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Abstract

Purpose: Financial literacy has been linked to sustainable development. The need for financial literacy is primarily justified by the often-hectic variance in the global economy, such as, for example, the effects of economic cycles on the population's economic situation and its well-being. Low levels of financial literacy among the group's members usually affects their ability to effectively manage the group's operations. The general objective of the study; To explore the relationship between financial literacy levels and the social-economic livelihood sustainability respective beneficiary members Young Life Rwanda; to investigate the influence of financial knowledge on sustainable development by Young Life Rwanda selected groups from the four selected districts of Rwanda provinces. This study shall be guided by the theory of planned behavior.

Methodology: The study adopted descriptive survey design. Study population included 436 community leaders registered under Young Life Rwanda simple random sampling technique was used to get a sample of 209 leaders. A semi-structured questionnaire was used to collect primary data. Secondary data was collected from Young Life Rwanda Annual groups records. Before data collection, a pilot test was conducted to assess the validity of the questionnaire. The reliability of the questionnaire was tested using Cronbach's Alpha technique. Descriptive and inferential statistics were used to analyses the quantitative data. Multiple linear regression analysis was utilized to analyses the collected data to establish the influence of financial literacy on the growth of Young Life Rwanda Registered groups in selected districts of the provinces of Rwanda.

Findings: The results of the regression analysis indicate several significant predictors of sustainable development performance within the model. Financial knowledge emerged as a significant predictor ($\beta = 0.051$, $p = 0.478$), suggesting that while knowledge about financial matters is important, it directly influence sustainable development performance as much as attitudes and behaviors do. The constant term was statistically significant ($B = 2.308$, $p < 0.001$), indicating the baseline level of sustainable development performance when all predictor variables are zero.

Unique Contribution to Theory, Practice and Policy: In conclusion, this analysis highlights the critical role of financial behavior and attitude in influencing the sustainable development performance of non-governmental organizations (NGOs). While financial knowledge did not emerge as a significant predictor, fostering positive attitudes towards finance and encouraging sound financial behaviors within NGOs can enhance their effectiveness in advancing sustainable development goals. Based on the results, it is recommended that non-governmental organizations (NGOs) prioritize initiatives aimed at improving financial behavior and fostering positive financial attitudes among their staff and leadership to enhance sustainable development performance. To enhance the efficacy of youth mentorship and training programs by organizations such as Young Life Rwanda, it is recommended that policymakers integrate mandatory financial literacy education into the national curriculum at both primary and secondary school levels. This policy should be complemented by the provision of resources and training for educators to effectively deliver financial knowledge. Additionally, establishing public-private partnerships can help create comprehensive financial education initiatives that include practical workshops, access to financial services, and mentorship opportunities. This approach will ensure that young people across all districts gain essential financial skills, thereby promoting economic self-sufficiency and fostering sustainable community development.

Keywords: *Financial Literacy, Sustainable Development, Economic Cycles, Theory of Planned Behavior and Financial Knowledge*

***JEL* Codes of Classification:** *G53, Q01, E32, D91*

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INTRODUCTION

Non-governmental organizations (NGOs) play a pivotal role in advancing Sustainable Development Goals (SDGs) globally, addressing a wide range of social, economic, and environmental challenges (United Nations, 2015). With their diverse missions and grassroots initiatives, NGOs contribute significantly to promoting equity, resilience, and environmental stewardship across communities worldwide (Biekart & Fowler, 2015). However, the effective performance of NGOs in achieving sustainable development outcomes is contingent upon various factors, including financial literacy. Financial literacy encompasses the knowledge, skills, and attitudes required to understand and manage financial resources effectively (Lusardi & Mitchell, 2014).

The intersection of financial literacy and sustainable development within the NGO sector is increasingly recognized as a critical area for research and practice on a global scale (Fontes & Kasekende, 2019). In an era marked by growing socioeconomic disparities and environmental degradation, the ability of NGOs to navigate complex financial landscapes and mobilize resources efficiently is paramount (Grimes & Wright, 2020). Moreover, the United Nations Sustainable Development Goals (SDGs) provide a framework for collective action towards addressing pressing global challenges, underscoring the need for NGOs to strengthen their financial literacy capacities to contribute effectively to the SDGs (United Nations, 2015). The performance of NGOs in advancing sustainable development is a matter of global concern, given the interconnected nature of today's challenges. From poverty alleviation and healthcare provision to environmental conservation and human rights advocacy, NGOs operate across diverse sectors and geographical contexts to address multifaceted issues facing humanity (Bendell, 2021). In regions grappling with poverty, inequality, and conflict, NGOs often serve as lifelines, providing essential services and empowering marginalized communities to secure brighter futures (Kabeer, 2019). Moreover, in the face of emerging global threats such as climate change and pandemics, NGOs serve as catalysts for innovation and resilience, mobilizing resources and expertise to mitigate risks and build more sustainable societies (Biekart & Fowler, 2020).

