



Young adult's knowledge of financial literature

Venessa Loukonen, Valerija Lunjova

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Venessa Loukonen, Valerija Lunjova
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The objective of Nuorten yrittäjyys ja talous NYT is to ensure that every child and young individual, regardless of their background, has the opportunity to acquire essential skills for their future benefit. The NYT aims to enhance the readiness of children and young people to meet the evolving demands of working life and nowadays economical realities, efficiently manage their daily lives, and recognize their strengths. The company expressed an interest in understanding the financial literacy of young adults. Despite the slight age difference in our research compared to the target group of the company, they willingly accepted our offer. The goal was to explore the knowledge young adults have acquired over the years and identify the information that could already be imparted to individuals aged 18 and younger to assist them in making informed financial decisions.

The target demographic for our research included young adults aged 18 to 26. We gathered information on their financial knowledge through survey responses from 51 individuals and conducted interviews with 10 young adults. The data revealed interesting trends, particularly in gender differences, with males demonstrating a greater willingness to take risks in financial decision-making compared to females.

In summary, the collected data provides valuable insights for analysis, meeting the requirements outlined by the NYT company. The research provides valuable perspectives on the financial habits of young individuals, underscoring the necessity for customized financial education initiatives, a focus of our collaborative efforts with NYT. It is crucial to provide young adults with the knowledge and abilities in finance to enable them to make well-informed choices and establish a robust groundwork for their future.

Keywords: financial literature, taboo, well-being, Covid-19, young adults

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1 Introduction

According to Investopedia (2023), financial literacy term refers to various crucial financial skills and concepts. It is a vast topic that has been an ever-present part of our society for centuries. It contains multiple matters, from creating a budget, planning for retirement, managing debt, tracking spending and risk analysis. Studying financial literature has become increasingly important in today's world, and the person's ability to effectively understand financial literacy is commonly less vulnerable to financial pitfalls. Finance literature is a rich and diverse collection of works, ranging from academic papers to popular books, articles, podcasts, or lectures from financial experts.

Why do some people find it challenging to keep track of their finances, but for others, it is a regular thing? Housel (2020) explains that part of financial literacy also delves into the psychology of human behaviour and attitude toward finances. Our relationship with money is deeply rooted in our psychology. Understanding the psychology of finance habits can help us develop healthier and more successful financial behaviours.

Investopedia (2023) noted that managing money in our daily lives and personal finances requires financial literacy that helps forecast and plan for daily expenses and long-term budget goals. Adequate saving is crucial to ensure a stable income after retirement while avoiding high levels of debt that could lead to financial distress, such as bankruptcy, defaults, and foreclosures.

1.1 Partnering company NYT

The thesis partners with Nuorten yrittäjyys ja talous NYT (JA Finland). From their website, NYT (2023) informs that the organization is dedicated to providing schools, educational institutions, and cities with services and learning modules that develop professional skills, entrepreneurship, and economic literacy for the younger generation. The organization's goal is to ensure that every child and young individual, regardless of their background, has the opportunity to learn essential skills that will benefit them in the future. They aim to enhance the preparedness of children and young people to meet the demands of an evolving working environment, manage their daily lives efficiently, and recognize their strengths. NYT's target groups are 6-19 years old and teachers in education systems, and their work reaches 200,000 students.

NYT is an excellent partner for this thesis project since we share the same curiosity in studying individual financial behaviour. Although NYT's primary targets kids and teenagers between the ages of 6-19, which differs from this thesis's target group of 18-26-year-olds, financial literacy is a lifelong educational process. There is valuable information that can be shared and compared to analysis for the mutual benefit of both research objects.

1.2 Background

We can discover a lot when comparing different timelines of generations. The millennials (considered to be born between 1981 and 1996), currently the most significant demographic workforce, lacked financial literacy, making them vulnerable to an inevitable financial crisis. (Fernando 2023) The Great Recession was a period of economic downturn from 2007 to 2009 caused by the collapse of the U.S. housing market and the subsequent global financial crisis. The Great Recession has impacted millennials, resulting in fewer available jobs, decreased savings, and a reluctance to purchase homes. While dialling with the heist of the 2008 financial crises, most millennials graduated in this period. Millennials face significant student loan debt, which has become a major financial challenge. (Boyle 2023)

This thesis's target audience, young adults, aka Gen Z and late millennials, are typically defined as individuals between 18 and 35. (Beresford Research 2023) This age range generally contains individuals who have completed their formal education and are transitioning into the workforce or pursuing further education but may still need to establish a stable career or financial independence. It is crucial for the next generation of workers to educate themselves on financial matters to avoid making errors due to a lack of financial literacy.

1.3 Purpose of the study

Wennerlind (2001) explains that culture-wise, people tend to speak less about finances, or it is considered inappropriate and taboo. The meaning of money changes depending on the social relationship. It intervenes and subsequently can flag a wide cluster of diverse implications and essences, such that money can be a social connection in the sense that it intervenes in the interaction between people.

This thesis purpose will be educational for readers and writers. This thesis plans to get a broader idea of how the money concept is being understood in a more miniature group. With the information gathered, this thesis will cover financial concepts with a guidebook for individuals who want to start looking at their financial knowledge in a renewed way. It will mostly interest people who barely understand financial literature and are starting or would like to start gaining new knowledge. As for writers, it will be an education topic as we will be able to consolidate the information that was earlier studied by brainstorming through several ideas and being able to visualize them. This thesis will discover the extent of people's

knowledge, often influenced by their age and previous experiences. This information gathered and analyzed will encourage individuals who may not pursue finance as a career path but still require a fundamental understanding of financial concepts for their everyday lives.

1.4 Research question

Do people typically possess enough knowledge about managing finances by their early twenties? By their early twenties, many individuals may need more knowledge of financial management. While some may have received education from their parents, many may have yet to have the opportunity to learn about budgeting, saving, investing, and other essential aspects of personal finance.

How much COVID-19 did affect an individual's money behavior? The COVID-19 pandemic has had an impact on people's financial behavior. Many have experienced job losses, pay cuts, and other financial difficulties, leading them to reassess their spending habits and financial priorities. In response to the economic uncertainty, some people started to save more and cut back on non-essential expenses.

After the lockdown, social media was used heavily. What kind of influence did it have on financial matters? Did it contribute to financial well-being or increase frustration due to the influx of ads via social media? While social media can provide helpful information and resources on financial management, it can also promote a culture of consumerism and encourage people to spend more than they can afford. Additionally, social media can expose individuals to unrealistic expectations and peer pressure to keep up with others' spending habits, which may negatively impact their financial well-being.

1.5 Structure of the thesis

This research project is structured into six distinct sections: introduction, theoretical background with literature review, research methodology, analysis of the results, findings and conclusion.

In the initial section, which is the "Introduction", we will delve into various topics. We'll discuss our partnership with the company NYT, providing insights into what the company does and why we chose to collaborate with them. Additionally, in the background section, we'll explain our rationale for selecting the topic of financial literacy among young adults. The research questions section will provide detailed descriptions of the two main questions posed in the thesis. We will also elaborate on the thesis structure in the structure of the thesis section, outlining its logical organization. The key concepts section will cover various topics such as financial literacy, taboo, young adulthood, and financial well-being.

The second section, “The theoretical background with a literature review”, will open up our discussion by thoroughly examining existing literature, including articles, reviews, interviews, videos, books, and other research works. This will help us gain a more comprehensive understanding of our topic. This section will be further divided into subsections. The first subsection, "Psychology of Money," will explore attitudes toward earning, spending, and safeguarding money. The second subsection, "Financial Well-being of Young Adults," will delve into themes like happiness and financial status, providing insights into how people's lives are influenced by their goals, current circumstances, and approach to life. Additionally, this section will address topics like the financial challenges faced by students, the impact of COVID-19 on financial thinking, and the influence of social media on financial perspectives. These three topics are critical as they relate closely to our interview questions and survey, allowing us to gather more valuable information.

The third section will focus on “Research methodology”, elaborating on our research design. We will discuss the use of interviews for collecting quality primary data and the distribution of surveys among young adults for qualitative data collection.

In the fourth section, "Analysis of the Results," we will provide a detailed examination of the findings from the interviews and surveys conducted among young adults.

Moving on to the fifth section, "Findings," we will answer the research questions and explore how various aspects of life situations impact the financial literacy of young adults. We will assess their education in this field and how effectively they manage their finances and financial situations.

Finally, in the sixth section, "Conclusion," we will summarize our findings and discuss their implications for the company we are collaborating with.

1.6 Key concepts

By elucidating key concepts, we aim to offer a straightforward and succinct elucidation of the core ideas and terminology that are at the central of our thesis topic and the questions we have posed.

1.6.1 Financial literacy

Financial literacy refers to individuals' knowledge and skills regarding financial topics, including budgeting, saving, investing, and managing money. Financial literacy involves understanding financial concepts, making knowledgeable decisions, and taking action to promote financial well-being. Financial literacy is fundamental for individuals of all ages, but it is especially critical for young adults beginning to navigate the complexity of personal finance. Financial literacy can help individuals make informed decisions about their finances,

avoid financial pitfalls and high-interest debt, and plan for the future. It is an essential part of financial well-being. (Fernandes 2023)

1.6.2 Taboo

Taboo is a social or cultural rule considered inappropriate or forbidden by a particular group or society. Taboos are often associated with strong social beliefs and may relate to specific behaviours, actions, or topics of discussion that are deemed inappropriate. Engaging with a taboo topic can result in social disapproval or exclusion. (Collins Dictionary 2023)

Talking about money can feel uncomfortable or inappropriate for some people, especially if they were raised in families or communities where discussing financial matters was discouraged. Also, individuals may feel embarrassed about their financial situation, whether it be debt, low income, or lack of financial knowledge. Fear of being judged can also contribute to the taboo around money. (Thomson 2022) The taboo around money emphasizes the importance of encouraging financial literacy and creating safe spaces for people to discuss and learn about personal finance.

1.6.3 Young adulthood

Young adulthood is a time in life between 18 and 26. They generally transition from adolescence to adulthood, often characterized by a sense of independence, increased responsibility, and new experiences and challenges. Young adults may start careers, pursue higher education, or establish new relationships and families. This time of life is usually marked by significant personal growth and development. Both biological and psychological maturing characterize this time. They commonly face important financial decisions that can shape their future financial well-being in this period. (Bonnie & Stroud 2015)

1.6.4 Financial well-being

Assessing one's financial well-being goes beyond mere income and wealth; it encompasses the contentment and overall life fulfilment these resources bring. Yet, quantifying happiness and life satisfaction proves challenging. Therefore, researchers have turned to financial satisfaction, a person's self-assessment of their financial state, to gauge overall well-being. (Steven 2015)

According to video tips from Killik & Co (2022), which became inspiration for some points that followed a more in-depth acquaintance with current topic, people can view financial well-being through two distinct lenses. The first lens pertains to concerns about one's financial stability and revolves around questions about the ability to sustain one's lifestyle in the short and long term. The second aspect involves emotional wealth, where individuals experience a sense of security and derive enjoyment from their lives, influenced by their financial

capacity. Importantly, it is not necessarily the case that increased wealth leads to greater happiness, as this outcome varies according to individual personalities, perspectives, and life goals. As a result, there are four potential positions within the mental space for us to inhabit. (Killik & Co 2022) Hence, created graph below, based on the given information from educational video, filmed by Killik and Co, to provide a more precise visualization of the types of emotions and how individuals respond.

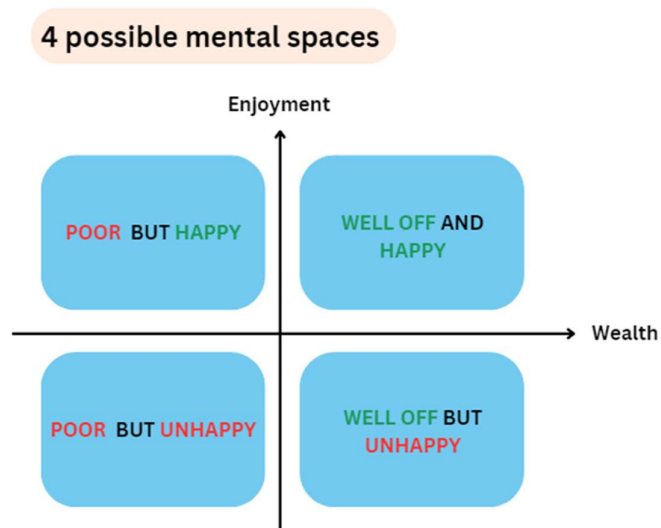


Figure 1: 4 possible mental spaces (Killik & Co 2022)

There is a multifaceted relationship between income and well-being, including a sense of meaning in life (MIL). For instance, a global study by Oishi and Diener (2014) discovered an inverse connection between income and purpose in life at the national level: Individuals residing in less affluent nations were more inclined to perceive their lives as imbued with a unique sense of meaning or purpose. (Sarah 2016)

1.6.4.1 Poor but happy

Individuals can opt for a modest lifestyle while discovering happiness through means like financial independence, prioritizing experiences, and staying true to their values. It's essential to recognize that the factors leading to contentment with limited resources can differ significantly from one person to another, and what brings joy to one individual might not be the same for someone else. It conveys the notion that individuals can find happiness and contentment in their lives even when their financial means are modest, emphasizing that one's well-being is not solely contingent on material wealth and that simple, non-material aspects of life can bring joy. (Oishi and Diener 2014)

1.6.4.2 Well off and happy

The factors that most accurately depict the contentment of wealthy individuals stem from the fact that wealth can bestow a profound feeling of financial stability, alleviating concerns regarding covering essential expenses and unforeseen financial burdens. Financial self-reliance can grant individuals the liberty to make life decisions, follow their interests, and exercise greater control over their schedules. Prosperous individuals can readily afford top-tier education for themselves and their offspring, resulting in enhanced career prospects and personal development. Moreover, affluence often grants access to expansive support networks and resources, which can enhance emotional well-being and offer assistance during trying circumstances. (Judge 2008)

1.6.4.3 Poor and unhappy

Numerous factors contribute to the unhappiness or discontent experienced by economically disadvantaged individuals. These factors encompass the challenges of meeting fundamental needs, resulting in persistent financial stress that can trigger anxiety, depression, and a general sense of unhappiness. Economic hardship can curtail access to quality education, thereby reducing prospects for personal and professional development. Additionally, the lack of access to adequate healthcare can leave health issues untreated, further diminishing overall well-being. Being economically disadvantaged may also subject individuals to social stigma and discrimination, impacting their self-esteem and overall happiness. Moreover, the limited availability of opportunities for personal growth and self-improvement can foster a pervasive feeling of hopelessness and unhappiness. (Bartolini 2007)

1.6.4.4 Well off but unhappy

The phrase "well off but unhappy" suggests that individuals may not necessarily find happiness and contentment in life despite having a comfortable financial situation. It underscores that one's overall well-being is not exclusively determined by their material wealth and that happiness can be derived from simpler, non-material sources. Suggests that substantial wealth may not automatically lead to happiness or satisfaction in one's life. It underscores that mere material affluence is not a sure path to overall well-being and that achieving happiness can be challenging. (Csikszentmihalyi 1999) Wealth frequently brings about heightened expectations, creating additional pressure and anxiety to sustain or surpass one's present way of life and financial accomplishments. Moreover, an emphasis on material achievement can occasionally result in an absence of personal contentment, leaving one with a sense that life lacks significance beyond monetary attainments. Comparisons with others who seem to possess more can provoke envy and feelings of inadequacy. Additionally, the quest for wealth can result in extended working hours and an imbalance between work and personal life, impacting both health and relationships. (Bartolini 2007)

2 Theoretical background with Literature review

Literature reviews are essential to a thesis as they establish the context and background of a research problem. Literature reviews provide a critical evaluation of the existing literature. This thesis literature review will open the concept of the psychology behind financial behavior, understanding of the financial well-being of young adults, why students need help coping with finances, how COVID-19 impacted financial thinking, and the influence of social media on financial thinking. These topics set a reliable background for this thesis's central research answers.

2.1 The Psychology of Money

The Psychology of Money, written by Morgan Housel (2020), is an insightful book that delves deep into the various psychological aspects of our relationship with money. From exploring the emotional ties we form with our finances to analyzing the behavioral patterns that govern our spending habits, this book comprehensively explains the complex and often irrational ways we interact with money. Through the lens of extensive research and real-life examples, the book sheds light on the intricate connections between money. It gives readers valuable insights into cultivating a healthier, more fulfilling relationship with money. The psychology of Money teaches four learning: our attitude towards money, getting money, spending money, and protecting money.

2.1.1 Attitude towards money

Regarding our attitude towards money, there are three essential lessons in the book. Firstly, everyone has a different attitude towards money, and people can do bizarre things with their money, however, we shouldn't be quick to judge how others spend and make their money. For example, in investing, individuals born in the 1970s have a much more positive outlook on the stock market since the market grew significantly in their timeline. However, the market went nowhere if individuals were born 20 years earlier in the 1950s, which caused a negative image of investing. It is common for people to have different opinions about money, but it is important to focus on your own financial goals. (Housel 2020)

Secondly, do not underestimate the importance of luck. Earning money results from a combination of skills, luck, and unfair advantages. Skills can be developed and increase your chances of success, but you cannot control luck or unfair advantages. For example, Bill Gates was fortunate enough to attend a high school with access to computers, which was extremely rare at the time. He began working on coding and developing Microsoft. The main point is to focus on your own financial journey instead of trying to decode the paths of wealthy individuals, as luck plays a significant role in success. (Housel 2020)

Thirdly, in Housel's (2020) readings, learn to say this is enough. People generally tend to set another goal immediately after achieving it, whether financial, career or educational goals, etc. Social comparison is a phenomenon that occurs when individuals compare themselves to others in various aspects, such as academics, finances, careers, and more. While social comparison can be a helpful tool for self-improvement, it may lead to harmful, unsatisfactory feelings of wanting more cycle. Housel (2020) reminds the readers to learn to say when it is enough since there are many examples of extremely wealthy individuals who, in the pursuit of more money, choose to obtain it illegally, like Bernie Madoff. Madoff is a well-known Ponzi schemer who committed financial fraud by defrauding many investors out of billions of dollars over two decades. Even though Madoff was massively and legitimately wealthy before, it questions how there was no sense of enough.

