



FAMILY ECONOMICS EDUCATION, LIFESTYLE, AND INDIVIDUAL MODERNITY AS PREDICTORS OF ECONOMIC LITERACY IN THE CONTEXT OF ECONOMICS LEARNING IN SENIOR HIGH SCHOOLS

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Abstract. Consumptive behavior among adolescents has become an increasing concern, as purchasing decisions are often driven more by lifestyle and modernity than by actual needs. However, the mechanism through which family economics education, lifestyle, and individual modernity influence consumptive behavior, particularly through economic literacy, remains unclear. This study aims to examine whether economic literacy mediates the effects of family economics education, lifestyle, and individual modernity on consumptive behavior among senior high school students. A quantitative approach was employed using structural equation modeling (SEM), with data collected through questionnaires and economic literacy tests administered to students selected via proportional random sampling. The results indicate that family economics education has a significant negative effect on consumptive behavior, whereas lifestyle and individual modernity do not. Individual modernity positively influences economic literacy, whereas family economics education and lifestyle do not. Furthermore, economic literacy does not significantly affect consumptive behavior and does not mediate the relationships among the variables. These findings suggest that enhancing economic literacy alone is insufficient to reduce consumptive behavior, highlighting the need for experiential learning approaches that foster rational consumption habits.

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INTRODUCTION

Consumptive behavior among adolescents has become an increasingly important concern in both economics and education (Appiani et al., 2023; Autio et al., 2016; Engel et al., 2024). In recent years, secondary school students have demonstrated shifting consumption patterns characterized by impulsive spending, symbolic purchasing, and lifestyle-driven economic decisions rather than need-based considerations. This tendency raises questions about students' ability to apply economic reasoning when making personal financial choices, particularly in an era in which economic information, market stimuli, and digital consumer culture are widespread and difficult to avoid (Koskelainen et al., 2023; Williams, 2007). Within this context, economic literacy is assumed to play a critical role in shaping rational consumption attitudes; however, existing evidence does not clearly explain whether economic literacy can effectively reduce consumptive behavior when students are exposed to modern lifestyles and changing social values.

The problem is significant for three reasons. First, adolescence is a formative stage in which long-term financial behaviors begin to develop, and excessive consumption may turn into persistent financial mismanagement later in life (Ali et al., 2021; Alshebami et al., 2020; Alshebami & Al Marri, 2022a; Alshebami & Seraj, 2021; Elnadi & Gheith, 2021). Second, the school system expects economics lessons to build students' decision-making skills, yet indicators of rational consumption remain low among many students (Afsar et al., 2022; Alshebami & Al Marri, 2022b, 2022c; Bannier & Schwarz, 2018; Beerkens, 2022; Bruhn et al., 2016; De Beckker et al., 2021; Gilenko & Chernova, 2021; Kawamura et al., 2021; Rapina et al., 2023a, 2023b;

Seraj et al., 2022). Third, family influence, lifestyle norms, and individual modernity are accelerating consumption trends in ways that may override the effects of economic learning (Ashraf & Javed, 2023; Cai et al., 2024; Cheng et al., 2023; Endris & Kassegn, 2022; Feldman & Wunderlich, 2023; Guo et al., 2023; Li et al., 2024; Ma & Yin, 2024; Wang et al., 2024; Yan et al., 2025; Zhang et al., 2024). These patterns raise the central empirical question of this study: Does economic literacy mediate the effects of family economics education, lifestyle, and individual modernity on consumptive behavior among senior high school students?

The complexity of the issue emerges from multiple theoretical layers. Family economics education is considered the earliest form of economic socialization, shaping children's attitudes toward money, needs prioritization, and value-based consumption (Aydin & Akben Selcuk, 2019; Card et al., 2020; Cho et al., 2012; Deenanath et al., 2019; Wang et al., 2024; Yan et al., 2025). Lifestyle, on the other hand, reflects peer influence, social identity, and aspirations that can motivate students to consume based on trends rather than utility. Individual modernity represents openness to innovation, technology, and social change, and may either support rational decision-making or strengthen hedonic purchasing tendencies. Economic literacy theoretically enables students to evaluate the costs, benefits, and future consequences of consumption, yet the extent to which it can serve as a behavioral moderator remains debated in prior studies.