Within the context of NGOs in the United Sates, financial literacy assumes added significance due to the unique challenges they face, such as reliance on donor funding, fluctuating revenue streams, and accountability to multiple stakeholders (Salamon, 2020). Empirical evidence suggests that NGOs with higher levels of financial literacy tend to exhibit greater financial resilience, transparency, and impact, thereby enhancing their credibility and sustainability over time (Murray, 2018). Moreover, financial literacy enables NGOs to navigate complex regulatory environments, optimize resource allocation, and leverage funding opportunities more effectively, thereby amplifying their ability to drive positive change at scale (Ebrahim & Rangan, 2019).

In recent decades, China has experienced remarkable economic growth and social transformation, positioning itself as a key player in global affairs (Naughton, 2018). This rapid development has led to various social and environmental challenges, including income inequality, environmental degradation, and public health issues (Liu et al., 2020). Non-governmental organizations (NGOs) have emerged as crucial actors in addressing these challenges and promoting sustainable development in China (Tang & Wong, 2019). However, the effectiveness of these NGOs in achieving sustainable development goals depends not only on their missions and initiatives but also on their financial literacy and performance (Liu et al., 2019).

Financial literacy among NGOs in Sub-Saharan Africa encompasses their ability to understand and manage financial resources effectively in a complex and often resource-constrained environment (Ampah *et al.*, 2019). This includes skills such as budgeting, fundraising, financial reporting, and risk management. Given the diverse funding sources, regulatory frameworks, and socio-economic contexts in the region, a high level of financial literacy is essential for NGOs to navigate these challenges and ensure their financial sustainability (Mkandawire *et al.*, 2020). Additionally, financial literacy fosters transparency, accountability, and good governance within NGOs, enhancing their credibility and impact (Nyende *et al.*, 2018).

Sustainable Development Performance in Sub-Saharan Africa evaluates the impact of NGOs' interventions on social, economic, and environmental dimensions while considering the unique development context of the region (Owusu et al., 2021). This includes outcomes such as poverty reduction, access to education and healthcare, environmental conservation, and gender equality (United Nations Economic Commission for Africa, 2020). NGOs with strong sustainable development performance demonstrate their ability to generate positive change in Sub-Saharan Africa while effectively managing resources and building partnerships with local communities and stakeholders (Gebreeyesus & Tirivayi, 2019).

Despite significant progress in recent years, South Africa continues to grapple with issues such as poverty, inequality, and environmental degradation. NGOs serve as critical actors in addressing these complex challenges, leveraging their expertise, networks, and resources to drive positive change at the grassroots level (Sindane & Maphunye, 2019). In recent years, there has been a growing emphasis on the need for NGOs to adopt a holistic approach to sustainability, encompassing not only environmental and social dimensions but also financial viability (Sibanda, 2021). By enhancing their financial literacy, NGOs can strengthen their organizational capacity, foster transparency and accountability, and ultimately, enhance their contribution to sustainable development in South Africa (Mahlangu, 2018). Existing literature predominantly focuses on either financial literacy or sustainable development in isolation, overlooking the interplay between these two critical domains within the NGO sector (Mthembu & Mthembu, 2020).

Kenya, as a prominent nation in East Africa, grapples with multifaceted socio-economic and environmental challenges amidst its pursuit of sustainable development (Kanyari *et al.*, 2020). Non-governmental organizations (NGOs) in Kenya have emerged as crucial stakeholders in addressing these challenges, contributing significantly to various sectors including healthcare, education, environmental conservation, and poverty alleviation (Kilika *et al.*, 2019). Financial literacy within Kenyan NGOs denotes their proficiency in comprehending and managing financial resources judiciously (Owino *et al.*, 2021). This encompasses a spectrum of competencies ranging from budgeting and fundraising to financial reporting and risk management. Given the dynamic nature of Kenya's financial landscape and the intricate web of regulatory frameworks, a high level of financial literacy is indispensable for NGOs to navigate these complexities and ensure their financial sustainability (Odhiambo & Ong'ong'a, 2018). Moreover, financial literacy fosters transparency, accountability, and prudent governance within NGOs, bolstering their credibility and fostering trust among stakeholders (Mutisya & Wambua, 2020). Rwanda, known for its remarkable post-conflict recovery and development efforts, has emerged as a dynamic context for examining the role of non-governmental organizations (NGOs) in fostering sustainable development (Reyntjens, 2019).