An insightful quote from Housel (2020): "There is no reason to risk what you have and need for what you don't have and don't need."

2.1.2 Getting money

The second part of the lesson highlights the importance of wealth creation rather than just focusing on generating income from the ground up. This perspective aligns with the idea that wealth accumulation is a gradual process requiring long-term vision, primarily when considering investing—the key to investment in compound interest, which is when interest is earned not only on the initial amount but also on the accumulated interest of the previous periods, resulting in significant growth over time. For instance, Warren Buffett's investment approach focuses on long-term value investing, earning compound interest, and holding onto stocks for many years. His approach has made him one of the most successful investors in history and a role model for many in the investment community. It is advised that long-term investing allows investors to ride out market volatility and avoid the headache of buying and selling based on short-term fluctuations. (Housel 2020)

Furthermore, another essential principle of accumulating wealth is prioritizing saving money, regardless of the need for it. Building wealth has little to do with income and investment returns and more with individual saving rates. Saving is the only variable that can be controlled, rather than income, investment rate, real estate market, etc. That is why it is essential to look regularly at spending habits to identify areas that may be overspending. By keeping track of expenses, we can see where our money is going and make necessary adjustments to the budget. This can help avoid getting into debt. Additionally, regularly checking our spending can help pinpoint areas to cut back on and save money, which can be used for investing or achieving other financial goals. Being mindful of spending habits can give more informed financial judgments and develop a healthier relationship with money. (Housel 2020)

2.1.3 Spending money

Coming to the fourth lesson, how to spend money. Housel (2020) highlights the value of using money to buy your freedom.

Quote summary of topic from Housel (2020): "Money's greatest intrinsic value—and this can't be overstated—is its ability to give you control over your time."

The actual value of money is gaining flexibility and optionality. Buying time and options with money has lifestyle benefits that surpass luxury goods. Money has a diminishing effect on people's life satisfaction, meaning that after a certain point, a salary increase will not lead to greater happiness. Time is a non-renewable resource, and money can be earned back. (Housel 2020)

Another valuable thought is that the difference between getting wealthy and staying is significant. Gaining wealth requires taking risks, staying optimistic and being out of your comfort zone. Maintaining wealth requires humility and fear. It is important to understand that what has been acquired can also be taken away. It depends on the individual on how to go through this thought. If the intention is to gain wealth, money has to be utilized to invest in oneself through education, developing skills, health, and socializing for network, which can lead to increased earning potential. Therefore, spending money on self-improvement can be an effective way. (Housel 2020)

However, when it comes to staying wealthy, one must consider "the man in the car paradox". The phrase refers to a common misconception that buying expensive things, for example, a new car or a nice house, will automatically earn your respect. Respect is earned through one's actions and character rather than one's possessions. Trying to gain respect by showing off expensive items can often have the opposite effect, as it can come across as superficial and materialistic. Furthermore, people respect items rather than their owners and imagine themselves possessing the material items. So, buying expensive things to gain respect never works because respect and admiration cannot be bought. (Housel 2020)

2.1.4 Protecting money

Any amount of money needs some protection, and Housel (2020) will guide how. It's important to leave room for errors.

Quote from Housel (2020) "The most important part of every plan is planning on your plan, not going according to plan."

Based on Housels (2020) wise advice, having a plan to survive unexpected troubles can be referred to as an emergency fund. Life is unpredictable, and incidental expenses can arise at

any time, such as medical emergencies, job loss, or car repairs. An emergency fund is a vital aspect of financial planning that can provide emotional security.

The second take, on protecting money, avoid extreme financial commitment for your future self, such as setting the belief that one will not purchase a house or have kids. Humans tend to change their minds and may need to be more accurate, so spending more money may not be wise. Humans can easily explain how they have changed in the last 10 years; however, predicting how they will change in 10 years is a challenge. This illustrates the importance of saving money for future decisions rather than relying on current beliefs. (Housel 2020)

Finally, emphasizes how money holds a considerable emotional part in human life, therefore, try to be more reasonable rather than rational. Not all best financial decisions are rational because of the emotional tie people have towards finances. People need, to some extent, to feel emotional safety with their finances. Humans are not built to be rational economic machines that make the right decisions constantly. When considering this, do what is best for your psychological needs. (Housel 2020)

2.2 Financial well-being of young adults

The financial well-being of young adults pertains to the overall financial state and security of individuals in the initial phases of adulthood, typically ranging from their late teens to early thirties. This concept covers a wide array of aspects in their financial lives, such as their capacity to proficiently handle their finances, set aside savings for the future, manage debt responsibly, and make informed financial choices. Attaining financial well-being during this life stage is frequently pivotal for laying a strong groundwork for their financial future. Elements that contribute to the financial well-being of young adults encompass practices like budgeting, saving, investment strategies, debt management, pursuing educational and career opportunities, as well as planning for enduring financial objectives like homeownership and retirement. (Asheesh 2020)

Young adults rely significantly on their financial stability for various purposes. This reliance is evident in covering essential living costs, including housing, utilities, groceries, and transportation, where financial well-being plays a vital role in maintaining a stable and comfortable lifestyle. Additionally, as many young adults embark on higher education or launch their careers, financial well-being becomes indispensable for meeting the costs of tuition, educational materials, and other expenses. It also empowers them to explore opportunities for skill enhancement and career progression. Moreover, it's typical for young adults to carry student loans, credit card debt, or other financial commitments. Preserving their financial well-being is crucial in effectively managing and repaying these obligations, preventing them from becoming overwhelming. Similarly, establishing a practice of accumulating savings and making investments assumes paramount importance in working

toward long-term financial objectives, such as homeownership, starting a family, or building a retirement nest egg. Financial well-being empowers young adults to earmark funds for the future, including the creation of an emergency fund that serves as a safety net, providing peace of mind. The quality of life is profoundly influenced by financial well-being, enabling young adults to relish recreational pursuits, travel, and social interactions free from constant financial pressure. While retirement planning might seem premature, initiating early preparations is essential. Maintaining financial well-being allows young adults to commence saving for retirement, harnessing the power of compounding interest and ensuring a financially secure future. (Asheesh 2020)

2.3 Why students need help to cope with finances

It is fundamental to help students cope with finances because financial stress can significantly affect their academic and personal lives. Young adults starting their academic years need to consider plenty of new fixed costs, especially if they move away from their homes. Fixed costs include rent, utilities, groceries, tuition fees, textbooks and supplies, transportation, insurance, and essential personal items. (Stewart & Maisonville 2019) Students who struggle with finances may have to work long hours, borrow money, or, at worst, even drop out of school due to burnout, adversely affecting their academic performance and career prospects.

It can be daunting for students to start independence if there are many costs and low income from full-time studies. Eventually, almost everyone has money issues during this period, which may seem impossible to manage at first. However, every part of life skills comes with a steppingstone; financial skills can be learned and taught if you seek help, and the knowledge gained on financial literacy has a lifelong value. (Stewart & Maisonville 2019)

2.4 COVID-19 impacted financial thinking

The COVID-19 pandemic has profoundly influenced financial mindset and conduct, leading people to reassess their financial goals, place greater emphasis on savings and readiness for unforeseen circumstances and adjust their financial outlook in response to evolving economic conditions. It has underscored the significance of financial resilience and the ability to adapt when confronting unexpected challenges. (Tawlar 2021)

The influence of COVID-19 on financial perspectives primarily results from the unparalleled nature of the pandemic. The sudden emergence of economic instability, job insecurity, and disruptions in daily life has prompted individuals to reconsider their financial priorities and approaches. Prioritizing financial readiness, encompassing the establishment of an emergency fund and effective debt management, has taken precedence. Furthermore, the pandemic has reconfigured spending patterns, shaped investment decisions, and triggered contemplation about retirement planning. In essence, the uncertainties stemming from COVID-19 have

necessitated a more cautious and adaptable financial mindset as people strive to navigate the challenges posed by the ongoing global health crisis. (Tawlar 2021)

2.5 Influence of social media on financial thinking

The role of social media in financial thinking has grown significantly in recent years, impacting how people perceive and manage their finances in diverse ways. One notable impact of social media is its role in financial education. Various social media platforms are used to share financial advice, tips, and educational content. Though this can be a valuable resource, it's important to recognize that the quality and accuracy of such information can vary widely. Social media also perpetuates a culture of comparison and lifestyle pressure, as people often present curated versions of their lives, showcasing material possessions and experiences. This can lead to social comparison and a desire to maintain specific lifestyle standards, which could result in overspending and debt. In addition, social media platforms are filled with advertisements and sponsored content, which tempt users to make impulsive purchases and contribute to consumerism and financial strain. (Cunnah 2021)

Conversely, scrolling through posts about others' financial successes can trigger feelings of inadequacy and financial stress, leading some to feel pressure to achieve similar levels of financial success. However, social media can also be a positive force for financial well-being. Some individuals use these platforms to publicly declare their financial goals and progress, leveraging peer pressure and accountability as motivation to save, invest, and reduce debt. Online financial communities have also emerged, providing a space for individuals to share their financial experiences, seek advice, and support one another in their financial journeys.

In conclusion, the impact of social media on financial thinking is complex, and individuals should approach it with discernment and critical thinking when making financial decisions, recognizing both its benefits and potential drawbacks. (HuanXu 2019)

3 Research methodology

This thesis will utilize literature reviews, interviews, and surveys as research tools to collect information and data. Implementing qualitative interviews in this study will give depth to the data by providing insights into the experiences, perspectives, and attitudes of the participants, which can aid in creating a more in-depth knowledge of the research questions. In addition, research surveys can assist the thesis by providing a numerical analysis of the data collected. It can help identify patterns and be particularly useful for testing research hypotheses.

3.1 Research design

3.1.1 Utilisation of interview for qualitative primary data collection

The qualitative interview is this thesis primary data-collecting method since the research questions are open-ended, meaning a type of question that allows the respondent to provide a free-form response with no limits on the length or depth of their response. Open-ended questions generally form with words such as "what," "how," and "why" and are designed to produce detailed responses and insights from the respondent, which is the goal of this thesis.

The purpose of an interview is to uncover and understand an interviewee's experience, opinions and motivations with the help of discussing in-depth questions. The association between the interviewer and interviewee is essential for a well-executed interview. Interviewers must be prepared in advance, set an environment of trust and guide the whole process and in-depth discussion from start to finish.

When it comes to the structure of an interview, NNgroup (2019) explains that there are three different styles to consider. A structured interview involves carefully scripted questions. This type of interview uses fewer open-ended questions and more closed-ended questions. On the other hand, a semi-structured interview has fewer prepared questions and allows participants more freedom to talk. However, there are follow-up questions to keep the conversation on track. Finally, an unstructured interview has no prepared questions. This type of interview is the most flexible and allows for a more natural conversation.

As mentioned before, this thesis research is open-ended, which means semi-structured interviews are particularly effective. Semi-structured interviews are a helpful tool that enables a flexible approach to questioning, resulting in detailed and informative responses from participants. The qualitative semi-structured interviews are conducted in video calls, which are recorded to gather data for analysis. During the interview, the interviewer will introduce themselves and explain the purpose of the interview. Open-ended questions will be asked to encourage the interviewee to provide in-depth responses. The questions will generally focus on specific topics, but the interviewer may explore related issues during the conversation. Both interviewer and interviewee are free to ask additional questions and probe for more information.

3.1.2 Utilisation of questionnaire for qualitative data collection

To give validity to the thesis, qualitative surveys are an ideal addition to the research method. The advantage of quantitative is the quantity of data it provides. A qualitative survey is a research method that helps us to focus on gaining in-depth insights and understanding of underlying motivations, attitudes, and behaviors within our target groups, in

this case, young adults from the 18-26 age range. The questions that we are using, will gather detailed and subjective information, allowing us to uncover patterns, themes, and the depth of respondents' experiences of the people who will be answering. The data collected from the survey is then analyzed using statistical methods, such as pie charts and percentage visuals, also regular verbal analysis that will help to see some different patterns and outcomes. The survey responses are then collected and studied to conclude the research question. Qualitative surveys will prove us valuable when delving into intricate social, cultural, or psychological facets, as quantitative metrics alone may fall short in capturing the subtleties of human behavior and perceptions.

4 Analysis of the outcome

4.1 Survey format

We conducted a comprehensive survey covering various dimensions. Initially, we gathered information about the individual, assessed their basic financial literacy, examined their spending habits, and delved into further details about their living situation. We explored how they manage it overall, considering its impact on both their mental health and overall financial behavior.

Inquiring about the age range of young adults, we opted to categorize them into three groups. Each age bracket corresponds to significant milestones young adults commonly achieve, such as completing high school, gaining admission to university, graduating from university, and so forth.

Age group (young adults) *

- 18-20
- 21-23
- 24-26

Figure 2: Age group (young adults)

Initially, we hesitated to include gender in the questionnaire. However, after conducting thorough research, we determined its significance and chose to incorporate it. Gender is considered a crucial factor because females and males tend to approach this subject differently, influenced by their distinct future goals, risk-taking tendencies, and interests.

- Sex *
- Male
 - Female
 - Other...

Figure 3: Sex

The level of education serves as a crucial demographic variable for characterizing survey participants. It offers valuable insights into their educational history, enhancing our understanding of the sample population. Education frequently shapes an individual's viewpoints, attitudes, and behaviours. Inquiring about education provides a contextual understanding of how participants with varying educational backgrounds may approach or interpret the subject of financial literacy. In essence, including education-related questions in a study survey enriches the data, allowing for more nuanced conclusions and a better grasp of the factors influencing participants' responses and perspectives.

- Education *
- Graduate or Postgraduate education (Master's, PhD)
 - Bachelor's degree
 - Trade school/ Community college
 - High school
 - Other...

Figure 4: Education

Incorporating inquiries about employment status in a study survey enhances the comprehension of participants' economic situations, financial habits, and larger societal patterns. This data is vital for us as a researcher aiming to tackle challenges associated with employment, income inequalities, and overall welfare. Individuals in employment may handle financial affairs in a distinct manner compared to those who are unemployed or experiencing job uncertainty. Recognizing these differences is essential for crafting focused interventions or educational initiatives.

Employment status *

- Unemployed
- Part-time
- Full-time
- Self-employed
- Student
- Other...

Figure 5: Employment status

Evaluating an individual's prior knowledge of a subject before delving into educational material enhances the efficiency and effectiveness of the learning experience. This approach encourages engagement, adaptability, and personalized instruction. Additionally, it provides insights into the person's perspective on the topic. We also afforded individuals the opportunity to provide their own interpretation of the sentence based on their opinion.

Please choose the statements that, in your opinion, best describe the concept of financial literacy. *

- Numeracy, which is an ability to work with numbers and perform mathematical calculations.
- It involves skills like creating a budget, understanding compound interest, and being aware of the risks and rewards associated with various financial instruments
- Knowing what financial choices to make
- It is comes only from books knowledge
- Having a high income or being wealthy
- Person with certain knowledge can confidently handle financial emergencies, plan for retirement, and build wealth over time
- Understanding economic principles and how the overall economy functions

Figure 6: Statement choosing

Evaluating an individual's prior knowledge of a subject before delving into educational material enhances the efficiency and effectiveness of the learning experience. This approach encourages engagement, adaptability, and personalized instruction. Additionally, it provides insights into the person's perspective on the topic. We also afforded individuals the opportunity to provide their own interpretation of the sentence based on their opinion.

When you consider your assets, liabilities, and savings, how satisfied are you with *
your present financial situation?

1 2 3 4 5

Not satisfied at all Extremely satisfied

Figure 7: Considering own assets

The type of housing someone occupies is a crucial factor that offers valuable insights into their financial situation. When examined alongside other financial details, housing status becomes a valuable indicator, contributing to a more thorough comprehension of an individual's financial standing.

Housing *

- Own (without mortgage)
- Own (with mortgage)
- Renting
- Not covering housing expenses
- Other...

Figure 8: Housing

Consistently assessing these elements enables a proactive strategy in overseeing and diminishing individual debt. It offers valuable insights into financial health and directs well-informed decision-making for the attainment of sustained financial well-being. By considering this aspect, we can gauge the effectiveness of an individual in managing their personal debt load, if applicable.

Self-evaluated difficulty in meeting financial expenses *

- Non difficult
- Moderately difficult
- Very difficult

Figure 9: Self-evaluated difficulty in meeting financial expenses

Evaluate your present debt load *

- None of the debt
- Not too much of debt
- Moderated debt load
- Heavy debt load

Figure 10: Evaluating personal debt load

Furthermore, to gain a clearer insight into an individual's financial situation, it is beneficial to understand the types of loans they currently have and which ones they prioritize when considering new loans.

Loan *

- Student loan
- Car loan
- Personal loan
- No loan
- Other...

Figure 11: Loan

Insurance serves as a safeguard, shielding individuals, businesses, and their assets from financial challenges that may arise unexpectedly. It plays a vital role in fostering financial stability and instilling a feeling of security. This also provides valuable insights into the level of protection and financial acumen young adults possess for their own financial well-being.

Insurance *

- Health insurance
- Car insurance
- No insurance
- Other...

Figure 12: Insurance

Setting future financial goals demonstrates a proactive and forward-looking attitude toward personal finance. It indicates motivation, discipline, financial literacy, and a dedication to long-term financial well-being.