Earlier empirical works have tended to focus on direct relationships, for instance, the effect of family upbringing on consumption patterns, or the role of lifestyle on purchasing preferences (Baršytė & Fennis, 2025; Card et al., 2020; Colón-Ramos et al., 2021; Luo et al., 2024; Mauch et al., 2022; Muat et al., 2025; Serasinghe et al., 2023). However, the literature has not sufficiently examined how these factors interact simultaneously within a unified causal framework. More importantly, very few studies have positioned economic literacy as an intervening mechanism capable of translating socio-cultural influences into rational consumption decisions (Erdem & Martin, 2020; Hédoin, 2020; Le Grand, 2018; Payangan, 2020; Yasmin & Ghafran, 2026; Чернов & Чернов, 2023). This leaves an important explanatory gap: even when students understand economic concepts, do they actually apply them in their daily decisions?

To address these questions, this study proposes a model integrating family economics education, lifestyle, and individual modernity as predictors of consumptive behavior, with economic literacy as a mediating variable. The investigation targets senior high school students, a demographic that receives academic instruction in economics but is often the most vulnerable to consumer pressure due to social and cultural dynamics.

The purpose of this study is therefore fourfold: (1) to recognize the drivers of consumptive behavior among adolescents; (2) to determine whether family economics education, lifestyle, and individual modernity exert direct influence on consumptive tendencies; (3) to evaluate whether these relationships operate indirectly through economic literacy; and (4) to provide empirical evidence that can strengthen learning policies and teaching strategies in economic education. Methodologically, this study employs a structural equation modeling (SEM) approach to test both direct and mediated effects, enabling a comprehensive understanding of causal mechanisms.

Overall, this research contributes to the literature at theoretical, empirical, and educational levels. Theoretically, it advances the discussion on the role of economic literacy not merely as knowledge acquisition but as a behavioral determinant in real-life economic decision-making. Empirically, it offers an integrated structural model that has rarely been tested in prior studies concerning adolescent consumption. Educationally, it highlights the urgency of aligning school-based economic instruction with behavioral learning strategies that reinforce rational consumption practices. This introduction serves as the basis for the subsequent literature review, which elaborates on previous findings and the theoretical frameworks that underpin the research hypotheses.

RESEARCH METHODS

This study employed a quantitative explanatory research design to examine the causal relationships among family economics education, lifestyle, individual modernity, economic literacy, and consumptive behavior. The research targeted senior high school students who had



completed economics subjects in the Bandar Lampung area, as they were expected to possess foundational economic knowledge relevant to consumption decision-making. The population consisted of Grade XI students from several public and Islamic senior high schools. Based on Cochran's formula, the sample size studied was 104.12758 students, which can be rounded up to 104 students. Samples were selected using proportional random sampling to ensure representation from each school. Data were collected using two instruments: (1) a structured questionnaire to measure family economics education, lifestyle, individual modernity, and consumptive behavior; and (2) an economic literacy test containing multiple-choice items aligned with senior high school economics competencies. This questionnaire contains Likert-scale questions that assign a score to each answer. Respondents' answers are scored with five alternatives: "Always" (score 5), "Often" (score 4), "Sometimes" (score 3), "Rarely" (score 2), and "Never" (score 1). The measurement level used is ordinal, where the numbers given represent levels. In regression analysis, the data are interval. Therefore, the researcher used the Method of Successive Intervals (MSI) to convert ordinal data into intervals. Prior to data collection, the instruments were pilot-tested to assess construct validity and reliability.

Based on the validity test using the Pearson Product-Moment correlation formula, it can be concluded that 15 of 18 items in the Family Economics Education instrument are valid. This is indicated by the *r*-count (*r*-value) of these items, which ranges from 0.643 to 0.839, all of which are greater than the *r*-table value of 0.361. Meanwhile, three items (items 3, 11, and 14) are categorized as not valid because their *r*-count values (-0.157, -0.386, and -0.184) are lower than the *r*-table value of 0.361. Therefore, these items do not meet the validity criteria and should be excluded from further analysis. Overall, the results indicate that the majority of the instrument items are valid and appropriate for measuring Family Economics Education, as they demonstrate a satisfactory level of correlation with the total score.

Based on the validity test using the Pearson Product-Moment correlation coefficient, 17 of 20 items in the Lifestyle instrument are valid. This is indicated by the *r*-count (*r*-value) of these items, which ranges from 0.419 to 0.706, all of which are greater than the *r*-table value of 0.361. Meanwhile, three items (items 3, 5, and 6) are categorized as not valid because their *r*-count values (-0.028, 0.321, and -0.039) are lower than the *r*-table value of 0.361. Therefore, these items do not meet the validity criteria and should be excluded from further analysis. Overall, the results indicate that the majority of the instrument items are valid and appropriate for measuring Lifestyle, as they demonstrate adequate correlations between each item and the total score.

