Gujarat Journal of Extension Education Vol. 37 : Issue 2 : June 24 https://doi.org/10.56572/gjoee.2024.37.2.0032

KNOWLEDGE REGARDING DIGITAL TRANSACTIONS AMONG WORKING WOMEN

Sakshi Malik[1], Santosh Rani[2] and Beena Yadav[3]

1 M.Sc. student, Deptt. of Extension Education and Communication Management,
I.C. College of Community Science, CCS, Haryana Agricultural University, Hisar - 125004
2 Assistant Scientist, Deptt. of Extension Education and Communication Management,
I.C. College of Community Science CCS, Haryana Agricultural University, Hisar - 125004
3 Professor and Head, Deptt. of Extension Education and Communication Management,
I.C. College of Community Science CCS, Haryana Agricultural University, Hisar - 125004
Email : sakshimalik2204@gmail.com

ABSTRACT

A digital transaction refers to the exchange of value or payment between two parties using electronic means, such as through the internet or other digital channels. Both the payer and the payee use digital methods to send and receive money, while making digital payments. The study was conducted in Hisar district during the year 2022-23 with a sample size of 160 working women (80 each from teaching and non-teaching) selected randomly from four colleges of the university. A set of 6 independent variables and 1 dependent variable was selected for the study. The collected data was analysed with suitable statistical tools and techniques such as frequency, percentage, chi-square test and correlation to reveal major findings. The findings revealed that the majority of respondents from the teaching staff were in the age group of 35-45 years were married and lived in urban areas, whereas the majority of respondents from the non-teaching staff were in the age group of 25-35 years married and majority of them residing in urban areas. Almost cent percent majority from the teaching staff had exposure to digital transactions and the majority of them were using digital transactions for more than 3 years with 40 percent having internet as source of information. From the non-teaching staff, the majority of respondents had exposure to digital transactions with 28.75 percent using it for 1-2 years having localite source of information. The knowledge level was assessed using 20 statements and found that majority of the teaching staff reported having a medium degree of understanding of digital transactions, compared to a low level of knowledge among the non-teaching staff. A negative correlation was found between the age and knowledge of the respondents in both teaching and non-teaching staff.

***Keywords** : digital transaction, knowledge, working women, exposure*

INTRODUCTION

In India, like many parts of the world, physical transaction through cash is a well-established and widely used payment method. But now, consumers have a wide range of options to choose from, while selecting a payment method to complete a transaction. Each payment mode has its use and purpose, thus they choose one method based on the value they assign to it in the given circumstance.

Cash transactions still make up around 70% of all transactions worldwide, with the majority of these transactions taking place in emerging markets and developing economies. Cash is particularly important in these regions due to a lack of access to banking and financial services, as well as low levels of financial literacy. However, there are also downsides to cash transactions, including the potential for theft, counterfeiting and difficulties in tracking transactions for taxation or regulatory purposes. Cash is also costly to produce, transport and store which can be a burden on central banks and financial institutions. In recent years, many governments and financial institutions have made efforts to promote digital payment methods as an alternative to cash. Digital payments offer greater convenience, security, transparency and can also help to reduce the cost and inefficiencies associated with cash (Bank for International Settlements, 2019).

Cash can be bulky and difficult to carry and it can also be easy to lose or misplace. This can be particularly problematic for large transactions (Agarwal and Shukla, 2018). Cash transactions are often untraceable, making it difficult to monitor and regulate financial activities. This can lead to a lack of accountability and transparency in financial transactions making it easier for fraudulent activities such as money laundering and tax evasion to occur (Rudresha, 2019).

Finance is a significant area of interest for Indian women. Indian women are involved in all aspects of family

financial management from managing daily costs to making investment decisions for the family. Needless to say, the digitalization of the economy will have a significant impact on Indian women's activities. The growth in female literacy rate across the country has also created a positive impact on the digital adaptation of the women. The technology sector is the second largest sector with women employees after agriculture (Pratik and Vinaya, 2022). On the other hand, there is a great digital divide between men and women and even among women between the rural and urban and the urban working and non-working women (Pratik and Vinaya, 2021; Chauhan and Vinaya, 2016). Working women have a greater opportunity to learn and update themselves on digital transactions. Women's World Banking (2015) qualitative research found that across cultures, women have distinct preferences for financial services that provide for the convenience, reliability, security and confidentiality (Machapathri et al., 2023; Parmar et al., 2022). Advantages are ease of use, faster transactions, reduced pollution of environment, more satisfied customers and social upheaval.