In this context, NGOs play a vital role in addressing the country's development challenges and advancing its ambitious sustainable development goals (SDGs) agenda (Republic of Rwanda, 2018). Given Rwanda's efforts to promote transparency, accountability, and good governance, a high level of financial literacy is essential for NGOs to contribute effectively to sustainable development initiatives while maintaining financial integrity (Kagabo, 2017).

In different districts selected from the provinces of Rwanda where the Life NGO performance can be assessed and examined for sustainable development in districts of Nyarugenge, Muhahanga, Musanze, Kayonza & Rusizi Districts of Rwanda. Financial literacy that involves financial knowledge, improved financial behavior and financial attitude seems have had impact on sustainable development of the people in Rwanda. Though there is quite observations made as in regard to hindrances against achieving of sustainable development performance out comes, member's interest to benefit from poverty reduction programs, mentorship and training of youth, quality education support, empowerment of female teens is still vital.

Financial knowledge significantly enhances mentorship and training programs for youth in Rwanda by equipping them with essential skills for financial management and economic independence. Research indicates that financial literacy is crucial in empowering young people to make informed decisions, manage personal finances effectively, and pursue entrepreneurial ventures (Lusardi & Mitchell, 2014). In Rwanda, integrating financial education into youth programs can lead to improved economic opportunities and sustainable community development (Klapper, Lusardi, & Panos, 2013). Moreover, studies have shown that when mentorship programs include financial literacy components, participants exhibit better financial behaviors, such as increased savings and responsible spending (Bruhn, de Souza Leao, Legovini, Marchetti, & Zia, 2016). Thus, fostering financial knowledge within mentorship frameworks not only enhances individual financial well-being but also contributes to broader economic stability and growth.

Statement of the Problem

Financial literacy is recognized as a crucial skill for the effective management of non-governmental organizations (NGOs) worldwide (Lusardi & Mitchell, 2014). Despite this recognition, there remains a gap in understanding how financial literacy initiatives within NGOs contribute to sustainable development performance, particularly in the context of Rwanda. The literature suggests that financial literacy among NGO staff and stakeholders is often limited (Izadi & Jusoh, 2015), which may hinder organizations' ability to make informed financial decisions and allocate resources effectively towards sustainable development goals (SDGs).

However, empirical research specifically examining the relationship between financial literacy and sustainable development performance within NGOs in Rwanda is scarce.Moreover, while Rwanda has made significant progress towards achieving its sustainable development goals, the role of NGOs in this process is not fully understood (Republic of Rwanda, 2017). NGOs play a vital role in complementing government efforts and addressing the diverse needs of communities, particularly in areas such as education, healthcare, and poverty alleviation (Murekezi *et al.*, 2019).

However, challenges such as limited funding, organizational capacity constraints, and regulatory requirements may impact NGOs' ability to effectively promote sustainable development. Understanding how financial literacy initiatives within NGOs contribute to their sustainable development performance is essential for maximizing their impact and ensuring alignment with national development priorities. However, it seems there has been lack of adequate financial knowledge so much required to end the undermining of member's economic resilience and strategies key to achieve for sustainable development in terms of poverty reduction programs, mentorship and training of youth, quality education support, empowerment of female teens. Prior research by Menaria & Menaria (2019), Mohanakrishnan (2018), Karthigeyini & Thavaraj (2017), Ruhela & Prakash (2017), and others found a significant impact on financial literacy among members of the female gender group. These studies, however, were unable to establish a connection between the members' financial literacy and the expansion of their groups.

