Structural equation modeling includes two real models, the measurement model that shows how the measurement variables together describe the data and the structural model that shows how the structures are related to each other.

Table 7: Central indices and dispersion of variables

Elongation	Skewness	Standard deviation dispersion	Central		Variables
			Middle	Average	
−0.461	−0.263	0.45112	4.0000	4.0027	Demographic components
0.140	−0.485	0.59180	3.8333	3.8583	Economic skills
0.202	−0.331	0.72498	3.5000	3.6607	Social components
0.513	−0.442	0.53332	4.0000	3.9345	Educational components
−0.500	−0.430	0.55407	4.2500	4.0589	Investment management
−0.002	−0.293	0.62471	3.6667	3.8048	Basic financial knowledge
−0.401	0.092	0.59154	3.6667	3.6875	Advanced financial knowledge
−0.422	0.070	0.75211	3.6667	3.7179	Psychological components
−0.001	−0.272	0.61784	4.0000	4.0833	Technological components
−0.508	−0.401	0.69458	4.0000	3.8917	cultural
−0.566	0.068	0.57475	3.9000	3.9164	governmental laws
−0.489	0.019	0.60145	3.8333	3.8250	Economic components
−0.854	0.119	0.65452	3.7500	3.8286	financial behavior
−0.273	−0.055	0.60818	4.0000	3.9971	Financial attitude
−0.740	−0.272	0.51635	4.1667	4.1690	Organizational Learning
−0.709	−0.231	0.60385	3.8333	3.7375	Financial skills
1.519	−0.830	0.81712	4.0000	3.8798	Financial Management
−0.608	−0.189	0.54171	3.8571	3.7821	Financial results

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

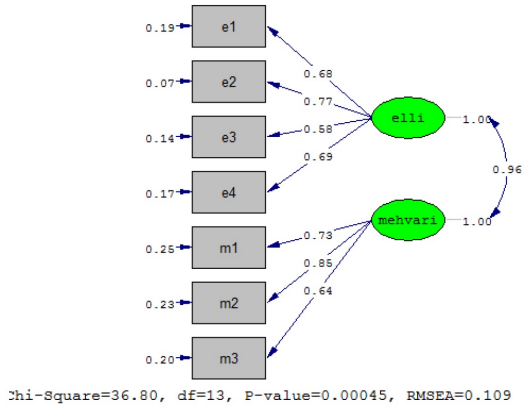

Figure 1: Checking the status of the structure of the first hypothesis of the research

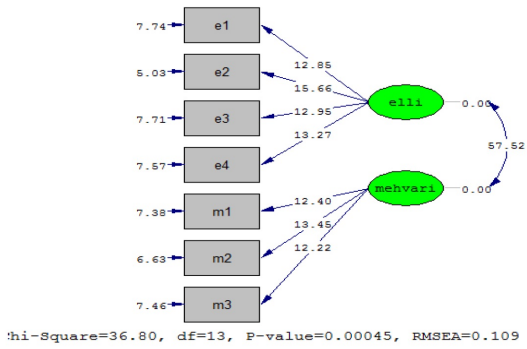

Figure 2: t-test diagram to check the first hypothesis of the research

Second hypothesis: In the financial literacy measurement model in Iran's capital market, there is a significant relationship between background conditions and strategies.

In order to check the above hypothesis, structural equations are used, and for checking the relationship between background conditions and strategies in the financial literacy measurement model in Iran's capital market, path

coefficients graph analysis is used.

Path coefficients diagram: This diagram is designed according to Figure 3 based on the degree of correlation between independent and dependent variables. In this model, the correlation coefficients are shown on the corresponding arrows. The one-way arrows between the variables of the model indicate the standard coefficients between the two variables.

Structural equation modeling includes two real models, the measurement model that shows how the measurement variables together describe the data and the structural model that shows how the constructs are related to each other.

