The Effect of Financial Literacy on Financial Inclusion Among Women Entrepreneurs in Manyu Division, Cameroon

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TOPIC: THE EFFECT OF FINANCIAL LITERACY ON FINANCIAL INCLUSION AMONG WOMEN ENTREPRENEURS IN CAMEROON

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ABSTRACT

Financial inclusion has a wide range of positive effects on economics activities but studies indicate a lack of awareness about financial services in the large group of financially excluded individuals especially women within the economy. Most efforts to increase financial inclusion have emphasized on the role of financial institutions and digitalization of the financial sector without due recognition that people's financial behavior and practices may also be motivated by financial literacy which can also lead to access to finance. The current study aims at linking financial literacy and financial inclusion among women entrepreneurs in Manyu Division by examining the effect of financial literacy on financial inclusion. Survey data was collected from a sample of 466 women entrepreneurs in Manyu Division. The independent variable in this study is financial literacy, using four dimensions: skill, behavior, knowledge and attitude and financial inclusion is the dependent variable measure using four dimensions of access, quality, usage, and welfare. The data collected was presented and analyzed using both descriptive and inferential statistics and the hypothesis tested using regression analysis with the SPSS and Amos version 25 and 24 respectively. In order to test the effect of financial literacy on financial inclusion, a regression method was used and significance of the coefficients was verified at each step. The main finding of this study indicate that financial literacy has a significant positive effect on financial inclusion. The higher a person's financial literacy, the higher the financial inclusion that person has. Based on this finding, we therefore recommend that collaborative intervention from multiple stakeholders is necessary to provide formal financial services to the excluded population. Also, financial institutions can conduct financial education through similar small and medium-sized business groups periodically

so that they understand various kinds of financial products and to enable them make relevant financial decisions.

Keywords: Financial Literacy; Financial Inclusion, women entrepreneurs

Introduction

According to Bagudu, and Khan (2016), a lack of access to loans from the financial institutions poses a barrier to women entrepreneurship's successful performance in Cameroon. In most developing economies, women-entrepreneurs are not very competitive when compare to their male counterparts (Piacentini, 2013; Vossenberg, 2013). Some women entrepreneurs have slow growth due to inadequate funding for their enterprises (Kumar, 201a). Proper finance of SMEs is essential to achieving the growth and sustainability objectives in business (Orobia, Tusiime, Mwesigwa, & Ssekiziyivu, 2020). Finance is the life wire for entrepreneurial activities (Shankar, Elam, & Glinski, 2020). Inadequate finance tends to cause business failure, stunted growth, and early exit (Kaidi & Mensi, 2017; Modarresi, Arasti, Talebi, & Farasatkhah, 2016).

Enterprises usually start from small with the entrepreneurs' ideas, zeal, and passion and are gradually develop into bigger businesses because of the commitment of more time, energy, and money. The businesses that are today large, were once small businesses. The process of growing demands for more cash flow beyond the personal savings and financial supports from family and friends, hence seeking more funds from external sources, becomes imperative to keep pace with the growth (Kumar, 2013a).

Finance is the life wire for entrepreneurial activities in Cameroon, entrepreneurs in Cameroon often have difficulty accessing the right type of finance, especially women entrepreneurs. This is due to a number of factors including lack of financial literacy, collateral and high interest rate. Not all entrepreneurs can acquire loans from financial institutions in Cameroon, hence entrepreneurs need to be familiar and to have a good knowledge of different financial products and services available to finance their business and to be able to make informed decisions. In empowering women, microfinance institutions provide small loans, saving facilities, payment services, money transfers, insurance, training, and information about running a business (Fofana, Antonides, Niehof, & van Ophem, 2015).

According to a survey report by the National Institute of Statistics, (2019) approximately 80% of women own enterprises in Cameroon rely mainly on personal savings as start-up and working capital due to the inability to access external finances (. Addressing the lack of access to microcredit for Cameroon women entrepreneurs is a specific condition for making a substantial and meaningful contribution to economic growth (Ekpe, Razak, & Mat, 2013). Creating a link between social capital, financial literacy and access to funds from financial institutions may lead to the higher entrepreneurial activities among women (Ekpe et al., 2013; Ifelunini & Wosowei, 2013; Tuffour, Amoako, & Amartey, 2020).

