

Impacts of Online Financial Literacy Training on Battered Women

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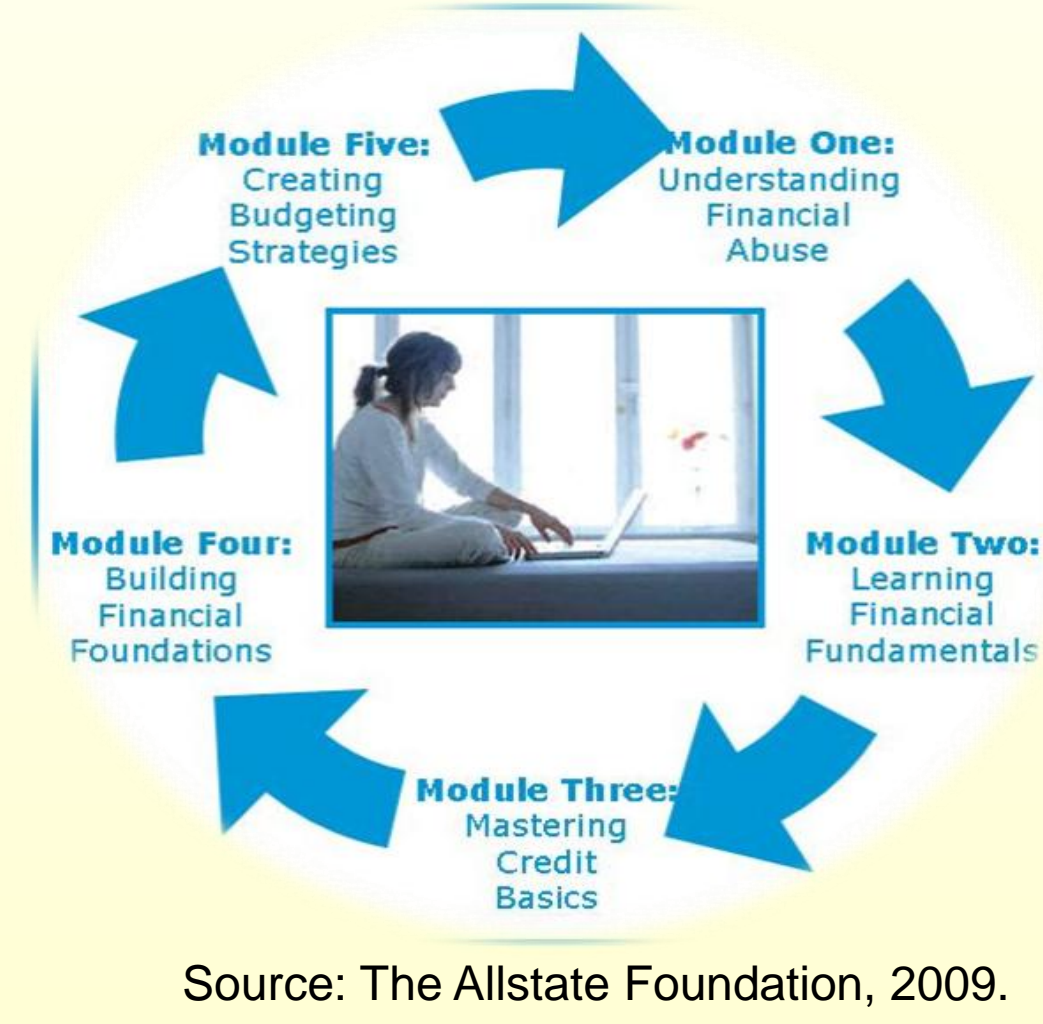