The digital India program has created a platform for a knowledge-based electronic transformation in governance for its citizens by engaging both central and state governments. This initiative has been considered a significant intervention in digital financial inclusion which has brought the unbanked population of the country under the mainstream economy. The Pradhan Mantri Jan-Dhan Yojana (PMJDY) is a flagship program launched by the Government of India to promote financial inclusion. This initiative made sure that all the citizens are having a bank account and these accounts are the default channel (Direct Benefit Transfer) for any government payments to the account holders. Lack of education, adaptation of technology, less support from the government, costs of implementation, safety issues, infrastructure problems and lack of training are challenges for digitization. Better systems, security and collaboration from all concerned can hasten the process of digitization. Adoption of cashless/digital transaction comes with its own benefits. But acceptance of these digital payments methods depends on consumer perception. But in India digital system is in emerging trend and not so popular and generalized so, it is important to know the problems of digital payment systems and its progress in India.

OBJECTIVE

To study the knowledge regarding digital transactions among working women

METHODOLOGY

The study was carried out purposively in Chaudhary Charan Singh Haryana Agricultural University, Hisar district of Haryana state because of the convenience, easy accessibility and familiarity of the researcher with this area. Among the total of six colleges of the university, four colleges *viz*. I.C. College of Community Science, College of Agriculture, College of Basic Sciences and Humanities and College of Agricultural Engineering & Technology were selected randomly. A list of the working women who are employed in teaching and non-teaching roles was obtained from the respective colleges. To create the final sample of 160 working women for the current study, a proportionate sample of 80 working women from the teaching staff and 80 working women from the non-teaching staff were selected from that list. The data was collected through questionnaires. Statistical tests like WMS, Chi-square test, correlation were applied and frequency and percentage was calculated.

Omar and Ahmad Al-Dalaien (2017) examined that cashless economy is an economic system in which there is little or very low cash flow in society and goods and services are bought and paid through electronic media. There are many benefits of cashless economy like faster transactions, increased sales, prompt settlement of transactions, convenience, lower risk, transparency and accountability, reduced maintenance costs. Despite many benefits, there are several challenges before cashless policy in India such as inadequate number of ATMs, digital illiteracy, lack of internet facilities, few banks in villages, costly swipe machines *etc*. The findings revealed that there are no significant benefits of cashless economy to the general public.

Kini (2018) and Vinaya et al. (2022) determined that the gender gap will not be closed as soon as anticipated. The first step in empowering women in rural regions was to provide them access to mobile phones with internet connectivity or a PC with connectivity. The government could start giving high school pupils free smartphones with connectivity. According to her computers were like a bicycle for our minds that will significantly reduce the digital divide.

Azizi and Gholami (2021) reported that the attitude, behavioral intention, and actual use of online payment were benefit from relative advantage, perceived utility, individual inventiveness, perceived integrity, perceived simplicity of use and health and epidemic consequences. While perceived risk had a negative impact on attitude and behavioral intention, perceived trust, social influence and self-efficacy all had positive effects. Income, work in the private sector and self-employment all had a beneficial impact on the actual use of online payment systems, complexity and age, however, had a

negative impact on women. The behavioral intention had no impact on actual usage when adoption factors and behavioral intention were investigated in the same model.

RESULTS AND DISCUSSION

Table 1 describes the personal profile of respondents in frequency and percentage distribution according to age, marital status and place of residence

Table 1: Personal profile of the respondents (n=160)

Sr. No.	Variables	Teaching Frequency (Percentage)	Non-Teaching Frequency (Percentage)	Chi-square
1	**Age (in years)**			19.08**
	25-35	15(18.75)	39(48.75)	
	35-45	39(48.75)	22(27.50)	
	45-55	20(25.00)	18(22.50)	
	More than 55	06(7.50)	01(1.25)	
3	**Marital status**			17.40**
	Married	76(95.00)	61(76.25)	
	Unmarried	02(2.50)	19(23.75)	
	Widow	0(0)	0(0)	
	Separated	02(2.50)	0(0)	
3	**Place of residence**			28.23**
	Urban	80(100)	56(70.00)	
	Semi-urban	-	21(26.25)	
	Rural	-	03(3.75)	