Continuing from the previous analysis, the validity test results for the Individual Modernity instrument provide further evidence of the adequacy of the measurement items. Based on the results of the validity test using the Pearson Product-Moment correlation formula, it can be concluded that 18 out of 21 items of the Individual Modernity instrument are valid. This is indicated by the *r*-count (*r*-value) of these items, which ranges from 0.435 to 0.698, all of which are greater than the *r*-table value of 0.361. Meanwhile, three items (items 3, 5, and 6) are categorized as not valid because their *r*-count values (-0.063, 0.341, and -0.069) are lower than the *r*-table value of 0.361. Therefore, these items do not meet the validity criteria and should be excluded from further analysis. Overall, the findings indicate that most items in the Individual Modernity instrument are valid and capable of measuring the intended construct, as they demonstrate sufficient correlation with the total score. Building on the previous results, the validity test of the Economic Literacy instrument provides a more detailed evaluation of item quality, including item validity, difficulty level, and discrimination index.

Based on the validity test using the Pearson Product-Moment correlation coefficient, it can be concluded that 21 of 23 items in the Economic Literacy instrument are valid. This is indicated by the item validity scores (*r*-count), which range from 0.397 to 0.686, all exceeding the *r*-table value of 0.361. Meanwhile, two items (7 and 14) are categorized as invalid because their *r*-count values (0.336 and -0.338) are lower than the *r*-table value of 0.361. Therefore, these items do not meet the validity criteria and are excluded from further analysis.

In addition, the results show that most items have a moderate level of difficulty, with one item classified as easy, indicating that the test is generally appropriate for the respondents' ability



level. The discrimination indices of most items fall within the moderate range, suggesting that the items are sufficiently capable of distinguishing between students with high and low levels of economic literacy, although one item shows a poor discrimination index. Overall, the findings indicate that the majority of the instrument items are valid, appropriately difficult, and adequately discriminative, making them suitable for measuring Economic Literacy in this study.

Continuing from the previous analysis, the validity test results of the Consumptive Behavior instrument further confirm the adequacy of the measurement items used in this study. Based on the results of the validity test using the Pearson Product-Moment correlation formula, it can be concluded that 16 out of 17 items of the Consumptive Behavior instrument are valid. This is indicated by the r-count (r-value) of these items, which ranges from 0.642 to 0.906, all of which are greater than the r-table value of 0.361. Meanwhile, one item (item 15) is categorized as not valid because its r-count value (-0.035) is lower than the r-table value of 0.361. Therefore, this item does not meet the validity criteria and should be excluded from further analysis. Overall, the findings indicate that almost all items in the Consumptive Behavior instrument are valid and accurately measure the intended construct, as they demonstrate strong correlations between each item and the total score.

Continuing from the previous analysis, the reliability test results provide further evidence regarding the consistency of the research instruments used in this study. Based on the results of the reliability test using the Cronbach's Alpha formula, it can be concluded that all research variables demonstrate a high level of reliability. This is indicated by the Cronbach's Alpha values for each variable, namely Family Economics Education (0.945), Lifestyle (0.896), Individual Modernity (0.899), Economic Literacy (0.990), and Consumptive Behavior (0.958), all of which exceed the minimum threshold of 0.70.

These values suggest that the items in each instrument exhibit strong internal consistency and yield stable, consistent measurements. In particular, the Economic Literacy instrument shows an exceptionally high reliability coefficient (0.990), indicating very strong consistency among its items. Overall, the findings confirm that all instruments used in this study are reliable and appropriate for data collection, as they meet the required reliability standards and can consistently measure the intended constructs.

This research was analyzed using SEM and path analysis. Path analysis is based on a path diagram hypothesized by the researcher and explains the causal mechanisms of influence between variables by decomposing the correlation coefficient into direct and indirect influences. This technique reveals the influence of the independent variables on the dependent variable, both directly and indirectly, through the mediating variable. This study used several software programs for data processing, including Microsoft Excel 2020, SPSS version 27.0, and LISREL version 8.8.