Future financial goal *

- I have + saving for that
- I have + not saving for that
- I don't have + just saving
- I don't have + not saving for anything

Figure 13: Future financial goal

Possessing an emergency fund implies having a resource that yields numerous financial advantages, serving as a cushion for unforeseen expenses and supporting the preservation of financial stability. An emergency fund is an essential element in financial planning, delivering protection against unexpected difficulties and enhancing overall financial resilience and well-being.

Do you have an emergency fund? *

- Yes I have
- I don't have

Figure 14: Owning an emergency fund

Understanding whether a person has the capacity to access a specific amount of money indicates their forward-thinking approach and readiness to address unforeseen financial challenges.

Ability to access 3000 EUR

- Could certainly/ probably access
- Could not likely access

Figure 15: Ability to access 3000 EUR

Hesitancy to engage in investments can offer a glimpse into an individual's financial mindset, tolerance for risk, and their overarching approach to managing wealth. For those seeking to enhance their financial strategies, comprehending the underlying reasons for this reluctance is crucial. It furnishes valuable information for customizing financial plans in accordance with the individual's objectives, risk tolerance, and overall financial perspective.

Reluctance to invest *

- Willing to take risks
- Moderated risk averse
- Risk averse

Figure 16: Reductance to invest

By posing this question, we gain insights into whether the individual is actively involved in financial planning and adopts a future-oriented perspective regarding their financial well-being. Contemplating retirement funds indicates a proactive commitment to securing financial stability in the later stages of life.

Retirement money *

- Yes, I have considered my retirement funds
- No, I haven't considered my retirement funds

Figure 17: Retirement money

Monitoring your budget is a crucial component of adept financial management, providing the capability to make well-informed decisions, reach financial objectives, and establish a sturdy base for enduring financial success. This is the reason we find it important to include in our assessment. By specifying a time frame, we can gauge how frequently an individual is involved in this practice and assess their level of commitment to tracking their finances.

How frequently do you keep track of your budget? *

- Every month
- Every 2-3 months
- Every 4-5 months
- I don't adjust income

Figure 18: Frequency in keeping track of own expenses

Where do you keep track of your expenses? *

- Budgeting Apps
- Spreadsheets
- Pen and Paper
- Envelopes System
- Bank and Credit Card Statements
- Expense Tracking Software
- Online Banking and Mobile Apps
- Other...

Figure 19: Place for keeping track of own expenses

Understanding the sources of influence in financial decision-making is crucial, given that many individuals can be easily swayed by external factors and how it influences well-being.

Have you ever experienced social media impacting your financial decision making? *

1 2 3 4 5

Strongly disagree Absolutely agree

Figure 20: Impact of social media on financial decision

Have you felt pressure to keep up with others on social media in terms of material possession or life style? *

1 2 3 4 5

Strongly disagree Totally agree

Figure 21: Felt pressure from social media on life style

Have you ever felt that social media destroyed your perception of reality or financial success? *

1 2 3 4 5

Wasn't influenced Strongly influenced

Figure 22: Social media influencing perception of reality or financial success

Inquiring about how the pandemic may have altered an individual's approach to financial decisions and knowledge is intriguing to explore. It provides valuable insights into how a person reflects on and responds to various unexpected situations.

Has the Covid-19 influenced your financial situation? *

1 2 3 4 5

Strongly disagree Strongly agree

Figure 23: Covid-19 influencing financial situation

Have you experienced any mental or emotional stress related to finances during the pandemic? *

1 2 3 4 5

Totally disagree Totally agree

Figure 24: Covid-19 influencing mental or emotional stress

Are you setting aside more or less money compared to your financial habits before the pandemic? *

- More amount
- Same amount
- Less amount
- I don't save

Figure 25: Covid-19 influencing financial habits

Posing this question allows us to discern that consulting a financial advisor implies a proactive stance in handling personal finances. A session with a financial advisor typically indicates an inclination towards comprehensive financial planning, reflecting the individual's concentration on organizing and enhancing different facets of their financial life.

Have you ever seen a financial advisor? *

- Yes, I have
- No, I have not
- Other...

Figure 26: Help from financial advisor

Through the following questions, we aim to understand the frequency with which individuals participate in financial discussions and the specific individuals or groups with whom they engage in these conversations. Active involvement in discussions about finances can provide valuable insights into various characteristics, such as financial awareness, a pursuit of

knowledge, receptiveness to diverse perspectives, and a proactive stance in managing one's finances.

Do you engage in discussions with others about your individual financial matters? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Often

Figure 27: Discussion with others regarding financial matters

Do you engage in discussions with others about your choices in managing finances? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Often

Figure 28: Discussion with others regarding the choices in managing finances

Do you participate in conversations with others about sharing financial advice? *

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Often

Figure 29: Discussion in sharing financial advice

Would you like to gain more knowledge in financial literature? *

	1	2	3	4	5	
Totally disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally agree

Figure 30: Willingness to gain more knowledge in financial literature

By posing these questions, we collect data on the preferred platforms that young adults utilize when seeking financial advice, essentially identifying the sources they trust for guidance.

Where do you typically gain information or knowledge about personal finance and money management? *

- Personal finance books
- Financial advisor
- Online courses
- Podcasts
- Online sources (social media)
- Educational websites
- Friends
- Family
- Formal education
- Other...

Figure 31: Platforms for getting knowledge regarding personal finance management

If you seek financial information from social media, what is the best platform? *

- Facebook
- YouTube
- Instagram
- Twitter
- TikTok
- LinkedIn
- None
- Other...

Figure 32: Social media platforms used for seeking financial information

Through the final question, we aim to elicit feedback, such as whether the survey has impacted individuals' opinions and their inclination to acquire additional knowledge in financial literacy. We also welcome any general comments or thoughts that participants may have encountered during the survey.

Were there any ideas or reflections that crossed your mind while completing the survey? If there were, please don't hesitate to share them with us.

Short answer

Figure 33: Reflection

4.2 Survey results

4.2.1 Age group between 18-20

Analysing males at the age group of 18-20:

The surveyed males, aged 18 to 20, come from diverse educational backgrounds, encompassing high school, bachelor's degree, and military service. Their employment status is equally varied, ranging from part-time work to military service, self-employment, or unemployment.

Regarding financial literacy, their knowledge spans from basic numeracy and financial decision-making to a more comprehensive understanding of economic principles. Satisfaction with their current financial situations differs, reflecting variations in housing arrangements, debt levels, and insurance coverage.

A number of respondents diligently track their budgets and expenses using tools such as bank statements, online banking, and mobile apps. Some are influenced in their financial decision-making by social media, occasionally feeling pressure to match others' lifestyles.

The impact of COVID-19 is noticeable, affecting the financial situations of respondents and causing stress for some. Sources of financial education include formal education, online courses, podcasts, and self-learning from books. YouTube stands out as a significant platform for acquiring financial information from social media.

There is a range of risk aversion among male respondents, and attitudes toward retirement funds vary. Some adjust their income in response, while others do not. In summary, these findings underscore the necessity for tailored financial education and services that consider the diverse backgrounds and financial situations of young adult males.

Analysing females at the age of 18-20:

The female respondents, aged 18 to 20, exhibit diverse educational backgrounds, including high school, trade school/community college, bachelor's degree, and sports school. Employment statuses range from part-time to student.

In terms of financial literacy, their understanding spans numeracy, budget creation, and awareness of risks and rewards associated with financial instruments. Satisfaction with their current financial situations varies, with different housing arrangements, debt levels, and insurance coverage.

Several respondents track their budgets and expenses regularly, using methods such as spreadsheets, online banking, and mobile apps. Social media has influenced financial decision-making for some, with occasional pressure to keep up with others' lifestyles.

The impact of COVID-19 is evident, affecting financial situations and causing stress for some respondents. Financial education sources include formal education, online courses, podcasts, and learning from family and friends. Instagram and LinkedIn are mentioned as platforms for obtaining financial information from social media.

Risk aversion varies among female respondents, and there's a mix in considering retirement funds. Some adjust their income, while others do not. Overall, these insights emphasize the need for tailored financial education and services that consider the diverse backgrounds and financial situations of young adult females.

Summing up the similarities and differences between those both genders.

Similarities:

Age and Education: Both male and female respondents fall within the 18 to 20 age group, and there is a mix of educational backgrounds, including high school and bachelor's degree.

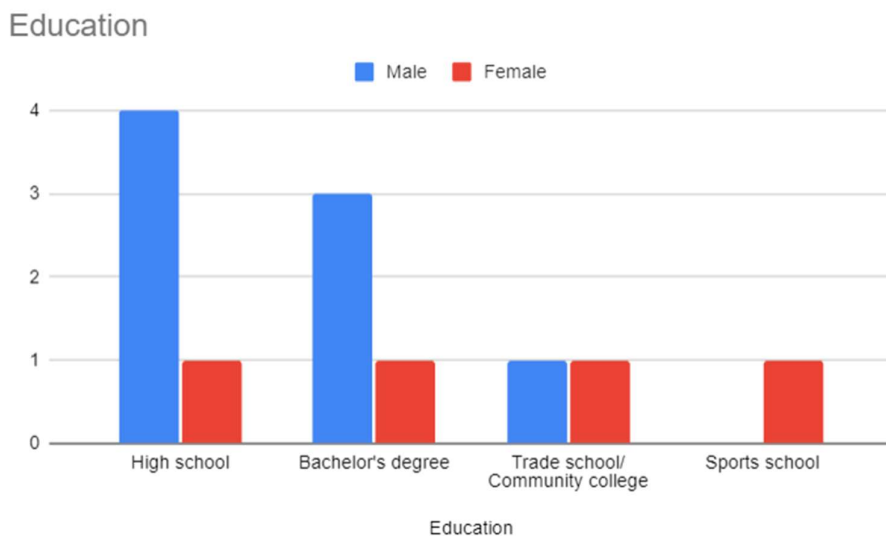


Figure 34: Education

Financial Literacy: Both genders show a range of financial literacy levels, with an emphasis on numeracy, understanding economic principles, and making informed financial choices.

Financial Impact of COVID-19: Both groups mention that the COVID-19 pandemic has influenced their financial situations, causing stress for some and leading to changes in financial habits.

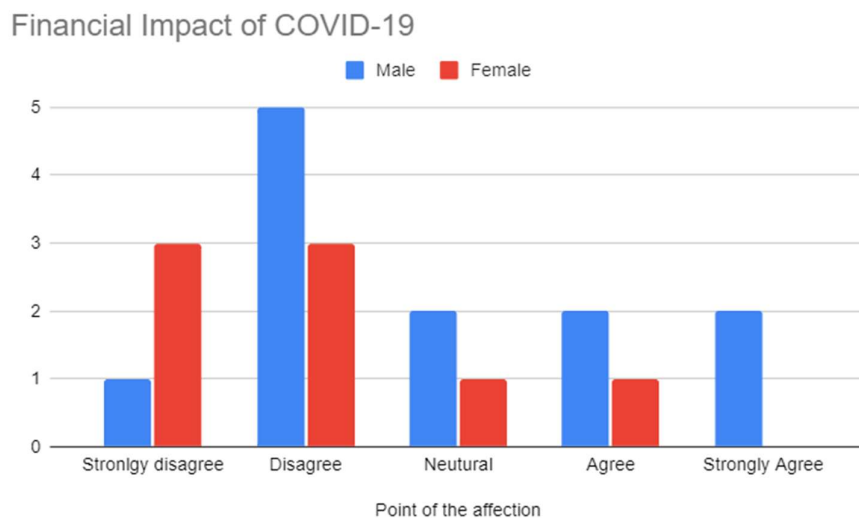


Figure 35: Financial Impact of COVID-19

Financial Management: Both males and females use various methods for tracking budgets and expenses, including online banking, mobile apps, and spreadsheets.

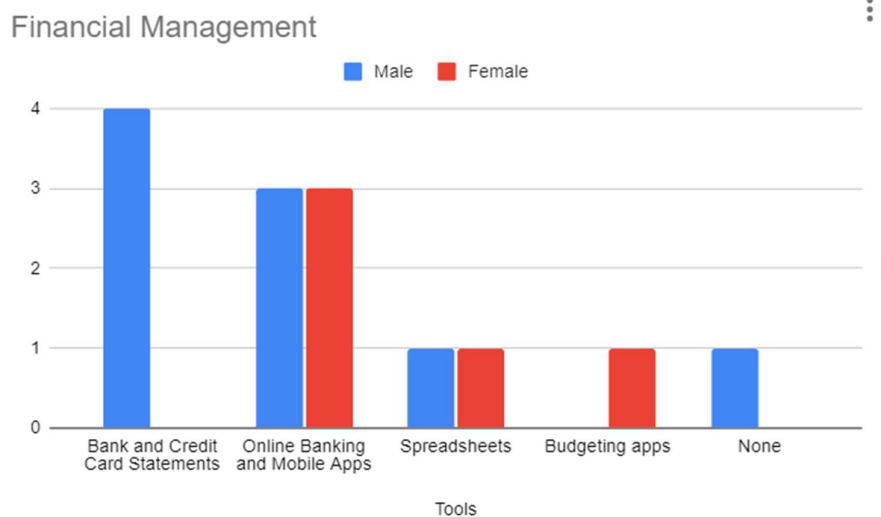


Figure 36: Financial Management

Social Media Influence: Both groups acknowledge the impact of social media on financial decision-making, with some feeling pressure to keep up with others.

Social Media Influence

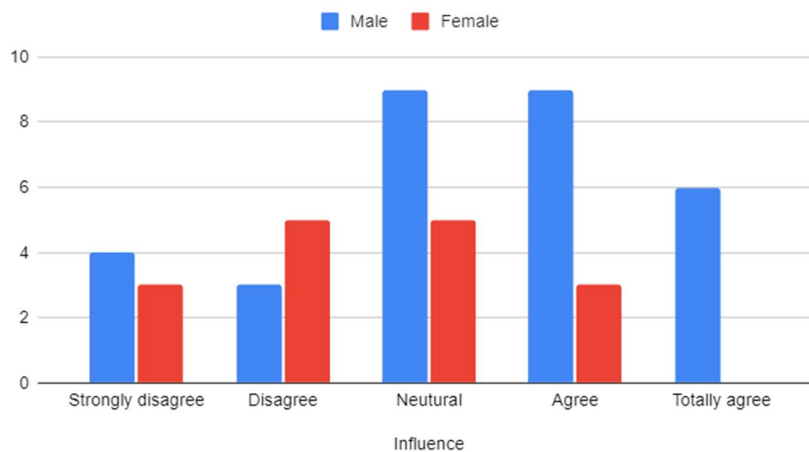


Figure 37: Social Media Influence

Financial Education Sources: Both genders seek financial education from various sources, including online courses, podcasts, and family/friends.

Financial Education Sources:

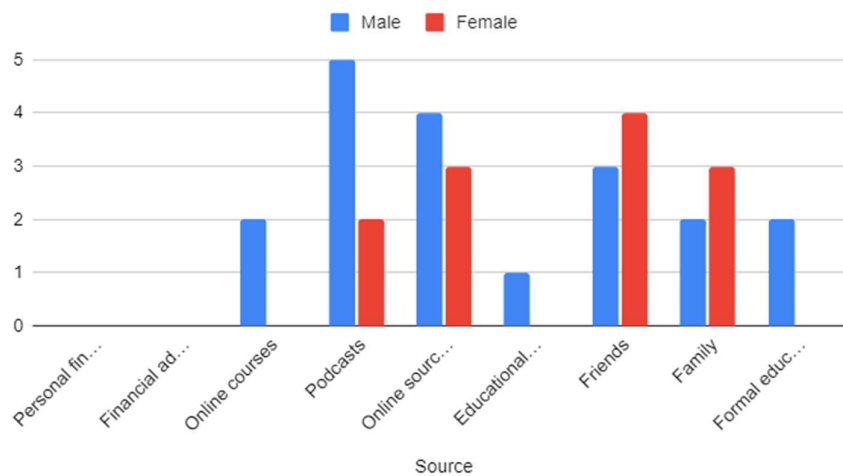


Figure 38: Financial Education Sources

Differences:

Employment Status: There are differences in employment status, with males being part-time workers, students, self-employed, or in military service, while females include part-time workers and students.

Employment status

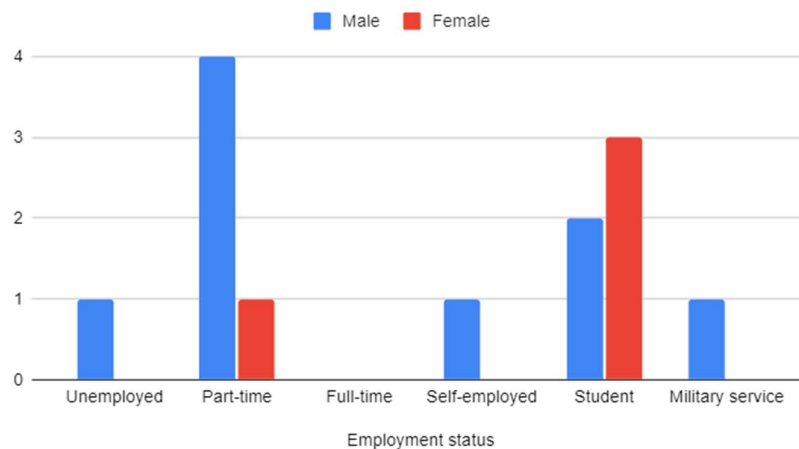


Figure 39: Employment Status

Housing Situation: Housing arrangements differ, with males mentioning renting and females mentioning renting or owning homes without a mortgage.

Housing situation



Figure 40: Housing Situation

Debt Load: Debt levels vary between the two groups, with males having personal loans, car loans, and student loans, while females mention car loans and student loans.

