

The Relationship between Digital Payment Methods and Financial Management Skills among Students in the College of Business and Accountancy of Tarlac State University

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ABSTRACT

This study examined the relationship between digital payment methods and financial management skills of students of the College of Business and Accountancy of Tarlac State University. This study focuses on individuals who primarily use e-wallet platforms such as G-Cash, Pay-Maya and PayPal. With the rapid shift from traditional cash-based transactions to digital cashless methods, understanding the factors associated with the financial aspects and behaviors of young adults has become increasingly important. The study employs a descriptive-correlation design and uses survey questionnaires that were distributed to 369 students across 7 different learning programs. The findings reveal that students are highly familiar with digital wallets, using them primarily to store funds and conduct transactions, and are proficient in the different tools included in those applications to monitor their finances. There is a strong significant relationship between the financial management skills and digital payment methods. It shows that users are made more aware and find it more convenient to regulate their spending, reflecting a strong inclination toward responsible financial practices. The results emphasize the role of digital financial tools. Digital payment methods facilitate spending and also have functionalities that can improve savings, depending on how they are used. The findings reveal that digital payment methods have a strong positive association with the financial behaviors of students, encouraging greater awareness of spending and saving habits, highlighting the potential of digital payment methods in fostering sustainable financial habits among students. It is recommended that educational institutions integrate digital financial literacy programs and promote the responsible use of e-wallet features to help students develop sustainable buying and saving habits.

Keywords: digital payment methods, use of digital financial tools, financial management skills, buying behavior, saving behavior

INTRODUCTION

Over the past years, digital financial tools have brought a new evolution in financial transaction systems, making it seamless and very much easy in cashless payments. Examples are mobile wallets, QR-based payments, contactless payment cards, and online banking that basically fall under the definition of digital payments. Financial technology (FinTech) innovations have allowed a wide range of individuals, including students, to carry out cashless transactions without hassle. The rapid growth of digital financial services has highlighted this usefulness in emerging economies, where mobile payment platforms have facilitated financial inclusion (Bapat, 2022).

The utilization of digital payment methods among college students is particularly relevant because students themselves represent a population that is very versed in technology and progressing in terms of economic self-sufficiency (Hassan et al., 2021). However, according to the study of Shehadeh et al, 2024, one important factor

on the digital payment methods is digital financial literacy. Shehadeh claims that people with higher levels of digital financial awareness and knowledge are more likely to integrate digital payment systems enhancing their ability to manage transactions. Students of business and accountancy programs are intended to acquire better financial management skills, thereby making it critical to assess the relationship between digital payment methods and financial management skills behavior. With a growing access to e-wallets such as GCash, Maya (previously known as PayMaya), and online banking platforms, it is observed that students are now shifting to the use of digital financial management tools from traditional cash transactions (Panganiban et al., 2022)

With the numerous benefits from digital payment methods, along with this is the rise of concerns about their connection to financial habits. Some studies suggest that the ease with which digital payments are made causes impulsive spending habits, thereby correlating with lower effectiveness of budgeting efforts among young consumers (Ozili, 2023). Conversely, digital financial services also provide features for budgeting and saving that help instill responsible financial behavior. Given this contrast, it is essential to investigate how digital payment methods relate to financial management skills of students.

While the existing literature on digital payments mainly considers financial inclusion, security, and adoption trends either for the general population or for businesses (Singh & Srivastava, 2020). However, limited studies have been conducted on the relationship between digital payment methods and the financial behaviors of college students, who are expected to be financially literate. Though various studies have investigated financial literacy and spending behaviors separately, there has been little focus on the intersection between digital payment methods and their relationship with buying and saving among students. This study aims to bridge this gap by determining the relationship between digital payment methods and financial management skills among students in the College of Business and Accountancy of Tarlac State University

Statement of the Problem

The primary objective of this study is to assess the relationship between digital payment and financial management skills of students in the College of Business and Accountancy at Tarlac State University. Specifically, the study sought to answer the following questions:

1. How are digital payment methods be described among students in the College of Business and Accountancy of Tarlac State University in terms of:

1.1 Financial knowledge; and

1.2 Use of digital financial tools?

2. Is there a significant relationship between digital payment methods with students' digital financial management skills in terms of:

2.1 Buying behavior; and

2.2 Saving behavior?

3. Is there a significant relationship between the usage of digital payment methods and students' digital financial management skills in terms of:

3.1 Buying behavior; and

3.2 Saving behavior?

Hypothesis of the Study

H^o: There is no significant relationship between digital payment methods and students' financial management skills.

Ha: There is a significant relationship between digital payment methods and students' financial management skills.

REVIEW OF RELATED LITERATURE

Digital payment has been a growing trend globally. It involves a variety of payment methods, such as mobile payments, online transfers, e-wallets, digital currencies, and other electronic payment systems (McKinsey, 2022). Participants in this market include financial institutions, technology companies, payment processors, intermediaries, and consumers. In recent years, the global digital payments market has witnessed rapid growth due to several factors. These include increased internet and smartphone usage, the rising adoption of digital commerce, evolving consumer preferences, and technological advancements (Boar and Szemere, 2020). Furthermore, research indicates that as financial institutions and fintech companies enhance digital payment infrastructures, more consumers are shifting towards digital financial solutions (Karim et al., 2022).

The shift towards digital payments is significantly associated with factors such as convenience, accessibility, and incentives for cashless transactions, as noted by Sharma (2023). This suggests that digital payment methods are viewed as improvements over traditional approaches due to their efficiency and effectiveness. These digital alternatives offer a convenient and secure way to transact, which correlates with consumer behavior by providing an alternative to cash (Grenawalt, 2023). Digital finance is also linked to financial management, and, according to Ullah et al., effectively managing these digital transactions requires adequate financial knowledge to leverage their full potential (Ullah et al., 2022).

However, Fintech applications also presents challenges. A 2024 study by Putra indicates that students might encounter technostress when integrating these technologies into their financial routines. Security concerns and a lack of technical skills are significant obstacles to their full adoption. The study suggests implementing better fraud detection systems, enhancing security measures, and developing more user-friendly interfaces to ease the adaptation process.

Moreover, a study by Othman et al., (2024) highlights that concerns about transaction security, insufficient knowledge of digital payment systems, and fears of online fraud impede students from fully embracing digital payment applications. These concerns underscore the importance of technological literacy and security awareness among users. To promote digital payment methods, it's crucial to address transaction security, improve knowledge about digital payments, and reduce anxieties related to online fraud.

The Bangko Sentral ng Pilipinas (BSP) has taken significant steps to promote digital payments through the Digital Payments Transformation Roadmap (DPTR). The DPTR aims for at least 50% digitalization of retail payments by 2023, demonstrating the government's commitment to improving financial inclusion and economic growth (BSP Report on E-payments Measurement, 2022). Digital payments in the Philippines have seen a steady increase, with 42.1% of total retail payments made digitally in 2022, largely driven by merchant payments, peer-to-peer (P2P) transfers, and salary disbursements (BSP Report, 2022).

Despite this progress, challenges persist in the full utilization of digital payment services, particularly among students. Limited knowledge about digital payment methods and security concerns remain significant barriers. Studies indicate that students often encounter difficulties due to the technical complexities of digital payment applications, leading to a lack of confidence in their usage (Putra, 2024; Othman et al., 2024). As a response, experts recommend enhancing fraud detection mechanisms, improving user-friendly interfaces, and increasing financial literacy programs to boost utilization and usability among students.

As stated by L.C. Dieu (2024), Using Fintech apps can be beneficial as these applications are able to track and monitor financial behaviour in real time. These levels of transparency enable users to develop a sense of responsibility and help users control and make more informed stable decisions to their money and finances.

