Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

DRIVERS OF FINANCIAL LITERACY IN ZOOMERS: A CONCEPTUAL APPROACH

Dr. JAIN JACOB M *

Assistant Professor, Faculty of Management (MBA), SRM Institute of Science and Technology, Kattankulathur, Chengalpattu, Tamil Nadu. *Corresponding Author Email: jacobjain7@gmail.com

Dr. SAITHU MOHAMMED

Assistant Professor, Faculty of Management, SRM Institute of Science and Technology, Kattankulathur, Chengalpattu, Tamil Nadu. Email: sayedmuhammed15@gmai.com

Dr. MAHESWARI.P

Assistant Professor, Faculty of Management, SRM Institute of Science and Technology, Kattankulathur, Chengalpattu, Tamil Nadu. Email: rithika2438@gmail.com

Abstract

This conceptual study examines the many elements that affect financial literacy among Generation Z, or "Zoomers," focussing on socioeconomic position, cognitive aptitude, financial legacy, and parental influence. It also highlights the growing impact of social media and peer pressure. Recent research shows that modern factors are rapidly affecting financial behaviours, notwithstanding socio-economic context's significant impact on financial literacy. Social media provides financial knowledge, but it can also spread disinformation that misleads young individuals. Peer pressure can encourage good financial habits and bad spending to maintain social status. To address these dynamics, the study highlights specialised financial education initiatives that teach Zoomers critical thinking skills to safely handle digital banking. By promoting sensible financial conduct and constructive social media use, stakeholders may increase financial literacy and economic stability. These findings emphasise the importance of financial literacy in enabling sustainable economic growth and informed decision-making and encourage continuous investment in digital finance-specific financial education. Policymakers and educators should incorporate these findings into educational initiatives and policies to promote economic empowerment and financial literacy. Future research should focus on digital finance's shifting dynamics and its effects on different demographics to better understand and solve Zoomers' unique challenges.

Keywords: Financial Literacy, Zoomers, Socio-Economic Factors, Social Media, Peer Pressure, Financial Competence, Ripple Effect.

1. INTRODUCTION

Pandemics, wars, and the digitisation of financial products have underlined the necessity for financial literacy (Lusardi & Mitchell, 2014) as a socially beneficial practice amid financial market instability. Definition of financial literacy: "a mix of consciousness, information, abilities, attitude, behaviour required for making logical financial decisions leading finally to personal financial well-being, which also represent its main benefits" (Zaimovic et al., 2023). Financial literacy is defined in many other ways as well. Lusardi and Mitchell (Lusardi & Mitchell, 2014) define financial literacy as the “capacity to understand economic data and make wise decisions for debt, wealth building, financial planning, and retirement”. Huston (Huston, 2010) states financial literacy is “a component of human capital ready for use in financial operations to raise consumption's projected advantages”. Yet another, more well-known definition from the U.S. Commission on

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

Financial Literacy and Education (Literacy & Commission, 2020), where it notes financial literacy is "the ability of individuals to make use of tools, knowledge, and abilities that support personal financial decisions taken to fulfill personal objectives".

Empirical studies reveal that a minimal level of financial literacy can have bad effects not just for individuals but also for the general welfare of society. Pasa et al. (Pașa et al., 2022) contended that the declining financial well-being of the public is a direct result of uncertain economic conditions including the COVID-19 epidemic. Income instability (French & McKillop, 2016) is thus another outcome. According to OECD (Literacy & Commission, 2020) first line of protection is financial education; so, the need for financial literacy is growing. While examining the relationship between financial literacy and over-indebtedness in low-income households, observed that poor debt loads are associated with financial illiteracy and inability to grasp interest rates (French & McKillop, 2016).

According to the current argument, inclusive financial institutions are believed to play a crucial role in helping individuals get away from poverty by promoting economic development in their societies (Asongu & De Moor, 2015). Thus, to address the problem of poverty, the Indian government, in collaboration with the Reserve Bank of India (RBI), developed the National Financial Inclusion Strategy (NFIS). In 2014, the Pradhan Mantri Jan Dhan Yojna (PMJDY) plan was launched to empower individuals who have limited access to banking services. The United Nations (UN) Sustainable Development Goals (SDGs) highlight the importance of financial institutions in promoting sustainable growth. The United Nations SDGs policy encompasses 17 important objectives (Fund, 2015). The direct relationship between SDGs 1, 2, 5, 8, and 9 and financial inclusion is evident. Research has shown that countries with inclusive financial institutions have a greater potential for their poorer populations to achieve their economic goals. This includes starting new businesses and improving the cognitive and non-cognitive development of their children (Asongu & De Moor, 2015).