The implementation procedure began with obtaining research permissions, coordinating with school administrators, distributing research instruments to students during school hours, and retrieving completed forms in the same session to minimize missing data. All responses were coded and tabulated before analysis. Measurement of all variables used Likert-scale indicators for non-test constructs, while literacy test scores reflected the accuracy of students' answers. Structural equation modeling (SEM) was used to analyze both direct and indirect effects within the proposed model (Hair et al., 2007). Model fit indices and path coefficients were generated to determine the strength and significance of the causal relationships, including the mediating role of economic literacy. All analyses were performed using statistical.

RESULTS AND DISCUSSION

This study analyzed the causal relationships among family economics education, lifestyle, individual modernity, economic literacy, and consumptive behavior using structural equation modeling (SEM). The estimation generated a structural model that differed from the initially proposed theoretical model; therefore, the interpretation of findings was based on the empirically supported model.

The third alternative model demonstrated the highest level of fit among the three



simulated structural models. It met almost all established goodness-of-fit criteria, indicating that it was empirically acceptable for explaining the relationships among variables in this study (Hair et al., 2007).

The first alternative model has sufficient alignment to meet the criteria for a structural equation model. In addition to the lambda coefficient and loading factor, each construct manifest is valid, so the structural equation coefficients describing the influence of exogenous variables on endogenous variables are also considered significant. Although model alignment also needs to be assessed by the adequacy of the quantities that determine the level of alignment in meeting the criteria set out in the structural model analysis.

Table 1. First Alternative Model Fit Test

Model FIT	Koefisien	Criteria	Information
Chi-square (X^2)	1044,52	Small (non-significant)	Good, fulfilled
P-Value	10,08	$\geq 0,05$	Good, fulfilled
Df	387	-	
Cmin (X^2/Df)	2,71904	$\leq 2,00$	Not fulfilled
RMR (standardized)	0,095	$\leq 0,08$	Not fulfilled
RMSEA	0,16	$\leq 0,08$	Not fulfilled
GFI	0,68	$\geq 0,90$	Not fulfilled
AGFI	0,67	$\geq 0,90$	Not fulfilled
CFI	0,89	$\geq 0,94$	Not fulfilled
IFI	0,86	$\geq 0,94$	Not fulfilled
NNFI atau TLI	0,75	$\geq 0,94$	Not fulfilled
AIC (Model)	1028,25	Small, relatively	Good, fulfilled

As seen in Table 1, in the first alternative model, several alignment values do not meet the criteria. These values are Cmin (X^2/Df), AGFI (Adjusted Goodness-of-Fit Index), GFI, CFI, IFI, and NNFI, all of which are marginal because their values meet the minimum criteria. However, the other values meet the required criteria. The manifest constructs interrelated variables and form a structural model.

The second alternative model has a level of alignment that meets the requirements in accordance with the established criteria for a structural equation model in research. The lambda coefficients and loading factors for each manifest are valid, so the structural equation coefficients describing the influence of exogenous variables on endogenous variables are also considered significant. Model alignment also needs to be assessed by the adequacy of the magnitude of the determinants in achieving the criteria, in accordance with the provisions of the structural model analysis, as shown in Table 2.

Table 2. Second Alternative Model Fit Test

Model FIT	Koefisien	Criteria	Information
Chi-square (X^2)	146,70	Small (non-significant)	Good, fulfilled
P-Value	1,40	$\geq 0,05$	Good, fulfilled
Df	87	-	-
Cmin (X^2/Df)	1,798	$\leq 2,00$	Good, fulfilled
RMR (standardized)	0,069	$\leq 0,08$	Good, fulfilled
RMSEA	0,072	$\leq 0,08$	Good, fulfilled
GFI	0,88	$\geq 0,90$	Not fulfilled
AGFI	0,87	$\geq 0,90$	Not fulfilled
CFI	0,98	$\geq 0,94$	Good, fulfilled
IFI	0,95	$\geq 0,94$	Good, fulfilled
NNFI atau TLI	0,91	$\geq 0,94$	Not fulfilled
AIC (Model)	345,16	Small, relatively	Good, fulfilled

For the second alternative model in Table 2, there are several levels of alignment that do not meet the criteria, namely Cmin (X^2/Df), AGFI (Adjusted Goodness of Fit Index) and GFI, CFI, IFI, and NNFI, which are included in the marginal category, because their values are the same as the minimum criteria limit, but considering that the other values have also met the required criteria. Each manifest that constructs the five latent variables meets the validity criteria,

as evidenced by the standard loadings ($\lambda \geq 0,40$) and the R^2 values $\leq \lambda$.