STUDY OVERVIEW

DEVELOPMENT OF FINANCIAL SELF-EFFICACY SCALE

Background

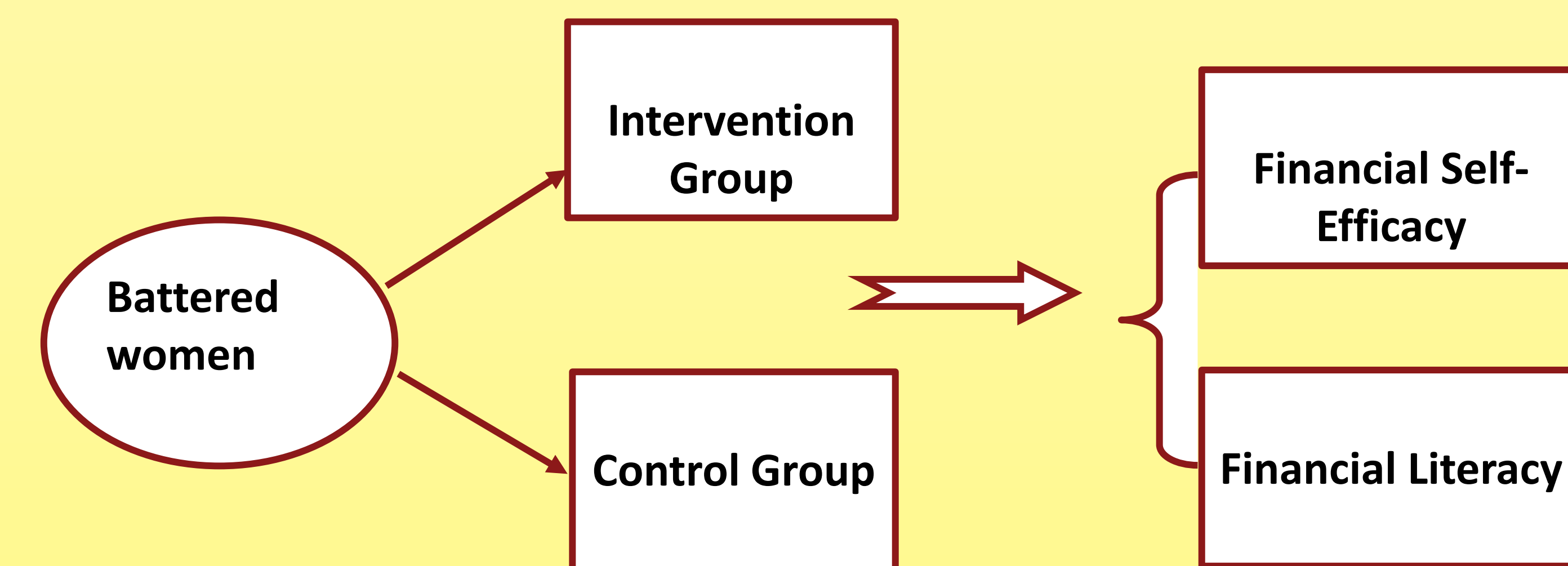
Economic insecurity is a key factor preventing battered women from leaving abusive partners and in returning to abusive partners (Aguirre, 1985; Family Violence Prevention Fund, 2009; Sanders & Schnabel, 2006). Domestic violence (DV) programs and economic empowerment programs seem to have been operating almost completely independently of each other. Few DV programs focus on women's economic empowerment and little is known as to whether and how financial literacy training would help battered women. My proposed study explores how the Moving Ahead financial literacy E-training may economically empower battered women in the United States.



Research Questions

- How does financial literacy training program impact battered women's economic empowerment?
- How can financial literacy training best be delivered to meet the unique needs of domestic violence survivors?
- What are battered women's wishes regarding further economic support in order for them to become economic independent?

Research Design



Participants Recruitment

- Announcement inviting participation will be sent out through domestic violence online networks and listservs nationwide.
- Recruiting posters will also be distributed in various public places.
- Participants will take the training online and answer the evaluation survey online

Steps in Developing the Scale

- Review literatures** about existed self-efficacy scales and other related financial literacy or financial self-efficacy measurements for battered women in particular and for other populations in general. Then, come up with a definition about financial self-efficacy.
- Write items** for the scale: developed 30 items for the scale; revised 20 times with input and comments from experts in the field and colleagues; convened an expert panel to review the items.
- Pilot test** the items:
 - Implemented pilot test with 15 graduate students in SW research method class and 35 undergraduate students in Family Finance class
 - Conducted a short focus group discussion with students of the Research Method class to get their feedback about the items
 - Did think-aloud interviews with 5 people to check if items are understood correctly
 - Deleted 6 items after the pilot test
- Collect data:** Recruit participants via online network, listserv and flyer distribution by DV agencies nationwide
- Analyze data** using JMetrik