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

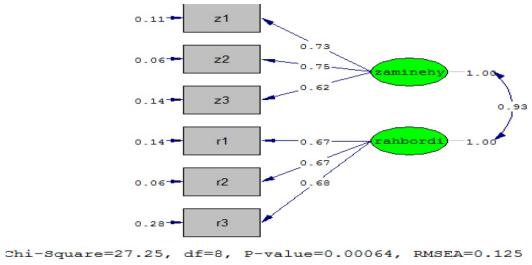

Figure 3: Checking the status of the structure of the second hypothesis of the research

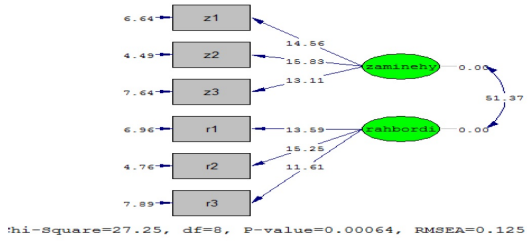

Figure 4: t-test diagram to check the second hypothesis of the research

Third hypothesis: There is a significant relationship between the central category and strategies in the model of measuring financial literacy in Iran's capital market.

In order to check the above hypothesis, structural equations are used, so to check the relationship between the central category and strategies in the financial literacy measurement model in Iran's capital market, the analysis of the path coefficients diagram is used.

Path coefficients diagram: This diagram is designed according to Figure 5 based on the degree of correlation between independent and dependent variables.

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

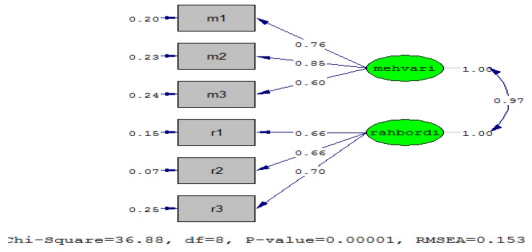

Figure 5: Checking of the status of the structure of the third hypothesis of the research

Fourth hypothesis: There is a significant relationship between intervening factors and strategies in the financial literacy measurement model in Iran's capital market.

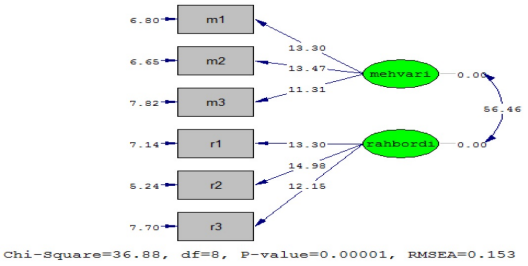

Figure 6: t-test diagram to check the third hypothesis of the research.

For checking the above hypothesis, structural equations are used, and in order to check the relationship between intervening factors and strategies in the financial literacy measurement model in Iran's capital market, the analysis of the path coefficients diagram is used.

Path coefficients diagram: This diagram is designed according to Figure 7 based on the degree of correlation between independent and dependent variables.

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

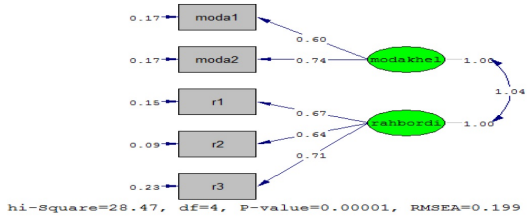

Figure 7: Checking the status of the structure of the fourth hypothesis of the research

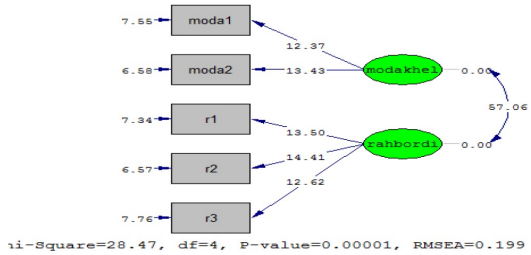

Figure 8: t-test diagram to check the fourth hypothesis of the research.

