Digital Financial Literacy and Its Influence on the Management of Finances: A Correlational Study among the Students of Quezon City University

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ABSTRACT

Digital financial literacy has become essential as students increasingly use FinTech platforms such as e-wallets, online banking, and digital payment systems in their daily financial activities. This study aimed to determine the level of digital financial literacy and financial management practices among third-year students of Quezon City University and examine their relationship. Using a descriptive-correlational quantitative research design, data were collected from 300 randomly selected students online. Statistical tools such as weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used to analyse the data. The findings showed that students have a high level of digital financial literacy and financial management practices, particularly in budgeting, saving, and spending. However, information comprehension was found to be higher than information accessibility, indicating a gap in digital access. Results also revealed a significant moderate positive relationship between digital financial literacy and financial management practices, meaning that higher digital literacy is associated with better financial behavior. The study concludes that while students are generally financially capable in digital environments, improving accessibility and digital understanding may further enhance their financial management skills.

Keywords: Digital Financial Literacy, Financial Management Practices, FinTech (Financial Technology), Budgeting, Saving Habits, University Students

INTRODUCTION

In the era of rapid digital transformation, information systems have significantly reshaped the financial sector through fintech innovations such as mobile banking, digital wallets, and peer-to-peer payment systems, as discussed in a study by (Brodie et al., 2021). While these technologies streamline financial transactions, they also require users to develop new digital competencies, as further emphasized by (Brodie et al., 2021). Consequently, financial literacy is no longer limited to traditional money management but has evolved into digital financial literacy (DFL), which (Respati et al., 2023) defines as the knowledge and skills necessary to effectively navigate technology-driven financial tools. According to (Respati et al., 2023), DFL plays a critical role in shaping financial behavior and well-being, particularly among younger generations who are highly immersed in digital financial ecosystems. However, despite its importance, financial literacy levels remain low in many contexts, as reflected in Indonesia's 38.03% financial literacy index reported by Lubis (2020, as cited in Respati et al., 2023), indicating widespread vulnerability to poor financial decision-making. This concern is especially relevant for college students, who must manage academic expenses and personal needs within limited resources. As noted by Sholeh (2019, as cited in Respati et al., 2023), students increasingly rely on financial decision-making skills to balance dynamic lifestyles and educational demands. Ultimately, higher levels of DFL are associated with improved financial decision-making and economic stability, a point further emphasized by Lubis (2020, as cited in Respati et al., 2023). In this context, the present correlational study examines the influence of digital financial literacy on financial management among Quezon City University students to address the need for localized empirical evidence.

In the current digital financial landscape, university students increasingly depend on fintech applications such as mobile payments, online banking, and buy-now-pay-later services for everyday transactions, budgeting, and consumption, as illustrated in the study of Koskelainen et al. (2023). While these platforms offer convenience and immediate access to financial services, they may also encourage impulsive spending due to low-friction interfaces and algorithm-driven nudges that reduce perceived spending barriers, as observed by (Koskelainen et al., 2023). Despite widespread adoption, several inefficiencies persist. Global OECD/INFE data indicate that only about 29% of adults demonstrate adequate digital financial proficiency, while Bangko Sentral ng Pilipinas (BSP) reports in 2024 reveal that Filipino youth continue to experience significant financial literacy gaps, with formal banking participation declining to 34% despite increased fintech usage. These challenges are compounded by issues such as cyber fraud, data privacy risks, fragmented financial oversight, and potential debt accumulation from unregulated financial services, particularly affecting students with limited financial capacity, as noted by (Respati et al., 2023). Local studies further support these findings, reporting that more than half of college students in Quezon City demonstrate low financial literacy in fundamental concepts such as interest computation and purchasing power, limiting their ability to manage finances effectively amid changing student lifestyles, as discussed by (Koskelainen et al., 2023).