Financially included farmers have the opportunity to make more investments (Mandell & Klein, 2009), resulting in higher yields and improved food security, as indicated by SDG-2(Sdg, 2019). Financial inclusion helps individuals and businesses protect their assets from unexpected events by offering insurance coverage. SDG-5 addresses the important issue of gender equality, which is closely linked to women's social-economic development (Sdg, 2019). By implementing these measures, the risk of exploitation in the informal sector can be significantly reduced, allowing individuals to participate in productive economic activities (Fund, 2015). Given the financial constraints and the lack of collateral, women frequently face difficulties in obtaining loans. However, financial inclusion can help create opportunities for financial growth(Sachs, 2012). Thus, financial institutions worldwide are making considerable efforts to ensure comprehensive financial support for those in need, small business owners, and individuals without access to banking services(Huston, 2010). Many development agencies around the world have established and supported micro-finance institutions (MFIs) to provide financial assistance to unemployed customers (Umar et al., 2021). Microfinance institutions have made significant contributions to the development of a self-sustaining financial system for the

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

poor (G. Modi et al., 2014) and increased entrepreneurial talent (Chatterjee et al., 2018) has been linked to socio-economic development (Anchal Sharma, 2017).

In recent years, the financial literacy of Generation Z, which is also known as Zoomers, has emerged as a critical area of research. Since they are the youngest cohort to enter maturity, their financial decisions and behaviours will have a lasting impact on the global economy (Klapper et al., 2015). Financial literacy refers to the capacity to make well-informed and efficient choices regarding one's financial assets (Moon, 2011), which is achieved through the acquisition of a diverse set of skills and knowledge. Financial literacy empowers individuals to make well-informed financial decisions (Klapper & Lusardi, 2020), thereby reducing financial tension and improving their capacity to accomplish financial objectives (Bernheim et al., 2001). This ability is essential for the preservation of personal financial stability and the promotion of sustainable development and economic stability(Mandell & Klein, 2009). The primary objective of this study is to conduct a comprehensive literature review of the educational, socio-economic, technological, and psychological determinants that influence the financial literacy of Zoomers. Moreover, the study investigates the influence of social media and peer pressure on the level of financial literacy among Zoomers. Finally, it provides the expected outcomes of financial awareness among Zoomers.

2. LITERATURE REVIEW

The study provides a thorough examination to establish the groundwork for the conceptual model. The proliferation of online financial services and the emergence of digital finance present both opportunities and challenges for Zoomers(Liu & Walheer, 2022). Although information is more easily accessible than ever, the complexity of financial products and the influence of social media can result in misinformation and poor financial decisions (Huang et al., 2013). This literature review investigates the current corpus of research on financial literacy, with a particular emphasis on the distinctive characteristics and requirements of Zoomers. This study's literature review is categorised as follows:

2.1 Socio-economic factors

Geographical and socio-economic factors play a significant role in shaping financial literacy among Zoomers. Research indicates that individuals from urban areas generally exhibit higher levels of financial literacy compared to those from rural regions, likely due to better access to financial education resources and institutions (Lusardi & Tufano, 2015). Socio-economic status is another critical determinant; Zoomers from higher-income families often have greater exposure to financial concepts and practical experiences through their parents and educational opportunities (Literacy & Commission, 2020). Conversely, those from lower socio-economic backgrounds may lack these advantages, leading to disparities in financial knowledge and skills. Studies have also shown that cultural factors linked to geographical location can influence financial behaviors and attitudes (Huang et al., 2013), thereby affecting overall financial literacy (Atkinson & Messy, 2013). Furthermore, educational systems and economic policies in

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

different regions can create varying levels of financial literacy (Widyastuti et al., 2020), emphasizing the need for tailored financial education programs that address specific socio-economic and geographical contexts (Literacy & Commission, 2020). Understanding these influences is crucial for developing effective strategies to improve financial literacy among Zoomers across diverse backgrounds (Atkinson & Messy, 2013).

2.2 Personal Background

Research indicates that personal backgrounds, including age, gender, location, and educational qualifications, significantly influence financial literacy among Zoomers. Age plays a crucial role as younger individuals often have less financial experience and thus lower financial literacy (Lusardi & Mitchell, 2011). Gender differences are also evident, with studies showing that men generally have higher financial literacy levels than women, potentially due to traditional gender roles and disparities in financial education (Bucher-Koenen et al., 2021). Educational qualifications are strongly correlated with financial literacy, as higher levels of formal education often provide individuals with better financial knowledge and skills (Literacy & Commission, 2020). Together, these personal background factors collectively shape the financial literacy levels among Zoomers, highlighting the need for tailored financial education programs to address these disparities (Bucher-Koenen & Lusardi, 2011).