Cameroon with her strategic vision aim at becoming an emerging economy by the year 2035 has a duty to equip the population especially the women with all what it takes for an economy to emerge. This can partly be achieved if women and other vulnerable groups are financially knowledgeable to access and use appropriate and affordable financial services thereby ensuring its financial wellbeing. This study focused on linking social capital, financial inclusion and financial literacy among women entrepreneurs in Manyu division, Cameroon. This chapter present background information on women's empowerment, food security and poverty. The chapter further present the statement of problem, research questions, objectives, hypotheses, scope, significances and organization of the study.

According Beck et al (2023), about 90% of the labour market in Cameroon is informal, and most of the working-age population is self-employed. The agriculture sector dominates the economy, employing 62% of the labour force, 80% of whom are women. Persistent gender inequality and socio-cultural constraints, exacerbated by humanitarian crises, limit women's and youths' access to basic social services and opportunities. A significant proportion of the population in rural areas is still illiterate, hampering their access to information and opportunities to improve their living condition and increasing their vulnerability, thereby heightening the risk of being left behind.

According to Ako et al. (2000), the economy of Southern Cameroon was characterized by former German colonial estates and economic institutions that neglected female labour and food production in favour of male labour and the production of cash crops destined for the European Markets. This led to rural exodus of many male labourers to the Plantation at the coastal towns of

Tiko, Victoria, Muyuka and Malende. Located in the South West Region of the Republic of Cameroon. The local economy of Manyu division has over the years now been boosted by the activities of women especially in the domain of trade, agriculture, salt production, tourism, education and so on.

Bauer et al (2008) opine that in recent decades, economic change and urbanization has led to many young men migrating to the cities and out of the country, rural women have become increasingly involved in managing small businesses, agriculture and forest resources. The Cameroon government national development plan aims to organized women and involve them more actively in entrepreneurial activities and in the development process. Women play a prominent role in entrepreneurial activities despite women's second-class status in must part of Manyu Division, cultural change has led to women entering the labour market as business women.

The women in Manyu Division are principally involve in trading with neighboring Nigeria. (Cook et al. 2000). Manyu division is one of the divisions of the South West Region of Cameroon. The division covers an area of 9,565km2 and as of 2005 the population of 181,039. The capital of Manyu Division is Mamfe. This study will be undertaken because of the fact that there are many financial institutions in Manyu but many people especially women are unable to access financial services for entrepreneurial activities. This inability is further accentuated by the present wave of the Anglophone crises that has affected economic activities in this part of the country. In addition, the number of people accessing financial services from the informal sources as compared to the formal ones is high, which was projected to richly inform the study on its fundamental interest of examining the extent to which financial literacy mediate the relationship between social capital and financial inclusion among women entrepreneurs in Manyu division.

The World Bank, (2013) highlighted that some groups are more financially excluded than others: Women, rural poor, and other remote or hard-to-reach populations, as well as informal micro and small firms are most affected. For example, the gender gap in developing countries is estimated at 9 percentage points: 59% of men reported having an account in 2014, while only 50% of women did. Various studies conducted in Cameroon such as Baochen Yang and Yunpeng, 2022 point to a fact that there are bottlenecks experienced by people seeking financial services especially the women's access to loans from financial banks. Going by the work of Karuhanga et al (2002), they noticed that there are many systematic cultural, social and legal impediments that give an advantage to men to access higher level credit than women yet Synder (2000) found that women are more faithful in paying back their loans compared to men. This phenomenon may largely be attributed to cultural values inculcated in men and women through socialization. Lack of self-esteem and shyness have been found to be problems women encounter in mixed gender negotiations and have been perceived by both men and women as key stumbling blocks to the negotiation process (Kibanja and Munene 2009).

Manyu Division is endowed with good climate and rich soils for economic activities and in addition with good roads following the tarring of Bamenda-Mamfe-Ekok and Kumba-Mamfe stretch of roads which are all linked to Nigeria that women in Manyu Division do trade with and are actively involved in entrepreneurial activities. However, Beck & Brown (2011) have indicated that women and other entrepreneurs face the problem of access to finance and inadequate knowledge and information to manage these finances. Therefore, this research work aims at linking social capital, financial inclusion and financial literacy as three necessary ingredients needed to stimulate women entrepreneurial activities especially in Manyu Division by examining the mediating effect of social capital in the relationship between financial literacy and financial inclusion among women entrepreneurs in Manu Division. Before we proceed, it is necessary to present the map of Manyu Division.

