

The Influence of Financial Literacy, Lifestyle, and Social Environment on Financial Behavior in Generation Z at The Faculty of Economics and Business, Ngurah Rai University

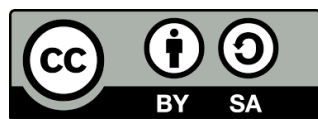
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Keywords:

Financial Behavior; Financial Literacy; Lifestyle; Social Environment.



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Publikasi Indonesia

Abstract

This study showed that consumer motivation and consumer perception were psychological factors influencing purchasing decisions at the Kentucky Fried Chicken (KFC) Sentani Branch. Partially, consumer motivation had a significant negative effect on purchasing decisions, while consumer perception had a positive and significant effect. These findings indicated that higher consumer motivation did not necessarily lead to increased purchasing decisions, whereas positive consumer perceptions could encourage consumers to make purchases. Simultaneously, consumer motivation and consumer perception significantly influenced purchasing decisions. However, the coefficient of determination (R^2) of 0.104 indicated that these two variables explained only a small proportion of the variation in purchasing decisions, suggesting that other factors outside the research model also contributed to consumer purchasing behavior. This study provided an empirical contribution by strengthening the understanding of the role of psychological factors in purchasing decisions within the context of non-metropolitan areas, particularly Jayapura Regency. From a practical perspective, the findings indicated that the management of the KFC Sentani Branch needed to maintain and improve positive consumer perceptions through product quality, service quality, and brand image while also considering other factors that could potentially influence purchasing decisions. Future research was recommended to develop a more comprehensive model by incorporating additional relevant variables to better explain consumer purchasing behavior.

INTRODUCTION

Advances in digital technology have modernized financial transactions through various solutions, such as mobile banking platforms, digital wallets, and buy now, pay later service (Nurwati et al., 2026). These conveniences have provided wider access to financial information and services, particularly for Generation Z, who are expected to utilize these facilities to manage their finances effectively and responsibly. Good financial management can encourage the formation of healthy financial behaviors and improve individual financial satisfaction. However, these conveniences have not always been accompanied by responsible financial behavior. Many Gen Z individuals experience financial difficulties caused by high

consumption, low rates of saving and investing, unmonitored spending, and the overextension of digital credit. These issues reflect a gap between convenient access to modern financial platforms and actual financial literacy (Kumar et al., 2023; Kurniasari et al., 2025; Kyeyune & Ntayi, 2025; Singh et al., 2026).

Students from the Faculty of Economics and Business at Ngurah Rai University reflect this same reality (Rai et al., 2024; Suci et al., 2023). Out of 30 students surveyed prior to the study, only 37% regularly drafted monthly budgets, while 57% reported trouble managing their finances through the end of the month. In addition, 60% of respondents had purchased goods or services due to social media trends, 53% frequently made purchases based on wants rather than needs, and 67% stated that their expenses were often influenced by their friends' environment. Such findings demonstrate that Generation Z students face ongoing hurdles in managing their finances, specifically when it comes to long-term financial planning, controlling spending, and resisting social expectations.

The Theory of Planned Behavior (TPB), introduced by Ajzen (1991), provides a framework for analyzing financial behavior by asserting that individual actions depend on intentions formed by personal attitudes, subjective norms, and perceived behavioral control. In this study, financial literacy aligns with perceived behavioral control because possessing financial understanding directly strengthens one's capacity to manage financial choices effectively. Lifestyle is related to attitude toward behavior because it reflects individuals' preferences and patterns in utilizing financial resources, while the social environment is related to subjective norms because family, peers, and social surroundings can shape social expectations and influences in financial decision-making.

A study on students' financial behavior shows that an individual's ability to manage their finances is related to various factors stemming from both knowledge and environmental aspects. These findings are supported by Suyanto & Sada (2022), who demonstrate a correlation between financial literacy, lifestyle, and social environment and students' financial behavior. Research by Posi et al. (2023) indicates that a high level of financial literacy, coupled with social support, is associated with a tendency among college students to manage their finances more responsibly. In line with these findings, Zikra (2023) demonstrated that financial literacy, lifestyle, and the social environment simultaneously play a role in improving the quality of students' financial behavior, with a positive and significant relationship.