2.3 Social Media

Zoomers are developing their financial literacy through social media platforms, which function as both a source of instruction and a centre for financial guidance (Ergün, 2017). Social media platforms such as Instagram, and YouTube are abundant with content creators who offer easily understandable and captivating material on budgeting, investing, and financial planning, specifically designed for younger viewers (Garg & Singh, 2018). These platforms provide concise and graphically attractive content that can simplify intricate financial ideas, making them more accessible for individuals who are new to personal finance (Klapper & Lusardi, 2020). On these networks, influencers and financial gurus frequently share personal experiences and success stories, which strongly connect with Zoomers and offer practical insights into financial management. Nevertheless, the calibre and dependability of financial guidance on social media can fluctuate significantly (Puspitasari et al., 2018), which might result in possible hazards if users fail to thoroughly evaluate the legitimacy of sources. The interactive element of social media also promotes community conversations and peer learning, allowing Zoomers to share advice and experiences, there by enriching their financial knowledge through collaborative learning. Although there are advantages to influencer-driven consumerism, there is a rising apprehension over its impact, as it may occasionally endorse unattainable financial objectives or foster excessive expenditure. In general, social media serves as a helpful platform for Generation Z to learn about financial literacy. However, it is important to approach it with caution to guarantee that the content being ingested is true and beneficial (Sigova et al., 2021).

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

2.4 Peer Influence

Peer influence plays a crucial role in shaping financial behaviors (Garg & Singh, 2018) and literacy among Zoomers. As social beings, individuals often seek guidance and validation from their peers, which extends to financial matters. Studies, such as (Allen et al., 2016), have shown that peer groups can significantly impact financial decision-making processes, from spending habits to investment choices (Jorgensen, 2007); (Jia & Kanagaretnam, 2024). The transmission of financial knowledge and attitudes through peer networks can either enhance or undermine an individual's financial literacy, depending on the financial behaviors prevalent within the group (Lashitew et al., 2019).

In the context of financial literacy, peer influence can manifest through both offline and online interactions (He & Li, 2020). Social media platforms have amplified the potential for peer influence by providing a constant stream of information, advice, and lifestyle comparisons (Kangwa et al., 2021). The rise of "influencers" and financial advice content on platforms like TikTok and Instagram has further blurred the lines between entertainment, peer recommendations, and financial education (Mao et al., 2023).

2.5 Financial Competence

Research on the influence of financial competence, including financial knowledge, awareness, and behavior, on financial literacy among Zoomers highlights several critical factors. Financial knowledge, encompassing an understanding of basic economic concepts and financial instruments (Widyastuti et al., 2020), is foundational for making informed financial decisions and is often acquired through both formal education and socialization processes (Lusardi & Mitchell, 2014). Financial awareness, which involves recognizing the importance of financial planning and staying informed about financial matters, enhances individuals' ability to manage their finances effectively (Literacy & Commission, 2020). Furthermore, positive financial behaviors, such as budgeting, saving, and prudent spending, are crucial for translating financial knowledge and awareness into practical financial management (Henager & Cude, 2016). Studies indicate that Zoomers, influenced by their digital environment and peer networks, often acquire financial competence through social media platforms, which can significantly impact their financial literacy levels (Chu & Choi, 2011); (Allen et al., 2016). Overall, a comprehensive approach that combines financial knowledge, awareness, and behavior is essential for improving financial literacy among Zoomers, preparing them for better financial decision-making (Kumar et al., 2023) and well-being (Bai, 2023).

2.6 Outcomes

2.6.1 Foundation of financial literacy

Young adults, particularly those who are the group of the Zoomers generation, should make it a priority to acquire financial literacy through education (Lusardi, 2019). It involves having complete comprehension of the various financial ideas, instruments, and techniques that are required for the efficient administration of one's household finance (Mandell & Klein, 2009). By providing individuals with the necessary information and

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

abilities, financial literacy gives them the ability to make well-informed decisions regarding their financial well-being (Huang et al., 2013). When it comes to Zoomers, the consequences of financial literacy involve several crucial characteristics, such as financial independence (Klapper & Lusardi, 2020), financial well-being, and the ability to make informed financial decisions (Wagner, 2019). The acquisition of this fundamental knowledge acts as a driving force towards the achievement of financial independence (Kumar et al., 2023)and stability throughout one's entire life.

2.6.2 Financial Independence: A Key Outcome

The attainment of financial independence is one of the most significant outcomes of financial literacy among Zoomers (Xiao et al., 2014). Young individuals can establish a strong financial foundation by acquiring a strong understanding of budgeting, saving, and investing (Cui et al., 2019). Financial literacy allows individuals to generate income through a variety of methods, including employment, entrepreneurship, and investment returns (Xiao et al., 2014). Additionally, it encourages the development of disciplined saving practices, which enables Zoomers to accumulate funds for both short-term and long-term aspirations (Bai, 2023).

2.6.3 Enhancing Financial Wellness

Financial literacy plays a pivotal role in promoting financial wellness among Zoomers. Young adults can make informed decisions that safeguard their financial well-being by comprehending concepts such as debt management (Rutherford & Fox, 2010), insurance, and credit scores (Delafrooz & Paim, 2011). Financial literacy enables individuals to establish financial objectives, establish a budget, and devise strategies to achieve them(Gerrans et al., 2014). This process is known as effective financial planning. This comprehensive financial management strategy fosters a sense of security and tranquility, enabling Zoomers to confidently confront the financial obstacles of life (Delafrooz & Paim, 2011).