Although prior studies have examined general financial literacy and its relationship with budgeting and financial behavior among Philippine college students, such as the work of Dela Cruz and Reyes (2021), which reported strong correlations between financial literacy and positive financial attitudes ($r = 0.85$) but persistent weaknesses in risk management, these studies often fail to isolate the specific role of digital financial literacy (DFL). Both (Koskelainen et al., 2023) and (Respati et al., 2023) highlight global and emerging gaps in DFL frameworks, measurement tools, and the integration of digital competencies such as cybersecurity awareness with traditional financial knowledge. However, empirical studies focusing on student populations in developing contexts like the Philippines remain limited. While fintech adoption among Filipino youth is increasing, proficiency in areas such as financial security, risk management, and investment decision-making remains low, partly due to the lack of structured digital financial education in academic curricula, as reflected in BSP-related findings in 2024. Moreover, existing correlational studies rarely examine DFL as an independent predictor of financial management behavior, particularly in relation to local fintech risks such as fraud and debt exposure, as also noted in BSP reports in 2024. Additional limitations include the predominance of cross-sectional designs, limited consideration of mediating factors such as financial confidence or well-being, and insufficient focus on public urban universities such as Quezon City University, where student socioeconomic conditions may heighten financial vulnerability. This study addresses these gaps by examining the relationship between digital financial literacy and financial management practices among Quezon City University students.

Despite widespread fintech adoption among Quezon City University (QCU) students, who frequently use platforms such as GCash, Maya, and buy-now-pay-later services for daily financial activities, a significant gap exists between technical familiarity and effective financial decision-making. This gap reflects low digital financial literacy (DFL), where students may demonstrate operational proficiency in using applications but lack deeper understanding of financial concepts, risks, and responsible financial application, consistent with the framework presented by (Respati et al., 2023). This issue is evident in several dimensions. First, while financial information is highly accessible through user-friendly interfaces, students often struggle to comprehend key features such as fees, interest charges, and security protocols, resulting in impulsive spending and potential debt accumulation, as reflected in contemporary digital consumer behavior studies. Second, digital barriers such as inconsistent internet access, fear of cyber fraud, and concerns over data privacy further increase vulnerability, especially in a national context where BSP (2024) reports only 34% formal banking participation among youth. Third, poor financial management practices remain evident, including weak budgeting, inconsistent saving behavior, and uncontrolled spending patterns, often influenced by limited student allowances. In the local context, QCU students—typically from budget-constrained urban households with monthly allowances ranging from ₱5,000 to ₱15,000—demonstrate general financial literacy-attitude relationships, as found in Dela Cruz and Reyes (2021), yet lack specific DFL-focused data, leaving them exposed to fintech-related financial risks.

In response, this study entitled Digital Financial Literacy and Its Influence on the Management of Finances: A Correlational Study among the Students of Quezon City University aims to examine the relationship between digital financial literacy and financial management practices. It utilizes a localized assessment framework measuring key DFL dimensions such as fintech navigation skills, accessibility–comprehension gaps, and digital barriers, alongside financial management indicators including budgeting, saving, and spending behavior. The data will be analyzed using statistical tools such as Pearson correlation to determine the significance of the relationship between variables.

The findings of this study may benefit several stakeholders. For students, it may enhance awareness and application of digital financial literacy, enabling improved use of fintech platforms such as GCash and Maya for more responsible budgeting, saving, and spending while mitigating risks such as fraud and impulsive purchasing. For faculty members, the results may support the integration of DFL concepts into BSIT and Accountancy curricula, strengthening students' practical financial competencies. For administrators, the study may provide evidence for policy development, including financial literacy programs, seminars, and potential partnerships with institutions such as the BSP to address existing proficiency gaps. Finally, for future researchers, this study may serve as a valuable reference for empirical investigations on digital financial literacy and financial management within Philippine higher education contexts.

A. Statement of the Problem

This study aims to determine the relationship between digital financial literacy and the financial management practices of students at Quezon City University. In the present digital era, students increasingly rely on financial technologies such as e-wallets, online banking applications, and other FinTech platforms for transactions including payments, money transfers, budgeting, and saving. While financial information and digital services are widely accessible, not all students possess the necessary knowledge and skills to effectively understand and utilize these platforms in managing their personal finances. As a result, this study seeks to examine whether digital financial literacy significantly influences students' financial behaviors, particularly in terms of budgeting, saving, and spending.