LITERATURE REVIEW

Behavioral finance studies how investors make judgments and choices in financial markets by including psychological elements to explain how investors' preferences and behavior (Altman, 2015). One of the goals of behavioral finance is to show how investors' cognitive errors and affective reactions can influence and modify price changes in the market. Behavioral finance theory is divided into two groups: trust-based and preference-based. Preference-based behavior finance examines when to trade and what to trade. So far, research on financial behavior is still controversial and usually explains what is referred to as an anomaly in investor confidence and preferences (Altman, 2015). When making intuitive decisions in complex environments such as financial markets, people typically use a variety of psychologically heuristic mental shortcuts. Heuristic information processing can lead to systematic bias and deviation from rationality. An example of cognitive bias in financial assessment is anchoring or representativeness, where investors tend to rely on references from previous data when making financial forecasts. For this reason, in financial behavior, investors also need financial knowledge or financial literacy, which will influence the financial decisions that investors will take.

Financial Literacy

According to Cohen & Nelson (2011), Financial literacy refers to the ability to make informed judgments and to take effective decisions regarding the management of money (Huston, 2010: 311). It includes knowledge but goes further to include attitudes, behaviors and skills and stresses the importance of decision-making – applying knowledge and skills to real life processes, with the result of improved financial wellbeing for the individual (Atkinson & Messy, 2011: 569). Financial literacy and financial inclusion are looked at as ‘twin pillars’ of financial development (Ramakrishnan, 2012: 2). it refers to the ability of individuals to make informed financial decisions as regard various financial services (Refera, Dhaliwal, & Kaur, 2016). Financial literacy is defined as knowledge of facts, concepts, principles, and technological tools that are the basis for making someone smart about money.

Financial Inclusion

As per the Consultative Group to Assist the Poor/G-20 Global Partnership for Financial Inclusion (CGAP/GPFI), Financial inclusion is a term that alludes to a circumstance where all grown-ups of working age have satisfactory admittance to monetary administrations given by formal monetary establishments as credit, investment funds (counting current records), installments, and protection (Saputra & Dewi, 2017). In the Financial Action Task Forces, monetary incurporation is characterized as giving admittance to satisfactory, protected, advantageous, and reasonable monetary organizations for monetary administrations for distraught, weak gatherings, including lowpay networks. These provincial and undocumented individuals have been underserved or avoided from the formal monetary area (Saputra and Dewi, 2017). According to Sarma (2012) financial inclusion refer to a process that ensures easy access, availability, and use of the formal financial services for all economic actors. Financial inclusion focuses on providing formal, accessible financial services to all persons and enterprises.

the Effects of Financial Literacy on Financial Inclusion

Literature on financial literacy generally supports the notion that higher financial literacy increases financial inclusion (Hsaio & Tsai, 2018; Grohmann, et al. 2018). This view manifests through studies that investigate several constructs or determinants of financial literacy and how they relate to individual financial behaviour. Financial knowledge, for instance, influences personal attributes such as attitudes, awareness, and cognitive abilities, which in turn affect how individuals' budget or manage their finances (Atkinson & Messy, 2011: 659). Similarly, enhanced financial knowledge is essential for behavioral change since increased financial literacy training leads to enhanced financial behavior and the greater use of financial services (Sayinzoga, et al., 2016). Conversely, the lack of financial awareness negatively impacts market participation (Guiso & Jappelli, 2005). This underpins the importance of financial literacy on financial inclusion.

There is a vast literature on the level of financial literacy and its role in, and impact on, many factors such as retirement planning, wealth creation and decision-making. For example, Lusardi & Mitchelli (2007) claimed that the causes and consequences of financial illiteracy are very important, especially when ensuring access to finance. Their study revealed that, irrespective of age, many people in US are affected from being financially illiterate. They also stated that financial illiteracy was widespread and may have serious impacts on saving behaviour, retirement planning and other financial decisions. This situation has encouraged governments and some non-profit organizations to develop significant initiatives to improve the level of financial literacy and understanding of basic economics concepts among people especially entrepreneurs (Amidjono et al. 2016; Arora 2016). Lusardi & Mitchell (2007) in their study also revealed that lack of financial literacy is widespread among some population subgroups, such as people with lower incomes, less education and women. Those people are more likely to face more difficulties in managing their businesses. Another study by Lusardi & Mitchell (2011a) found that people with a high level of financial literacy are more likely to have access to and used of finance and successful entrepreneurial ventures.

Arun and Kamath (2015: 267) observe that besides providing access, financial inclusion should address factors that enable individuals to better manage their financial resources and build financial capabilities. They recognize financial literacy and consumer education as critical drivers of the broader focus on financial exclusion and the meeting of needs of the currently unbanked (Arun & Kamath, 2015: 282). Similarly, strategic approaches at national level reflect the international policy interest in financial inclusion, financial education, financial consumer protection and evidence that financial literacy and financial inclusion are associated. National policies of many countries now provide a framework for improving financial inclusion alongside financial literacy or for targeting the financially excluded within a financial education framework, since the ultimate intention of financial education for financial inclusion is to support behavior change (Atkinson & Messy, 2013: 7, 8).