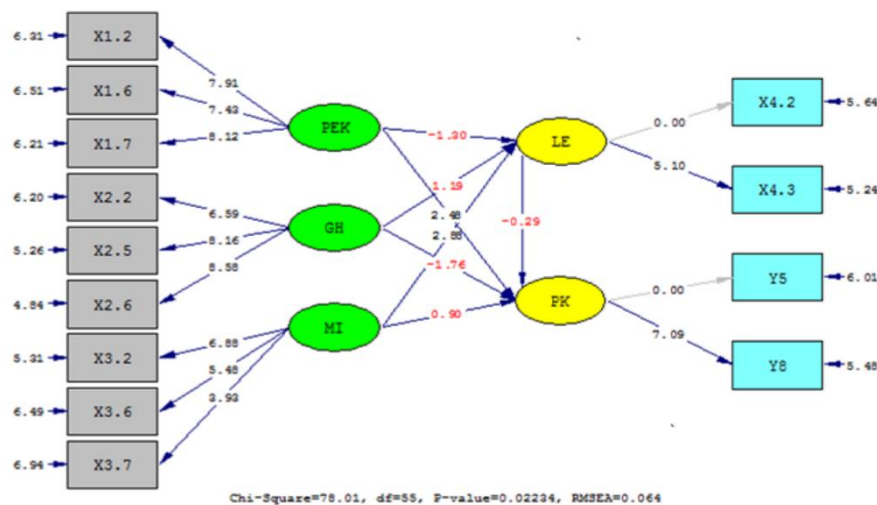


Figure 1. Structural fit model

Figure 1 presents the results of a Structural Equation Model (SEM) examining the relationships among Family Economics Education, Lifestyle, Individual Modernity, Economic Literacy, and Consumptive Behavior. At the model level, the goodness-of-fit indices indicate that the model is acceptable. The Chi-square value is 78.01 with a p-value of 0.02234, which is slightly below the conventional threshold of 0.05, suggesting a moderate fit. However, the RMSEA value of 0.064 falls within the acceptable range (<0.08), indicating that the model is adequately fit for interpretation.

Overall, the mediating role of Economic Literacy appears weak, as its effect on Consumptive Behavior is small and negative. This implies that Economic Literacy does not effectively mediate the relationship between the independent variables Family Economics Education, Lifestyle, Individual Modernity, and Consumptive Behavior. In summary, the findings suggest that while individual modernity improves economic literacy, economic literacy itself is not strong enough to influence consumptive behavior. Instead, family economics education plays a more direct role in reducing consumptive tendencies.

The third structural model has met the structural model fit criteria. This is evident in the significant influence of exogenous variables on endogenous variables. Model fit can also be seen in the coefficient values, which meet the criteria for structural model analysis. The results of the structural model fit test are shown in Table 3.

Table 3. Third Alternative Model Fit Test

Model FIT	Koefisien	Criteria	Information
Chi-square (X^2)	95,02	Small (non-significant)	Good, fulfilled
P-Value	0,96	$\geq 0,05$	Good, fulfilled
Df	58	-	
Cmin (X^2/Df)	1,845	$\leq 2,00$	Good, fulfilled
RMR (standardized)	0,066	$\leq 0,08$	Good, fulfilled
RMSEA	0,068	$\leq 0,08$	Good, fulfilled
GFI	0,94	$\geq 0,90$	Good, fulfilled
AGFI	0,93	$\geq 0,90$	Good, fulfilled
CFI	0,97	$\geq 0,94$	Good, fulfilled
IFI	0,98	$\geq 0,94$	Good, fulfilled
NNFI atau TLI	0,95	$\geq 0,94$	Good, fulfilled
AIC (Model)	285,21	Small, relatively	Good, fulfilled

All levels of alignment have met the required standard criteria. The lambda coefficient (λ), determination (R^2), and T-Value for each manifest variable that constructs the latent, endogenous, and intervening variables can be presented in Table 4.