*Significant at 5% level; ** Significant at 1% level

(1) Age

A quick glance at Table 1 reveals how respondents are distributed based on their age. The data shows that the largest portion of respondents, constituting (48.75%), fall within the age group of 35-45 years among the teaching staff. Following closely behind is the age group of 45-55 years, making up (25.00 %), while (18.75%) of the respondents are in the 25-35 age group and only (7.50%) were more than 55 years of age. For the non-teaching staff, (48.75 %) of the respondents fall into the 25-35 age group, with (27.50 %) falling in the 35-45 age group, and (22.50 %) in the 45-55 age group and only (1.25%) with more than 55 years of age. The chi-square test showed no significance difference with value of 19.08 at 1% level of significance.

(2) Marital status

The data regarding the marital status showed that majority of teaching staff (95.00 %) were married, while (2.50 %) were unmarried and (2.50%) were separated. On the other hand, in the non-teaching staff, the majority (76.25 %) were married, while (23.75 %) were unmarried. No significance difference was found in the marital status of the teaching and non-teaching staff with chi-square value of 17.40 at 1% level of significance. (Table 1)

(3) Place of residence

As per the data shown in Table 1 regarding the residence locality, all the teaching staff belonged to urban area, while from the non-teaching staff (70.00 %) belonged to the urban area followed by (26.25 %) from semi-urban and (3.75 %) from rural area, respectively. A little bit difference was found regarding the place of locality among the teaching and non-teaching staff with chi-square value of 28.23 at 1% level of significance.

Table 2 showed the digital transaction exposure among teaching staff with (98.75%) and non-teaching staff with (97.50%) using it and chi-square test showed no significant difference in both categories with value of only 0.34 at 5% level of significance. A significant difference was found in the teaching and non-teaching staff in terms of time duration of digital transactions used with 31.10 chi-square value at 1% level of significance. For source of information, from the teaching staff (40.00%) was the highest percentage who learnt about digital transactions from the internet whereas from the non-teaching staff, (42.50%) was the highest percentage which had localite source of information. The chi-square value was 26.18 at 1% level of significance which showed a difference in information trends.

Table 2: Awareness about digital transactions (n=160)

Sr. No.	Variables	Teaching Staff (n=80)	Non-Teaching Staff (n=80)	Chi-square Test
		Frequency (%)	Frequency (%)	
1	**Digital Transaction Exposure**			0.34*
	Yes	79(98.75)	78(97.50)	
	No	1(1.25)	02(2.50)	
2	**Time duration of digital transactions used**			31.10**
	Less than 1 year	5(6.25)	17(21.25)	
	1-2 years	9(11.25)	23(28.75)	
	2-3 years	16(20.00)	21(26.25)	
	More than 3 years	49(61.25)	16(20.00)	
	Not knowing about digital transactions	01(1.25)	03(3.75)	
3	**Source of information**			26.18**
	Localite	11(13.75)	34(42.50)	
	Cosmopolite	16(20.00)	24(30.00)	
	Mass media	21(26.25)	9(11.25)	
	Internet	32(40.00)	13(16.25)	

*Significant at 5% level; ** Significant at 1% level

Data in Table 3 showed the knowledge regarding various modes of digital transactions by using 20 statements regarding various digital payment apps by the respondents.

Table 3: Knowledge of the respondents regarding digital transactions (n=160)

Sr. No.	Statements	Teaching Staff (n=80)	Non-Teaching Staff (n=80)
		Frequency (%)	Frequency (%)
1	**Google Pay**		
	Guidelines for using	40(50.00)	32(40.00)
	Linking bank account	80(100.00)	75(93.75)
	Functions of Tez Shield	0(0)	0(0)
	Transaction limit	10(12.50)	2(2.50)
2	**PhonePe**		
	Various offers	26(32.50)	29(36.25)
	Wallets available	25(31.25)	20(25.00)
	Autopay	15(18.75)	13(16.25)
	Transaction limit	36(45.00)	10(12.50)
3	**Paytm**		
	Leading payment app	30(37.50)	26(32.50)
	Also available in Japan	0(0)	0(0)
	Contributed to PM CARES fund during pandemic	5(6.25)	0(0)
	Awarded as best UPI app	0(0)	0(0)