Definition of Financial Self-efficacy Construct

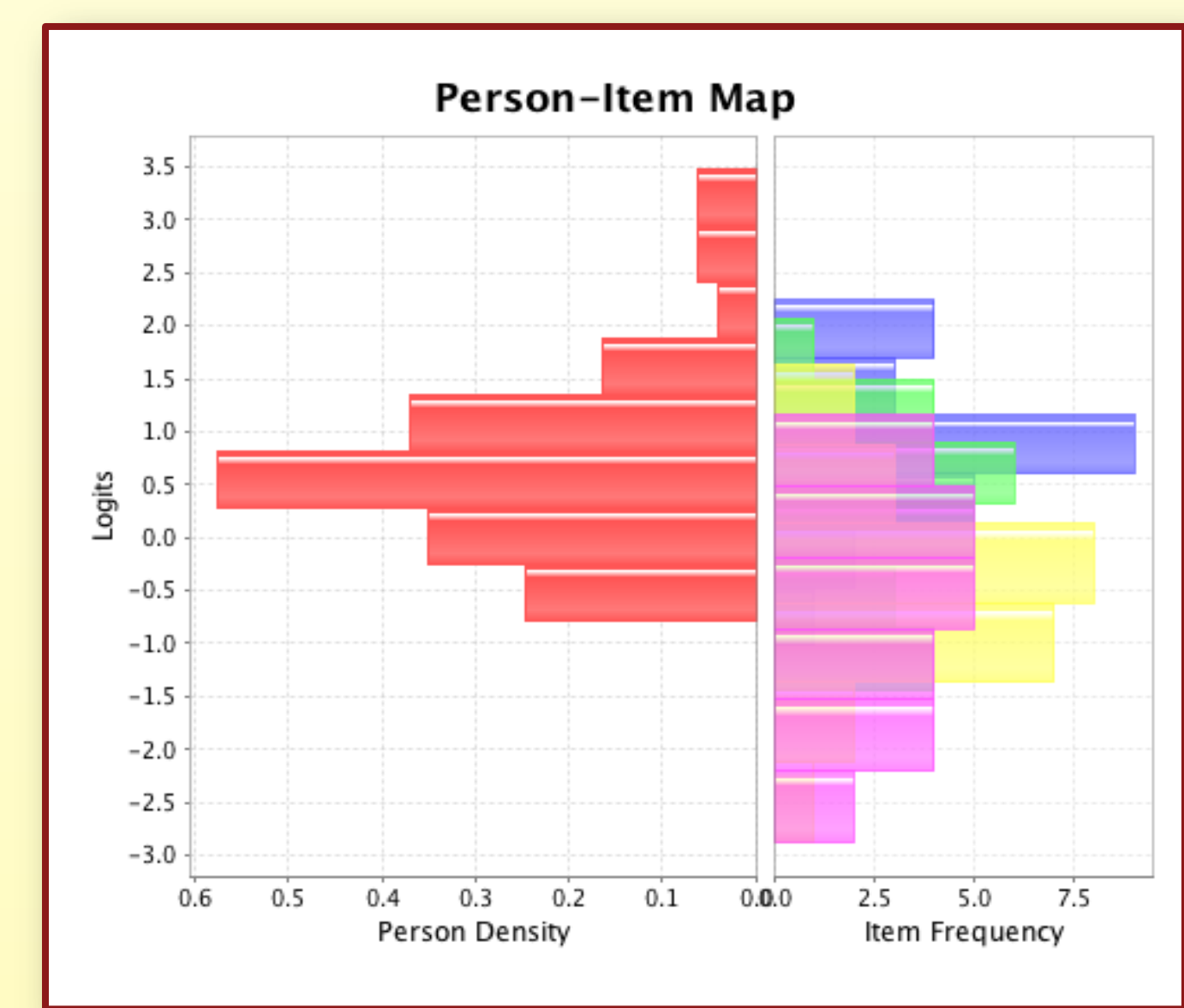
- Financial self-efficacy refers to beliefs in one's capabilities in managing their finances to become financially self-sufficient.
- It mainly measures people's confidence that they can do the indicated actions and it does NOT measure people's experiences.