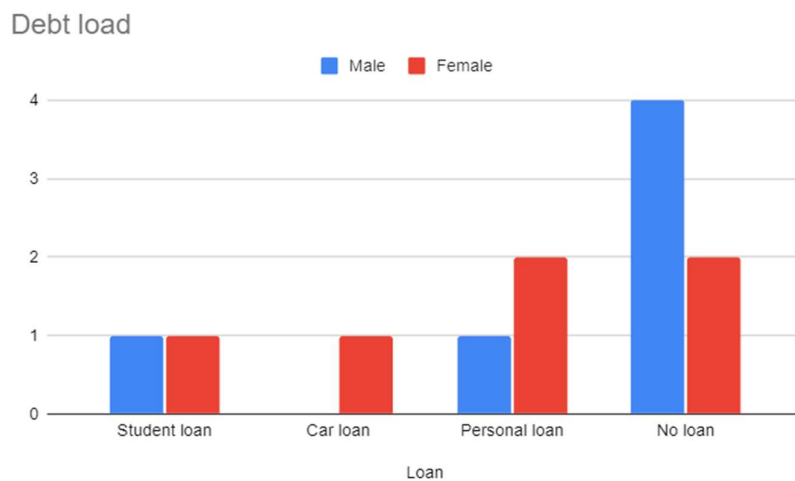


Figure 41: Debt Load

Insurance Coverage: There are differences in insurance coverage, with males mentioning health insurance and females mentioning health and car insurance.

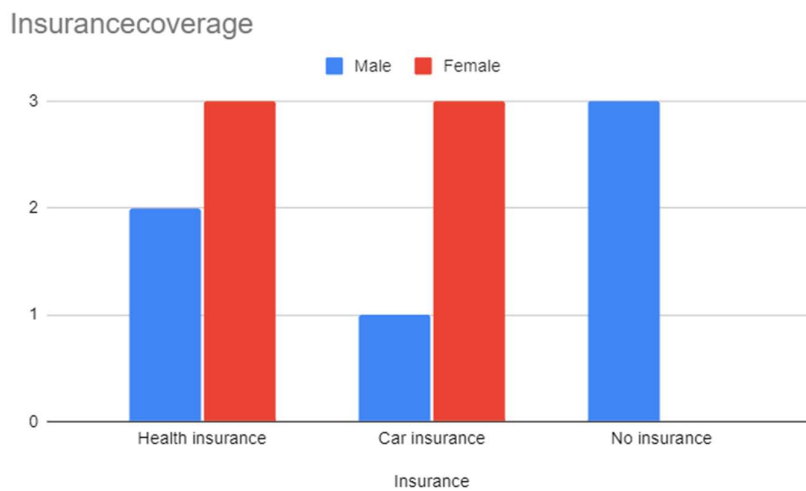


Figure 42: Insurance Coverage

Retirement Planning: Responses regarding retirement planning show variation, with some males and females considering retirement funds, while others have not.

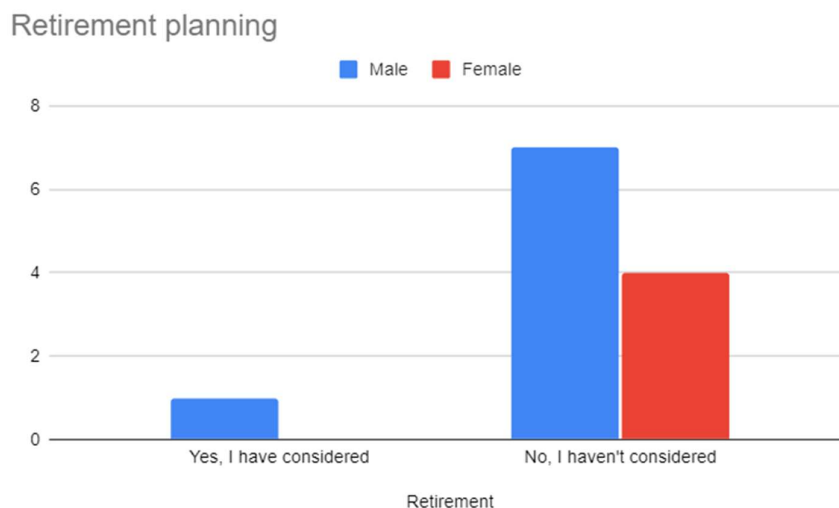


Figure 43: Retirement Planning

Income Adjustment: There are differences in income adjustment, with some males adjusting their income, while females may or may not adjust their income.

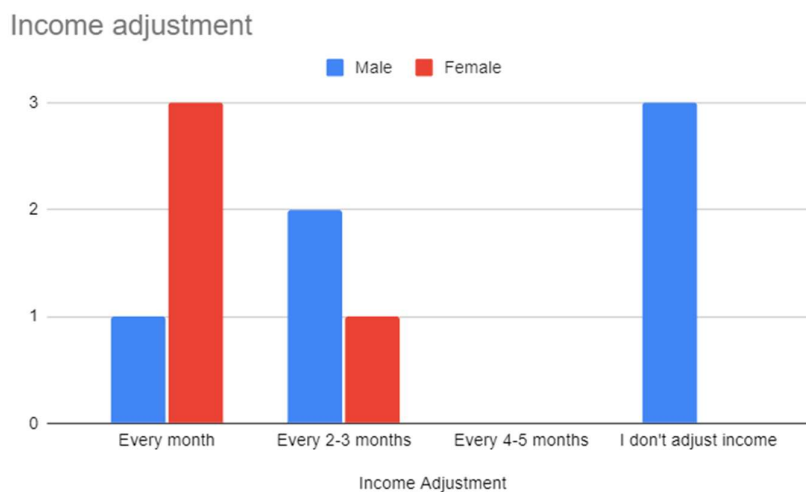


Figure 44: Income Adjustment

Financial Platforms on social media: While both groups mention YouTube, males also mention Reddit, Twitter, and TikTok, while females mention Instagram and LinkedIn.

Financial Platforms on social media

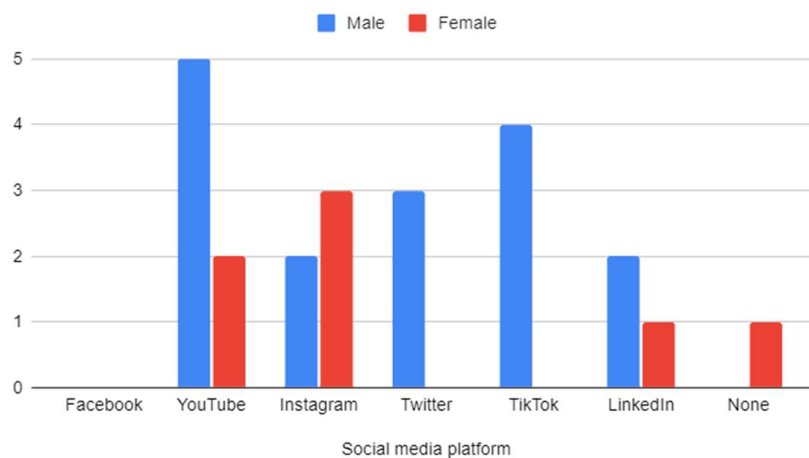


Figure 45: Financial Platforms on social media

4.2.2 Age group between 21-23

Analysing males at the age group of 21-23:

The male respondent in the 21-23 age group, with a bachelor's degree, works part-time while being a student. They emphasize the importance of financial knowledge in making confident decisions, handling emergencies, planning for retirement, and building wealth. They are moderately risk-averse and consider understanding economic principles vital.

In terms of their financial situation, they rent, have a moderate debt load from student loans, and possess only savings without insurance coverage. They regularly track their budget using apps, spreadsheets, and bank statements. They maintain an emergency fund, are willing to take risks, and have considered their retirement funds. They have not experienced significant financial stress during the COVID-19 pandemic.

Regarding social media, they engage with platforms like YouTube and LinkedIn for financial information. Their sources of financial advice include friends, and they seem open to gaining more financial knowledge. Overall, they appear to have a proactive approach to financial management, balancing risk and financial education in their decision-making process.

Analysing females at the age group of 21-23:

The female respondents in the 21-23 age group share diverse characteristics. They are predominantly full-time or part-time students with varying levels of education, including bachelor's degrees and high school diplomas.

In terms of financial literacy, they highlight the importance of skills such as budgeting, understanding compound interest, and awareness of financial instruments. Numeracy and understanding economic principles are also mentioned.

Financial situations vary among the female respondents, with differences in housing arrangements, the difficulty of meeting financial expenses, and debt loads. Insurance coverage includes health, car, house, and travel insurance.

Financial habits and goals differ, with variations in budgeting frequency, emergency fund possession, and retirement planning. The impact of social media on financial decision-making varies, with some feeling pressure to keep up with others and a few experiencing negative effects on mental health.

The COVID-19 pandemic has influenced the financial situations of some respondents, leading to changes in financial habits and occasional stress. Preferred sources of financial information include personal finance books, podcasts, online sources (social media), educational websites, family, and formal education.

Social media platforms such as Facebook, YouTube, Instagram, TikTok, and LinkedIn are mentioned as sources of financial information. The female respondents collectively represent a diverse range of financial attitudes, behaviors, and sources of financial knowledge.

Summing up the similarities and differences between those both genders.

Similarities:

Educational Background: Both genders have respondents with bachelor's degrees, emphasizing the importance of education in their financial perspectives.

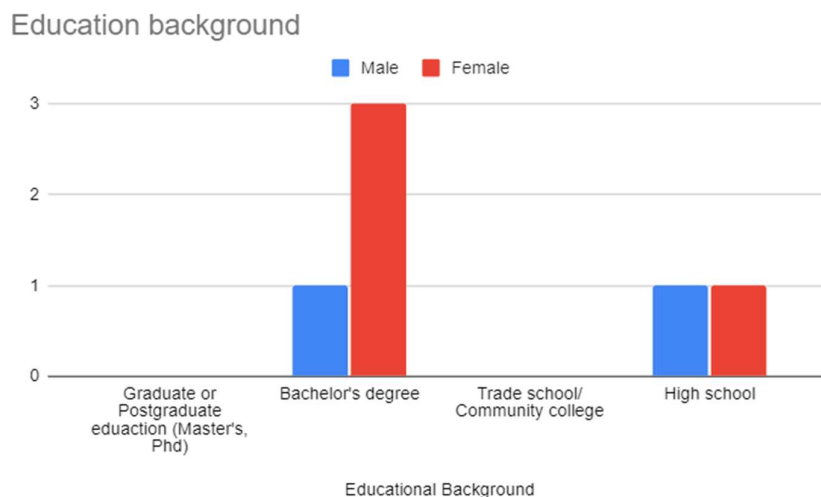


Figure 46: Educational Background

Financial Literacy: Both emphasize the significance of financial knowledge, including skills like budgeting, understanding economic principles, and making confident financial decisions.

Differences:

Employment Status: The male respondent works part-time, while the female respondents have varying employment statuses, including full-time, part-time, and student roles.

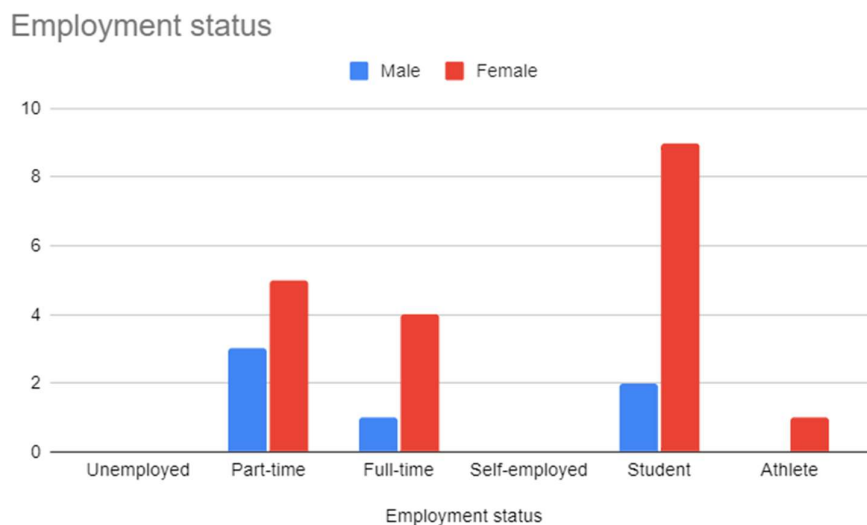


Figure 47: Employment Status

Risk Aversion: The male respondent is described as moderately risk-averse, while the female respondents' risk attitudes are not explicitly stated but may vary based on their responses.

Risk aversion

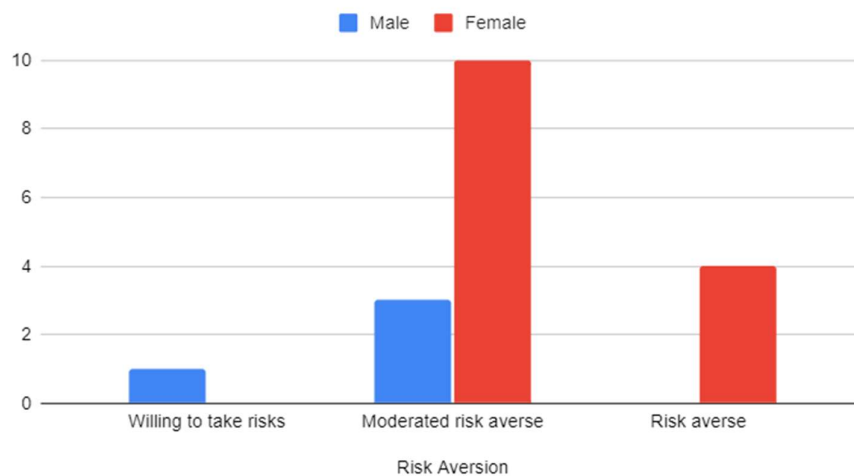


Figure 48: Risk Aversion

Financial Situation: There are variations in housing arrangements, difficulty meeting financial expenses, and debt loads among the female respondents. The male respondent rents and has a moderate debt load from student loans.

Meeting financial expences

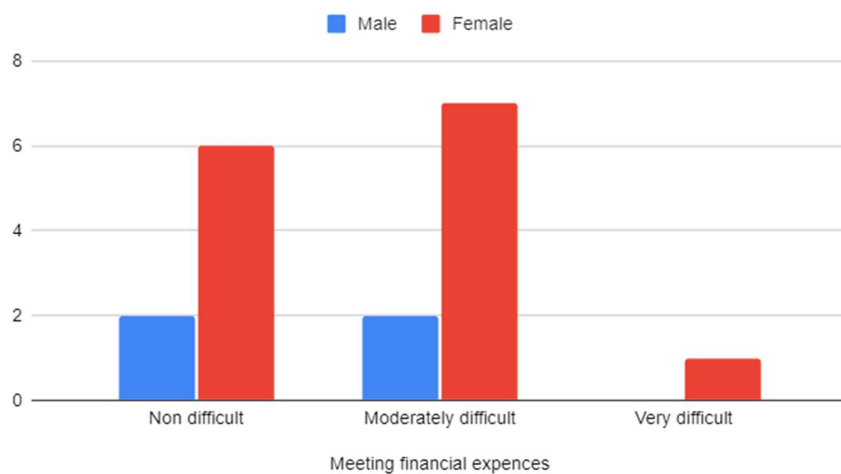


Figure 49: Financial Situation

Insurance Coverage: The male respondent has no insurance coverage, while female respondents mention health, car, house, and travel insurance.

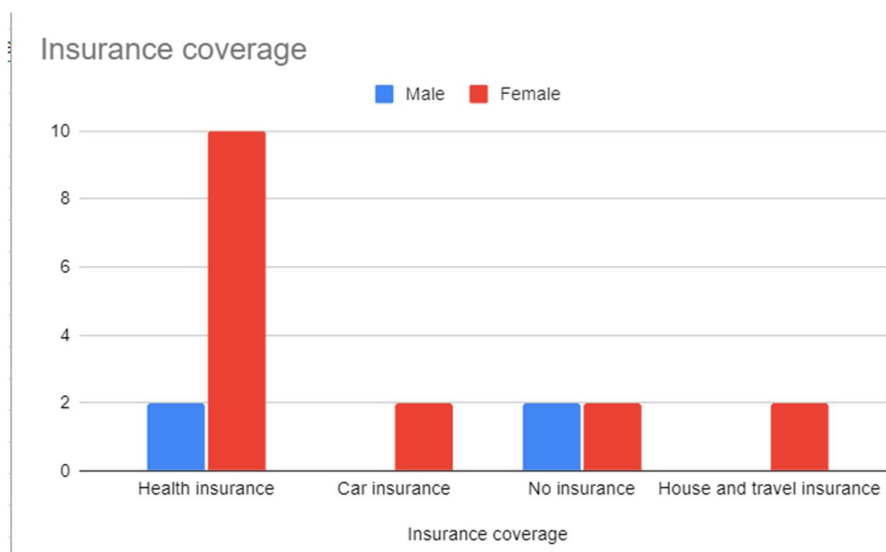


Figure 50: Insurance Coverage

COVID-19 Impact: The male respondent hasn't experienced significant financial stress during the pandemic, whereas some female respondents report changes in financial habits and occasional stress.

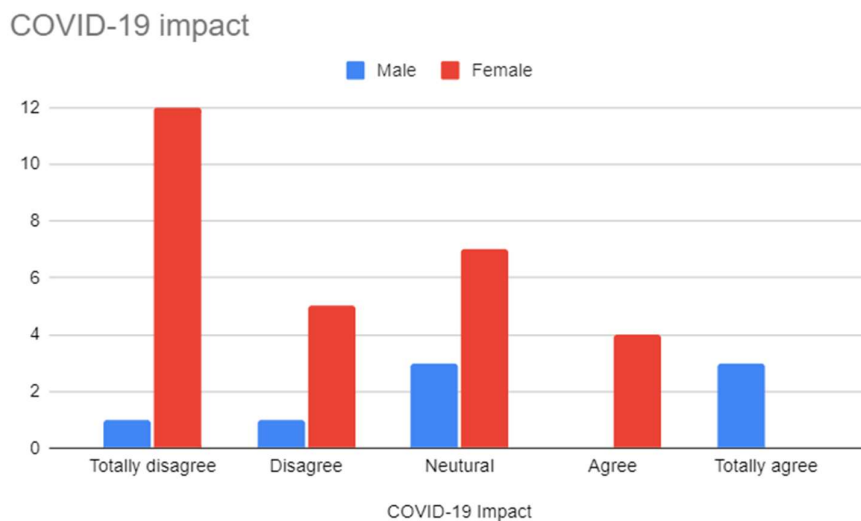


Figure 51: COVID-19 Impact

Social Media and Information Sources: Both genders use a variety of social media platforms for financial information, with common platforms like YouTube mentioned. However, specific platforms vary.