Sr. No.	Statements	Teaching Staff (n=80)	Non-Teaching Staff (n=80)
		Frequency (%)	Frequency (%)
4	**YONO SBI**		
	Pay taxes digitally	40(50.00)	20(25.00)
	Bulk transaction	26(32.50)	14(17.50)
	Intra-bank transfer and demand draft	30(37.50)	18(22.50)
	Virtual Account Number	45(56.25)	38(47.50)
5	**Bharat Interface for Money**		
	Time duration for transactions	60(75.00)	56(70.00)
	Available in 12 languages	0(0)	0(0)
	Virtual Payment Address (VPA)	55(68.75)	45(56.25)
	Available 24*7	50(62.50)	38(47.50)

Google Pay

It was found that in Google Pay app, the cent percent teaching faculty having the knowledge regarding linking the bank account to the app followed by 50 per cent knowing about the guidelines of using the app, 12.50 per cent were aware about the transaction limit. While, none of the respondents were aware about the functions of Tez shield which provides security for 24 hours every day. In the non-teaching faculty (93.75%) of the respondents knew about linking the bank account to the app followed by 40 per cent knowing about the guidelines of using the app. While, none of the respondents were aware about the functions of Tez shield.

PhonePe

In Table 3 it is observed that in PhonePe app, 45.00 per cent of the teaching faculty knew about the transaction limit followed by 32.50 per cent knowing about various offers given, 31.25 per cent knew that wallets are available in the app, while only 18.75 per cent knew about the autopay function. From the non-teaching staff, 36.25 per cent knew about various offers given in PhonePe app followed by 25.00 per cent knowing that wallets are available in the app, 16.25 per cent knew about the autopay function while only 12.50 per cent had an idea about the transaction limit.

Paytm

Data in Table 3 sowed that 37.50 per cent of the teaching faculty knew that Paytm is the leading payment app followed by 6.25 per cent knowing that it contributed to PM CARES fund during pandemic. While no one knew that Paytm was awarded as best UPI app and is also available in Japan. From the non-teaching staff, 32.50 per cent knew that Paytm is the leading payment app, while no one knew that that it contributed to PM CARES fund during pandemic, awarded as best UPI app and is also available in Japan.

YONO SBI

The majority of the teaching staff with 56.25 per cent knew about the virtual account number followed by 50 per cent knowing about paying taxes digitally, 37.50 per cent knew about intra-bank transfer and demand draft and 32.50 per cent about bulk transaction. In the non-teaching staff 47.50 per cent knew about the virtual account number followed by 25.00 per cent knowing about paying taxes digitally, 22.50 per cent knew about intra-bank transfer and demand draft and 17.50 per cent about bulk transaction.

Bharat Interface for Money

The majority of the teaching faculty 75.00 per cent knew about the time duration of transactions followed by 68.75 per cent knowing about Virtual Payment Address (VPA), 62.50 per cent knew that it is available 24*7. While none of the respondents knew that it is available in 12 languages. The same trend was observed in the non-teaching staff with 70 per cent knowing about the time duration of transactions followed by 56.25 per cent knowing about Virtual Payment Address (VPA), 47.50 per cent knew that it is available 24*7 similarly none of the respondents knew that it is available in 12 languages.

Table 4 shows that (53.75%) maximum of the teaching faculty had medium level of knowledge regarding digital transactions followed by with low (26.25%) and high knowledge level (20.00%), respectively. Whereas

maximum of the respondents from the non-teaching staff had low (46.25%) and medium (41.25%) level of knowledge regarding the digital transactions.

Table 4: Knowledge level of respondents regarding digital transactions (n=160)

Sr. No.	Categories	Teaching Staff (n=80)	Non-Teaching Staff (n=80)
		Frequency (%)	Frequency (%)
1	**Low (0-7)**	21(26.25)	37(46.25)
2	**Medium (8-14)**	43(53.75)	33(41.25)
3	**High (15-20)**	16(20.00)	10(12.50)