The formation of financial behavior can be understood as a process influenced by the social conditions within which individuals interact. Experiences, relationships with others, and available social resources can all play a role in an individual's process of making and implementing financial decisions. This is reflected in the study by Thomas et al. (2024), which links social capital and the social environment to the formation of students' financial behavior and decisions. Similar findings are evident in the study by Tilman & Correia (2025), which demonstrates a positive and significant relationship between the social environment and financial behavior. The results of these various studies indicate that social factors should be considered as one of the aspects in explaining financial behavior, alongside internal factors such as financial knowledge and lifestyle factors. However, the strength of the relationship

between each factor is not always the same, as it can be influenced by respondent characteristics and the conditions of the research environment.

Previous research has not provided a consistent picture of the factors associated with financial behavior. These discrepancies are evident in the role of financial literacy and lifestyle, which in some studies have been shown to be significantly associated with financial behavior, while in others the relationship was found to be relatively weak or not statistically significant. Social factors also exhibit a similar pattern. Interactions with family and peers can encourage college students to manage their finances better, but the same social environment can foster higher consumption tendencies when peer norms and a consumerist lifestyle are more dominant.

These findings indicate that there is room for further research, particularly since empirical results regarding the factors shaping financial behavior remain inconsistent. Studies that integrate financial literacy, lifestyle, and social environment into a single research model for Generation Z students are also relatively limited, particularly among students in the Faculty of Economics and Business at Ngurah Rai University. This study aims to fill that gap by examining the interrelationships among these three factors simultaneously within a higher education setting, which possesses its own distinct social characteristics and learning patterns. The selection of Generation Z students as research subjects is expected to provide a more specific picture of financial behavior among a generation that has grown up alongside technological advancements and shifts in social interaction patterns.

This study aims to gain an understanding of the roles of financial literacy, lifestyle, and social environment in shaping the financial behavior of Generation Z students at the Faculty of Economics and Business, Ngurah Rai University. Specifically, this study examines the extent to which each of these factors is related to financial behavior and how all three collectively contribute to explaining students' financial behavior. The results of this study are expected to enrich the empirical evidence regarding the financial behavior of Generation Z while providing information that can be utilized by students and universities to promote a better understanding of and better practices in financial management.

The Theory of Planned Behavior proposed by Ajzen (1991) provides a foundation for understanding how an individual's ability to manage finances relates to their behavior. This theory positions intention as a key process preceding an action, with its determinants including attitudes toward the behavior, subjective norms, and perceptions of one's ability to control that action. In financial management, a sufficient understanding of financial concepts and practices can help individuals develop more appropriate attitudes while increasing their confidence in managing their financial decisions. This can be reflected in habits such as managing expenses, setting priorities, and making financial decisions more responsibly. For Generation Z, strengthening financial literacy is a key aspect of developing healthier financial management habits (Qordhowi & Ratnawati, 2025).

Research evidence on the role of financial literacy in shaping financial behavior has not yet yielded fully consistent results. Qordhowi and Ratnawati (2025) found a significant relationship between financial literacy levels and financial behavior, while Khoirunnisaa & Johan (2021) also demonstrated a correlation between these two variables. However, Banurea & Usman (2025) obtained different results, stating that financial literacy has not been proven

to have a direct influence on financial management behavior. These differing results indicate that the role of financial literacy still needs to be further studied, taking into account the characteristics of the respondents and the different research contexts.