Financial Self-efficacy Construct Map

Levels of Confidence	Direction of Increasing in Financial Self-efficacy	Items
Level 3 Highly confident	↑	11. I can put money into a savings account regularly for future goals. 12. I can save for retirement. 14. I can invest my savings properly to achieve my financial goals. 15. I can be prepared to handle unexpected financial problems. 17. I can complete a yearly personal income tax return form by myself. 20. I can secure my share of the joint assets if I choose to leave the abusive relationship.
Level 2 Moderately Confident		3. I can develop a plan to pay off my debt as early as possible. 4. I can find resources to help me solve a difficult financial problem. 8. I can stick to my financial plan. 10. I can put aside some money for future unexpected expenses. 19. I can get my Earned Income Tax Credit (EITC) if I am eligible. 21. I can find resources to help me solve an identity theft problem if I encounter one. 22. I can protect myself from identity theft.
Level 1 Low confident		1. I can keep track of my spending to see where I need to make changes 2. I can pay my bills on time 5. I can recognize and avoid a financial fraud. 6. I can set financial goals for my future well being. 7. I can develop a plan to achieve my financial goals. 9. I can achieve my financial goals if I try hard enough. 13. I can figure out how much money I can save. 16. I can arrange for health, automobile or property insurance coverage I need. 18. I can find resources to help me with completing my tax form if I need it. 23. I can have equal power to make financial decisions in my relationship. 24. I can make financial decisions independently from my partner.
	↓	

Data Analysis Results

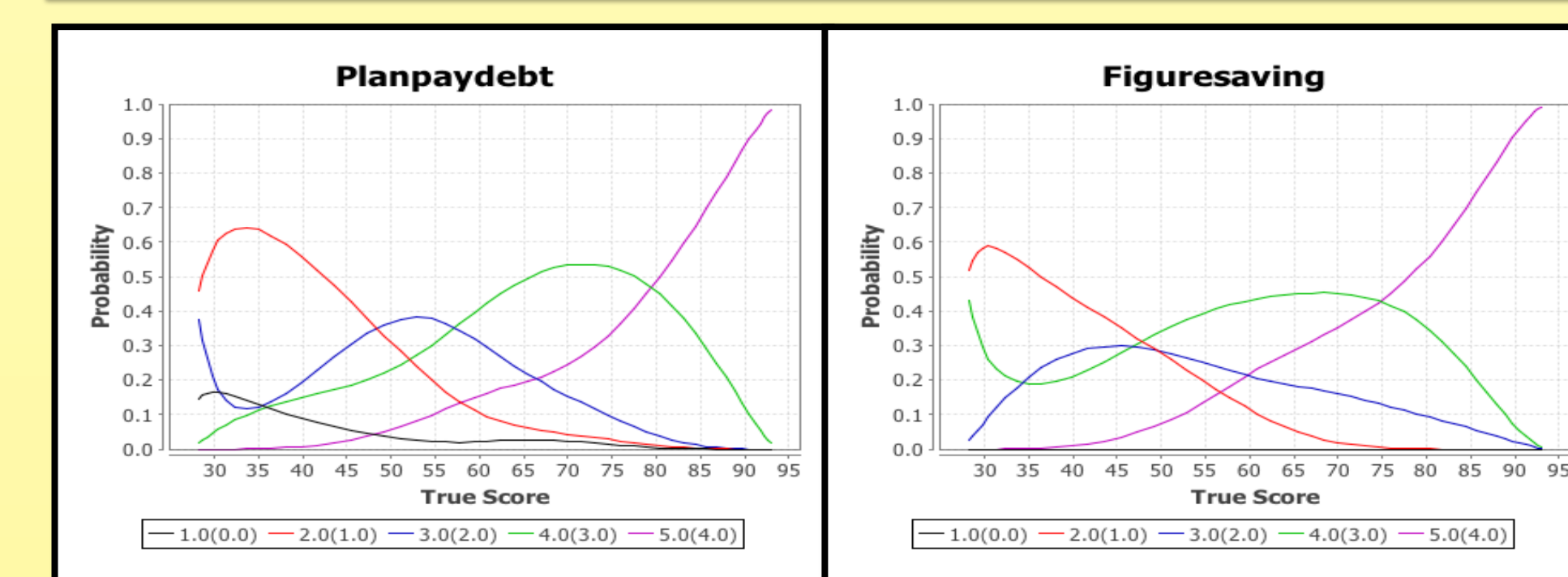
Rasch Analysis Result					
Item	Item-Total Pearson	Difficulty	SE	WMS	UMS
1.Trackspend	0.567	-0.32	0.12	0.95	0.8
2. Paybill	0.4611	-0.54	0.12	1.12	1.08
3. Paydebt	0.7045	-0.1	0.12	0.74	0.7
4. Finanresource	0.68	0.15	0.1	0.81	0.73
5. Finanfraud	0.4624	-0.32	0.11	1.15	1.21
6. Finangoal	0.7254	-0.24	0.12	0.69	0.65
7. Plangoal	0.7274	-0.47	0.13	0.9	0.66
8. Stickgoal	0.597	0.1	0.12	0.87	0.86
9. Achivgoal	0.5941	-0.47	0.13	1.2	0.77
10. Futuexpense	0.4698	0.15	0.11	1.01	1.83
11. Regulasaving	0.5832	0.38	0.1	0.86	0.96
12. saveretire	0.6664	0.71	0.1	0.85	0.86
13. figursave	0.6319	-0.31	0.12	0.9	0.81
14. investsave	0.6485	0.69	0.11	0.87	0.88
15. handleunexpected	0.6292	0.45	0.11	1.19	0.84
16. Insurance	0.4502	-0.15	0.11	1.64	1.1
17. Incometax	0.3509	0.42	0.09	0.96	2.1
18. Taxresource	0.4882	-0.66	0.13	1.45	1.02
19. EITC	0.3465	0.09	0.1	0.88	1.81
20. Jointasset	0.669	0.39	0.09	0.93	1.08
21. Identitytheft	0.6247	0.07	0.1	0.94	0.92
22. Protecttheft	0.5994	0.24	0.11	1.17	0.89
23. Equaldecision	0.4699	0	0.1	1.1	2.08
24. Independecis	0.4523	-0.26	0.11	0.64	3.07