Specifically, this study seeks to answer the following questions:

1. What is the level of digital financial literacy among Quezon City University students in terms of:

a. Navigating financial technology (FinTech) platforms

b. Information accessibility vs. information comprehension

c. Identification of digital barriers

2. What is the status of the students' financial management in terms of:

a. Budgeting and spending

b. Saving habits

c. Spending habits

3. Is there a significant relationship between digital financial literacy and the financial management practices of the students?

Related Studies

Money management in the digital era has become increasingly complex, as financial decision-making is no longer limited to traditional budgeting and saving practices. Instead, individuals are now required to navigate a rapidly expanding ecosystem of digital financial tools such as mobile wallets, online banking platforms, and investment applications. These technologies, while enhancing convenience, also introduce algorithm-driven influences and automated financial nudges that can subtly shape user behavior without their full awareness (Zaimovic et al., 2023). As a result, financial capability in the modern context extends beyond income and education, requiring individuals to develop digital financial literacy that enables informed and responsible decision-making. When effectively developed, digital financial literacy not only improves convenience but also strengthens financial well-being and resilience during economic uncertainty (Choung et al., 2023).

Digital transformation has also redefined access to financial markets, particularly by lowering entry barriers for previously excluded populations such as rural communities (Hu & Liu, 2025). However, access alone does not guarantee positive financial outcomes. The ability to benefit from digital financial systems largely depends on an individual's level of financial literacy, which serves as a critical factor in distinguishing informed financial decisions from risky or uninformed behavior. In this sense, digital financial literacy becomes a key determinant of whether expanded financial access translates into meaningful financial improvement.

In the Southeast Asian context, research on digital financial literacy is still developing, with countries such as Indonesia and Malaysia contributing a growing body of literature, while the Philippines remains underrepresented in academic discourse, particularly in relation to digital finance among small-scale users and students (Sarsale, 2025a). Despite this gap, real-world trends indicate strong fintech adoption among young Filipinos, including college students who actively use platforms such as GCash and PayMaya. Studies show that financial confidence among these users is closely linked to their familiarity and competence in using digital financial tools (Apreal Marjorie Bisquera Silva et al., 2024a). As fintech continues to expand across the country, there is a growing need to ensure that digital financial skills are widely accessible, rather than concentrated among already advantaged groups (Apreal Marjorie Bisquera Silva et al., 2024b; Sarsale, 2025b).

Local studies further emphasize the importance of digital financial literacy in shaping responsible financial behavior. A study involving 372 college students in Calapan City found that students who were proficient in using digital financial platforms such as GCash, PayMaya, and PayPal demonstrated better financial practices, including controlled spending and consistent saving behavior (Apreal Marjorie Bisquera Silva et al., 2024a). Similarly, Dimaunahan et al. (2025) found that Filipino millennials exhibited generally low financial literacy levels, with financial planning influenced more by income and occupation than by knowledge alone, highlighting the gap between financial awareness and practical application. Abiera et al. (n.d.) further supported this by emphasizing that financial knowledge must be reinforced with real-life application to achieve meaningful financial behavior change.

In addition, studies focusing on Generation Z and student populations reinforce the relationship between literacy and financial behavior. Research conducted in Panabo City revealed a significant positive relationship between financial literacy and financial behavior, where students with higher literacy levels demonstrated better budgeting, saving, and spending discipline. The study concluded that financial literacy contributes directly to improved financial well-being. Likewise, Espiritu (2025) found that financial knowledge, attitudes, and practices among business administration students varied significantly based on demographic factors such as age, sex, and income, indicating that financial literacy is not uniform across populations. Barrot et al. (2024) further highlighted the importance of early financial education by showing that while educators recognize its value, challenges in implementation hinder effective delivery in schools. Complementing this, Naingue et al. (2026) demonstrated that experiential financial literacy programs, such as microsavings and entrepreneurial activities, not only improve student behavior but also positively influence household financial practices, emphasizing the broader impact of applied financial education.

Foreign literature similarly underscores the global relevance of financial literacy. Zhang and Li (2025) found significant variation in literacy levels among student groups, suggesting the need for targeted financial education programs. Chen and Volpe (1998) similarly reported that U.S. college students often lack basic financial knowledge, leading to poor financial decisions, demonstrating that financial literacy gaps persist even in developed countries. These findings reinforce the idea that financial education must be systematically integrated into academic systems across different contexts.