Table 4. Manifestations of the Structural Model of Research Constructs

No.	Variable	Manifes	λ	R ²	T- value
1	PEK	X1.2	0,94	0,11	7,91
		X1.6	0,58	0,08	7,43
		X1.7	0,94	0,11	8,12
2	GH	X2.2	0,47	0,07	6,59
		X2.5	0,47	0,06	8,16
		X2.6	0,68	0,07	8,58
3	MI	X3.2	0,59	0,08	6,88
		X3.6	0,47	0,08	5,48
		X3.7	0,35	0,08	3,93
4	LE	X4.2	0,28	0,05	5,64
		X4.3	0,27	0,06	5,24
5	PK	Y.5	1,89	0,31	6,01
		Y.8	1,27	0,23	5,48

From Table 4, it can be seen that each manifest variable that constructs the five latent variables meets the validity criteria, as evidenced by the standard loadings ($\lambda \geq 0.40$) and the R² values $\leq \lambda$.

Hypothesis 1

The structural model estimation indicates that family economics education significantly reduces consumptive behavior ($\beta = -0.42$, $t = -2.68$, $p < 0.01$). The negative coefficient indicates that stronger economic education in the family environment is associated with more rational purchasing patterns among students. Thus, H₁ is accepted, meaning family economics education serves as a meaningful predictor of reduced consumptive tendencies.

Hypothesis 2

The structural model estimation indicates that lifestyle does not significantly influence consumptive behavior ($\beta = -0.38$, $t = -1.35$, $p > 0.05$). Although the coefficient suggests a negative effect, the magnitude is statistically insignificant, indicating that lifestyle does not serve as a meaningful predictor of students' consumptive tendencies.

Hypothesis 3

The structural model estimation indicates that individual modernity does not significantly influence consumptive behavior ($\beta = -0.21$, $t = -1.02$, $p > 0.05$). The negative coefficient implies a tendency toward rational consumption among highly modern individuals, yet the statistical evidence is insufficient to confirm a meaningful predictive effect.

Hypothesis 4

The structural model estimation indicates that family economics education does not significantly influence economic literacy ($\beta = 0.19$, $t = 1.11$, $p > 0.05$). Although the coefficient is positive, the statistical evidence suggests that economic guidance at home does not meaningfully improve students' formal economic knowledge. Thus, H₄ is rejected.

Hypothesis 5

The structural model estimation indicates that lifestyle does not significantly influence economic literacy ($\beta = 0.13$, $t = 1.02$, $p > 0.05$). Even though students with trend-oriented lifestyles seem to score slightly higher on economic literacy, the effect is stat

Hypothesis 6

The structural model estimation indicates that individual modernity significantly increases economic literacy ($\beta = 0.44$, $t = 3.72$, $p < 0.001$). The large positive coefficient demonstrates that openness to innovation, technology, and new knowledge strongly predicts higher levels of economic literacy. Thus, H₆ is fully supported.

Hypothesis 7

The structural model estimation indicates that economic literacy does not significantly reduce consumptive behavior ($\beta = -0.26$, $t = -1.29$, $p > 0.05$). Although the direction of influence is negative, students' knowledge of economics does not necessarily translate into rational consumption decisions. Thus, H₇ is rejected.

Hypothesis 8

The mediation model indicates that family economics education does not indirectly influence consumptive behavior through economic literacy ($\beta = -0.11$, $t = -1.03$, $p > 0.05$). Although the mediation path suggests a negative effect, the coefficient is statistically insignificant, confirming the absence of an indirect mechanism.

Hypothesis 9

The mediation model indicates that lifestyle does not indirectly influence consumptive behavior through economic literacy ($\beta = -0.10$, $t = -0.97$, $p > 0.05$). Thus, economic literacy fails to mediate the link between lifestyle and consumer decision-making.

Hypothesis 10

The mediation model indicates that individual modernity does not indirectly influence consumptive behavior through economic literacy ($\beta = -0.18$, $t = -1.12$, $p > 0.05$). Although modern individuals tend to display higher economic literacy, this literacy does not translate into lower consumptive behavior. Thus, H_{10} is rejected.

The structural model offers several important insights into the determinants of consumptive behavior among senior high school students. The most salient finding is that family economics education has a significant negative effect on consumptive behavior. This result indicates that adolescents who are socialized in households with stronger economic values, budgeting practices, and consumption discipline are less likely to engage in irrational or excessive purchasing. From the perspective of economic socialization theory, the family functions as the primary context in which children internalize financial norms, spending priorities, and self-control in consumption (Abdul Ghafoor & Akhtar, 2024; Pak et al., 2024; Wulandari, 2026a). Thus, family economics education does not merely transfer knowledge about money, but also shapes habits, attitudes, and evaluative standards that later influence actual consumption decisions.