Furthermore, the case of Young Life Rwanda presents an opportunity to explore these dynamics within the Rwandan context. As a prominent NGO focused on youth development and empowerment, Young Life Rwanda faces unique challenges and opportunities in integrating financial literacy into its operations and achieving sustainable development outcomes. By conducting a comprehensive analysis of Young Life Rwanda's financial literacy initiatives and their impact on sustainable development performance, this study aims to fill the gap in the literature and provide actionable insights for NGOs, policymakers, and development practitioners in Rwanda and beyond.

Objective

To investigate the effect of financial knowledge on mentorship and training of youth by Young Life Rwanda of the selected groups of the selected districts of Rwanda provinces.

LITERATURE REVIEW

Financial Knowledge on Sustainable Development

Financial knowledge plays a crucial role in advancing sustainable development goals by facilitating informed decision-making and resource allocation. Studies have highlighted the positive correlation between financial knowledge and sustainable development outcomes across various sectors, including environmental conservation, social welfare, and economic growth (Atkinson & Messy, 2022). For instance, individuals with a higher level of financial literacy are more likely to adopt sustainable consumption patterns, invest in renewable energy technologies, and support socially responsible businesses (Awe *et al.,* 2020). Moreover, organizations equipped with financial knowledge are better equipped to implement sustainable practices, assess the long-term impacts of their operations, and mobilize resources for environmental and social initiatives (Khan & Hasan, 2019).

Therefore, enhancing financial knowledge at both individual and organizational levels is essential for promoting sustainable development and addressing pressing global challenges, such as climate change, poverty, and inequality. Furthermore, financial knowledge empowers individuals and communities to actively participate in sustainable development initiatives and advocate for policy changes that prioritize environmental and social concerns. Research has shown that financial literacy fosters greater civic engagement and social responsibility, as individuals with a deeper understanding of financial concepts are more likely to engage in collective action, volunteerism, and philanthropy (Hung *et al.,* 2019). Financial knowledge has broad benefits that contribute significantly to sustainable development outcomes. For instance, Lusardi and Mitchell (2014) found that individuals with higher financial literacy are better equipped to plan for retirement, leading to more secure financial futures and reduced dependency on social welfare programs. Similarly, a study by Klapper, Lusardi, and Panos (2013) revealed that financial literacy among small business owners in developing countries resulted in higher profitability and growth, driving economic development at the local level. In Rwanda, financial literacy programs have been linked to increased savings rates and improved financial behaviors among the youth, fostering economic resilience and stability (Gray, 2019).

These examples underscore the crucial role that financial knowledge plays in empowering individuals and communities, ultimately contributing to sustainable development.

By equipping citizens with the skills and knowledge to navigate complex financial systems and understand the socio-economic implications of their decisions, financial education contributes to building a more inclusive and sustainable society (OECD, 2020). Moreover, promoting financial knowledge among marginalized groups, such as women, youth, and rural communities, can enhance their capacity to participate in sustainable development efforts and address systemic inequalities (Pereira & Araújo, 2020). Therefore, investing in financial education programs that prioritize sustainability principles is essential for fostering grassroots empowerment and driving transformative change towards a more sustainable future.

However, despite the recognized importance of financial knowledge in advancing sustainable development goals, significant challenges remain in ensuring universal access to quality financial education and training. Research indicates persistent disparities in financial literacy levels across regions, income groups, and demographic characteristics, with marginalized populations often facing limited access to formal financial services and educational resources (Lusardi & Mitchell, 2014). Moreover, the complex and dynamic nature of sustainable development requires continuous learning and adaptation, necessitating ongoing investments in financial literacy programs that address emerging issues and trends (Campbell *et al.*, 2018).

Therefore, policymakers, educators, and civil society organizations must collaborate to develop comprehensive and context-specific strategies for promoting financial knowledge as a catalyst for sustainable development.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) provides a theoretical framework for understanding how individuals' attitudes, subjective norms, and perceived behavioral control influence their intentions and behaviors (Ajzen, 2021). Applied to the context of financial knowledge, mentorship, and training, the TPB suggests that individuals' intentions to engage in financial learning activities, such as seeking mentorship or participating in training programs, are shaped by their attitudes towards these activities, perceived social norms regarding financial literacy, and their perceived control over their ability to acquire financial knowledge.

Financial literacy mentorship and training programs aim to enhance individuals' financial knowledge, skills, and behaviors. According to the TPB, individuals with positive attitudes towards financial learning are more likely to actively seek out mentorship and training opportunities (Chen & Volpe, 2018). Positive attitudes may be influenced by perceptions of the usefulness and relevance of financial knowledge in achieving personal financial goals and improving financial well-being.