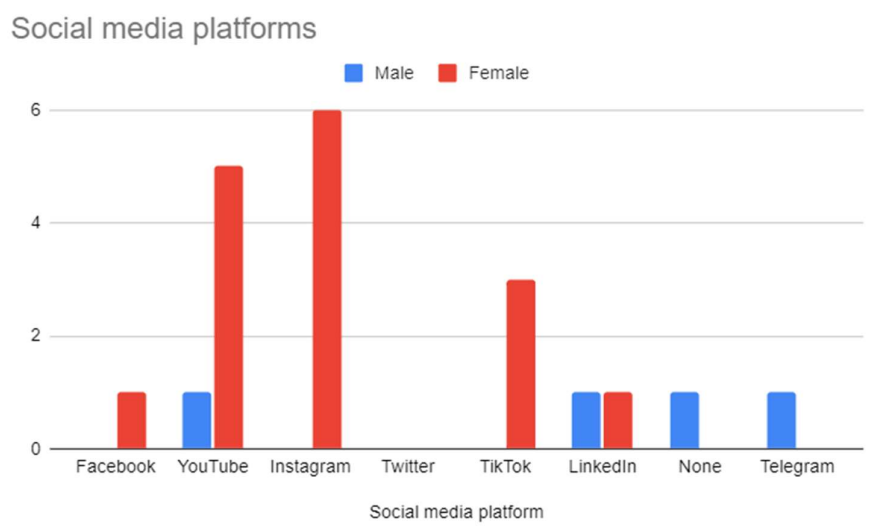


Figure 52: Social Media and Information Sources

Financial Advice Sources: Both genders seek financial advice from friends, but the female respondents also mention family, formal education, and a financial advisor.

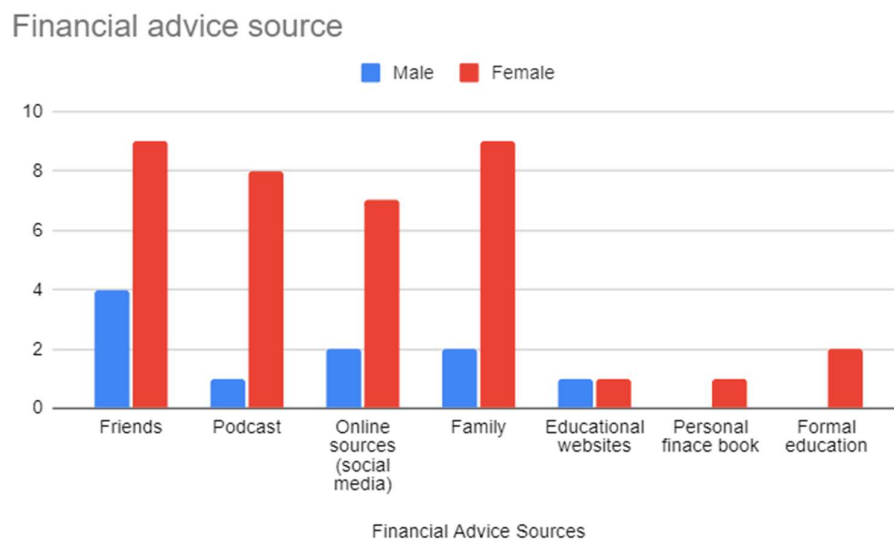


Figure 53: Financial Advice Sources

4.2.3 Age group between 24-26

Analysing males at the age group of 21-23:

All participants fall within the 24-26 age range, with varied educational backgrounds, including high school and bachelor's degrees. Employment statuses encompass part-time, full-time, and student roles.

Financial literacy is understood to involve skills such as budgeting, understanding compound interest, and awareness of risks and rewards in financial instruments.

Regarding their financial situation, satisfaction varies, and renting is a common housing arrangement. Participants often carry moderate debt loads, frequently associated with student loans, and health insurance is commonly held.

In terms of emergency preparedness, the majority have established emergency funds. Financial habits and decision-making involve regular budget tracking using tools like online banking and mobile apps. Participants recognize the potential impact of social media on financial decision-making and display varying levels of risk aversion.

The impact of COVID-19 on financial situations differs among participants, with some experiencing stress and changes in financial habits. Responses regarding retirement planning are mixed.

Sources for financial knowledge are diverse, including personal finance books, podcasts, online sources (social media), and family. Social media platforms such as YouTube, Twitter, and LinkedIn are utilized for financial information.

Participants display differing levels of risk aversion, and engagement with others on financial matters and choices varies. Some express a desire to acquire more knowledge in financial literature.

Analysing females at the age group of 21-23:

The female participants in the 24-26 age group present a varied set of characteristics and financial behaviors. All respondents fall within the 24-26 age range, with different educational backgrounds, including high school, Bachelor's degrees, and some pursuing Graduate/Postgraduate education.

Financial literacy, as perceived by these participants, involves skills such as budgeting, understanding compound interest, and awareness of risks and rewards in financial instruments.

In terms of their financial situations, satisfaction varies, and renting is a common housing arrangement. The majority carry a moderate debt load, often related to student loans, and health insurance is a common feature.

Emergency preparedness is notable, with a majority having established emergency funds. Financial habits include regular budget tracking, with tools ranging from pen and paper to online banking and mobile apps. Participants acknowledge the potential impact of social media on financial decision-making, and risk aversion levels vary.

The impact of COVID-19 on financial situations varies, with some experiencing stress and changes in financial habits. Responses regarding retirement planning are mixed.

Sources for financial knowledge are diverse, including personal finance books, podcasts, online sources (social media), and family. Social media platforms such as YouTube, Twitter, Instagram, TikTok, and LinkedIn are mentioned as channels for obtaining financial information.

Risk aversion levels among female participants vary, and engagement with others on financial matters and choices also shows variation. Some express a desire to gain more knowledge in financial literature.

Summing up the similarities and differences between those both genders.

Similarities:

Financial Literacy Perception: Both genders recognize the importance of financial literacy, encompassing skills like budgeting, understanding compound interest, and awareness of risks and rewards in financial instruments.

Housing Situation: Renting is a common housing arrangement among both males and females.

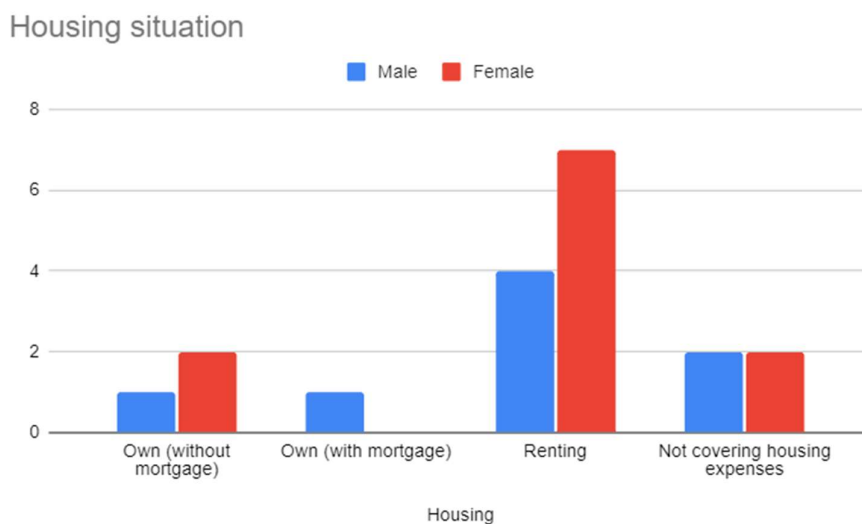


Figure 54: Housing Situation

Emergency Preparedness: A significant proportion of participants, regardless of gender, maintain emergency funds.

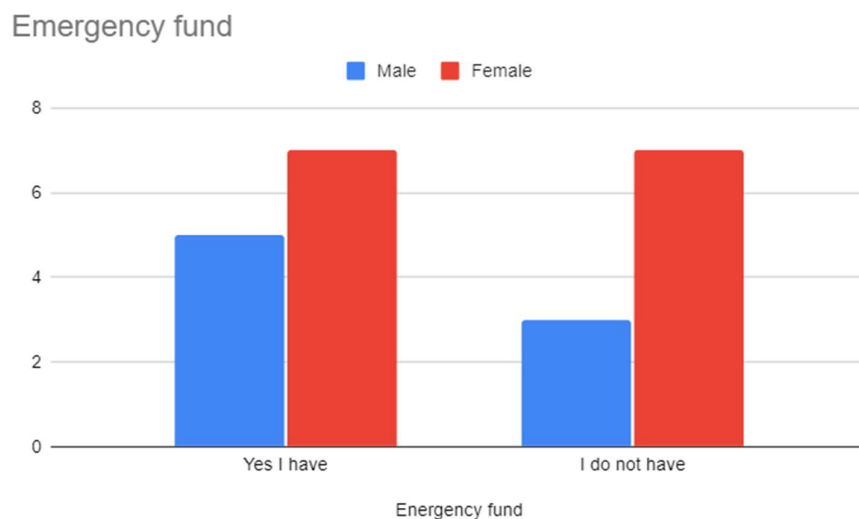


Figure 55: Emergency Preparedness

Financial Knowledge Sources: Participants from both groups utilize a variety of sources for financial knowledge, including personal finance books, podcasts, online sources (social media), and family.

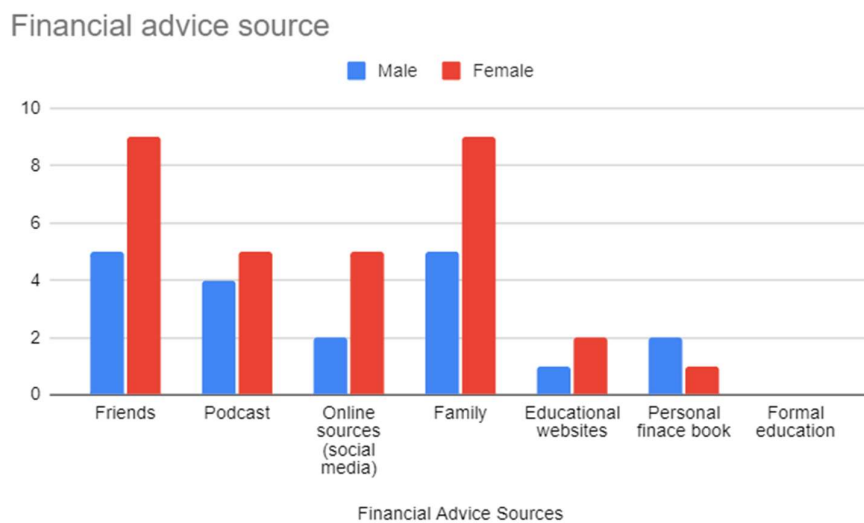


Figure 56: Financial Knowledge Sources

Differences:

Males:

Employment Status: Males have varied employment statuses, including part-time, full-time, and student roles.

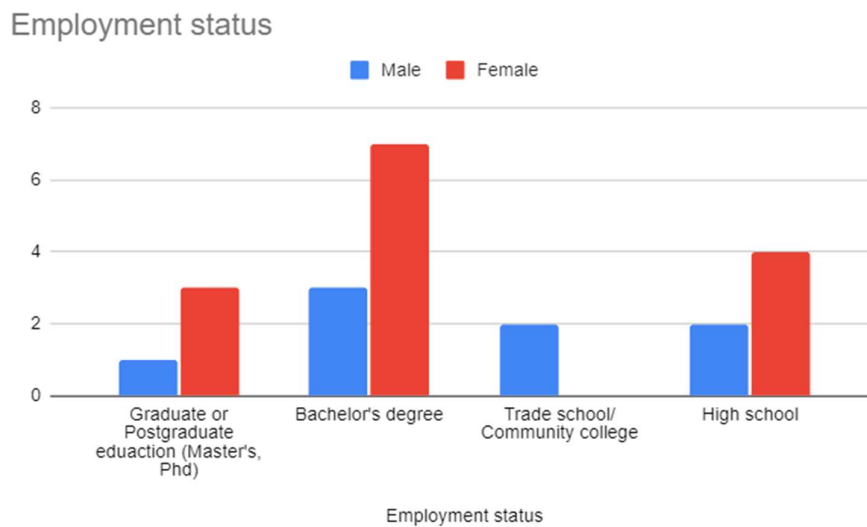


Figure 57: Employment Status

Financial Satisfaction: Male participants express varied levels of satisfaction with their financial situations.

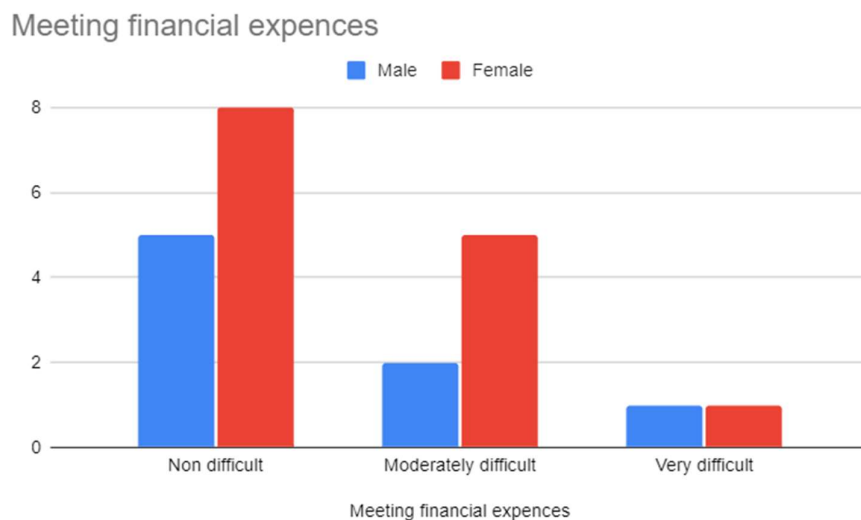


Figure 58: Financial Satisfaction

Retirement Planning: Responses regarding the consideration of retirement funds are mixed among males.

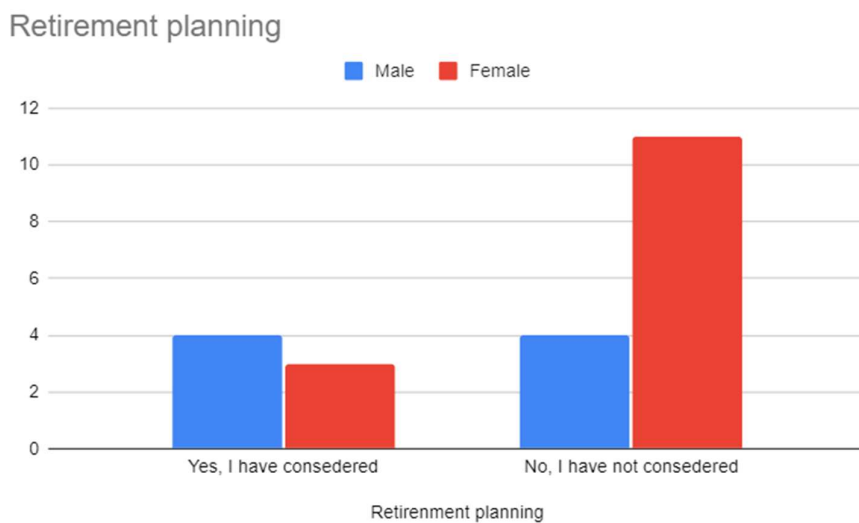


Figure 59: Retirement Planning

Risk Aversion: Male participants exhibit varying levels of risk aversion.

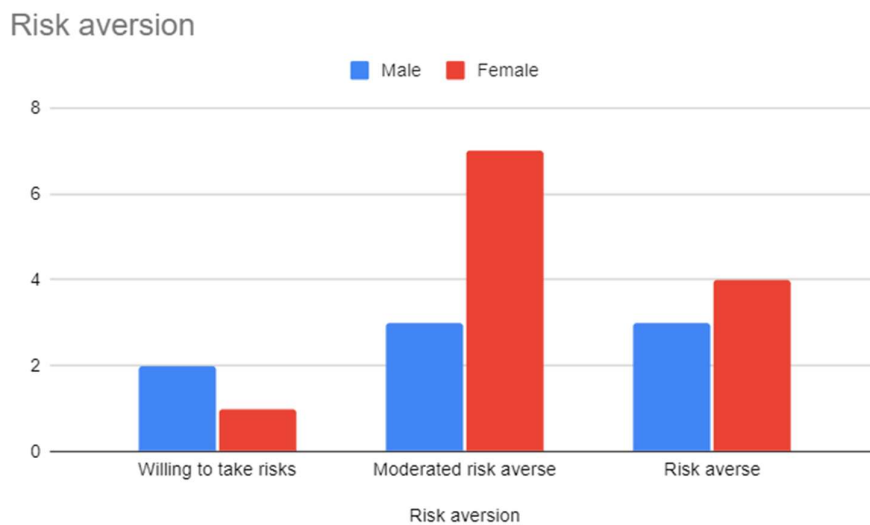


Figure 60: Risk Aversion

Social Media Platforms: Platforms like YouTube, Twitter, and LinkedIn are mentioned for obtaining financial information.