2.6.4 Informed Decision Making

Zoomers are enabled to become astute investors and consumers through financial literacy. Young adults can make informed judgments about borrowing, saving, and investing by understanding financial products, services, and markets (Grohmann et al., 2018). This knowledge is particularly crucial in today's complex financial landscape, characterized by a plethora of financial options (Garg & Singh, 2018); (Jorgensen, 2007). Financial literacy enables individuals to evaluate a variety of financial products, evaluate risks and returns (Huston, 2010), and choose options that are consistent with their financial goals.

2.6.5 Ripple Effects on the Economy

Financial literacy provides young people with the knowledge and skills required to effectively manage their finances, thereby promoting financial independence by allowing them to earn, save, and invest prudently without requiring external financial support. This independence is a contributing factor to financial wellness (Rutherford & Fox, 2010),

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

which is defined as the capacity to adequately meet current and future financial obligations and a sense of security. Furthermore, financial literacy enables Zoomers to make well-informed financial decisions, including the selection of suitable financial products, the preparation for retirement, and the management of economic uncertainties (Gerrans et al., 2014). These results not only improve the well-being of the individual but also contribute to the stability of the broader economy, as financially literate individuals are more likely to engage in behaviours that promote ongoing financial health (Delafrooz & Paim, 2011).

3. OBJECTIVES OF THE STUDY

The primary objective of this study is to perform a thorough literature review that investigates the diverse factors that influence financial literacy among Zoomers. This conceptual paper emphasises a strong correlation between multiple variables, illustrating the substantial influence of a variety of factors on the financial literacy and behaviours of this cohort. The significance of dealing with these factors to improve financial literacy among Zoomers is emphasised by the study, which synthesises current research findings. This will provide them with the requisite skills to effectively navigate the complexities of modern financial systems.

4. THEORETICAL FRAMEWORK- MAPPING ZOOMER'S FINANCIAL LITERACY- DETERMINANTS AND OUTCOMES

A theoretical framework for mapping Zoomers' financial literacy entails the identification of critical determinants and the examination of their outcomes. Educational background, socioeconomic status, access to technology, and exposure to financial education through formal and informal channels are all determinants of financial literacy in Generation Z. Social media platforms are instrumental in the formation of financial attitudes and knowledge (Puspitasari et al., 2018), as financial influencers and peer discussions serve as informal educators (Lusardi & Mitchell, 2014).

Foundational financial skills are also influenced by parental influence and early exposure to financial management through domestic discussions or practical experiences. The results of financial literacy for Zoomers are multifaceted, affecting their capacity to make informed financial decisions (Kumar et al., 2023), manage debt, and attain long-term financial objectives (Lusardi & Mitchell, 2014), including homeownership and retirement planning (Mao et al., 2023).

A lack of financial literacy may result in poor financial choices, increased vulnerability to scams, and difficulties in attaining financial independence (Arrondel, 2018), while a higher level of financial literacy can lead to improved economic stability and reduced financial stress (Mandell & Klein, 2007). Through comprehension of these determinants and outcomes, policymakers and educators can create targeted interventions to improve financial literacy among Zoomers, thereby ensuring that they possess the requisite skills to navigate an increasingly intricate financial landscape.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

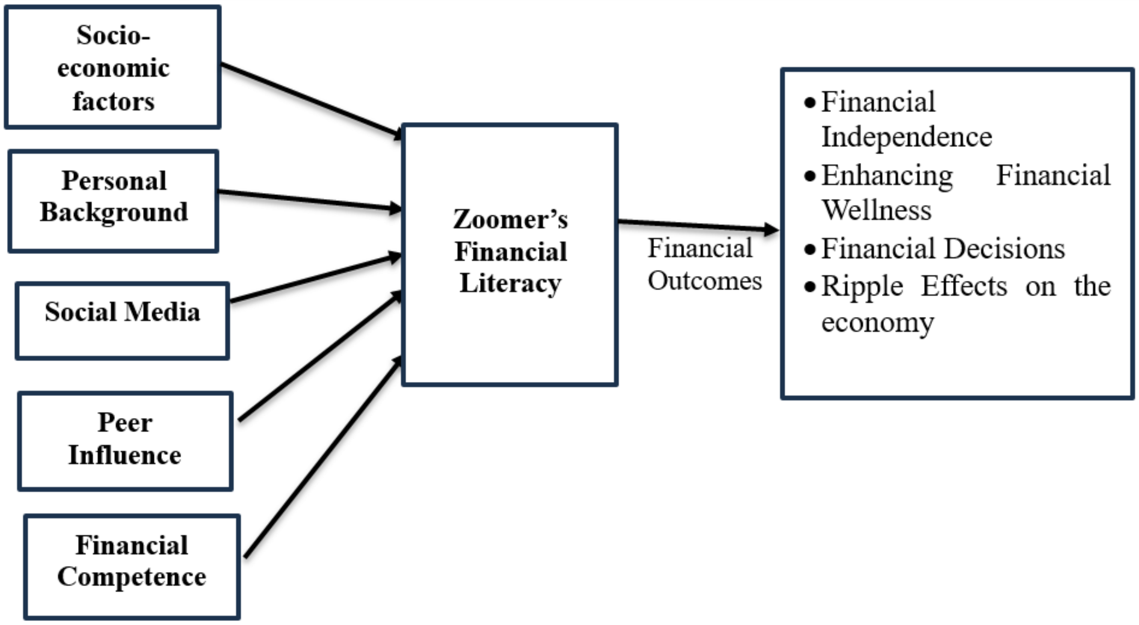

Figure 1: Financial literacy - conceptual framework. (Authors)