Other studies highlight the intersection of financial literacy, digital behavior, and generational differences. Li and Wang (2025) found that higher digital literacy is associated with safer online financial behavior, while Patel et al. (2025) revealed that fintech access increases investment opportunities but also exposes financially illiterate users to higher risks. Kumar and Singh (2025) observed generational differences in digital finance adoption, with younger users being more open to fintech compared to older groups. Rahman et al. (2025) further emphasized that financial behavior among Gen Z is influenced not only by literacy but also by trust and social media exposure, indicating that financial decisions are shaped by both cognitive and social factors.

Finally, innovations in financial education have demonstrated promising results in improving financial literacy outcomes. Hoseiny and Niknafas (2020) found that serious game-based learning enhances engagement and understanding of financial concepts. Similarly, AI-driven educational tools designed for financial literacy instruction have been shown to effectively deliver structured learning content aligned with educational standards, although improvements in engagement and system interaction are still needed. These studies suggest that integrating technology into financial education can enhance learning effectiveness and accessibility.

Overall, the reviewed literature consistently shows that digital financial literacy plays a critical role in shaping financial behavior, particularly among students. While fintech provides greater access to financial services, its benefits are maximized only when users possess sufficient digital financial knowledge and skills. However, gaps remain in both local and international contexts, particularly in developing countries such as the Philippines, where student-focused empirical studies are still limited. These gaps highlight the need for further research, particularly in understanding how digital financial literacy influences financial management practices among university students such as those at Quezon City University.

METHODOLOGY

A. Research Design

This study employed a quantitative correlational research design to determine the relationship between digital financial literacy and the financial management practices of Quezon City University students. A correlational design is a non-experimental approach that examines the degree and direction of association between variables without manipulating them. This design is appropriate for the present study because it allows the researchers to identify patterns and measure the strength of the relationship between students' digital financial literacy—particularly their ability to navigate financial technologies—and their financial management behaviors, including budgeting, saving, and spending.

According to Creswell and Creswell (2018), correlational research is useful for describing relationships between variables and making predictions based on naturally occurring data. In addition, Siedlecki (2020) emphasized that this design is effective in examining variables as they naturally exist, making it suitable for studies involving behavioral and cognitive factors such as financial literacy. Through this approach, the study determines both the direction and magnitude of the relationship between digital financial literacy and financial management practices among university students.

B. Data Gathering Procedure

The respondents of this study were students enrolled at Quezon City University. Data were collected using a combination of online and face-to-face survey distribution methods to ensure wider reach and accessibility. The online survey was administered through Google Forms, while printed questionnaires and QR code access were also distributed within the university premises.

Using both methods allowed the researchers to include students from different academic programs and ensure greater participation. The primary objective of data collection was to assess the level of digital financial literacy in terms of FinTech navigation, information comprehension, and identification of digital barriers. In addition, the study gathered data on students' financial management practices in terms of budgeting, saving, and spending behaviors to determine whether a significant relationship exists between the two variables.

C. Population and Sample Size

The target population of this study consisted of third-year students of Quezon City University. A total of 300 respondents were selected as the sample size. To ensure fairness and reduce selection bias, the researchers employed a random sampling technique, giving each eligible student an equal chance of being included in the study.

This sampling method was chosen to enhance the reliability and generalizability of the findings across third-year students from different academic programs within the university.

D. Research Instrument

The primary data collection tool used in this study was a researcher-developed structured questionnaire designed to measure two key variables: digital financial literacy and financial management practices.

The instrument consisted of 32 items, divided into two main sections. The first section contained 17 items measuring digital financial literacy, focusing on FinTech navigation skills, accessibility versus comprehension of financial information, and identification of digital barriers. Responses were rated using a 4-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

The second section included 15 items assessing financial management practices in terms of budgeting, saving, and spending behaviors. This section used a frequency-based 4-point Likert scale: 4 – Always, 3 – Often, 2 – Sometimes, and 1 – Never.

A forced-choice 4-point scale was used in both sections to eliminate neutral responses and encourage more decisive answers, resulting in clearer interpretation of respondents' perceptions and behaviors.