Additionally, subjective norms, which refer to individuals' perceptions of social pressures to engage in specific behaviors, can influence the extent to which individuals perceive mentorship and training as socially acceptable and desirable (Shim, Barber, Card, Xiao, & Serido, 2020). Perceived behavioral control, or individuals' beliefs about their ability to successfully engage in a behavior, also plays a crucial role in shaping intentions to participate in financial learning activities (Chen & Volpe, 2018).

Effective mentorship and training programs should consider these psychological factors outlined by the TPB to maximize their impact on participants' financial knowledge acquisition and behavioral change. By addressing individuals' attitudes, subjective norms, and perceived behavioral control, organizations can design mentorship and training interventions that are engaging, relevant, and accessible to diverse populations. Moreover, understanding the mechanisms through which financial knowledge influences mentorship and training participation can inform the development of tailored strategies to promote financial literacy and empower individuals to make informed financial decisions.

Conceptual Framework

Conceptual framework is describing as the general idea obtained from a specific case or wide range of ideas from fields of relevance and is applied in structuring the subsequent presentation. (Kombo, & Tromp, 2019). The conceptual framework provides a theoretical foundation for understanding the complex interplay between financial literacy, sustainable development, and empowerment within the context of non-governmental organizations (NGOs). Drawing on existing literature in fields such as finance, development studies, and psychology, this framework seeks to elucidate the key constructs, relationships, and mechanisms that underpin the relationship between financial literacy and empowerment outcomes. At its core, the conceptual framework acknowledges the multidimensional nature of empowerment, encompassing

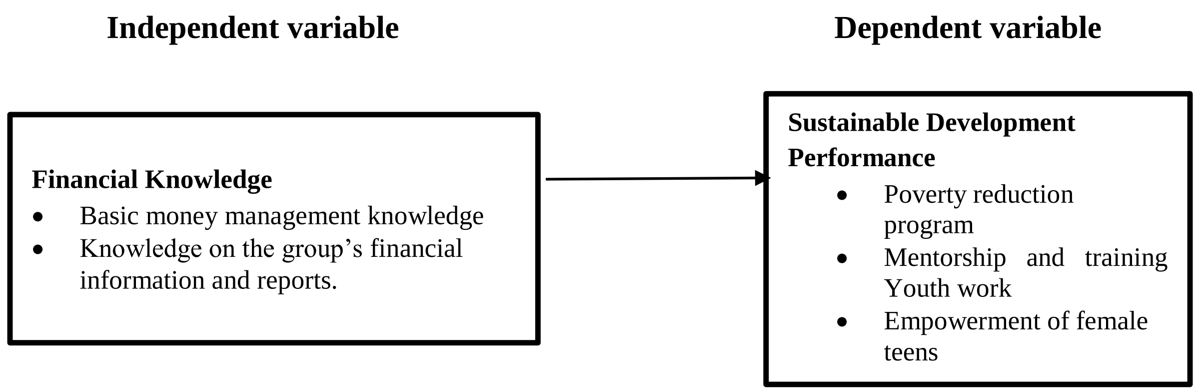

Figure 1: Conceptual Framework

Source: Researcher, 2024

Gaps Existing in Literature

While numerous studies highlight the importance of financial literacy in improving individual financial behaviors (Lusardi & Mitchell, 2014; Xu & Zia, 2022), fewer studies have explicitly connected these improvements to broader sustainable development goals (SDGs). For instance, research has established that financial education can lead to better savings habits and increased investment in health and education (Klapper, Lusardi, & van Oudheusden, 2015), but there is limited empirical evidence demonstrating how these changes translate into long-term economic growth and poverty reduction. Additionally, many studies tend to focus on urban populations, neglecting the unique challenges and opportunities present in rural areas (Cole, Sampson, & Zia, 2012).

Specific examples or case studies can further illustrate how financial literacy translates into sustainable development outcomes. For example, a study conducted in South Africa found that financial literacy programs targeting women led to increased household savings, higher investments in children's education, and improved entrepreneurial activities, which collectively contributed to community development (Stewart, 2018). Similarly, a project in rural India demonstrated that financial literacy training not only improved participants' financial behaviors but also resulted in the establishment of small businesses and increased local employment (Sarma & Pais, 2021). These case studies underscore the potential for financial literacy to drive sustainable development, yet they also highlight the need for more comprehensive research that includes diverse geographic and demographic contexts.