World Bank (2008) observed that financial literacy helps to improve efficiency and quality of financial services. This is supported by Lusardi (2009) and Greenspan (2002) who suggests that financial literacy helps in empowering and educating the poor sothat they are knowledgeable and capable of evaluating different financial products and services to make informed financial decisions, so as to derive maximum utility. Therefore, the poor more than ever need a certain level of financial understanding to evaluate and compare financial products, such as bank accounts, saving products, credit and loan options and payment instruments. Scholars like Campbell (2006) and Grable and Joo (1998) argue that financial learning increases financial knowledge and affects financial decisions, choices, attitudes and behaviours of the poor. Indeed, OECD (2013a, 2013b) observed that financial literacy facilitate access and encourages widening use of relevant financial products and services for the benefit of poor individuals.

Furthermore, Braunstein and Welch (2002) also observed that financial literacy can offer a better understanding of mainstream financial services and encourages the unbanked to avoid non-standard services. Financial literacy facilitates decision making processes, which improve the savings rates, credit worthiness of potential borrowers, therefore resulting into improved access and use of financial services by the poor (World Bank, 2009; OECD, 2009). Therefore, financial literacy facilitates effective product use by helping poor households to develop skills to compare and select the best financial products, which suits their needs hence leading to increased financial inclusion. However, Atkinson and Messy (2013) argue that lack of knowledge, awareness, confidence and certain attitudes and behaviours that inhibit use of, and trust in, formal financial products creates barriers to access, by preventing poor individuals from making full use of existing products.

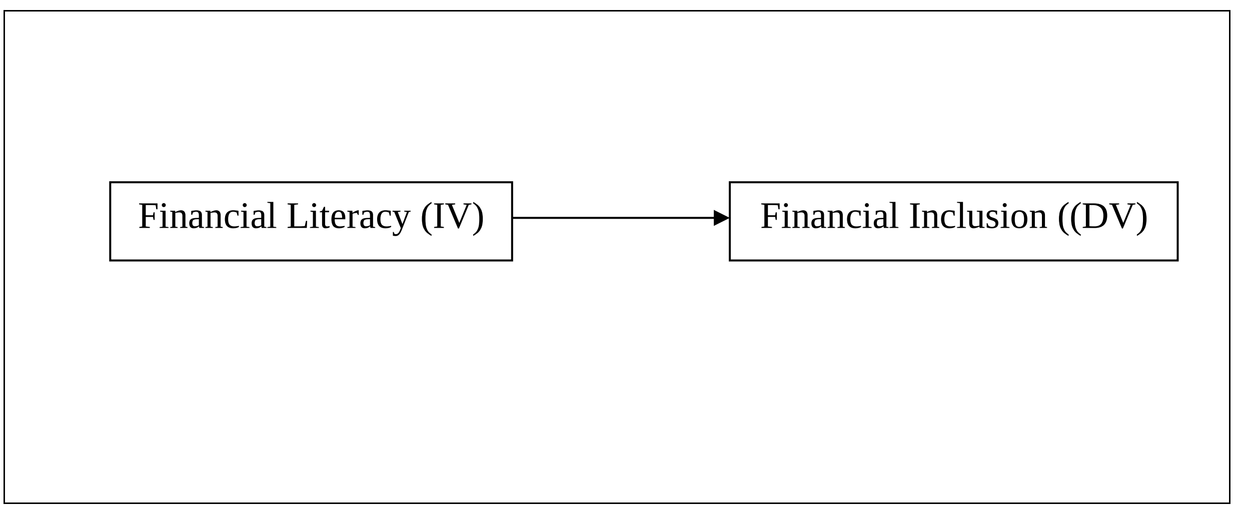
Financial literacy can aid in the improvement of the efficiency and quality of financial services (Bongomin et al., 2016). Financial inclusion facilitates access to and encourages the widespread use of financial products and services relevant to poor people's interests. Financial literacy can help the unbanked understand mainstream financial services and encourage them to avoid subpar services.

Financial literacy empowers and educates the public to gain a broader understanding of and evaluate various financial products and services to make informed financial decisions that maximize utility. Financial learning can improve financial knowledge while influencing financial decisions, choices, attitudes, and behavior (Bongomin et al., 2016). Another study states that the higher the knowledge about financial literacy, the higher the knowledge about financial inclusion so that people with high financial literacy can better access existing funding sources. (Guan, 2020; Nuryani & Israfiani, 2021). The following hypothesis was developed based on the explanation.