5. METHODOLOGY

The research implements a systematic review of the literature, with a meticulous emphasis on the most frequently cited articles to establish a comprehensive conceptual framework that encompasses financial literacy among Generation Z. The study maintains the integrity and academic rigour of the research by incorporating only high-quality, peer-reviewed articles into the review, which is achieved by utilising data from renowned academic databases such as Scopus, PubMed, and JSTOR. This methodology entails a comprehensive process of identifying and analysing recent trends and emergent topics in financial literacy research, thereby allowing the researchers to offer a comprehensive understanding of the factors that influence financial literacy. Through doing so, the study not only emphasises the existing voids in the literature but also provides insights into potential areas for future research, thereby contributing to the improvement of educational strategies that are designed to improve financial literacy among Zoomers.

Table 1: Factors affecting financial literacy

Sl. No	Journal Name	Variables Covered	Year of Publication	Outcome
1	Journal of Consumer Affairs	Financial Education	2014	Financial education improves financial literacy by enhancing financial decision-making skills.
2	National Bureau of Economic Research	Financial literacy and retirement plans	2011	Financial literacy positively influences retirement preparedness and investment behavior.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

3	Frontiers in Psychology	Financial literacy and delayed gratification	2021	Higher financial literacy is associated with the capacity to delay gratification and a future-oriented perspective.
4	European Integration Studies	Self-evaluation of financial literacy among young people	2021	Young people often overestimate their financial literacy, indicating a gap between perceived and actual financial knowledge.
5	International Journal of Indian Culture and Business Management	Influence of parents and socio-demographic variables on financial literacy	2021	Parental influence and socio-demographic factors are significant determinants of financial literacy among young adults.
6	International Journal of Consumer Studies	Financial Behavior	2012	Financial behavior significantly influences personal financial literacy levels.
7	Journal of Behavioral and Experimental Finance	Financial Attitude	2010	Positive financial attitudes correlate with higher financial literacy.
8	Journal of Youth and Adolescence, Journal of Consumer Affairs	Parental influence on financial literacy of young adults	2010	Parental influence is a significant determinant of financial literacy among adolescents.
9	Journal of Economic Psychology	Cognitive Abilities	2010	Cognitive abilities are linked to financial literacy and effective financial decision-making.
10	Journal of Pension Economics & Finance	Gender Differences	2011	Gender differences in financial literacy exist, often linked to socio-cultural factors.
11	International Journal of Bank Marketing	Digital Financial Literacy	2022	Digital literacy enhances overall financial literacy, especially in younger demographics
12	International Journal of Bank Marketing, Journal of Social Economics	Social factors include gender, income, and family size	2018	Increased financial literacy leads to better money management behavior.
13	Journal of Applied Developmental Psychology	Young adult financial well-being model	2009	Early financial socialization impacts financial literacy and long-term financial well-being.
14	International Journal of Consumer Studies	Financial socialization, financial literacy, and	2020	Financial literacy and attitude improve financial well-being.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

6. DISCUSSION

This study integrates insights from recent literature on financial literacy, emphasising the wide range of factors that influence financial competence, particularly among newer demographics such as Zoomers. The role of cognitive abilities (Muñoz-Murillo et al., 2020); (Cole & Shastry, 2009), financial heritage, and socio-economic factors is well-documented. However, emerging influences, such as peer pressure and social media, are becoming more widely acknowledged as significant contributors to financial literacy (Jorgensen, 2007); (Alekam et al., 2018); (Yanto et al., 2021). Social and economic status continues to be a significant factor in determining financial literacy and outcomes, as it influences access to financial education and resources. Financial competence (Liu & Walheer, 2022) and decision-making are often enhanced by the increased exposure to financial concepts that individuals from higher socio-economic backgrounds (Atkinson & Messy, 2013) receive through formal education and parental influence (Grohmann et al., 2018). Numerous studies published in a number of journals highlight the critical role of financial education programs in bridging disparities and providing individuals with the requisite financial skills to improve their long-term financial well-being (Huston, 2010); (Rutherford & Fox, 2010).