METHODOLOGY

This is an outline of the procedure and process an individual followed when answering a research question (Saunders, Lewis, & Thornhill, 2018). Research design can be defined as the methodology guiding a researcher in collecting, organizing, and analyzing relevant data (Sekaran, & Bougie, 2020). This study adopted descriptive survey design. With the use of adaptable literature sources, this design facilitates the researcher's ability to offer thorough understanding of a particular topic and gives other researchers the chance to explore novel fields. In 2020, Kasomba carried out a study using an explanatory research design. The research design appropriate since it intended to explain the influence of financial literacy on sustainable development of the people in selected districts of the provinces in Rwanda.

In this study, the target population is 40 stakeholders 5 registered groups of people that has benefited from the Young Life Rwanda with a population of 436 members. The target population data as of December 2023.

Table 1: Target Population

Province	Selected district	Beneficiary group leaders	Other stakeholders
City of Kigali	Nyarugenge	72	8
Southern	Muhanga	48	8
Northern	Musanze	88	8
Eastern	Kayonza	120	8
Western	Rusizi	176	8
Total	5	396	40
Grand Total			**436**

The study population, or sampling frame, is defined as the representation of all units of interest. The study sample is taken from the sampling frame (Sekaran & Bougie, 2020). The entire target population list of the 436 of Young Life Rwanda beneficiary groups registered under the in four selected districts of Rwanda provinces shall be sampling frame; the list was obtained from Young Life Rwanda management. The study selected the sample using simple random sampling technique. After accounting for the size of the population, a sample size of 90% of all groups were preferred. The beneficiary groups of Young Life Rwanda consist of 436 people. Two hundred and nine members were chosen at random to provide data. To calculate the number of Young Life Rwanda beneficiary group members to sample, the Yamane formula was used.

The formula is.

$$n = \frac{N}{1+Ne^2} \qquad (1)$$

Where n is the sample size, N is the population size, and e is the level of precision or standard error term (5%), the sample calculation for groups was as follows:

$$n = \frac{436}{1 + 436\ 0.05^2} = 209$$

The study employed a stratified random sampling technique to ensure adequate representation of different demographic groups within the target population. Stratified sampling involves dividing the population into distinct subgroups or strata based on relevant characteristics, such as age, gender, income level, and educational attainment, and then randomly selecting samples from each stratum (Dillman *et al.*, 2014). This approach allows for greater precision and control in sampling, ensuring that all subgroups are adequately represented in the study sample.

For this study, both primary and secondary data was collected. For collecting primary data, a semi-structured questionnaire was used. The questionnaire is being preferred data collection instrument because it is more cost-effective and easier to administer. The questionnaire shall be self-administered by the group members. Young life annual group of the Young Life Rwanda financial records were used as source of secondary data. The data may relate to the number of groups and membership numbers from 2020 to 2023 and shall be recorded in the secondary data collection spreadsheet the open-ended questions were vital in providing data that may have not been gathered using closed- ended questions. Both open-ended and closed-ended questions were used in the questionnaires for this study. Because questionnaires are efficient data collection tools that invite free-form responses relevant to the research subject, they were favored (Orodho, 2015). The survey asked respondents to score descriptive statements about the force in corporations on a 5-point Likert scale, based on how well they believe each statement describes that force. Kothari (2014) argues that questionnaires produce reliable and valid data because they remove researchers' prejudice and influence from the data collection process. The goal of employing a questionnaire, one type of instrument used to acquire data, is to look for variations, or variability, in the responses given by the respondents (Kothari & Garg, 2014).

The pilot study for this research involved 10% of the total sample size, which corresponds to 21 participants, following the methodology outlined by Mugenda and Mugenda (2019). The pilot study was conducted in Kicukiro District, Rwanda, to assess the feasibility and appropriateness of the research instruments, such as surveys and interview protocols, in the local context. Participants selected for the pilot study represented a diverse range of demographics, including age, gender, education level, and socioeconomic status, to ensure the validity and generalizability of the findings. Ensuring the reliability of research instruments is essential for generating valid and trustworthy findings. In this study, the reliability of the research instrument, which includes survey questionnaires assessing financial literacy and empowerment levels among participants, was assessed using Cronbach's coefficient alpha. Cronbach's alpha is a widely used measure of internal consistency reliability, indicating the extent to which items within a scale are interrelated and measure the same underlying construct (Tavakol & Dennick, 2021). A high Cronbach's alpha value, typically above 0.70, suggests strong internal consistency among items, indicating that the instrument is reliable for measuring the intended construct (George & Mallery, 2023).