- The above person-item map shows that the items seem to be a little bit easier than people's ability
- Need to include some items to measure people's ability at the higher end

DIF Analysis Based on Experiences of Economic Abuse

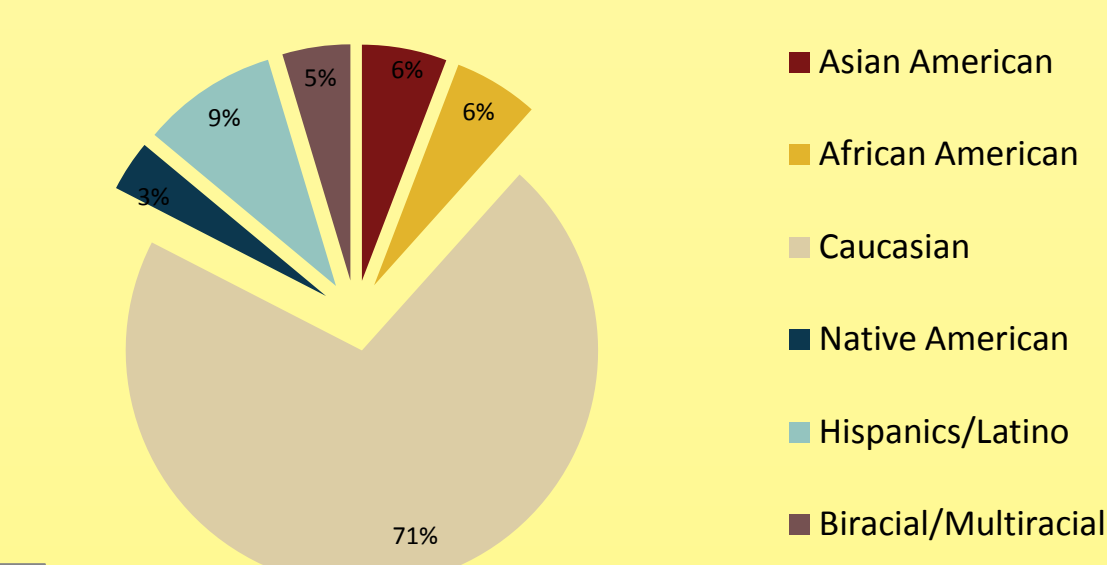
Item Non-Parametric Curve Analysis



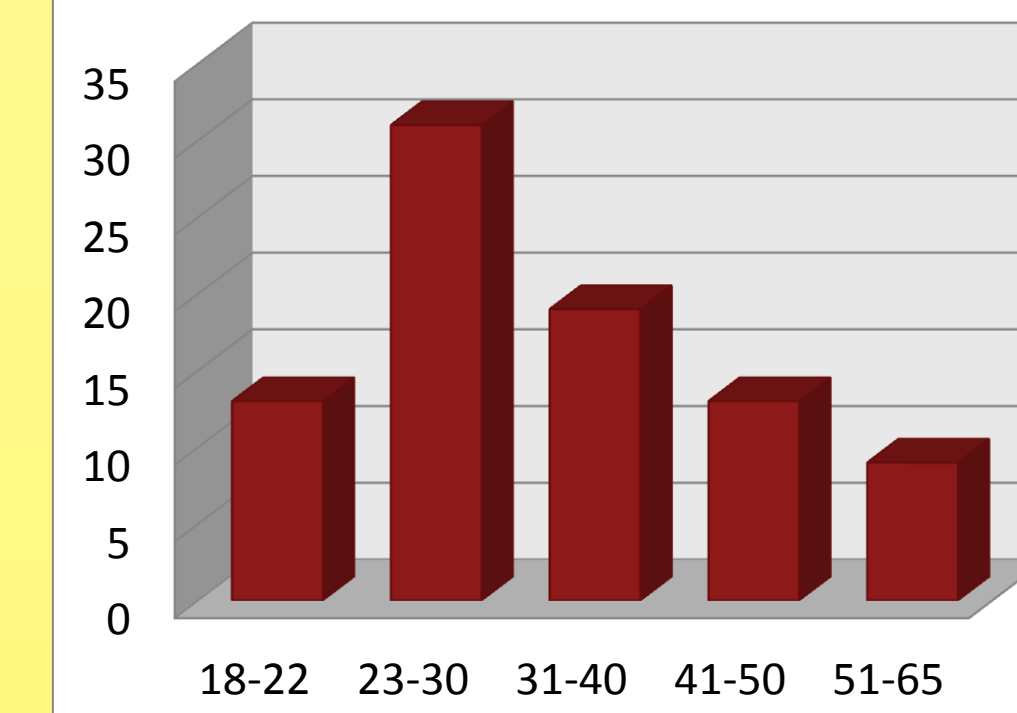
Demographic Information of Participants

Number of Items: 24
Number of Examinees: 91
Coefficient Alpha: 0.9247
SEM: 4.8297