The survey was distributed through both online platforms and on-campus administration. Online dissemination was facilitated through student group chats and academic organization pages, while QR-coded and printed versions were personally distributed within the university. All respondents were provided with a brief orientation explaining the purpose of the study and standardized instructions before answering the questionnaire.

E. Statistical Treatment of Data

The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics were used to determine the level of digital financial literacy and financial management practices among respondents, while inferential statistics were applied to examine the relationship between the two variables.

Prior to analysis, all negatively worded items were reverse-coded to ensure consistency, such that higher mean scores consistently reflected higher levels of digital financial literacy or better financial management practices.

The weighted mean was used to determine the average responses for each indicator, while the standard deviation measured the variability and consistency of responses among students. To determine the relationship between digital financial literacy and financial management practices, the Pearson Product-Moment Correlation Coefficient (r) was used as the primary statistical tool.

Table 1 Interpretation of Weighted Mean

Range	Interpretation
3.25 – 4.00	Very High
2.50 – 3.24	High
1.75 – 2.49	Low
1.00 – 1.74	Very Low

Table 2 Interpretation of Pearson r Correlation

r-value Range	Interpretation
±0.81 – ±1.00	Very Strong Relationship
±0.61 – ±0.80	Strong Relationship
±0.41 – ±0.60	Moderate Relationship

±0.21 – ±0.40	Weak Relationship
±0.00 – ±0.20	Negligible Relationship

RESULT AND DISCUSSION

A. Level of Digital Financial Literacy among Quezon City University Students

Table 3 Level of Digital Financial Literacy in terms of Navigating Financial Technology (FinTech) Platforms

Variable	Overall Mean	Standard Deviation	Interpretation
Navigating Financial Technology (FinTech) Platforms	3.06	0.67	High

The findings presented in Table 3 reveal that the respondents obtained an overall mean of 3.06 with a standard deviation of 0.67, interpreted as High. This indicates that most students possess adequate knowledge and skills in navigating financial technology (FinTech) platforms and digital financial services. The results suggest that students are generally familiar with online financial applications and digital payment systems commonly used in everyday transactions.

Moreover, the standard deviation indicates moderate variability in the responses, implying that although many students are confident in using financial technology platforms, some respondents still experience difficulties in utilizing digital financial tools effectively. This suggests that differences in technological exposure, digital experience, and financial knowledge continue to exist among students.

The findings support the study of (Apreal Marjorie Bisquera Silva et al., 2024a), which revealed that students who are knowledgeable in using digital financial platforms demonstrate more responsible financial behaviors and greater confidence in handling digital transactions.

Table 4 Level of Digital Financial Literacy in terms of Identification of Digital Barriers

Variable	Overall Mean	Standard Deviation	Interpretation
Identification of Digital Barriers	2.87	0.65	High

The findings presented in Table 4 show that the respondents obtained an overall mean of 2.87 with a standard deviation of 0.65, interpreted as High. This indicates that students are generally aware of the digital barriers that may affect their use of financial technology and online financial services.

The results suggest that respondents recognize challenges such as unstable internet connectivity, technical issues, limited accessibility, cybersecurity concerns, and insufficient understanding of certain digital financial platforms. The standard deviation further indicates moderate variation in responses, implying that some students encounter more digital barriers than others depending on their technological resources and digital experiences.

These findings are consistent with the observations of (Respati et al., 2023), which emphasized that digital barriers and technological limitations can affect users' ability to maximize the benefits of financial technologies.

B. Status of the Students' Financial Management Practices

Table 5 Status of Financial Management in terms of Budgeting and Spending

Variable	Overall Mean	Standard Deviation	Interpretation
Budgeting and Spending	3.07	0.53	High

The results presented in Table 5 reveal that the respondents obtained an overall mean of 3.07 with a standard deviation of 0.53, interpreted as High. This indicates that students frequently practice budgeting and manage their spending responsibly.

The findings imply that students are generally mindful in allocating their finances and monitoring their daily expenses. The relatively low standard deviation further suggests that many respondents consistently practice budgeting behaviors, although some students may still experience challenges in effectively controlling their spending habits.