H1: Financial literacy has a positive significant influence on financial inclusion among women entrepreneurs in Manyu Division

Research Framework

The research framework depicted in Figure 1 is based on hypothesis development.



Source: Drawn by Author

METHODOLOGY

This study collected primary data by distributing questionnaires to women entrepreneurs in Manyu Division, Cameroon. As for the respondents are as many as 466 respondents. The data collection technique used in this research is non-probability sampling with purposive sampling. Determination of the number of samples according to the criteria of Hair et al. (2018) where if the model uses less than five constructs, then the minimum number of respondents collected is 100 people, with sample criteria above 17 years and have made investments both beginners and experienced. The independent variable in this study is financial literacy, using four dimensions; namely, skills, behavior, knowledge, and attitude, adapted to measure financial literacy in research. A person's attitude and behavior in making informed judgments and decisions based on knowledge and skills in managing financial well-being are financial literacy.

Simultaneously, the dependent variable in this study is financial inclusion, which has four dimensions, namely access, quality, usage, and welfare, and which has been adapted to measure financial inclusion in the study. Individuals can use financial services if they have access to formal financial services (Cámara & Tuesta, 2017). Quality is used to assess the relevance of financial services or products to consumers' lifestyle needs; quality includes consumer experiences, as demonstrated by attitudes and opinions toward available products. Consumers consider using various products to assess the level of usage of formal financial services by individuals (Cámara & Tuesta, 2017). Meanwhile, welfare shows that the use of financial facilities can provide benefits for increasing the welfare of consumers. This study's data processing employs the SEM (structural equation modeling) analysis method, aided by AMOS software.

RESULT AND DISCUSSION

Table 1: Respondent Descriptive Statistics

No	Category	Criteria	Total	%
1	Respondent Age	18- 22	32	7%
		>22-29	200	43%
		>29-39	24	5%
		>39-59	126	27%
		>59	84	18%
2	marital status	Single	128	28%
		Married	272	58%
		Separated	33	7%
		Divorce	03	1%
		Widow	30	6%
3	number of children	1-3	114	25%
		4-6	136	30%
		Above 6	116	25%
4	where do you live?	Mamfe Central	109	23%
		Upper Banyang	117	25%

		Eyumojock	114	26%
		Akwaya	126	26%
5	highest level of education	<high school	189	41%
		High school	196	42%
		Diploma	56	12%
		Degree	14	3%
		Post graduate	11	2%
6	sector of activities	Technology	89	19%
		Retail	201	43%
		Hospitality	11	2%
		Health care	66	14%
		Manufacturing	18	4%
		Service	45	10%
		Others	36	8%
7	field of study	Economics and Business	23	5%
		Agriculture and life science	11	2%
		Human Science and law	217	46%
		Science	141	30%
		Engineering	10	2%
		Medicine	64	15%
8.	Number of years involved	< a year	40	9%
		> 1-2	57	12%
		>2-5	122	26%
		> 5-10	120	26%
		> 10	127	27%
9	Monthly profit	< 50,000frs	72	15%
		>50,000 – 100,000	207	44%
		> 100,000 -200,000	107	24%
		> 200,000- 400,000	56	12%
		> 400,000	24	5%
10	where is your business found	Rental	305	66%
		own Building	89	19%
		parents building	72	15%

Source: Field data (2024)

This study uses data from the distribution of questionnaires to 466 respondents. Table 1 displays the data gotten in relation to demographic profile.

Age. The majority of respondents were made up of age greater than 22 to 29 years with a percentage of 43%, 27% were aged 39–59 years and 18% were more than 59 years of age. The young respondents 18 to 22 made up 7% of the respondents and those 22-39 made up 5% of the respondents. This finding was in line with the current age structure statistics in Cameroon from 2012 to 2022, whereby 54.64% of the total population were aged between 15 and 64 years, and only about 42.21% were aged 0-14 years (Statista 2022). The age distribution shows that there exist women entrepreneurs of various ages to carry out entrepreneurs' activities ready to access finance and can contribute to economic activities if they have knowledgeable of the management of money and are able to access.

Marital status. When it comes to marital status, the majority of participants were married with a percentage of 58% of overall participants, while 28% of participants were single. Only a few participants were either divorced, widows or separated. According to STATS (2016) for Cameroon people aged over 20, more than 68% were married, 24% were unmarried, 2% were widowed, while less than 5% were divorced.

