

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


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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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Appendix

Table A1 Measurement of variables

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