To ensure the reliability of the research instrument, pilot testing was conducted with a sample of participants to assess the clarity, relevance, and comprehensibility of survey items. Additionally, Cronbach's alpha was calculated for each scale within the instrument to evaluate internal consistency reliability, with adjustments made as needed to improve scale reliability and ensure the validity of research findings (Streiner, 2023). By employing rigorous methods to assess the reliability of the research instrument, this study aims to enhance the credibility and robustness of its findings, contributing valuable insights to the field of financial literacy and empowerment.

The collected information was coded and cleaned. For additional analysis, the researcher entered the data into version 23 of the Statistical Package for Social Sciences. The quantitative data was analyzed using both descriptive and inferential statistics. Percentages, frequencies, mean, and standard deviation were utilized to summarize the data. Besides, multiple linear regression analysis was applied to establish the influence of financial literacy on Young Life Rwanda registered beneficiaries. Kothari (2014) points out that if a study is dealing with more than one independent variable then the relationship between the said variables is explained in a multiple linear regression analysis.

Financial conduct, financial attitude, and financial knowledge are the three independent variables in the study. Pie charts, bar charts, and frequency tables with counts in addition to percentages was used to illustrate the data presentation. These methods of presentation were used because they were most appropriate to describe the data collected and the graphical pictures helped users of the study to understand the findings and recommendations provided.

The researcher used the multiple linear regression model to test the relationship between the independent and dependent variables.

A regression model was used.

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$……………………………………………………………………(2)

Where.

Y = Young Life Rwanda registered beneficiaries

β_0 = Constant term $\beta_{1,}$ = Regression coefficient of the variable

X_1= Financial Knowledge

ε = Error term

RESULTS AND FINDINGS

Financial Knowledge

Financial knowledge plays a pivotal role in empowering individuals and organizations to make informed decisions regarding financial management, resource allocation, and sustainable development endeavors. This investigation aims to assess the extent to which the level of financial knowledge among mentors and trainers influences the effectiveness and outcomes of youth mentorship and training programs. By analyzing the correlation between financial knowledge levels and mentorship/training outcomes, this study seeks to provide valuable insights into the significance of financial literacy in enhancing the capacity-building efforts targeting youth empowerment and sustainable development within Rwandan communities. The examination encompasses a spectrum of responses ranging from strongly disagree (SD) to strongly agree (SA), allowing for a comprehensive evaluation of participants' perceptions regarding the relationship between financial knowledge and mentorship/training endeavors.

Table 2: Descriptive Analysis for Financial Knowledge

Statements	SD	D	N	A	SA	Mean	Std Dev.
Need for financial knowledge is a motivator for the support of youth mentorship and training for work	0.0%	0.0%	2.9%	32.2%	64.9%	4.62	.544
Financial knowledge has a relationship to youth self-employment projects	0.0%	0.0%	8.2%	34.5%	57.3%	4.49	.645
Financial knowledge influences effective youth mentorship and training for innovative work.	0.0%	0.0%	4.1%	41.5%	54.4%	4.50	.578
Financial knowledge acquired through youth organized workshops transfers practical working skills for youth.	0.0%	0.0%	5.3%	38.6%	56.1%	4.51	.598
Financial knowledge has a relationship with self-help projects success for the youth through training	0.0%	0.0%	8.2%	34.5%	57.3%	4.49	.645
Financial knowledge is a necessary that creates opportunity for funding of youth training for work.	0.0%	0.0%	6.4%	43.3%	50.3%	4.44	.614

Source: Researcher Data, (2024)

The findings presented in Table 2 indicate a strong positive perception of the importance of financial knowledge in supporting youth mentorship and training initiatives by Young Life Rwanda. The highest agreement is seen in the statement that financial knowledge is a motivator for youth mentorship and training support, with a mean score of 4.62 and a standard deviation of 0.544, indicating high consensus. This aligns with literature suggesting that financial literacy is crucial for youth empowerment and self-employment (Lusardi & Mitchell, 2014).