Number of children. The largest group of respondents (30%) had 4–6 children and 25% had 1-3 children. Respondents who had above 6 children made up 25% of the sample. This finding agrees with that of Alkareef (2017) who confirms that Cameroon women's fertility rate has declined from 7 children per woman in the 1980s to the current 4.64 children per woman. With this huge family responsibility on the part of the women entrepreneurs, it also explains why the women need to access finance in order to improve their economic wellbeing.

Sub division of origin of the respondents: the data collected indicate that 23% of respondents were from Mamfe Central sub-division, 25% were from Upper Banyang sub division. 26% from Eyumojock sub division and 26% of respondents from Akwaya sub-division. This means that all the four divisions of the study area Manyu division were almost equally represented in the study sample population. To this effect, it could be concluded that the involvements of all the sub-division in Manyu division representing diverse opinions on the issue of the discussion thus suggesting that the sample is well represented.

Level of education. The academic level is summed up by the intellectual status of the respondents. Among the respondents, 41% have less than high school certificate, 42% have completed high school, 12% a diploma or its equivalent; 3% have degree and only 2% postgraduate degree. It can be seen from the results that majority of respondents (almost 83%) had less than a high school or had finish high school. This can be related to the focus of this study which is to link financial literacy, social capital and financial inclusion among women entrepreneurs in Manyu Division. It is noticed that most of those women have basic education which is also required for financial literacy and to access appropriate and affordable financial services.

Sector of activities. Of the respondents, 19% of women entrepreneurs in Manyu are involve in the technological sector, 43% that is a majority of the respondents are involve in retail businesses, only 2% are involve in the hospitality sector of activities and 14% are involve in providing health care, only 4% are involve in the manufacturing sector that need heavy amount of capital, 10% are involve in the service sector. There is an indication of the problem at stake here because of the difficulties in accessing required finances and effective managing money, most women entrepreneurs in Manyu Division can only carry out small retail businesses and cannot fully venture in other sector of activities like manufacturing and hospitality.

Field of study. The data showed that only 5% of the respondents had studied in the business and economics field; 2% had studied in agriculture and life sciences; 46% had studied human sciences and law; 30% had studied in the science field; only 2% had studied engineering; 15% had studied in the medicine field. Financial literacy and access to finance is a serious problem among women in Manyu division because most of these women entrepreneurs did not study economics and business-related fields and hence did not received formal education in finance.

Work experience. Regarding number of years involved, 12% of respondents have between 1-2 years of experience in entrepreneurial activities, 26% had 2-5 years of experience, 26% had 5-10 years of experience and 27% have greater than 10 years of experience in entrepreneurial activities. This implies that the respondents have experience in entrepreneurial activities and are greatly informed as regard their challenges related to financial literacy, social capital and financial inclusion. Issues.

Level of monthly profit. In terms of monthly profit, most (44%) respondents had profit greater than 50,000 – 100,000 per month. Those who had monthly profit greater than 100,000–200,000frs made up 24% of the sample; 12% had 200,000–400,000frs monthly profit and 5% had >400,000frs monthly profit. Based on the respondent's data according to the average monthly profit, it can be seen that most respondents are those who had an average monthly profit greater than 50,000-100,000frs. This low monthly profit is partly cause by low access to financial services and low level of financial literacy.

where is your business found? With reference to ownership of the dwelling in which the respondents have their business, 66% have their business in a rented apartment; only 19% in their own building; and 15% in their parents' building. This problem is partly attributed to their difficulties to access finance and their low level of financial literacy which make it difficult for these women entrepreneurs to carry out their businesses in their own buildings.

Overall these data indicate that the majority of respondents were in their middle age and more than half were married with three to six children. Moreover, more than half of the respondents had less than equal to a college qualification; most of the respondents are involve in retail business activities. It is worth noting also that all of the four sub divisions were equally represented in the study. The highest proportion of respondents have their businesses on rented buildings. Last, the findings include that most respondents had more than 5 years of experience in entrepreneurial activities and the monthly profit level of a large number of respondents were between 50,000–100,000frs profit per month.