H1: Financial literacy has a positive and partially significant effect on the financial behavior of Generation Z at the Faculty of Economics and Business, Ngurah Rai University

The TPB perspective (Ajzen, 1991) can be used to explain the relationship between lifestyle and financial behavior by examining how individuals form attitudes and assess their ability to control their actions. For Generation Z, choices regarding activities, consumption habits, and the tendency to follow trends can be part of the financial decision-making process. When lifestyle patterns are aligned with one's economic circumstances, the use of financial resources tends to be directed toward planned needs and priorities. Conversely, a strong consumption orientation toward pleasure, trends, or status symbols can drive increased spending that is more desire-oriented (Suyanto et al., 2025).

A body of empirical evidence supports this relationship. (Asdiana et al. (2024) demonstrated that lifestyle has a positive and significant influence on students' financial behavior. The results of a study by Karamoy et al. (2025) reveal a similar relationship, namely that lifestyle has a positive effect on financial behavior. These findings are further reinforced by Nurwati et al. (2026), who found a positive influence of lifestyle on students' financial behavior. The consistency in the direction of the results across these studies provides an empirical basis for re-examining the relationship between lifestyle and financial behavior among respondents with different characteristics.

H2: Lifestyle has a positive and partially significant effect on the financial behavior of Generation Z at the Faculty of Economics and Business, Ngurah Rai University

The environment in which a person interacts can be one of the factors shaping financial management habits. In the Theory of Planned Behavior, Ajzen (1991) explains that subjective norm relates to the extent to which a person perceives expectations, encouragement, or views from people who are important to them. This mechanism is relevant to Generation Z because financial decisions often take place in environments involving family, peers, and social circles. Social interactions that provide positive examples and encouragement can foster habits such as setting aside income, creating spending plans, and considering needs before making purchases.

Support for this relationship is evident in the findings of Tilman & Correia (2025), who found a positive and significant influence of the social environment on financial behavior. A broader perspective is provided by Thomas et al. (2024), who identified social capital and the social environment as factors related to the formation of behavior and the financial decision-making process among college students.

H3: The social environment has a positive and partially significant effect on the financial behavior of Generation Z at the Faculty of Economics and Business, Ngurah Rai University

Financial behavior is essentially reflected in how an individual translates financial considerations into concrete actions, ranging from managing the use of money to making consumption and investment decisions. Wahyuni et al. (2023) view this behavior as the

application of financial resource management that is also related to efforts to anticipate risks, while Diskhamarzaweny et al. (2022) link it to individual habits and psychological aspects. The Theory of Planned Behavior framework (Ajzen, 1991) explains that a person's actions are shaped by attitudes, the influence of social norms, and beliefs regarding their ability to control their behavior. When applied to financial management, financial literacy can serve as the basis for decision-making, lifestyle patterns can determine income spending tendencies, and the social environment can shape certain standards and motivations for managing money. The interaction of these three aspects serves as the foundation for understanding variations in financial behavior among Generation Z.

Empirical support for these relationships has been found in several studies with varying sets of variables. Diskhamarzaweny et al. (2022) found that financial literacy and lifestyle are associated with college students' financial behavior. Meanwhile, Suyanto & Sada (2022) demonstrated that the three aspects of focus in this study financial literacy, lifestyle, and social environment have a positive relationship with the financial behavior of Generation Z college students. These findings serve as a foundation for testing all three factors simultaneously among groups of college students with different educational environment characteristics.

H4: Financial literacy, lifestyle, and social environment simultaneously have a positive and significant effect on the financial behavior of Generation Z at the Faculty of Economics and Business, Ngurah Rai University

The theoretical foundation and previous empirical findings served as the basis for developing the conceptual framework of this study. This framework illustrates the interrelationship between financial literacy, lifestyle, and social environment as factors considered in explaining the financial behavior of Generation Z.

METHOD

This study was conducted among students at the Faculty of Economics and Business, Ngurah Rai University, Denpasar, Bali, with students from that faculty serving as the study population. A total of 85 respondents were selected using a non-probability sampling approach via the purposive sampling technique. This technique was used because respondents needed to meet specific characteristics aligned with the study's objectives, particularly as members of Generation Z, which was the focus of the study. Data collection was conducted during a single observation period (cross-sectional) and analyzed using a quantitative approach. The research design was associative-causal, as the analysis aimed to examine both the relationships and the effects among the formulated variables. Through this design, the study examines the roles of financial literacy, lifestyle, and social environment in explaining the financial behavior of Generation Z. A quantitative approach was used so that the relationships between variables could be measured objectively based on data obtained from the respondents.