Females:

Educational Background: Females have diverse educational backgrounds, including high school, bachelor's degrees, and some pursuing Graduate/Postgraduate education.

Education background



Figure 61: Educational Background

Financial Satisfaction: Female participants also express mixed satisfaction with their financial situations.

Meeting financial expences

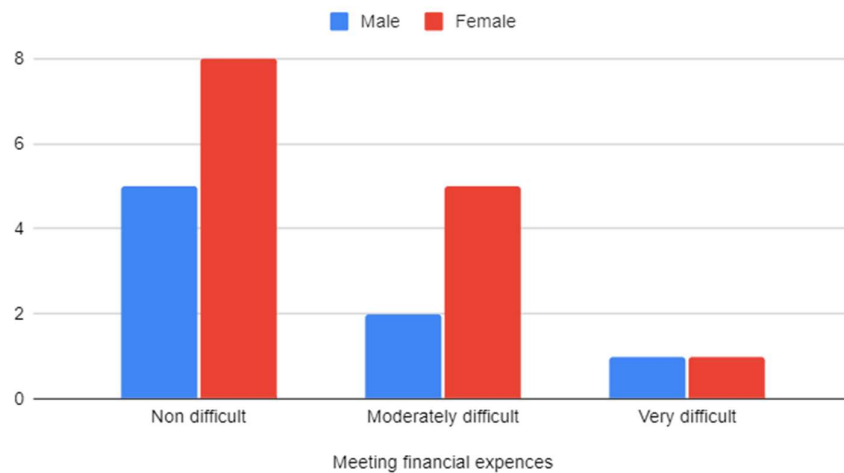


Figure 62: Financial Satisfaction

Retirement Planning: Similar to males, responses regarding the consideration of retirement funds are mixed among females.

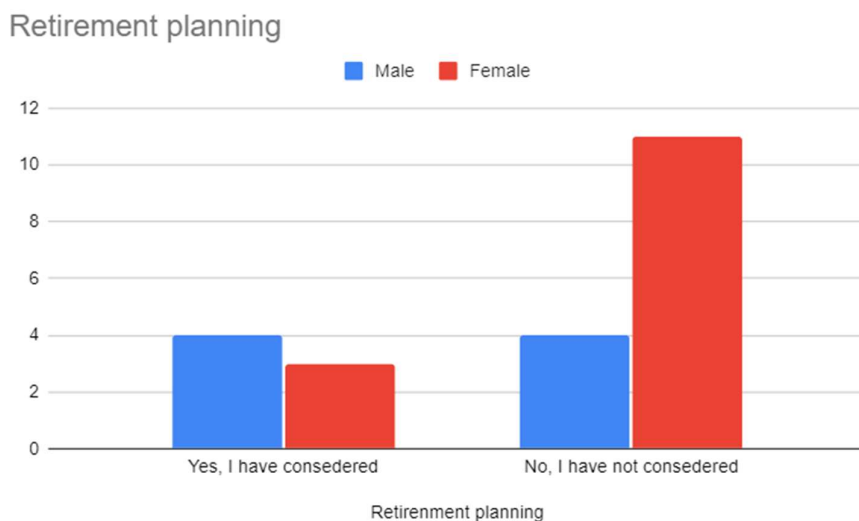


Figure 63: Retirement Planning

Risk Aversion: Female participants exhibit varying levels of risk aversion.

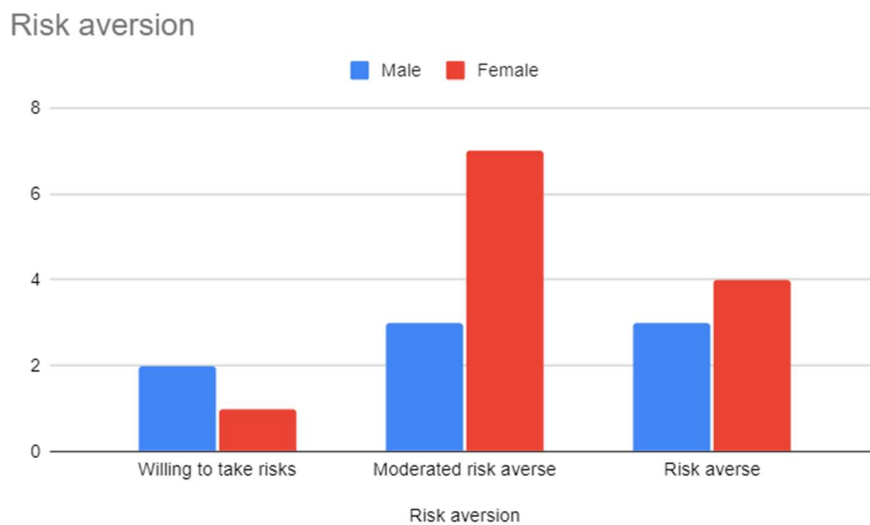


Figure 64: Risk Aversion

Social Media Platforms: Platforms like YouTube, Twitter, Instagram, TikTok, and LinkedIn are mentioned for obtaining financial information.

4.3 Interview format

The semi-structured interview process focused on understanding the how and why behind the participant's experiences and perspectives. The thesis concentrated on answering these central questions:

- The financial well-being of young adults
- Financial literature knowledge of young adults
- COVID-19 impacted the financial thinking of young adults
- Influence of social media on the financial thinking of young adults

The interview had 76 questions formed before the discussion, including follow-up questions. The intense interview session length was determined by the participant's willingness to share information. On average, the interview lasted 1 hour and 10 minutes. The intensity of the interviews was taken into consideration, and there was a pause between interviews to ensure the participant's quality of answers.

4.4 Interview results

Ten participants aged between 18 and 26 were interviewed; the average age was 21, and half were males and half were females. Participants were diverse from the USA, France, Finland, and Estonia. They were primarily students because young adults tend to study at that age, however, there were also army and athlete backgrounds. All students were working on their bachelor's degrees, and studies ranged from the participants to business, biology, engineering, healthcare and medicine studies.

When analysing the financial well-being of young adults, both females and males reported a good level of satisfaction. The downside was that they were unhappy with their current income and loan debt level but lived within their means and had money for the necessities. The economic outlook of job stability and inflation was worrying, and they had concerns about the future since the price of living is rising and may affect quality of life. However, they were optimistic the world situation would improve and that they would be financially stable by working hard. Common income sources were the government, parents and loans. Some fundamental knowledge that can help with financial well-being, such as monthly budgeting, was lacking. The reasoning was that the current income level is so low due to studying that it can be easily calculated mentally. The most answered for coping with financial challenges or setbacks was with action and lessening financial burden or accepting that the situation is not temporary and will, over time, get better.

When it comes to financial literature, the knowledge of young adults, females and males varied significantly. Female participants rated their financial knowledge and money management higher than male participants. However, males underestimated their level of knowledge at the beginning of the interview to understand later on that they possessed a good understanding of the topic. Both genders acknowledged the importance of financial literacy and are keen to improve their knowledge in this area. When the interview topic turned to investments, males knew more about it and were more willing to take risks and

action. When trying to understand why this is so with follow-up questions, they trusted information about investment from the older generation, such as senior work colleagues and family members who shared the information. Female participants were interested in learning more but struggled to know how to start investing. When asked about all participants' basic financial literacy understanding, such as budgeting, saving, debt management, interest rates, taxes, insurance, emergency funds, investments, and retirement planning, they knew how to explain the definitions that indicate satisfactory financial literature knowledge.

When asked if COVID-19 impacted financial thinking, the main response from students was that being at school helped them through the financial difficulties that occurred during COVID-19, such as layoffs, reduced hours, or pay cuts. Due to savings in travelling and restaurant expenses, the participants had some extra money to manage financially in difficult times. COVID-19 could cause stress due to the uncertainty of the world's situation; however, it didn't affect financial matters. When talking about safety nets such as emergency funds, they responded that they understood the importance after the pandemic; however, after the pandemic, they didn't feel pressured to save more. Instead, they wanted to use their money for travel and experiences that were not possible during the pandemic.

Results on the impact of social media on young adults' financial decision-making had a variety of responses. Many participants want to lower their social media usage since they view social media in a negative light. Yet, there was discussion of plenty of benefits of social media, such as easy access to information and connecting with people. Answers were divided between participants about searching for financial advice on social media. Many don't trust the sources and rely on others, such as the TV program YLE aamu, articles or books. When continuing the interview on social media's effect on spending money, all participants agreed that it has an impact. They spoke about how heavily marketing is used, and they have spent money on its influence and added that they have been regretting purchases. Some individuals feel financial pressure from consuming extravagant lifestyle content, while others are motivated to pursue such a lifestyle.

5 Conclusion

5.1 Interview

In conclusion, the semi-structured interview provided valuable insights into financial well-being, financial literature knowledge, the impact of COVID-19, and the influence of social media on young adults' financial thinking. The results showed that participants are generally satisfied with their financial well-being but still face challenges related to income and debt. Both men and women prioritize financial literacy and seek to enhance their knowledge.

COVID-19 did not significantly impact their financial thinking, but social media positively and negatively affected their financial decision-making.

Moreover, the study findings indicate that young adults possess fundamental financial concepts such as budgeting, savings, debt management, interest rates, taxes, insurance, emergency funds, investments, and retirement planning. However, when it comes to investing, males seem to have more knowledge and willingness to take risks. The study also revealed that females rate their financial knowledge and money management higher than males, but they struggle to know how to start investing.

The study offers valuable insights into the financial behaviour of young adults and highlights the need for tailored financial education programs, which our thesis partner, NYT, is working on. It is essential to equip young adults with financial understanding and skills to make informed decisions and set a solid foundation for their future.

5.2 Survey

While both genders share essential financial goals and practices, distinctions arise in areas like employment, contentment with financial situations, retirement planning, risk tolerance, and preferred social media platforms for financial information. This implies that gender serves as just one factor influencing financial behaviours, and a spectrum of personal circumstances folds the financial practices of young adults. Analysing diverse results was intriguing, revealing a noticeable increase in financial literacy knowledge as individuals age. However, at the outset of adulthood, there is an evident lack of certain knowledge that proves beneficial in managing personal finances.

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Tables

Table 1: Example table	Error! Bookmark not defined.
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Appendix 1: Interview questions

Interview questions

Get to know the interviewee:

- ❖ What is your age?
- ❖ How would you describe your professional background and experience?
- ❖ What is your education background?

Financial well-being of young adults:

Income and employment:

- ❖ What is your current source of income?
- ❖ Are you employed full-time, part-time, self-employed or unemployed?
- ❖ Are you satisfied with your current income level?

Budgeting and expenses:

- ❖ Do you have a monthly budget to track your spending?
 - If yes, where do you keep track of them?
 - If not, what stops you from that?
- ❖ How much of your income do you save or invest? (in percentage)
- ❖ Are you living comfortably within your means?

Debt and Credit:

- ❖ Do you have any outstanding debts, such as student loans or credit card debt?
- ❖ Are you making regular payments on your debts?

Savings and Investments:

- ❖ Do you have an emergency fund set up?
- ❖ Are you investing or saving for your long-term financial goals, like retirement?
- ❖ What types of investments are you holding (e.g., stocks, bonds, real estate, index funds)?

Financial Goals:

- ❖ What are your short-term and long-term financial goals?
- ❖ How are you working toward achieving those goals?
- ❖ Do you have a plan for major expenses, like buying a house or education?
- ❖ How often are you able to meet your short-time financial goals?

Insurance and Protection:

- ❖ Do you have health, car, or any other kind of insurance?
- ❖ Have you considered life insurance, car insurance or another kind of insurance?
- ❖ Are you protected in case of unexpected events with insurance?

Financial Literacy:

- ❖ How would you rate your knowledge of personal finance and investing?
- ❖ Do you actively seek out financial education or advice? From which source, or from who?

Economic Outlook:

- ❖ How do you perceive the current economic conditions and their impact on your finances?
- ❖ Are you concerned about inflation, job security, or other economic factors?

Retirement Planning:

- ❖ Have you started saving for retirement, and if so, in what kind of accounts?
- ❖ At what age do you envision retiring, and how do you plan to achieve that goal?

Financial Stress and Well-being:

- ❖ Do you experience financial stress or anxiety? If so, what are the main sources?
- ❖ How do you cope with financial challenges or setbacks?

Financial literature knowledge of young adults:

Basic Financial Concepts:

- ❖ What is the importance of budgeting in personal finances?
- ❖ Can you explain the difference between credit and debit?
- ❖ What does "compound interest" mean, and why is it important?

Credit and Debt:

- ❖ Why is it essential to pay credit card bills?
- ❖ What are the potential consequences of carrying a high credit card balance?

Investments:

- ❖ What are some common types of investments?
- ❖ How do you assess the risk and potential return of an investment?

Savings and Retirement:

- ❖ What is an emergency fund, and why is it important to have one?
- ❖ Are you familiar with any pension plans?
- ❖ Why is it important to start saving for retirement early in your career? If you think it is important.

Taxes and Financial Planning:

- ❖ Do you know how the tax system works in your country? Would you like to learn more for that?

Financial Risk Management:

- ❖ Why might someone consider purchasing insurance, such as health, car, or life insurance?

Consumer Rights and Responsibilities:

- ❖ How can you protect yourself from financial scams or fraud?

Investment and Financial Terminology:

- ❖ Can you define terms like "dividend," "inflation," "portfolio," and "liquidity" in the context of finance?

Financial Decision-Making:

- ❖ How do you approach making financial decisions, such as buying a car or choosing an investment?
- ❖ What sources of financial information or advice do you rely on?

Economic Awareness:

- ❖ How closely do you follow economic news, and how do economic events affect your financial decisions?

Covid-19 impacted financial thinking of young adults:

Job and Income:

- ❖ Did the pandemic impact your employment or income? If so, how?
- ❖ Were you furloughed, laid off, or did you experience reduced hours or pay cuts?

Emergency Fund and Financial Preparedness:

- ❖ Did the pandemic emphasize the importance of having an emergency fund or savings for unexpected events?
- ❖ Have you taken steps to build or strengthen your financial safety net since the pandemic?

Budgeting and Expense Management:

- ❖ Did you make changes to your budget or spending habits during the pandemic?
- ❖ What expenses did you cut or prioritize differently due to the economic uncertainty?

Debt Management:

- ❖ Did you face challenges in managing existing debts, such as student loans or credit card balances, during the pandemic?

Investment and Retirement Planning:

- ❖ How did the pandemic impact your investment portfolio and retirement planning?
- ❖ Did you make changes to your investment strategy in response to market changes?

Financial Stress and Mental Health:

- ❖ Did the financial uncertainty of the pandemic cause stress or anxiety for you?

Government Assistance and Support:

- ❖ Did you receive government stimulus payments or other financial assistance during the pandemic?
- ❖ Did you seek any kind of other help from someone or something (money wise)?
- ❖ How did this aid impact your financial situation?

Long-Term Financial Goals:

- ❖ Have your long-term financial goals or priorities changed because of the pandemic?

Lessons Learned:

- ❖ What financial lessons or insights have you gained from the pandemic experience?
- ❖ How do you plan to apply these lessons to your future financial decisions?

Financial Literacy and Education:

- ❖ Did you seek out financial education or resources during the pandemic to better understand your finances?
 - If yes, then where or from whom did you seek additional knowledge?

Influence of social media on financial thinking of young adults:

Information Sources:

- ❖ How often do you turn to social media for financial information or advice?
- ❖ Which social media platforms do you primarily use for financial content?

Influencers and Content:

- ❖ What type of financial content or topics do you find most engaging or useful on social platforms?

Investment and Financial Decisions:

- ❖ Have you ever made financial decisions based on information or advice you found on social media?
- ❖ Can you share an example of a financial decision influenced by social media content?

Credibility and Trust:

- ❖ How do you assess the credibility and reliability of financial information on social media?
- ❖ Do you verify information from multiple sources before acting on it?

Financial Goals and Aspirations:

- ❖ Has social media impacted your financial goals or aspirations? If so, how?
- ❖ Do you find that exposure to certain lifestyles or spending habits on social media affects your financial choices?

Peer Comparisons:

- ❖ Do you compare your financial situation or accomplishments to those of your peers on social media?

- If yes, then how does this comparison influence your financial thinking or behavior?

Financial Literacy and Education:

- ❖ Have you found social media to be a helpful platform for improving your financial literacy?

Behavioral Impact:

- ❖ Have you ever felt pressured to spend money or make certain financial choices due to social media trends or peer influences?

Financial Regrets:

- ❖ Have you experienced any financial regrets or negative consequences related to social media influences?

- If yes, then what lessons have you learned from these experiences?

Appendix 2: Survey with survey answers



Thesis survey

We kindly invite you to participate in our thesis survey aimed at understanding financial behavior of **young adults**. Our research aims to investigate the factors that influence individuals' financial decision-making and behaviors. We hope that the results of this study will provide insights into how to improve financial literacy and promote better financial practices.

Your participation in this survey is entirely voluntary, and all responses will remain anonymous and confidential. The survey will take approximately 10 minutes to complete. Your participation in this study will help us to better understand financial behavior and contribute to the field of financial education.

Age group (young adults) *

- 18-20
- 21-23
- 24-26

Sex *

- Male
- Female
- Other...

Education *

- Graduate or Postgraduate education (Master's, Phd)
- Bachelor's degree
- Trade school/ Community college
- High school
- Other...

Employment status *

- Unemployed
- Part-time
- Full-time
- Self-employed
- Student
- Other...

Please choose the statements that, in your opinion, best describe the concept of financial literacy. *

- Numeracy, which is an ability to work with numbers and perform mathematical calculations.
- It involves skills like creating a budget, understanding compound interest, and being aware of the risks an...
- Knowing what financial choices to make
- It is comes only from books knowledge
- Having a high income or being wealthy
- Person with certain knowledge can confidently handle financial emergencies, plan for retirement, and buil...
- Understanding economic principles and how the overall economy functions

When you consider your assets, liabilities, and savings, how satisfied are you with your present ^{*} financial situation?