Additionally, financial knowledge's relationship to self-employment projects and the influence on effective mentorship and training also received high agreement (means of 4.49 and 4.50, respectively). These findings resonate with previous studies showing that financial education can lead to improved entrepreneurial outcomes and innovative work among youth (Bruhn & Zia, 2013). The transfer of practical working skills through workshops and the success of self-help projects through training were also highly rated (mean scores of 4.51 and 4.49). This supports assertions that structured financial education programs can enhance practical skills and project success (Xu & Zia, 2012). The overall data underscores the necessity of financial knowledge for creating funding opportunities and supporting youth training for work, consistent with the broader understanding of financial literacy as a foundational element for youth development programs (OECD, 2020).

Correlation Analysis

The correlation analysis was conducted to explore the relationships between different variables examined in the study. Table 3 presents the correlation matrix, which provides a comprehensive overview of the strength and direction of associations among the variables. Correlation analysis is a statistical technique used to measure the degree of linear relationship between two or more variables, indicating whether and to what extent changes in one variable are associated with changes in another. The correlation matrix facilitates the interpretation of these interrelationships, guiding further analysis and interpretation of the study findings.

Table 3: Correlation Matrix

		Sustainable development performance	Financial knowledge
Sustainable development performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	171	
Financial knowledge	Pearson Correlation	.115	1
	Sig. (2-tailed)	.136	
	N	171	171

Source: Researcher Data, (2024).

The correlation matrix (Table 3) presents the relationships among sustainable development performance, financial knowledge, financial behavior, and financial attitude within the context of Young Life Rwanda's programs in selected districts of Rwanda provinces. The findings suggest several notable insights. Firstly, there is a significant positive correlation between sustainable development performance and financial attitude ($r = 0.364$, $p < 0.01$), indicating that a positive financial attitude among participants correlates with higher sustainable development outcomes. This aligns with existing literature emphasizing the importance of positive attitudes towards financial management for achieving sustainable development goals (Smith & McMurtry, 2020).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conclusion, the relationship between financial knowledge and sustainable development is intricate and multifaceted, yet undeniably significant. While financial literacy is often considered a cornerstone of effective resource management and organizational stability, its impact on sustainable development hinges on various factors such as financial behavior and attitudes.

The findings suggest that while possessing financial knowledge is essential, it is not solely determinative of sustainable development outcomes. Instead, fostering positive financial behaviors and attitudes among stakeholders emerges as equally crucial, if not more so, in driving long-term socio-economic progress. Thus, for organizations and initiatives aiming to promote sustainable development, a holistic approach that integrates financial education, mindset-building, and behavior change interventions is imperative. By addressing not only the technical aspects of financial management but also the underlying attitudes and behaviors, stakeholders can better navigate financial challenges, optimize resource allocation, and ultimately contribute to more resilient and equitable development outcomes.

Recommendations

To enhance sustainable development outcomes, it is imperative for organizations to prioritize the cultivation of financial knowledge among their stakeholders. Firstly, implementing comprehensive financial literacy programs for staff and beneficiaries can empower them with the skills necessary to make informed financial decisions, effectively manage resources, and navigate economic challenges. Additionally, fostering a culture of transparency and accountability through regular financial reporting and audits promotes trust among donors and stakeholders, consequently attracting more funding and support for sustainable development initiatives. Furthermore, collaborating with financial experts and institutions can provide access to valuable resources and expertise, enabling organizations to optimize their financial strategies and investments for maximum impact. By prioritizing financial knowledge as a cornerstone of their operations, organizations can build a solid foundation for sustainable development, ensuring long-term resilience and success in achieving their mission and goals.

Suggestions for Further Studies

Further studies in the intersection of financial literacy and the sustainable development performance of non-governmental organizations (NGOs) could delve deeper into several avenues. Firstly, longitudinal studies tracking the impact of financial literacy initiatives within NGOs over extended periods can provide valuable insights into the long-term effects on organizational sustainability and development outcomes.

Additionally, comparative studies across different regions and contexts can uncover how varying levels of financial literacy influence NGO performance and effectiveness. Moreover, qualitative research exploring the experiences and perspectives of NGO leaders, staff, and beneficiaries regarding financial literacy interventions can offer rich qualitative data to complement quantitative findings. Lastly, interdisciplinary approaches integrating insights from finance, development studies, psychology, and education could provide a holistic understanding of the mechanisms through which financial literacy contributes to sustainable development within the NGO sector.

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