Additionally, financial behaviours and attitudes are being influenced by social media (Yanto et al., 2021) and peer pressure (Alekam et al., 2018), particularly among newer generations who are highly active online. Financial literacy is facilitated by social media platforms, which offer both opportunities and obstacles. On the one hand, they provide access to a vast array of financial information and instruments that can improve one's financial literacy. Conversely, they can also disseminate inaccurate information and establish unrealistic expectations regarding wealth and expenditures, thereby influencing individuals to make poor financial decisions (Yanto et al., 2021). In the same vein, peer pressure serves a dual function. Through shared experiences and group norms, it can promote positive financial behaviours, including saving and investing (Jorgensen, 2007); (French & McKillop, 2016). In contrast, it can result in detrimental behaviours, such as excessive expenditure to uphold social status or meet group expectations. The interplay of these factors suggests that, although traditional determinants such as education and socio-economic status remain significant, modern influences such as peer dynamics and social media cannot be disregarded. These results emphasise the necessity of comprehensive financial education (Klapper et al., 2015) that equips individuals with the critical thinking skills required to navigate the intricate financial landscape of today, addressing both the opportunities and challenges presented by social media (Mandell & Klein, 2009) and peer pressure (Atkinson & Messy, 2013).

7. CONCLUSION

This study underscores the need for targeted financial education programs to address the specific needs of Zoomers. Enhancing financial literacy among this demographic is crucial for fostering responsible financial behaviors and ensuring economic stability (Klapper & Lusardi, 2020). A review of the factors that influence financial literacy among Zoomers,

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

exposes a multifaceted interplay of traditional determinants and emerging influences. Financial literacy remains significantly influenced by socio-economic status (Mandell & Klein, 2009); (Allen et al., 2016), parental influence (Jorgensen, 2007), and financial education, as these factors offer the fundamental knowledge and skills required for effective financial management. Our synthesis of recent literature emphasises the significance of targeted financial education programs (Bernheim et al., 2001) that address disparities in socio-economic backgrounds, to provide all individuals with the necessary tools to achieve financial well-being (Bai, 2023); (Kumar et al., 2023).

In the financial literacy perspective, the roles of social media and peer pressure have become increasingly prominent in addition to these traditional determinants (Kumar et al., 2023). Although social media platforms provide unparalleled access to financial information (Puspitasari et al., 2018), they also present challenges by disseminating potentially misleading content and fostering unrealistic expectations regarding wealth and spending patterns. This duality underscores the importance of critical evaluation skills in financial education curricula, which allow individuals to identify dependable information and make well-informed decisions (Kumar et al., 2023). In the same way, peer pressure can serve as both a positive and negative force, either by promoting prudent financial behaviours through shared norms or by cultivating detrimental habits in the pursuance of social conformity(Jia & Kanagaretnam, 2024). This dynamic underscore the significance of cultivating environments that promote and encourage positive financial behaviours among peers (Jorgensen, 2007).

The results of this study underscore the necessity of a multifaceted approach to enhancing financial literacy that evaluates the contemporary impact of social media and peer dynamics (Jia & Kanagaretnam, 2024), as well as the enduring influence of socio-economic and educational factors (Alekam et al., 2018); (Atkinson & Messy, 2013). Stakeholders can more effectively support the financial empowerment of Zoomers by incorporating these insights into educational strategies and policy development, thereby equipping them to navigate the intricacies of contemporary financial landscapes. Ultimately, the significance of ongoing research and investment in this critical area is underscored by the fact that cultivating financial literacy not only benefits individuals but also contributes to broader economic stability and growth (Lusardi & Mitchell, 2014).

The study concludes that financial literacy is a critical determinant of personal financial well-being (Kumar et al., 2023) and broader economic stability (Pașa et al., 2022). Identifying key predictors and outcomes provides valuable insights for policymakers and educators aiming to enhance financial literacy levels. This enhancement is crucial for enabling individuals to make well-informed financial choices, mitigating financial strain, and fostering economic expansion and sustainable progress. Subsequent studies should investigate the changing patterns of financial knowledge, specifically in the realm of digital finance, and the consequences it has on various demographic segments.

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

Bibliography

1) Alekam, J. M. E., Salleh, M. S. B. M., & Mokhtar, S. S. bin M. (2018). The Effect of Family, Peer, Behavior, Saving and Spending Behavior on Financial Literacy among Young Generations. *International Journal of Organizational Leadership*, *7*(3).

2) Allen, F., Demirguc-Kunt, A., Klapper, L., & Peria, M. S. M. (2016). The foundations of financial inclusion: Understanding ownership and use of formal accounts. *Journal of Financial Intermediation*, *27*, 1–30.

3) Anchal Sharma, S. T. (2017). Effect of Independence Variables on Empowerment of Shg Members Through Entrepreneurial Activities and Loan Practices Adopted. *International Journal of Advanced Research*, *5*(1), 2883–2888. https://doi.org/10.21474/ijar01/3087

4) Arrondel, L. (2018). Financial literacy and asset behaviour: poor education and zero for conduct? *Comparative Economic Studies*, *60*(1), 144–160.

