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Changing College Students' Financial Knowledge, Attitudes, and Behavior through Seminar Participation

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[Lynne M. Borden](#) ¹, [Sun-A Lee](#)², [Joyce Serido](#)¹ & [Dawn Collins](#)¹

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Abstract

This pilot study examined the influence of Credit Wise Cats, a financial education seminar presented by Students in Free Enterprise, on the attitudes, knowledge, and intentions toward financial responsibility of college students ($N = 93$). Findings suggest that the seminar effectively increased students' financial knowledge, increased responsible attitudes toward credit and decreased avoidant attitudes towards credit from pre-test to post-test. At post-test, students reported intending to engage in significantly more effective financial behaviors and fewer risky financial behaviors. Finally, demographic factors (e.g., gender and employment status) predicted students' financial knowledge, attitudes, and

behaviors. These results suggest that a seminar format may be useful in reaching a wider audience of college students and, thus, warrants future longitudinal evaluation.

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Notes

1. Since the subscales were skewed (Kline [1998](#)), we could not assume that the data were distributed evenly and, therefore, conducted one-tailed tests of significance.

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Author information

Authors and Affiliations

The Norton School of Family and Consumer Sciences, University of Arizona, P. O. Box 210033, Tucson, AZ, 85721-0033, USA

Lynne M. Borden, Joyce Serido & Dawn Collins

Hospitality, Tourism, and Family & Consumer Sciences, Georgia Southern University, P. O. Box 8034, Statesboro, GA, 30460, USA

Sun-A Lee

Corresponding author

Correspondence to [Lynne M. Borden](#).

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