Fifth hypothesis: There is a significant relationship between strategies and outcomes in the model of measuring financial literacy in Iran's capital market.

In order to check the above hypothesis, structural equations are used, and for checking the relationship between strategies and outcomes in the financial literacy measurement model in Iran's capital market, path coefficients graph analysis is used.

Path coefficients diagram: This diagram is designed according to Figure 9 based on the degree of correlation between independent and dependent variables.

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

In order to check the research model, structural equations are used, and for checking the relationship between strategies and outcomes in the financial literacy measurement model in Iran's capital market, the analysis of the path coefficients diagram is used.

Path coefficients diagram: This diagram is designed according to Figure 11 based on the degree of correlation between independent and dependent variables.

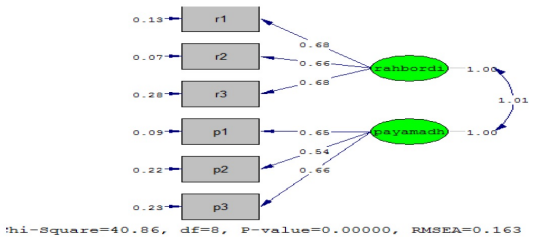

Figure 9: Checking the status of the structure of the fifth hypothesis of the research

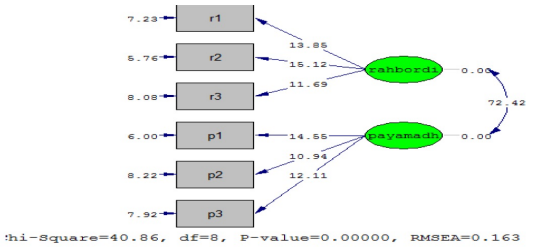

Figure 10: t-test to check the fifth hypothesis of the research

Standardized coefficients diagram: This diagram is the same as the path coefficients diagram, with the difference that the standard error has been removed and the coefficients have been checked in a standard way.

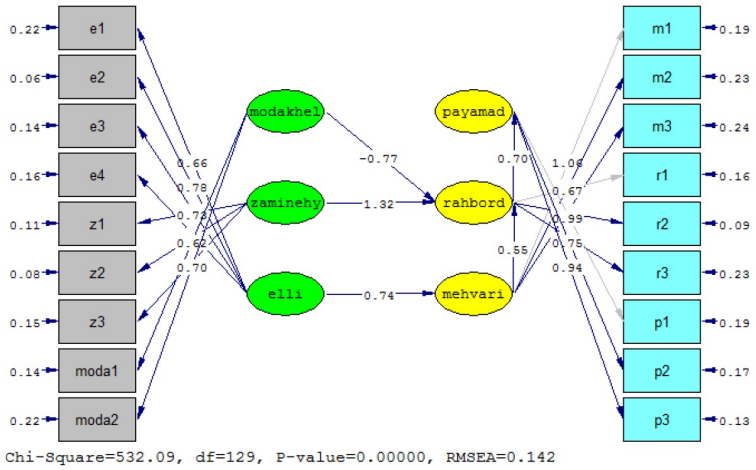

Figure 11: review of the general research model

To express the acceptability of the model, Bentler-Bonnet's normed fit indices, relative fit, incremental fit, Tucker-Lewis, comparative and perfect square indices have been used, and the results obtained from the model can be checked in Table 8.

Table 8: Indices of model fit

Index type	**Persian equivalent**	**Standard rate**	**Model fit**	**Result**
NFI	Bentler-Bonnet normed fit index	0.90 $\leq$	0.94	Favorable
RFI	Relative fit index	0.90 $\leq$	0.93	Favorable
NNFI	non-standard Bentler-Bonnet normed fit index	0.90 $\leq$	0.94	Favorable
IFI	incremental fit index	0.90 $\leq$	0.95	Favorable
CFI	Comparative fit index	0.90 $\leq$	0.95	Favorable
GFI	Goodness of fit index	0.90 $\leq$	0.94	Favorable
RMSEA	root mean square error of approximation	0.1 $>$	0.1	Favorable
SRMR	Standardized Root Mean Square Residual	0.08 $\geq$	0.049	Favorable