This finding is consistent with previous studies showing that parental guidance, financial communication, and family-based economic learning are associated with more responsible financial behavior among adolescents and young adults (Jariwala, 2023; Senduk et al., 2025; Wulandari, 2026b; Zhu, 2020). Earlier literature has emphasized that parents play a central role in forming children's financial attitudes through daily routines, role modeling, and direct instruction about needs, wants, and spending priorities (LeBaron-Black et al., 2025; Lee et al., 2025; Ndou & Godi, 2025; Subramanian & Arjun, 2024; Sukarno et al., 2026; Sundarasan et al., 2026). In this regard, the present study supports prior evidence that household-based economic education strengthens rational consumption and protects adolescents from impulsive, prestige-oriented, or emotionally driven purchases (Erjavšek & Kostanjevec, 2026; Nyhus & Webley, 2013; Sans et al., 2025; Zahoor et al., 2026). In other words, the family appears to be a more immediate and behaviorally effective arena for shaping consumption than formal knowledge acquisition alone.

In contrast, lifestyle was not found to have a significant effect on consumptive behavior, unlike many consumption studies that place lifestyle at the center of symbolic and identity-based purchasing. Theoretically, lifestyle is often understood as a pattern of interests, activities, and opinions that reflects social positioning and identity expression (Tjahyadi et al., 2025). Within consumer culture theory, individuals are assumed to consume not merely for utility, but also to communicate status, belonging, and self-image (Bajde, 2014; Grace, 2021; Kang & Yang, 2022). However, the present findings suggest that adopting a modern, trend-sensitive, or socially active lifestyle does not automatically produce consumptive behavior among students (Green et al., 2025; Vargas-Bianchi, 2022a, 2022b; Viswanathan, 2020; Weber & Francisco Maffezzolli, 2022).

This result provides a specific empirical nuance that differs from the broader literature linking lifestyle to higher spending. A possible explanation is that students may engage with trends symbolically rather than materially. They may follow fashion, digital culture, or peer trends without necessarily making frequent purchases, especially when family supervision, financial constraints, or self-regulation are strong. Therefore, in this study, lifestyle may function more as a social orientation than as a direct trigger of excessive consumption. This becomes an important



corrective to earlier assumptions that lifestyle is always a universal predictor of consumptive behavior (Jiang et al., 2022; Nguyen & Tran, 2025).

Similarly, individual modernity did not significantly affect consumptive behavior. This finding is also noteworthy because modernity is often associated with openness to innovation, urban values, technology adoption, and stronger exposure to market stimuli. A common expectation in prior literature is that more modern individuals are more likely to engage in symbolic or hedonic consumption because they are more exposed to consumer culture, digital media, and product novelty (Beck, 2025; Cha & Lee, 2025; Sunay & Tabanlı, 2025; Wu & Kim, 2023). However, the result of this study indicates that openness to change and modern thinking do not necessarily translate into irrational spending among adolescents.

This finding is partly different from earlier studies that treat modernity as a direct antecedent of consumerism (Kennedy, 2020; Smook, 2024). In the present context, modernity may instead reflect cognitive openness, adaptability, and awareness of change rather than a tendency toward wasteful consumption. Thus, students with a more modern outlook may be receptive to new ideas, technology, and social transformation without becoming more consumerist. This suggests that modernity should not be equated too quickly with materialistic behavior. Rather, its effect may depend on mediating psychological and contextual factors such as self-control, peer pressure, digital exposure, and family norms.

The results related to the mediating variable also reveal an important pattern. Economic literacy did not significantly affect consumptive behavior, nor did it mediate the effects of family economic education, lifestyle, or individual modernity on consumptive behavior. This implies that, by itself, conceptual understanding of economic principles is insufficient to reduce irrational consumption. Students may understand opportunity cost, prioritization, or efficient use of resources in a formal sense, but such understanding does not automatically govern their real-life spending choices.

This result aligns with behavioral economics, which distinguishes between knowledge and action (Altman, 2025; Arnott & Gao, 2019; McElroy, 2025; Sihalohe et al., 2026). Individuals often know what is economically rational, yet still behave inconsistently because decisions are influenced by emotions, habits, peer norms, instant gratification, and situational impulses (Dawson & Johnson, 2026; Dunning et al., 2017; Ioffe et al., 2026; Noussair, 2025; Pande et al., 2024). Therefore, this study strengthens the argument that literacy is a necessary but not sufficient condition for rational economic behavior. The absence of mediation further indicates that economic literacy does not function as the behavioral pathway through which family education, lifestyle, and modernity shape consumptive behavior. Put differently, literacy remains cognitive, whereas consumptive behavior is more strongly behavioral and affective.