The information analyzed in this study was sourced from primary and secondary data. Primary data was obtained directly from respondents via a research instrument in the form of a questionnaire distributed online using Google Forms. Each statement in the questionnaire was rated using a five-point Likert scale to measure respondents' responses to the variables

under study. To supplement the primary data, this study utilized various secondary sources, such as books, journal articles, previous research findings, and documents from official sources relevant to the research topic. Documentation and preliminary observations were also used to obtain supporting information and help provide an initial overview of the research subject's conditions.

The research variables were measured using established indicators. Financial literacy (X1) was measured through financial knowledge, financial management ability, financial decision-making ability, and future financial planning. Lifestyle (X2) was measured through activities, interests, and opinions. Social environment (X3) was measured through family, peers, community, and educational factors. Financial behavior (Y) was measured through financial management practices, including bill payment, budgeting, expense recording, saving behavior, preparation for unexpected needs, and price comparison before purchasing.

Data processing in this study was conducted using SPSS version 26. The analysis phase began with an assessment of instrument quality through validity and reliability testing to ensure that each indicator could measure the research construct accurately and consistently. Next, classical assumption testing was performed as a prerequisite before building the regression model. The relationship between the independent variables and financial behavior was then analyzed using multiple linear regression. The model's ability to explain the variation in financial behavior was assessed using the coefficient of determination (R^2). Hypothesis testing was performed individually using the t-test, while the F-test was used to determine the combined effect of financial literacy, lifestyle, and social environment on financial behavior.

RESULTS AND DISCUSSION

Results

The sample comprised 85 Generation Z individuals studying at Ngurah Rai University's Faculty of Economics and Business. Demographic information collected from the sample included gender, age, living situation, source of earnings, and average monthly pocket money.

Table 1. Respondent Characteristics

Characteristics	Categories	Quantity	Percentage (%)
Gender	Male	39	45,9
	Women	46	54,1
Age	20–22 years old	74	87,1
	23–25 years old	11	12,9
Residence	With parents	59	69,4
	Boarding House/Rental	24	28,2
	Dormitory	2	2,4
Source of income	Work	46	54,1
	Parents	31	36,5
	Self-help	8	9,4
Income/allowance per month	IDR 1,000,000–IDR 2,000,000	31	36,5
	> IDR 3,000,000	54	63,5

Source: Data processing results (2026)

Female students represented 54.1% of the total sample, while those aged 20–22 comprised 87.1%. A large portion of respondents lived with parents (69.4%) and derived their funds from job earnings (54.1%). Additionally, nearly two-thirds (63.5%) earned or received over IDR 3,000,000 each month.

Researchers next evaluated the instrument using both validity and reliability measures. To verify whether each question accurately measured its target variable, they applied Pearson Product Moment correlation. Items were deemed valid if the calculated r -value was greater than the critical value (0.213) and the p -value remained below 0.05. These validity results appear in Table 2.

Table 2. Validity Test Results

Variable	Item	r count	r Table	Sig.	Remarks
Financial Literacy (X ₁)	X1.1	0,916	0,213	0,000	Valid
	X1.2	0,937	0,213	0,000	Valid
	X1.3	0,900	0,213	0,000	Valid
	X1.4	0,916	0,213	0,000	Valid
	X1.5	0,833	0,213	0,000	Valid
Lifestyle (X ₂)	X2.1	0,917	0,213	0,000	Valid
	X2.2	0,892	0,213	0,000	Valid
	X2.3	0,843	0,213	0,000	Valid
Social Environment (X ₃)	X3.1	0,904	0,213	0,000	Valid
	X3.2	0,911	0,213	0,000	Valid
	X3.3	0,905	0,213	0,000	Valid
	X3.4	0,874	0,213	0,000	Valid
Financial Behavior (Y)	Y1.1	0,874	0,213	0,000	Valid
	Y1.2	0,829	0,213	0,000	Valid
	Y1.3	0,866	0,213	0,000	Valid
	Y1.4	0,903	0,213	0,000	Valid
	Y1.5	0,903	0,213	0,000	Valid
	Y1.6	0,873	0,213	0,000	Valid