	1	2	3	4	5	
Not satisfied at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely satisfied

Housing ^{*}

- Own (without mortgage)
- Own (with mortgage)
- Renting
- Not covering housing expenses
- Other...

Self-evaluated difficulty in meeting financial expenses ^{*}

- Non difficult
- Moderately difficult
- Very difficult

Evaluate your present debt load ^{*}

- None of the debt
- Not too much of debt
- Moderated debt load
- Heavy debt load

Loan *

- Student loan
- Car loan
- Personal loan
- No loan
- Other...

Insurance *

- Health insurance
- Car insurance
- No insurance
- Other...

Future financial goal *

- I have + saving for that
- I have + not saving for that
- I don't have + just saving
- I don't have + not saving for anything

Do you have an emergency fund? *

- Yes I have
- I don't have

Ability to access 3000 EUR

- Could certainly/ probably access
- Could not likely access

Reluctance to invest *

- Willing to take risks
- Moderated risk averse
- Risk averse

Retirement money *

- Yes, I have considered my retirement funds
- No, I haven't considered my retirement funds

How frequently do you keep track of your budget? *

- Every month
- Every 2-3 months
- Every 4-5 months
- I don't adjust income

Where do you keep track of your expenses? *

- Budgeting Apps
- Spreadsheets
- Pen and Paper
- Envelopes System
- Bank and Credit Card Statements
- Expense Tracking Software
- Online Banking and Mobile Apps
- Other...

Have you ever experienced social media impacting your financial decision making? *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Absolutely agree

Have you felt pressure to keep up with others on social media in terms of material possession or life style? *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally agree

Have you ever felt that social media destroyed your perception of reality or financial success? *

	1	2	3	4	5	
Wasn't influenced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly influenced

Have you ever felt like social media has negatively impacted your mental health or well-being regarding finances? *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Has the Covid-19 affected your financial situation? *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Have you experienced any mental or emotional stress related to finances during the pandemic? *

	1	2	3	4	5	
Totally disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Totally agree

Are you setting aside more or less money compared to your financial habits before the pandemic? *

- More amount
- Same amount
- Less amount
- I don't save

Have you ever seen a financial advisor? *

- Yes, I have
- No, I have not
- Other...

Do you engage in discussions with others about your individual financial matters? *

- | | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often |

Do you engage in discussions with others about your choices in managing finances? *

- | | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often |

Do you participate in conversations with others about sharing financial advice? *

- | | | | | | | |
|-------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| | 1 | 2 | 3 | 4 | 5 | |
| Never | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Often |

Would you like to gain more knowledge in financial literature? *

- | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Totally disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totally agree |

⋮
Where do you typically gain information or knowledge about personal finance and money management? *

- Personal finance books
- Financial advisor
- Online courses
- Podcasts
- Online sources (social media)
- Educational websites
- Friends
- Family
- Formal education
- Other...

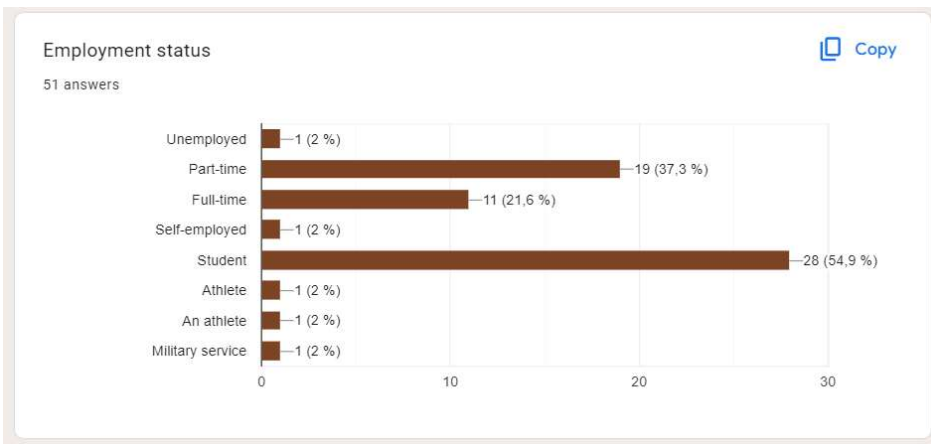
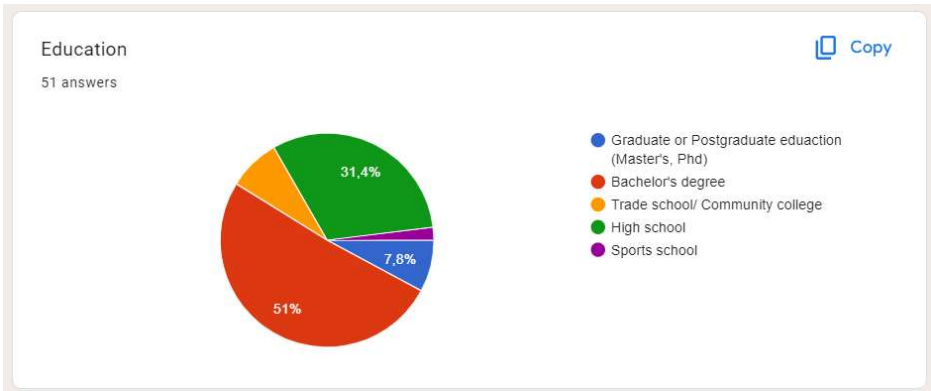
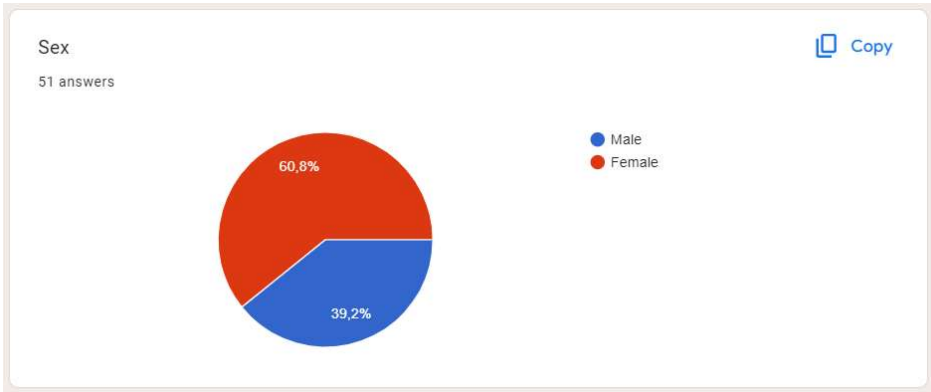
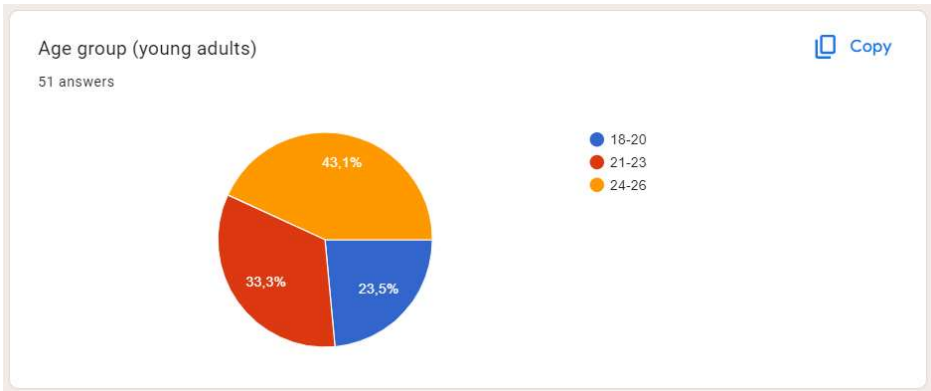
If you seek financial information from social media, what is the best platform? *

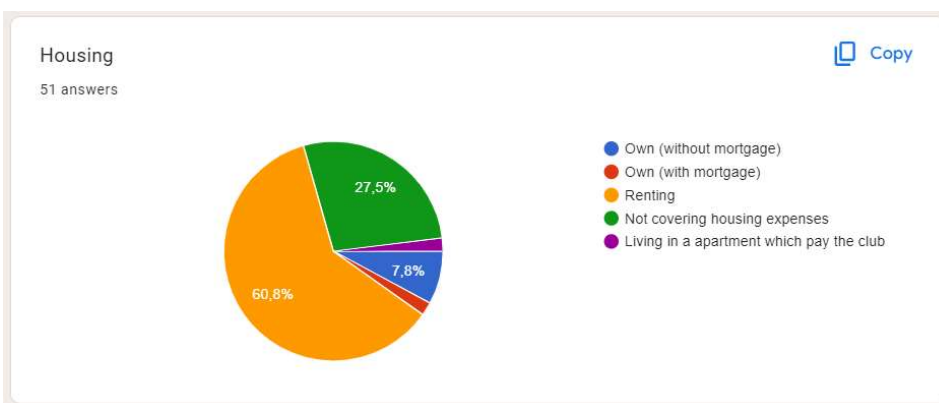
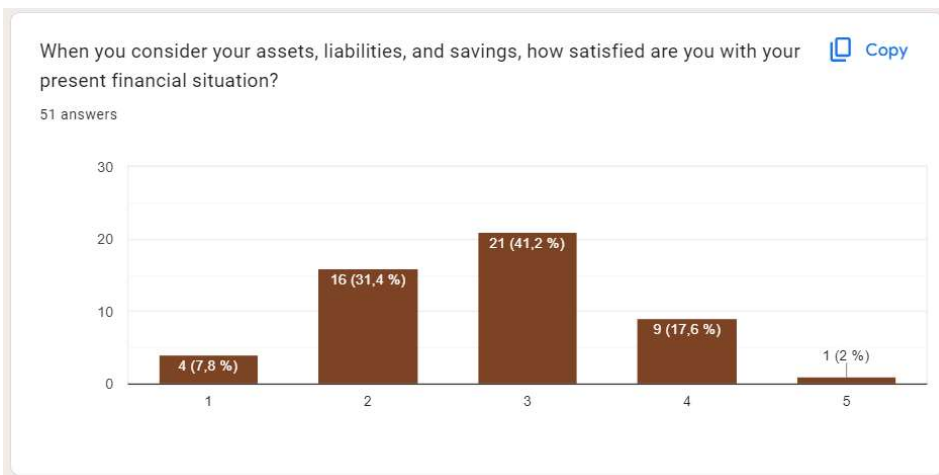
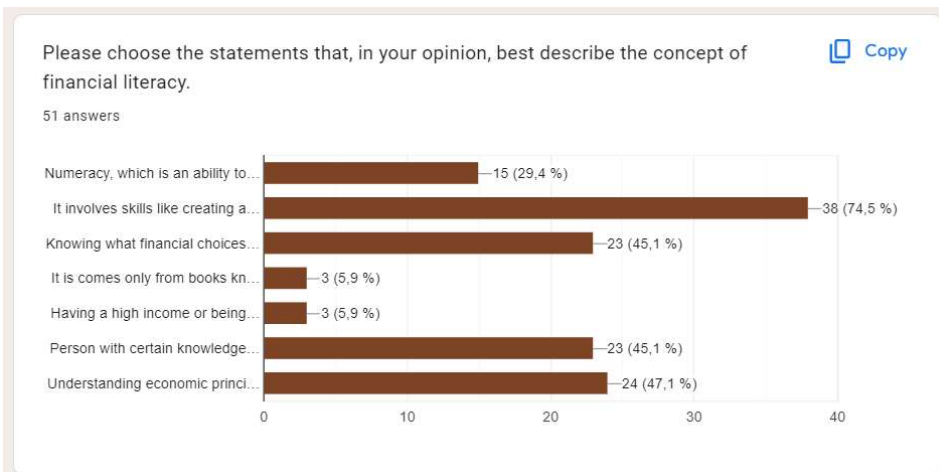
- Facebook
- YouTube
- Instagram
- Twitter
- TikTok
- LinkedIn
- None
- Other...

Were there any ideas or reflections that crossed your mind while completing the survey? If there were, please don't hesitate to share them with us.

Short answer

<https://forms.gle/iTTZRvLrjtEhCtj86>

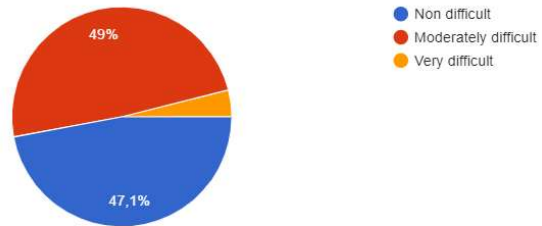




Self-evaluated difficulty in meeting financial expenses

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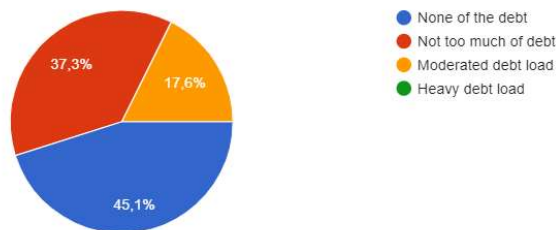
51 answers



Evaluate your present debt load

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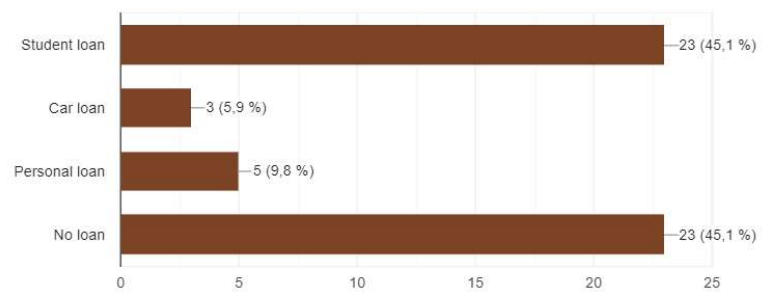
51 answers

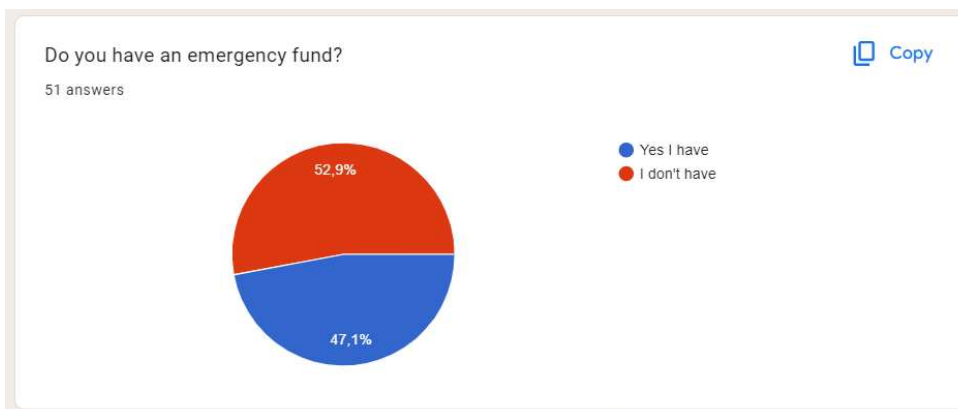
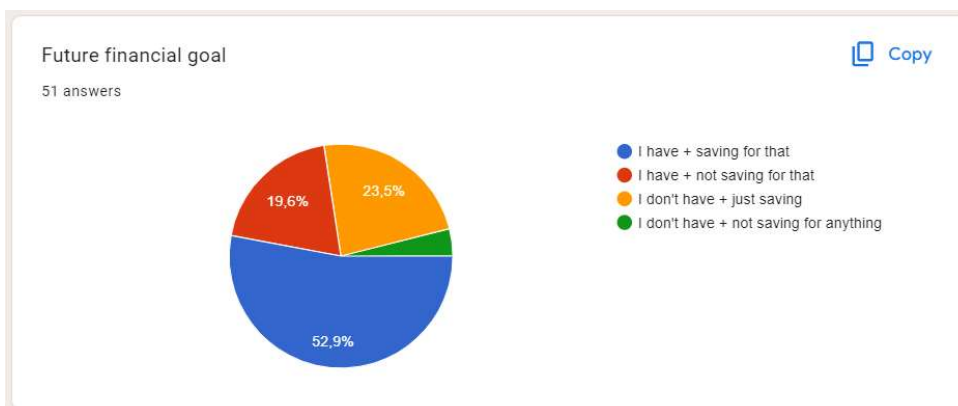
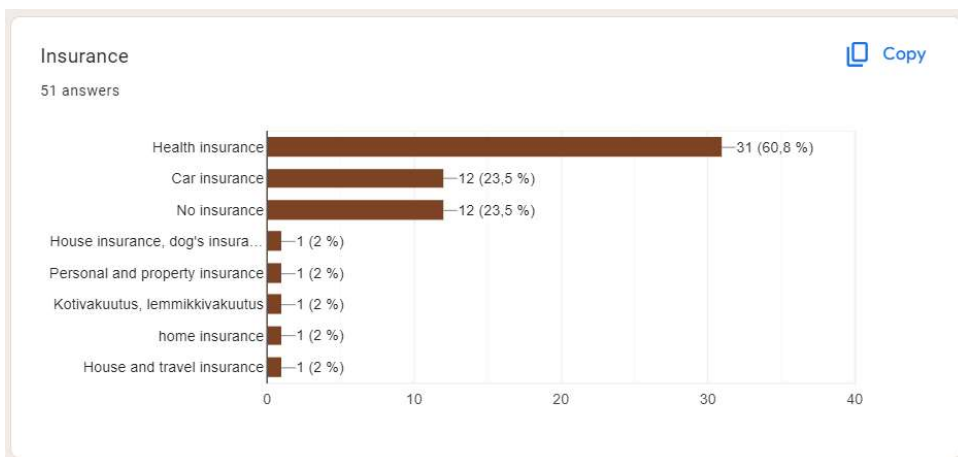