The results align with the study of (Abiera et al., n.d.), which found that students with higher financial literacy levels are more likely to practice disciplined budgeting and responsible financial decision-making.

Table 6 Status of Financial Management in Terms of Saving Habits

Variable	Overall Mean	Standard Deviation	Interpretation
Saving Habits	2.85	0.48	High

The findings presented in Table 6 show that the respondents obtained an overall mean of 2.85 with a standard deviation of 0.48, interpreted as High. This indicates that students commonly practice saving habits and recognize the importance of financial preparedness.

The results suggest that many students allocate a portion of their allowance or income for future financial needs and emergencies. The low standard deviation indicates that respondents generally share similar saving behaviors, although some students save more consistently than others.

This supports the findings of (Apreal Marjorie Bisquera Silva et al., 2024a), which emphasized that students with stronger digital financial literacy demonstrate more responsible saving practices and better financial preparedness.

Table 7 Status of Financial Management in Terms of Spending Habits

Variable	Overall Mean	Standard Deviation	Interpretation
Spending Habits	3.41	0.62	Very High

The findings presented in Table 7 reveal that the respondents obtained an overall mean of 3.41 with a standard deviation of 0.62, interpreted as Very High. This indicates that students consistently demonstrate responsible spending habits and proper management of their financial obligations.

The results imply that students regularly monitor their expenses and practice careful financial decision-making before making purchases. The standard deviation further suggests that most respondents exhibit similar positive spending behaviors, although slight variations in financial practices remain evident among some students.

The findings suggest that students are becoming more financially aware and cautious in handling their finances, particularly in a digital environment where online transactions and cashless payments are increasingly common.

C. Relationship between Information Accessibility and Information Comprehension

Table 8 Information Accessibility and Information Comprehension

Variable	Overall Mean	Standard Deviation	Interpretation
Information Accessibility	2.89	0.73	High
Information Competence	3.42	0.72	Very High

Gap Analysis between Information Accessibility and Information Comprehension

The gap was computed using:

Gap = Accessibility Score – Comprehension Score

Gap = 2.89-4.42

Gap = -0.53

The computed gap value of -0.53 indicates a negative difference between information accessibility and information comprehension. This means that students demonstrate higher levels of financial information comprehension compared to their ability to access or retrieve such information through digital platforms.

A negative gap suggests that respondents are generally capable of understanding financial concepts once information is available to them; however, challenges may still exist in locating, accessing, or navigating financial information online. Factors such as platform usability, navigation complexity, internet connectivity, and accessibility limitations may contribute to this difference.

Table 9 Interpretation Scale for Gap Value

Gap Range	Strength	Meaning
0.00 – 0.20	Weak / Small	Accessibility is slightly higher
0.21 – 0.50	Moderate	Accessibility is moderately higher
0.51 – 1.00	Strong	Accessibility is much higher
Above 1.00	Very Large	Accessibility is extremely higher

The findings show that information accessibility obtained a mean of 2.89 (SD = 0.73), interpreted as High, while information comprehension obtained a mean of 3.42 (SD = 0.72), interpreted as Very High. The negative gap of -0.53 indicates a meaningful difference between the two variables, wherein comprehension exceeds accessibility.

These findings imply that students possess strong comprehension skills regarding financial information but may still encounter limitations in accessing reliable digital financial resources. This supports the idea that digital financial literacy involves not only understanding financial information but also effectively locating and utilizing digital financial resources.

D. Significant Relationship between Digital Financial Literacy and Financial Management Practices

Table 10 Significant Relationship between Digital Financial Literacy and Financial Management Practices

Variables	Overall Mean	Interpretation
Digital Financial Literacy	3.03	High
Financial Management Practices	3.11	High
Relationship	**Pearson r**	**Interpretation**
Digital Financial Literacy and Financial Management Practices	0.51	Moderate Positive Relationship

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The findings presented in Table 10 reveal that Quezon City University students demonstrated a High level of digital financial literacy with an overall mean of 3.03 and a High level of financial management practices with an overall mean of 3.11. The closeness of the mean scores suggests that digital financial literacy and financial management practices are associated with one another among the respondents.