Source: Data processing results (2026)

As shown in Table 2, every survey item across the four variables met the validity criteria with r -values exceeding 0.213 and significance under 0.05. Researchers then checked instrument reliability using Cronbach's Alpha, treating values of at least 0.70 as reliable. The outcome of this reliability assessment appears in Table 3.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Cronbach Alpha Standard	Remarks
Financial literacy (X ₁)	0,941	0,70	Reliable
Lifestyle (X ₂)	0,858	0,70	Reliable
Social environment (X ₃)	0,920	0,70	Reliable
Financial behavior (Y)	0,939	0,70	Reliable

Source: Data processing results (2026)

The results confirmed strong reliability across all variables, each scoring above the 0.70 Cronbach's Alpha threshold. Researchers then performed classical assumption tests covering normality, multicollinearity, and heteroscedasticity, which are detailed in Table 4.

Table 4. Summary of Classical Assumption Test Results

Testing	Indicator	Results	Conclusion
Normality	<i>Asymp. Sig.</i>	0,200	Normal
	<i>Tolerance</i> X1	0,689	Multicollinearity-free
	<i>Tolerance</i> X2	0,763	Multicollinearity-free
Multi-collinearity	<i>Tolerance</i> X3	0,710	Multicollinearity-free
	VIF X1	1,452	Multicollinearity-free
	VIF X2	1,310	Multicollinearity-free
	VIF X3	1,407	Multicollinearity-free
Heteroskedasticity	Sig. X1	0,885	Heteroscedasticity does not occur
	Sig. X2	0,081	Heteroscedasticity does not occur
	Sig. X3	0,830	Heteroscedasticity does not occur

Source: Data processing results (2026)

The results in Table 4 show that the model met all necessary assumptions, passing normality ($p = 0.200$), multicollinearity (tolerance > 0.10 , VIF < 10), and heteroscedasticity tests (all $p > 0.05$). Researchers then applied multiple linear regression to analyze how financial literacy, lifestyle, and social environment affect financial behavior.

Table 5. Multiple Linear Regression Test Results

Variable	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
Constant	2,219	2,015		1,101	0,274
Financial literacy (X_1)	0,589	0,104	0,494	5,664	0,000
Lifestyle (X_2)	0,528	0,171	0,255	3,085	0,003
Social environment (X_3)	0,272	0,130	0,180	2,095	0,039

Source: Data processing results (2026)

Based on the table, regression equations can be written as

$$Y = 2.219 + 0.589X_1 + 0.528X_2 + 0.272X_3 + e$$

Financial behavior improves by 0.589, 0.528, and 0.272 units for every single-unit increase in financial literacy, lifestyle, and social environment.

Table 6. Summary of Hypothesis Testing Results

Hypothesis	t/F calculation	<i>Sig.</i>	Verdict
H1: Financial literacy $\rightarrow$ financial behavior	5,664	0,000	Accepted
H2: Financial lifestyle $\rightarrow$ behavior	3,085	0,003	Accepted
H3: Social environment $\rightarrow$ financial behavior	2,095	0,039	Accepted
H4: $X_1, X_2, X_3 \rightarrow$ financial behavior	36,707	0,000	Accepted

Source: Data processing results (2026)

According to the empirical findings in Table 6, financial literacy, lifestyle, and social environment each display a significant positive effect on financial behavior. The financial literacy metric yielded a t-statistic of 5.664 ($p = 0.000 < 0.05$), confirming H1 by showing that higher financial comprehension boosts financial management actions.