5) Asongu, S. A., & De Moor, L. (2015). *Recent advances in finance for inclusive development: a survey*.

6) Atkinson, A., & Messy, F.-A. (2013). *Promoting financial inclusion through financial education: OECD/INFE evidence, policies and practice*.

7) Bai, R. (2023). Impact of financial literacy, mental budgeting and self control on financial wellbeing: Mediating impact of investment decision making. *Plos One*, *18*(11), e0294466.

8) Bernheim, B. D., Garrett, D. M., & Maki, D. M. (2001). Education and saving:: The long-term effects of high school financial curriculum mandates. *Journal of Public Economics*, *80*(3), 435–465.

9) Bucher-Koenen, T., & Lusardi, A. (2011). Financial literacy and retirement planning in Germany. *Journal of Pension Economics & Finance*, *10*(4), 565–584.

10) Chatterjee, S., Dutta Gupta, S., & Upadhyay, P. (2018). Empowering women and stimulating development at bottom of pyramid through micro-entrepreneurship. *Management Decision*, *56*(1), 160–174. https://doi.org/10.1108/MD-04-2017-0296

11) Chu, S.-C., & Choi, S. M. (2011). Electronic word-of-mouth in social networking sites: A cross-cultural study of the United States and China. *Journal of Global Marketing*, *24*(3), 263–281.

12) Cole, S. A., & Shastry, G. K. (2009). *Smart money: The effect of education, cognitive ability, and financial literacy on financial market participation*. Harvard Business School Boston, MA.

13) Cui, X., Xiao, J. J., Yi, J., Porto, N., & Cai, Y. (2019). Impact of family income in early life on the financial independence of young adults: Evidence from a matched panel data. *International Journal of Consumer Studies*, *43*(6), 514–527.

14) Delafrooz, N., & Paim, L. H. (2011). Determinants of financial wellness among Malaysia workers. *African Journal of Business Management*, *5*(24), 10092.

15) Ergün, K. (2017). Financial behaviour and financial literacy among university students. *Research in Economics and Business: Central and Eastern Europe*, *9*(2).

16) French, D., & McKillop, D. (2016). Financial literacy and over-indebtedness in low-income households. *International Review of Financial Analysis*, *48*, 1–11.

17) Fund, S. (2015). Sustainable development goals. *Available at This Link: Https://Www. Un. Org/Sustainabledevelopment/Inequality*.

18) G. Modi, D. A., J. Patel, M. K., & M. Patel, M. K. (2014). Impact of Microfinance Services on Rural Women Empowerment: An Empirical Study. *IOSR Journal of Business and Management*, *16*(11), 68–75. https://doi.org/10.9790/487x-161136875

Tianjin Daxue Xuebao (Ziran Kexue yu Gongcheng Jishu Ban)/
Journal of Tianjin University Science and Technology
ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

19) Garg, N., & Singh, S. (2018). Financial literacy among youth. *International JournaL of SociaL Economics*, *45*(1), 173–186.

20) Gerrans, P., Speelman, C., & Campitelli, G. (2014). The relationship between personal financial wellness and financial wellbeing: A structural equation modelling approach. *Journal of Family and Economic Issues*, *35*, 145–160.

21) Grohmann, A., Klühs, T., & Menkhoff, L. (2018). Does financial literacy improve financial inclusion? Cross country evidence. *World Development*, *111*, 84–96.

22) He, J., & Li, Q. (2020). Can online social interaction improve the digital finance participation of rural households? *China Agricultural Economic Review*, *12*(2), 295–313.

23) Henager, R., & Cude, B. J. (2016). Financial Literacy and Long-and Short-Term Financial Behavior in Different Age Groups. *Journal of Financial Counseling and Planning*, *27*(1), 3–19.

24) Huang, J., Nam, Y., & Sherraden, M. S. (2013). Financial knowledge and child development account policy: A test of financial capability. *Journal of Consumer Affairs*, *47*(1), 1–26.

25) Huston, S. J. (2010). Measuring financial literacy. *Journal of Consumer Affairs*, *44*(2), 296–316.

26) Jia, X., & Kanagaretnam, K. (2024). Digital Inclusion and Financial Inclusion: Evidence from Peer-to-Peer Lending. *Journal of Business Ethics*, 1–36.

27) Jorgensen, B. L. (2007). *Financial literacy of college students: Parental and peer influences*. Virginia Tech.

28) Kangwa, D., Mwale, J. T., & Shaikh, J. M. (2021). The social production of financial inclusion of generation Z in digital banking ecosystems. *Australasian Accounting, Business and Finance Journal*, *15*(3), 95–118.

29) Klapper, L., & Lusardi, A. (2020). Financial literacy and financial resilience: Evidence from around the world. *Financial Management*, *49*(3), 589–614.

30) Klapper, L., Lusardi, A., & Van Oudheusden, P. (2015). Financial literacy around the world. *World Bank. Washington DC: World Bank*, *2*, 218–237.