Checking the status of comparative indicators (NFI, NNFI, RFI, CFI, IFI, GFI, SRMR, RMSEA and SRMR)

- **NFI value or Bentler-Bonnet Normed Fit Index:** According to the standard value of 0.9, which is the optimal limit of this index, the model has a good fit according to this index.
- **RFI value or Relative Fit Index:** According to the standard value of 0.9, which is the optimal limit of this index, the model has a good fit according to this index.
- **NNFI value or Non-standard Bentler-Bonnet Normed Fit Index:** According to the standard value of 0.9, which is the optimal limit of this index, the model has a good fit according to this index.
- **IFI value or Incremental Fit Index:** According to the standard value of 0.9, which is the optimal limit of this index, this index refers to the optimal fit of the model.
- **CFI value or Comparative Fit Index:** According to the standard value of 0.9, which is the ideal limit of this index, the model has a good fit according to this index.
- **GFI value or Goodness of Fit Index:** According to the standard value of 0.9, which is the ideal limit of this index, the model has a good fit according to this index.
- **The value of RMSEA or Root Mean Square Error of Approximation:** according to the standard value equal to 0.1, which is the optimal limit of this index, the model has a good fit according to this index.
- **The value of SRMR or the Standardized Root Mean Square Residual:** According to the standard value less than 0.08 which is the optimal limit of this index, the model has a good fit according to this index. The significance level of 0.00000, which is less than 0.05, indicates the confirmation of all hypotheses.

5 Discussion and conclusion

The components and categories have been classified into six sections and 18 categories and 85 codes/indices using the fundamental approach and interviews after implementation in the MAX QDA software. The titles and categories of the sections are: causal conditions (demographic components, economic skills, social components and educational components), central conditions (investment management, basic financial knowledge and advanced financial knowledge), background conditions (psychological components, technological and cultural components), intervening factors(government laws and economic components), strategic factors (financial behavior, financial attitude and organizational learning) and outcomes (financial skills, financial management and financial results) were categorized.

In order to improve the level of financial literacy in society, which definitely has many effects on the level of society's well-being and increasing production, strategies for financial literacy training such as holding educational workshops and seminars, holding mid-term and long-term training courses, using the magazine, brochures and books, extensive culture building was used through the national media, and the dispossession of these tools and platforms is very noticeable and evident in the country. This matter is important in Iran and especially in the capital market by various institutions such as the Securities and Exchange Organization, Iran Foreign Exchange, Tehran Stock Exchange, Exchange Information and Services Company and other public and private institutions. But with the investigations and observation of people's behavior in recent years in the financial markets, including the capital market, coins and dollars, as well as housing, it can be concluded that despite all the efforts that have been made in this regard, the impact of it has not been felt in the field of correct decision-making by the public.

Developing public education and providing means to increase the level of financial literacy is one of the main duties of governments, which in addition to responding to cultural and social needs, can provide the basis for the growth and progress of the society that seeks development. This issue requires the special attention of related and decision-making institutions at the macro level, including the Ministry of Economic Affairs and Finance, the Program and Budget Organization, as well as the obligation of related institutions by the Islamic Council to perform this important task. Teaching financial literacy to the general public will be the key to increasing the population's financial literacy in the long term; however, the teaching of financial and economic concepts is less considered in our country. The need to evaluate the educational content of different educational courses from the perspective of financial literacy concepts is felt. Therefore, it is suggested to revise the educational content of school and university courses. It should be mentioned that financial literacy education in the world is done in two ways, direct and indirect. In the direct method, predefined content is conveyed to the audience at a specific time, and in the second method, the topics are taught during other lessons and in the form of examples or evidence related to them. Each of these methods in its place can improve financial literacy; however, neither is a perfect substitute for the other.

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