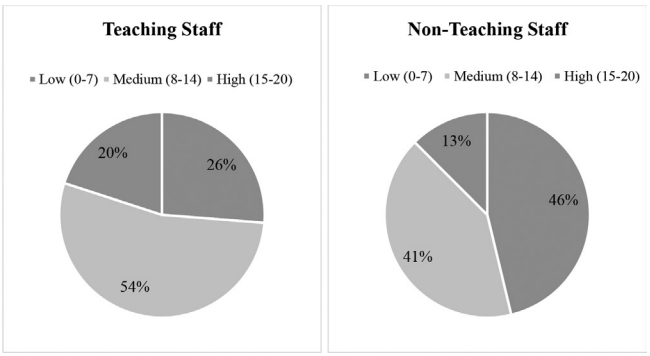

Fig. 1: Knowledge level of respondents regarding digital transactions

Table 5: Correlation between age and knowledge

(n=160)

Variable	Correlation Coefficient (r)	
	Teaching Staff	Non-Teaching Staff
Knowledge v/s Age	-0.60	-0.66

Correlation coefficient of knowledge with age of the respondents was calculated separately for both teaching and non-teaching staff and data is presented in table 5. The calculated Co-relation Co-efficient (r) value of knowledge with age was found to be -0.60 in teaching staff and -0.66 in the non-teaching staff. This shows negative correlation which means that with age the knowledge regarding digital transactions decreased.

CONCLUSION

(1) From the teaching staff, nearly half of the respondents had knowledge regarding digital transactions, whereas 46.25 per cent of the non-teaching staff had low level of knowledge regarding the same.

(2) Among the teaching staff UPI was most commonly used mode of digital transaction, whereas in the non-teaching staff mobile banking was ranked one.

(3) In various mobile apps Google Pay followed by PhonePe was often used by both teaching and non-teaching staff for conducting online transactions.

(4) A negative correlation was found between the age and knowledge of respondents.

RECOMMENDATION

Trainings should be conducted regarding the usage of various digital apps so that the knowledge and usage can be increased.

ACKNOWLEDGEMENT

I want to thank my major advisor Dr. Santosh Rani for her consistent support and guidance and a heartfelt thanks to my co-major advisor, Dr. Beena Yadav for her expertise, affection and guidance.

CONFLICT OF INTEREST

No conflict of interest" among researchers.

REFERENCES

Agarwal, N. and Shukla, R. (2018). Digital vs. cash transactions: Advantages and disadvantages. *International Journal of Engineering and Management Research*, 8(4): 39-41.

Azizi, S.M. and Gholami, R. (2021). Exploring the relationship between digital financial literacy and digital payment adoption among working women in Iran. *Journal of Internet Banking and Commerce*, 26(1): 1-22.

Bank for International Settlements (2019). Reducing the cost of retail payments: Is cash still the king? Retrieved from https://www.bis.org/cpmi/publ/d187.pdf

Chauhan N. B. and Vinaya Kumar, H. M. (2016). Gender responsive climate change strategies for sustainable development. *Productivity,* 52 (2): 182-186.

Kini, T. (2018). The gender gap in rural India: Why it won't be closed as soon as anticipated. *Journal of Gender, Agriculture and Food Security*, 3(1): 12-26.

Machapathri, Praneeth, Meera, Shaik N. and Awasthi, H. K. (2023) Perception of farmers about e-NAM and digital marketing applications. *Guj. J. Ext. Edu.* 36(2):76-82. https://doi.org/10.56572/gjoee.2023.36.2.0014.

Omar, B. and Ahmad Al-Dalaien (2017). Cashless economy in India: Challenges ahead. *Asian Journal of Applied Science and Technology,* 1(7): 168-170.

Parmar, R. S., Kamani, G. J. and Amin, B. A. (2022) Analysis of factorial experiments for agricultural research using digital tool. *Guj. J. Ext. Edu.* 33(1):150-154. https://doi.org/10.56572/gjoee.2022.33.1.0030.

Pratik Kiritkumar Patel and Vinaya Kumar, H. M. (2021). Farmers socio-econimic status and constraints using social media for sustainable agriculture development. Guj. J. Ext. Edu. 32 (1): 34-39.

Rudresha, C.E. (2019). Cashless transaction in India: A study. *International Journal of Scientific Development and Research*, 4(2): 62-67.

Vinaya Kumar, H. M., Aishwarya P. and Patel, J. B. (2022). Gender, Climate Change, Food and Nutritional Security: A Nexus Approach. Conference: SEEG National Seminar on "Synergetic Extension Approaches for Livelihood Improvement and Agricultural Development"At: Junagadh Agricultural University, Junagadh (Gujarat), India. 57-66.

Received : January 2024 : Accepted : April 2024