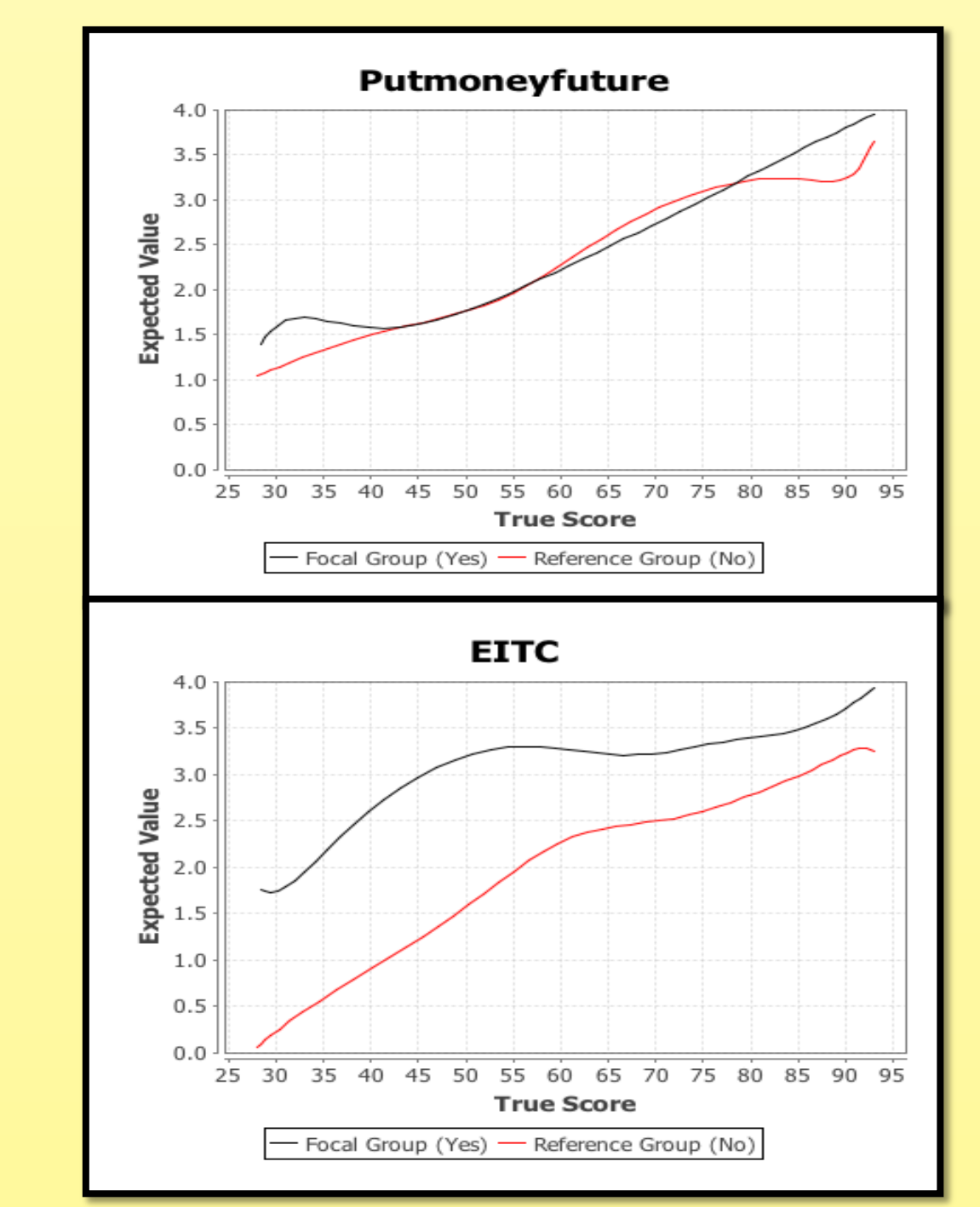
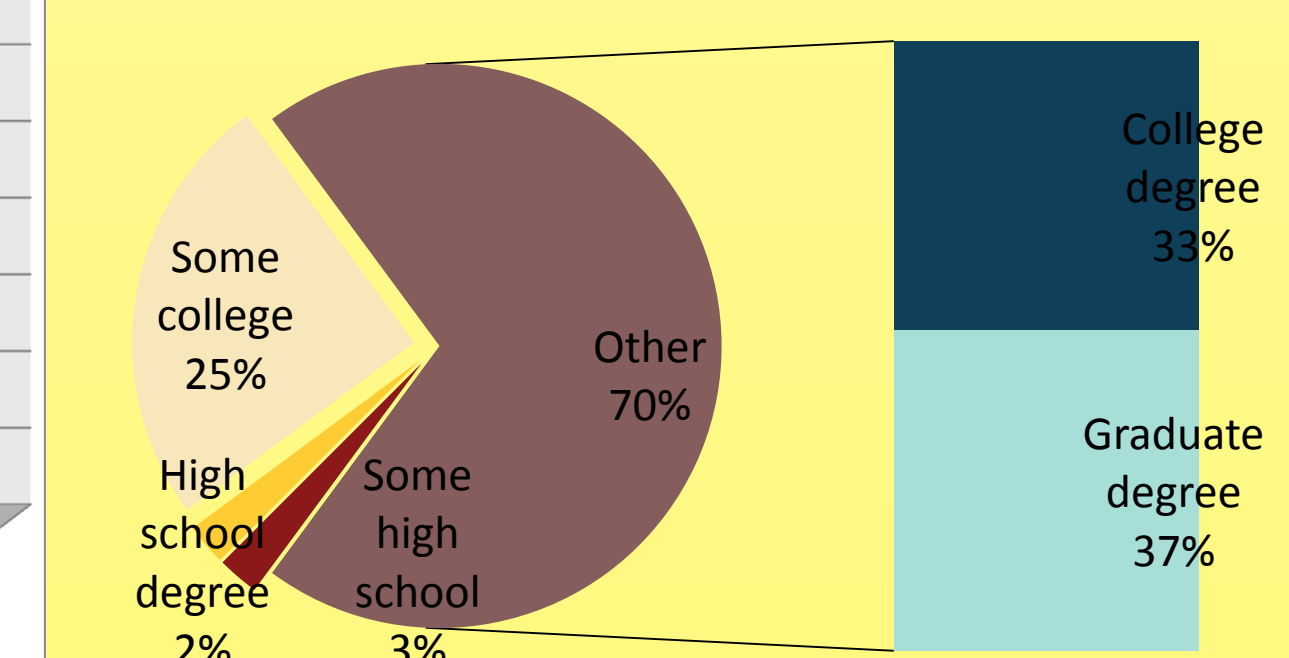
Percentage of Participants in Different Ethnicities



Age range of Participants



Education Level of Participants



Next Steps

- Remove or revise items that have low item Total-Pearson score
- Develop some new items to measure people at higher ability
- Continue collecting more data, then analyze data using Confirmatory Factor Analysis and Split-half analysis to collect more evidence about reliability and validity