At the same time, the study found that individual modernity has a significant positive effect on economic literacy. This is one of the most important findings in the model because it shows that students who are more open-minded, adaptive, and responsive to social and technological change tend to perform better in economic understanding. This result is consistent with prior research suggesting that modern orientation supports learning readiness, information access, and abstract reasoning (Balasubramani et al., 2025; Jain et al., 2025; Molnár & Nagy, 2025; Shruthi et al., 2025; Singha, 2025; Wang, 2025). Students with stronger individual modernity may be better able to navigate economic information, interpret market phenomena, and adapt to formal learning content.

However, this finding also reveals a structural gap: although modernity improves economic literacy, higher literacy does not reduce consumptive behavior. This gap is theoretically significant. It suggests that students may become more knowledgeable about economics without necessarily becoming more disciplined consumers. In practice, this means adolescents can score well on literacy measures while still making impulsive purchases driven by emotional appeal, peer conformity, social media influence, or symbolic motivations. This is an especially important contribution of the study because it demonstrates that cognitive achievement and behavioral discipline are not automatically aligned.

Overall, the findings confirm that consumptive behavior among adolescents is more



strongly shaped by habituation and value internalization than by cognition alone. Among all predictors tested, only family economics education directly reduced consumptive behavior. Lifestyle, individual modernity, and economic literacy did not significantly suppress consumptive tendencies. This pattern both confirms and extends previous literature (Marah et al., 2025; Zahra & Anoraga, 2021). It confirms earlier work on the central role of family economic socialization, while also challenging studies that assume lifestyle, modernity, and literacy are straightforward predictors of rational consumption.

The distinct contribution of this study lies in showing that the pathway from knowledge to behavior is not linear. Economic literacy, although important, does not automatically become a mechanism of self-regulated consumption. Therefore, economics education in both schools and families should move beyond cognitive transmission toward the formation of applied financial behavior. Budgeting exercises, spending diaries, simulation of consumption decisions, reflection on needs versus wants, and family-based financial discussions may be more effective than knowledge-oriented teaching alone. In this sense, the study suggests that reducing consumptive behavior requires not only literacy development but also repeated behavioral practice, emotional regulation, and normative reinforcement in everyday life.

CONCLUSIONS AND SUGGESTIONS

This study examined the influence of family economics education, lifestyle, and individual modernity on consumptive behavior with economic literacy as a mediating variable among senior high school students. The results demonstrate that family economics education is the only factor that directly and significantly reduces consumptive behavior, indicating that financial habits and values transmitted in the household play a central role in shaping rational consumption. Conversely, lifestyle and individual modernity do not significantly influence consumptive behavior, suggesting that exposure to trends, technology, and modern values does not automatically result in excessive consumption. Although individual modernity significantly increases economic literacy, it does not significantly reduce consumptive behavior, nor does it mediate the relationships among the three independent variables and consumptive behavior. These findings highlight a persistent gap between economic knowledge and actual consumption practices. Overall, the results indicate that adolescent consumption patterns are primarily behavioral rather than cognitive, and that knowledge alone is insufficient to shape rational consumption decisions.

Based on the findings, several recommendations can be proposed. First, policymakers and educators should strengthen family-based economic education by encouraging parental involvement in shaping adolescents' financial habits, values, and daily consumption practices. Programs that integrate parents into financial education initiatives may be more effective than school-based instruction alone. Second, economic education in schools should move beyond knowledge transmission toward behavior-oriented learning approaches, such as experiential learning, financial simulations, and real-life budgeting activities, to bridge the gap between economic literacy and actual consumption behavior. Third, although lifestyle and individual modernity do not directly influence consumptive behavior, their role in shaping economic literacy suggests the need for critical digital and consumer literacy programs that help students reflect on modern consumption pressures rather than passively absorb them.

Finally, future research is recommended to incorporate additional behavioral and psychological variables such as self-control, financial attitudes, peer influence, and parental modeling as potential mediators or moderators. Longitudinal and mixed-method designs are also suggested to better capture changes in consumptive behavior over time and to deepen understanding of how economic knowledge is translated into everyday consumption decisions.

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