Lifestyle recorded a t-statistic of 3.085 ($p = 0.003 < 0.05$), supporting H2 and illustrating how individual living standards and spending choices drive financial habits. The social environment factor achieved a t-statistic of 2.095 ($p = 0.039 < 0.05$), validating H3 to indicate that peer group influences positively sway financial behavior.

Finally, the regression model as a whole produced an F-statistic of 36.707 ($p = 0.000$), approving H4 and proving that these three predictor variables combined significantly shape financial behavior.

Discussion

The Influence of Financial Literacy on Financial Behavior

At Ngurah Rai University, higher financial literacy leads to better financial management among Generation Z economics students ($t = 5.664$, $p < 0.05$). Mastering skills like budgeting, saving, and expense control enables students to handle their finances more effectively. The research findings indicate that the ability to understand financial information and principles is related to how students manage their resources. This knowledge can be applied to various daily financial activities, including limiting unnecessary spending, prioritizing needs based on their level of importance, and planning the use of funds for the future. The findings from students at the Faculty of Economics and Business at Ngurah Rai University show that better financial literacy can serve as the foundation for developing habits of managing money in a more planned and responsible manner.

These results can be understood through the concept of perceived behavioral control in the Theory of Planned Behavior (Ajzen, 1991). Mastery of financial information and basic financial principles can make individuals feel more capable of dealing with various financial choices and controlling the consequences of the decisions they make. This ability is reflected in practices such as setting a budget, limiting spending, setting aside money for savings, managing debt obligations, and considering alternatives before making financial decisions. When a person has greater confidence in their ability to manage financial resources, they are more likely to adopt planned and responsible financial habits.

Support for these research findings is evident in the consistent empirical evidence regarding the role of financial literacy in shaping financial management behavior. A higher level of financial literacy tends to be associated with an individual's ability to make and implement sound financial decisions. This pattern is reflected in the study by Qordhowi & Ratnawati (2025), which found evidence of the influence of financial literacy on financial behavior. A similar perspective is found in the study by Khoirunnisaa & Johan (2021), in which financial literacy was also shown to be associated with financial behavior.

The Influence of Lifestyle on Financial Behavior

Lifestyle positively affects the financial behavior of Generation Z economics students at Ngurah Rai University ($t = 3.085 > 1.663$, $p = 0.003$). Aligning daily activities, interests, and spending habits with personal financial limits leads to better money management. Lifestyle refers to the way individuals make choices in their daily lives, including how they allocate their time and financial resources in accordance with their activities and preferences (Durohmah & Feriyanto, 2024). For college students, spending patterns can reflect their ability to manage financial priorities. When purchasing decisions are based on their economic means, students tend to be better able to resist the urge to make spontaneous purchases and allocate funds to more important needs. This reflects more controlled consumption management, so adopting a lifestyle aligned with one's financial situation can support the development of more planned and responsible financial behavior.

The Theory of Planned Behavior (TPB) framework can be used to explain these findings through the attitude toward behavior component. This component relates to how individuals evaluate an action after considering their beliefs about the possible outcomes or impacts of that action. In other words, the decision to engage in a certain behavior is influenced by how a person views the consequences that are expected to result from that action. In this study, lifestyle describes students' attitudes in determining consumption patterns and allocating financial resources. A simple, needs-oriented lifestyle can encourage positive assessments of responsible financial management, while the tendency to follow trends, overconsumption, and the pursuit of gratification can increase the risk of under-planned spending.

Empirical evidence regarding the relationship between lifestyle and financial behavior points in a consistent direction. Asdiana et al. (2024) found that changes in lifestyle are positively and significantly associated with college students' financial behavior. The findings of Karamoy et al. (2025) reveal a similar trend, namely that lifestyle has a positive relationship with financial behavior. The consistency in these findings strengthens the empirical basis that lifestyle patterns and consumption choices are relevant aspects in explaining students' behavior when managing their financial resources.