Furthermore, the Pearson correlation coefficient result of r = 0.51 indicates a moderate positive relationship between digital financial literacy and financial management practices. This means that students with higher levels of digital financial literacy also tend to demonstrate better financial management behaviors such as budgeting, saving, and responsible spending.

The findings imply that students' knowledge and understanding of digital financial platforms and technologies may significantly influence how they manage their finances. Therefore, improving digital financial literacy may contribute to more effective financial management practices among university students.

These findings are supported by (Abiera et al., n.d.) and (Apreal Marjorie Bisquera Silva et al., 2024a), which both reported that higher financial literacy levels are associated with more responsible financial behavior and improved financial decision-making among students.

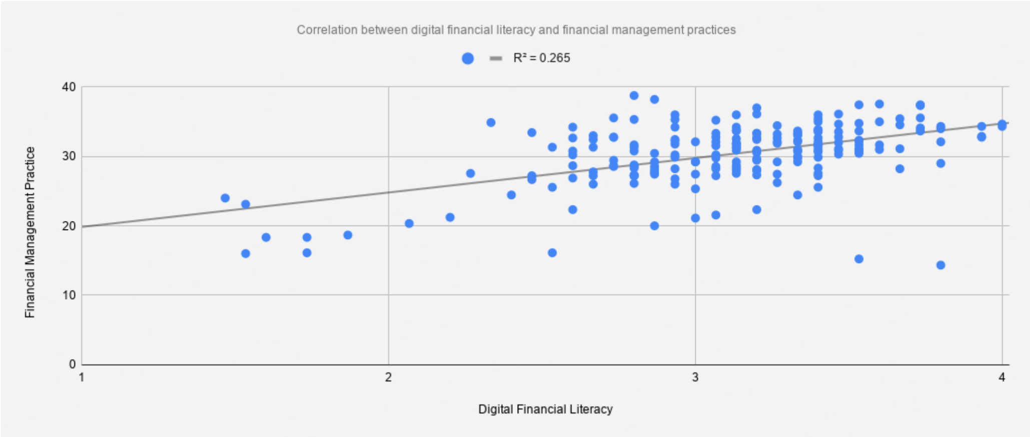

Figure 1. Relationship of Digital financial literacy and financial management practices

Overall, the findings indicate that Quezon City University students demonstrate high levels of digital financial literacy and financial management practices, particularly in navigating FinTech platforms, identifying digital barriers, and practicing budgeting, saving, and responsible spending behaviors. Among the financial management indicators, spending habits obtained the highest rating.

Additionally, students showed stronger financial information comprehension than information accessibility, as reflected by the negative gap value of -0.53, indicating that respondents understand financial information better than they can access it through digital platforms.

Finally, the moderate positive relationship (r = 0.51) between digital financial literacy and financial management practices suggests that students with higher digital financial literacy are more likely to manage their finances effectively. These findings highlight the importance of strengthening digital financial literacy programs to further improve students' financial decision-making and overall financial well-being.

CONCLUSION

Based on the study's findings, it is clear that Quezon City University third-year students have high levels of money management and digital financial literacy. The respondents comprehend the digital obstacles to obtaining online financial services and are informed on how to use financial technology platforms. Students are sufficiently informed about how to manage their finances using digital financial tools and applications.

The study also found that the respondents demonstrate responsible financial management practices in terms of budgeting, saving, and spending. Students regularly monitor their expenses, allocate their finances properly, and understand the importance of saving for future financial needs. Among the several financial management strategies, spending habits received the best score, indicating that students are responsible and cautious when making financial decisions.

In addition, the findings revealed that students understand financial information better than they can access it through digital platforms. This implies that even while students have excellent understanding abilities, there are still certain issues with accessibility, internet connectivity, and platform usability.

The study also demonstrated the relationship between financial management techniques and digital financial literacy. Better financial management practices are more likely to be displayed by students with greater levels of digital financial literacy. This implies that improving students' knowledge and understanding of digital financial platforms may help them become more financially responsible and effective in managing their finances.

Overall, the study provided a better understanding of the digital financial literacy and financial management practices of 3rd year students in Quezon City University. The findings may serve as a basis for developing programs and strategies that can strengthen students' digital financial knowledge and promote responsible financial management among university students.

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