Table 2. Measurement Model Test

Fit Indicator		Criteria		Result	Description
Chi-square		Small Expected		389.586	*Good Fit*
RMSEA		≤ 0.08		0.000	*Good Fit*
GFI		≥ 0.90		0.858	*Marginal Fit*
AGFI		≥ 0.90		0.838	*Marginal Fit*
CMIN/DF		≤ 2		0.845	*Good Fit*
TLI		≥ 0.95		1.068	*Good Fit*
CFI		≥ 0.95			
Measurement Model Fit	CR	CR ≥ 0.60	Financial Literacy	0.828	*Good Fit*
				1.000	*Good Fit*
					Good Fit
			Financial Inclusion	0.843	*Good Fit*
	AVE	AVE ≥ 0.30	Financial Literacy	0.326	*Good Fit*
			Financial		*Good Fit*

0.312

Inclusion

Table 2 displays the results of the model fit test for the measurement model; five indicators, namely chi-square, RMSEA, CMIN/DF, TLI, and CFI, have good fit information or meet the criteria. Furthermore, GFI and AGFI meet the marginal fit criteria, while the measurement model fit meets the good fit criteria.

The structural model was tested further. The dependent variable, financial inclusion, will be linked to the independent variable, financial literacy, and how it is related through the mediating variable, social capital, to see the effect of these three variables in the structural model.

The structural model was tested further. The dependent variable, financial inclusion, will be linked to the independent variable, financial literacy.

Table 3. Structural Model Test

Fit Indicator	Criteria			Result	Description
Chi-square	Small Expected			389.586	*Good Fit*
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CFI	≥ 0.95			1.000	*Good Fit*
Measurement Model Fit	CR	CR ≥ 0.60	Financial Literacy	0.828	*Good Fit*
			Social caital	0.846	*Good Fit*
			Financial Inclusion	0.843	*Good Fit*
	AVE	AVE ≥ 0.30	Financial Literacy	0.326	*Good Fit*
			Social capital	0.361	*Good Fit*
			Financial Inclusion	0.312	*Good Fit*

Table 3 displays the results of the structural model's model fit test; five indicators have good fit information or meet the criteria, namely chi-square, RMSEA, CMIN/DF, TLI, and CFI. Furthermore, GFI and AGFI meet the marginal fit criteria, while the measurement model fit meets the good fit criteria. According to Hair et al. (2014: 583), the fulfillment of good fit index criteria consists of at least three to four indicators that meet the criteria. The tests for the two models, namely the measurement model and the structural model, show that 11 indicators meet the criteria of a good fit, and two indicators meet the criteria of marginal fit. This result indicates that the research is sound and that the hypothesis can be tested further.

Table 4. Hypothesis Test Result

	Estimate	**p**	**Hypothesis**
Financial Literacy → Social Capital	0.769***	0.000	H1 Accepted
Financial Literacy → Financial Inclusion	0.503**	0.003	H2 Accepted
Social Capital → Financial Inclusion	0.305**	0.042	H3 Accepted
Financial Literacy → Social Capital → Financial Inclusion	Partial mediation		

Table 4 shows that the hypotheses H1, H2, H3 can be accepted because they have the same direction of influence as the study results and have a significant value above 5%. It is necessary to test mediation that will be assisted by using AMOS software. Based on Table 4, the significance of the direct and indirect relationship of financial literacy variables on financial inclusion shows that mediation is partially supported. These results indicate that financial literacy will positively impact people's ability to access financial services from financial institutions. Meanwhile, the study results also show that financial literacy through social capital mediation also has a positive effect on people's ability to access financial services.

Table 4 shows that the hypotheses H1, H2, H3 can be accepted because they have the same direction of influence as the study results and have a significant value above 5%. It is necessary to test mediation that will be assisted by using AMOS software. Based on Table 4, the significance of the direct relationship of financial literacy variables on financial inclusion. These results indicate that financial literacy will positively impact people's ability to access financial services from financial institutions. Meanwhile, the study results also show that financial literacy has a positive effect on people's ability to access financial services.

Table 5. Test Result

Direct/Indirect Effect	Standardized Estimate	P-Value
Direct Effect		
Financial Literacy → Fin. Inclusion	0.738***	0.000
Financial Literacy → Financial Inclusion	0.503**	0.003