The Influence of Social Environment on Financial Behavior

Social environment positively affects the financial behavior of Generation Z economics students at Ngurah Rai University ($t = 2.095 > 1.663$, $p = 0.039$). Positive influences from family and peers foster better habits in saving, spending, and financial planning. An individual's financial behavior is heavily influenced by their social environment, which encompasses family, peers, and community (Tilman & Correia, 2025). Interaction with this environment can affect the way students make financial decisions, such as managing expenses, saving, and using digital financial services.

A person's financial management habits can develop through interactions with those in their immediate environment. Family and peers can serve as sources of examples, guidance, and encouragement that influence how students use and manage their money. Exposure to an environment that supports sound financial management can be reflected in habits such as setting aside funds, limiting spending, and considering needs before spending money. Empirically, Tilman & Correia (2025) found a positive and significant influence of the social environment on financial behavior. These findings indicate that the presence of constructive social support is associated with an individual's tendency to manage their finances in a more purposeful manner.

The role of the social environment in this study can be understood through the concept of subjective norm in the Theory of Planned Behavior (Ajzen, 1991). This concept posits that the views and responses of people close to an individual are among the factors considered in forming the intention to perform a certain action. In student financial management, family and friends can serve as role models and help establish certain habits through daily interactions. When those closest to them appreciate frugal behavior, encourage saving, or remind them to consider their financial capacity before making a purchase, students can gain social reinforcement to make more controlled financial decisions.

Empirical evidence from a number of studies shows that an individual's social environment is linked to how they manage their finances. The findings of Tilman & Correia (2025) provide evidence that the social environment plays a positive and significant role in shaping financial behavior. From a broader perspective, Thomas et al. (2024) identified social capital and an individual's social environment as factors related to college students' financial behavior and decision-making processes.

The Influence of Financial Literacy, Lifestyle, and Social Environment on Financial Behavior

A study at Ngurah Rai University proves that financial literacy, lifestyle, and social environment combined have a strong positive effect on Gen Z economics students' money management ($F = 36.707$, $p = 0.000$). Students demonstrate superior financial habits when high financial literacy is paired with a prudent lifestyle and encouraging peers and family.

Financial behavior can be understood through the ways in which individuals use and manage their financial resources to meet various needs. These activities include determining how to allocate funds for consumption or investment, as well as considering the risks that may arise from each decision (Wahyuni et al., 2023). In practice, financial management is not determined solely by technical ability, as an individual's habits and psychological state also play a role in shaping financial actions (Diskhamarzaweny et al., 2022). Therefore, financial behavior represents the process by which individuals set priorities, allocate funds, and control their use as part of their daily activities.

The study reinforces the Theory of Planned Behavior, proving that attitude (lifestyle), subjective norms (social environment), and behavioral control (financial literacy) collectively guide students toward rational money management. By strengthening control, refining spending attitudes, and providing positive social norms, these factors together foster better financial habits. From an empirical perspective, the results of this study are consistent with the findings of Diskhamarzaweny et al. (2022) and Suyanto & Sada (2022), who found evidence of a relationship between financial literacy, lifestyle, and social environment and financial behavior. These similar results support the notion that students' financial behavior can be influenced by a combination of factors knowledge, lifestyle, and social environment rather than by any single aspect in isolation.

CONCLUSION

The study's findings confirm that three key factors financial literacy, personal lifestyle, and social environment significantly and positively influence the financial behavior of Generation Z students at the Faculty of Economics and Business, Ngurah Rai University. As students' financial literacy increases, their ability to manage money also improves. Similarly, adopting a balanced lifestyle encourages them to curb excessive spending, while a positive social circle helps foster responsible long-term money management habits.

In combination, these three variables demonstrated a statistically significant impact on elevating Generation Z's financial behavior. The data underscores that financial behavior extends beyond technical knowledge to encompass lifestyle patterns and environmental influences. Moving forward, prioritizing financial education, promoting sustainable lifestyle

practices, and establishing supportive social structures remain crucial strategies for developing structured, sound, and responsible financial management within Generation Z.

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