Loan

 Copy

51 answers

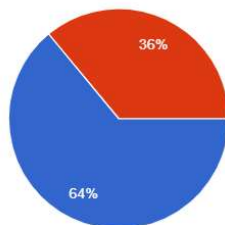




Ability to access 3000 EUR

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50 replies

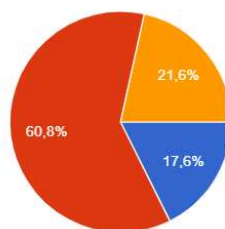


- Could certainly/ probably access
- Could not likely access

Reluctance to invest

 Copy

51 answers

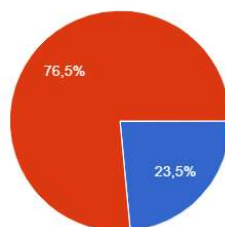


- Willing to take risks
- Moderated risk averse
- Risk averse

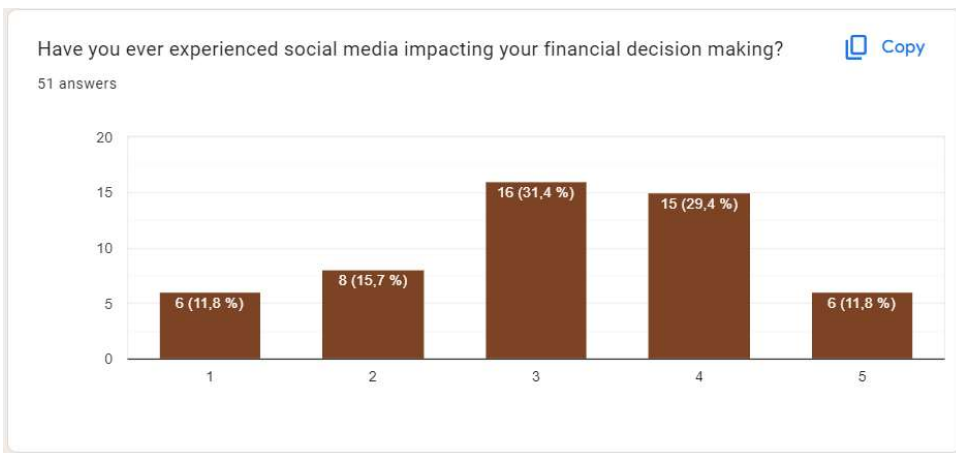
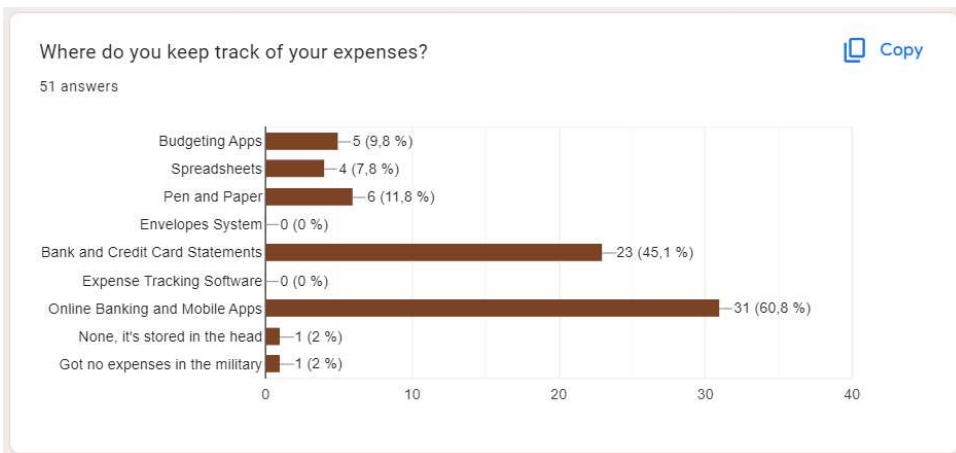
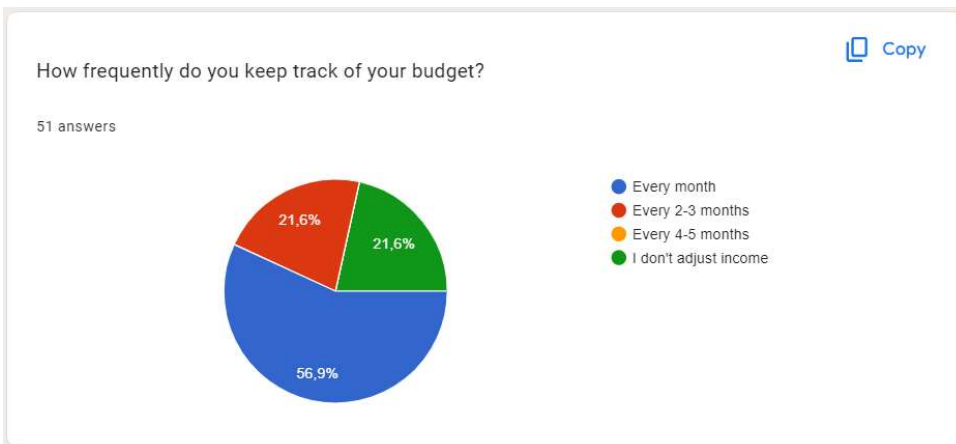
Retirement money

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51 answers

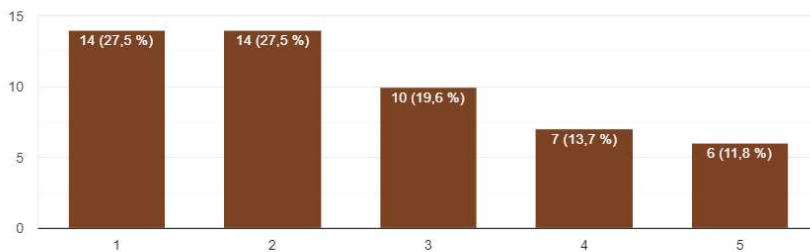


- Yes, I have considered my retirement funds
- No, I haven't considered my retirement funds



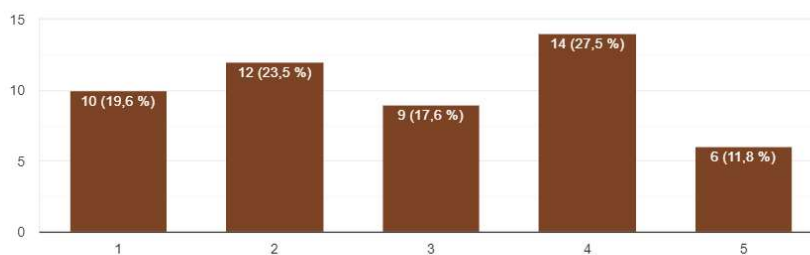
Have you felt pressure to keep up with others on social media in terms of material possession or life style? [Copy](#)

51 answers



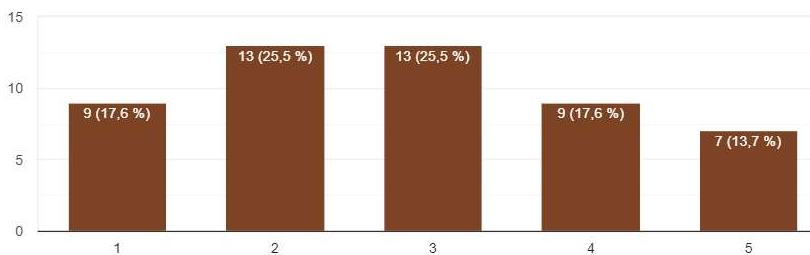
Have you ever felt that social media destroyed your perception of reality or financial success? [Copy](#)

51 answers



Have you ever felt like social media has negatively impacted your mental health or well-being regarding finances? [Copy](#)

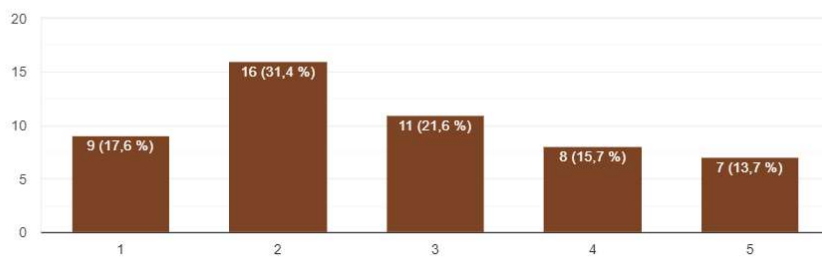
51 answers



Has the Covid-19 influenced your financial situation?

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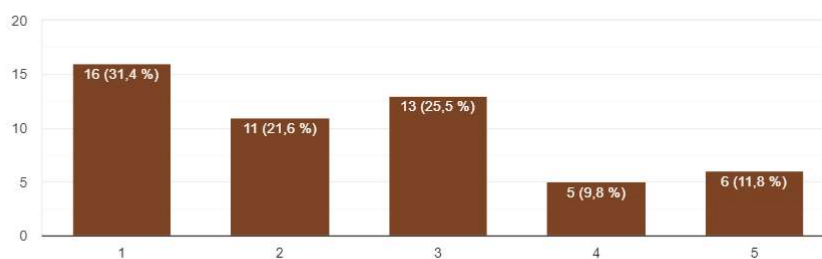
51 answers



Have you experienced any mental or emotional stress related to finances during the pandemic?

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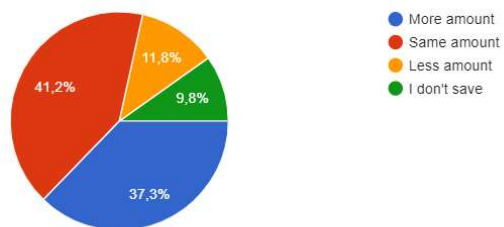
51 answers



Are you setting aside more or less money compared to your financial habits before the pandemic?

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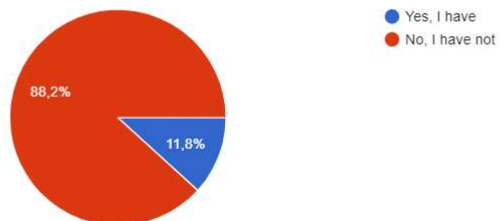
51 answers



Have you ever seen a financial advisor?

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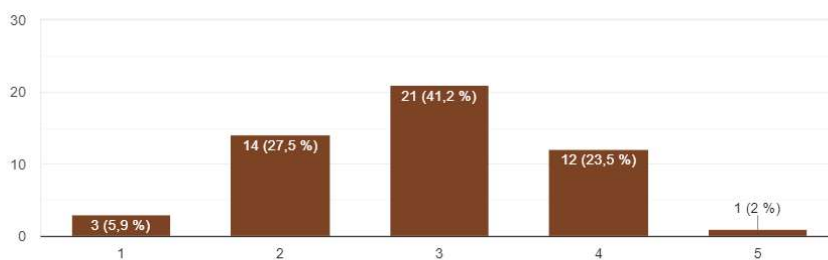
51 answers



Do you engage in discussions with others about your individual financial matters?

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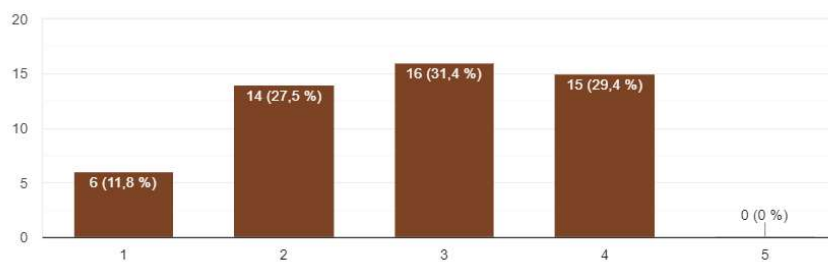
51 answers

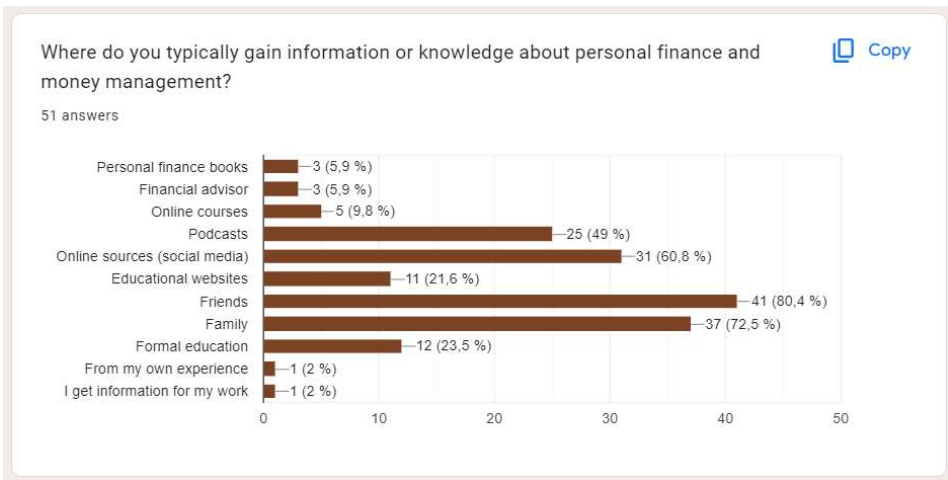
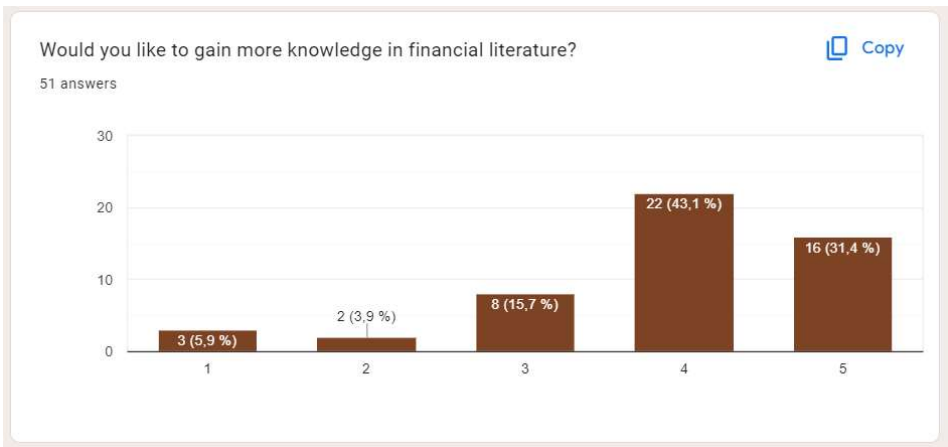
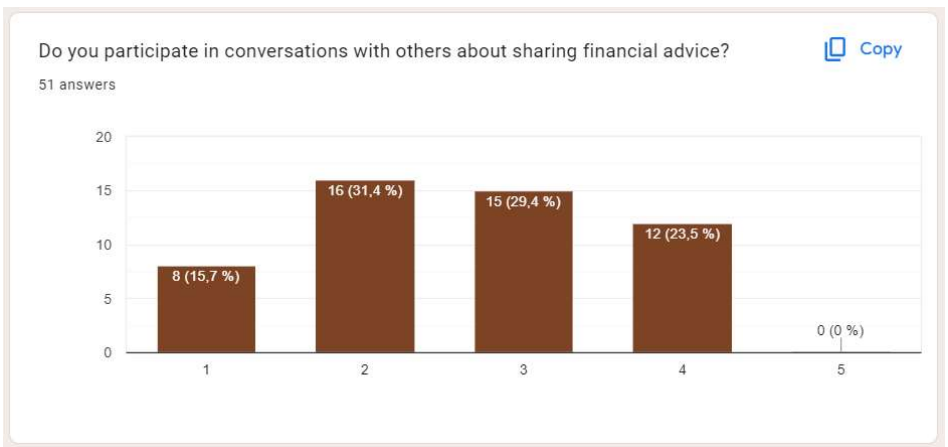


Do you engage in discussions with others about your choices in managing finances?

 Copy

51 answers

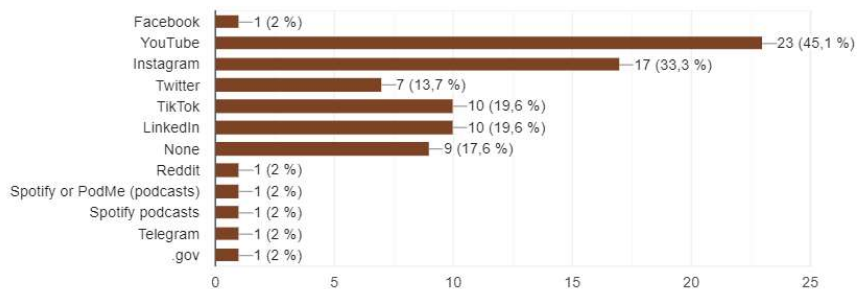




If you seek financial information from social media, what is the best platform?

 Copy

51 answers



Were there any ideas or reflections that crossed your mind while completing the survey? If there were, please don't hesitate to share them with us.

4 answers

I'm pretty anxious when it comes to finances. I dread looking at my bank accounts And spendings And I struggle to keep A budget. Now that I'm A student my incomes have become significantly smaller. I used to earn around 2500€/month And now I get around 1300€/month which has increased my anxiety regarding money. I had to get A job to make sure I have enough money for basic living, since all of my student loan goes to rent. I'm also saving for A House, I have an ASP account for it And I only put 10€ there monthly whereas when I had a full time job I could save 50€ per month. I don't really know how to make a good budget but I'm considering getting help from a professional.

I'd like to see the results too!

My expectations for the ability to save and plan my life have clarified now that i'm working full time. Having +20000e of student loans feels stressfull. Saving up to buy a house is slow, housing prices feel to be getting higher and higher.

no