31) Kumar, P., Pillai, R., Kumar, N., & Tabash, M. I. (2023). The interplay of skills, digital financial literacy, capability, and autonomy in financial decision making and well-being. *Borsa Istanbul Review*, *23*(1), 169–183.

32) Lashitew, A. A., Van Tulder, R., & Liasse, Y. (2019). Mobile phones for financial inclusion: What explains the diffusion of mobile money innovations? *Research Policy*, *48*(5), 1201–1215.

33) Literacy, U. S. F., & Commission, E. (2020). US national strategy for financial literacy 2020. *Washington, DC: US Financial Literacy and Education Commission. September*.

34) Liu, F., & Walheer, B. (2022). Financial inclusion, financial technology, and economic development: A composite index approach. *Empirical Economics*, *63*(3), 1457–1487.

35) Lusardi, A. (2019). Financial literacy and the need for financial education: evidence and implications. *Swiss Journal of Economics and Statistics*, *155*(1), 1–8.

36) Lusardi, A., & Mitchell, O. S. (2011). Financial literacy and retirement planning in the United States. *Journal of Pension Economics & Finance*, *10*(4), 509–525.

37) Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *American Economic Journal: Journal of Economic Literature*, *52*(1), 5–44.

38) Lusardi, A., & Tufano, P. (2015). Debt literacy, financial experiences, and overindebtedness. *Journal of Pension Economics & Finance*, *14*(4), 332–368.

ISSN (Online):0493-2137
E-Publication: Online Open Access
Vol: 57 Issue: 09:2024
DOI: 10.5281/zenodo.13808243

39) Mandell, L., & Klein, L. S. (2007). Motivation and financial literacy. *Financial Services Review*, *16*(2), 105.

40) Mandell, L., & Klein, L. S. (2009). The impact of financial literacy education on subsequent financial behavior. *Journal of Financial Counseling and Planning*, *20*(1).

41) Mao, F., Wang, Y., & Zhu, M. (2023). Digital financial inclusion, traditional finance system and household entrepreneurship. *Pacific-Basin Finance Journal*, *80*, 102076.

42) Moon, U. (2011). ROLE OF SELF HELP GROUP - BANK LINKAGE MODEL IN WOMEN EMPOWERMENT. *Asia Pacific Journal of Research in Business Management*.

43) Muñoz-Murillo, M., Álvarez-Franco, P. B., & Restrepo-Tobón, D. A. (2020). The role of cognitive abilities on financial literacy: New experimental evidence. *Journal of Behavioral and Experimental Economics*, *84*, 101482.

44) Pașa, A. T., Picatoste, X., & Gherghina, E. M. (2022). Financial Literacy and Economic Growth: How Eastern Europe is Doing? *Economics*, *16*(1), 27–42.

45) Puspitasari, I., Yuwan, R., Dewi, V. I., & Khae, M. R. (2018). Measuring Financial Literacy and Financial Inclusion through Social Media. *The Eighth Research Dive on Financial Inclusion*, *5*.

46) Rutherford, L. G., & Fox, W. S. (2010). Financial wellness of young adults age 18–30. *Family and Consumer Sciences Research Journal*, *38*(4), 468–484.

47) Sachs, J. D. (2012). From millennium development goals to sustainable development goals. *The Lancet*, *379*(9832), 2206–2211.

48) Sdg, U. (2019). Sustainable development goals. *The Energy Progress Report. Tracking SDG*, *7*, 805–814.

49) Sigova, M., Vasiliev, S., & Kliuchnikov, O. (2021). Financial inclusions in social networks. *SHS Web of Conferences*, *92*, 6034.

50) Umar, M., Ji, X., Mirza, N., & Naqvi, B. (2021). Carbon neutrality, bank lending, and credit risk: Evidence from the Eurozone. *Journal of Environmental Management*, *296*, 113156.

51) Wagner, J. (2019). Financial education and financial literacy by income and education groups. *Journal of Financial Counseling and Planning*, *30*(1), 132–141.

52) Widyastuti, U., Sumiati, A., Herlitah, H., & Melati, I. (2020). Financial education, financial literacy, and financial Behaviour: What does really matter? *Management Science Letters*, *10*(12), 2715–2720.

53) Xiao, J. J., Chatterjee, S., & Kim, J. (2014). Factors associated with financial independence of young adults. *International Journal of Consumer Studies*, *38*(4), 394–403.

54) Yanto, H., Ismail, N., Kiswanto, K., Rahim, N. M., & Baroroh, N. (2021). The roles of peers and social media in building financial literacy among the millennial generation: A case of indonesian economics and business students. *Cogent Social Sciences*, *7*(1), 1947579.

55) Zaimovic, A., Torlakovic, A., Arnaut-Berilo, A., Zaimovic, T., Dedovic, L., & Nuhic Meskovic, M. (2023). Mapping financial literacy: A systematic literature review of determinants and recent trends. *Sustainability*, *15*(12), 9358.