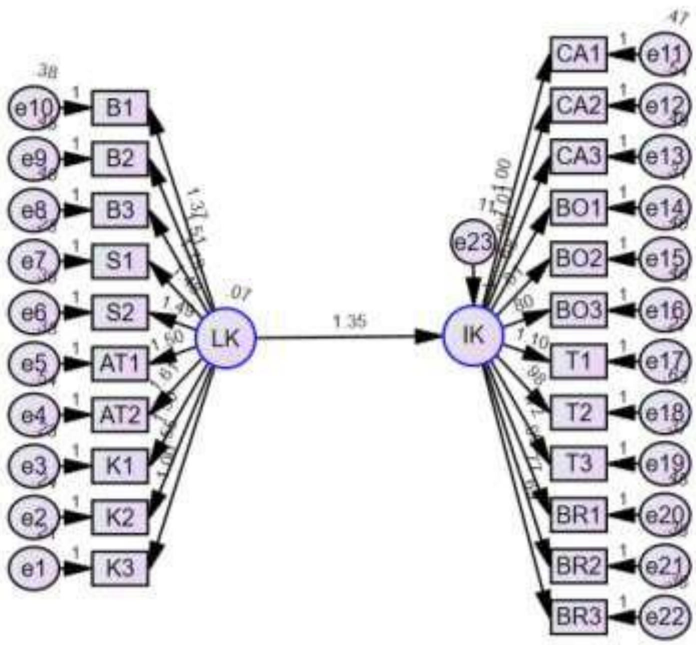

Figure 2. Direct Effect

Harmonized Test of Hypotheses

Hypotheses	P-Value at 95% (CI)	Decision / Conclusion
H1: Financial literacy has a positive significant influence on financial inclusion among women entrepreneurs in Manyu Division	[H0: μ= .191 > 0.05, β = - .072, CI =95%]. positive statistically significant.	Accept the null hypothesis and conclude that there is significant statistical evidence to suggest that Financial Literacy [FL] has a positive significant influence on financial inclusion among women entrepreneurs in Manyu Division. Financial literacy has a positive significant influence on financial

		inclusion among women entrepreneurs in Manyu Division

Source: Drawn by Author

DISCUSSION OF FINDINGS

The discussion at this level is based on the relationship that exist among the variables of interest. The discussion of findings is based on major inputs of quantitative analysis.

According to the results obtained from the questionnaire, most respondents agree that respondents have the accurate ability to determine the benefits of transactions (skills) and can take advantage of financial products/services; therefore, respondents (knowledge) also agree that the products/services provided by securities companies can increase income, increase access to utilities, and increase access to facilities (welfare). Financial literacy empowers and educates the public to gain a broader understanding of and evaluate various financial products and services to make informed financial decisions that maximize utility (Bongomin et al., 2016; Lusardi, 2009).

Financial learning can increase financial knowledge and influence people's financial decisions, choices, attitudes, and behavior (Bongomin et al., 2016; Campbell, 2006). Based on these findings, it can be concluded that financial literacy will assist the general public in evaluating various financial products and services to maximize utility while avoiding investment fraud and other ineffective financial decisions. It is hoped that with good financial literacy, the community will be able to use various financial facilities according to their needs, rather than being tempted by inappropriate investment offers. This finding agrees with the financial literacy theory of financial inclusion of Ozili, (2020) which states that financial literacy will increase people’s willingness to join the formal financial sector. It argues that financial inclusion can be achieved through education that increases the financial literacy of citizens. When people become financially literate, they will seek formal financial services wherever they can find it.

CONCLUSION AND RECOMMENDATION

Conclusion

According to the data processing and hypothesis testing findings, the independent variable, financial literacy, had a significant positive effect on the independent variable of financial literacy has a significant positive effect on the dependent variable, namely financial inclusion among Women entrepreneurs in Manu Division. The greater a person's financial literacy, the greater his or her financial inclusion. This research has practical implications for financial institutions, where financial literacy education and approaches to community groups are needed to improve financial services to all levels of society.

To sum up, Cameroon is presently striving to become an emerging market economy but will not be able to advance and reduce the country's dependence on import of manufacturing products without wise financial decisions being throughout all levels of society. These goals can be achieved only through effective collaboration between the government and financially literate people who have the skills required to ensure financial inclusion for individuals and their country through wise financial decision-making. This study provides practical recommendations to policymakers and key individuals in Cameroon and Manyu Division by shedding light on the most affected segment; the financially illiterate women. It also transpired that financial literacy is instrumental in many of the practical aspects of an entrepreneurs' day-to-day financial behaviour.

Recommendations

Based on the research findings. The recommendations are:

1. Collaboration between the government and financially literate people who have the skills required to ensure financial inclusion for individuals and every member of the country through wise financial decision-making. This recommendation is in line with collaborative intervention theory of financial inclusion which explains that collaborative intervention from multiple stakeholders is necessary to provide formal financial services to the excluded population. The theory suggests that joint effort from multiple stakeholders is needed to bring the excluded population into the formal financial sector.

2. Financial institutions can conduct education through similar small and medium-sized business groups periodically so that they understand various kinds of financial products and can invite other people to avoid illegal financial products.

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