Furthermore, an article written by J. Boitnott (2024) states that Fintech offers multiple solutions that can help students assess their finances such as digital wallets, expense tracking tools and budgeting apps, that can aid

students gain knowledge and get insights on how to effectively monitor and organize their finances, therefore boosting financial literacy.

A study by Centeno (2023) emphasizes that financial attitudes, subjective norms, and perceived behavioral control are significantly correlated with users' willingness to transition to cashless transactions. Moreover, according to Villena, Rabino, and Melo (2024) in their study, digital financial literacy is strongly associated with the efficient use of e-payment tools such as GCash, PayMaya, and PayPal among college students. The study found that students with higher digital financial literacy were more proficient in utilizing these tools for effective financial management, suggesting that knowledge and familiarity with digital financial systems co-occur with more responsible usage.

Gonzales (2024) highlights that cashless payment create a psychological disconnect between earning and spending, leading to increased compulsive buying behavior. Unlike cash payments, where individuals physically handle money, digital transactions make spending feel less tangible, reducing awareness of financial depletion. Additionally, a study by Khan (2024) found that digital payment users are more susceptible to overspending as they are less aware of their expenditures. This finding aligns with research indicating that mobile wallets and online payment system usage is associated with spontaneous purchases, which frequently co-occur with ease of access and promotional incentives (Zairina et al, 2021).

The rise of e-wallets has also facilitated online shopping, further encouraging impulse buying behavior. But some are hesitant on using digital wallets, some are due to security concerns as well as poor customer management, and others have a hard time adopting the system due to a lack of experience and knowledge on managing it (Fatimah et al, 2024). On the other hand, a study with an opposite result was conducted by Y.N. Rachmawatu et al. (2025) where she stated that Millennials and Gen Z, particularly those in the 18 to 23 age range, utilize using e-wallets and e-money in their transactions. Using QRIS which is the preferred payment method, it is convenient and easier for them and it doesn't affect their spending behavior. These findings suggest that while digital payment methods enhance transactional convenience, it also requires greater financial awareness to mitigate excessive spending tendencies.

Digital payment applications offer users enhanced financial management tools, including transaction tracking and budgeting features. Studies suggest that these applications help individuals develop a sense of responsibility in managing their finances. According to L.C. Dieu (2024), Fintech applications provide real-time monitoring of financial behavior, enabling users to make informed and stable financial decisions. This level of transparency has been found to improve financial literacy and encourage disciplined saving habits. Furthermore, digital wallets and budgeting tools have been highlighted as essential financial solutions for students, allowing them to assess their finances and gain insights into effective money management strategies (Boitnott, 2024).

Despite the benefits, there are concerns that digital payments may also lead to reduced savings due to the ease of transactions and the potential for overspending. A study conducted in Pekanbaru, Indonesia, by Marley et al. (2024) found that Millennials and Gen Z are highly adaptive to e-wallets and e-money usage, but their spending behavior does not necessarily correlate with better saving habits. Similarly, research in the Philippines by Villena, Rabino, and Melo (2024) found that while students with higher digital financial literacy were more proficient in using e-payment tools, this did not always translate to increased savings. These findings highlight the need for further financial literacy education to ensure that students use digital financial services not only for convenience but also for sustainable financial planning.

RESEARCH METHOD

This study employed a quantitative study and uses a descriptive-correlation design. Descriptive design was used to systematically gather and analyze data, providing a comprehensive overview of the characteristics between variables. Descriptive design is chosen as it involves observation and describing the behavior of the subject without influencing it (Creswell, J.W. 2024). Additionally, correlative design examines the relationship digital payment methods and financial management skills among college students. A correlation design examines the

strength and/or direction of the relationship between two or more variables without manipulating them. The researchers cannot control the variables therefore, it is the best approach suited on the topic. (Devi, 2022)

The researchers conducted the study among the students enrolled in the College of Business and Accountancy of Tarlac State University. The respondents are selected based on their certain program (Strata) specifically; BS Entrepreneurship, BS Accountancy, BS Accounting Information System, BSBA Major in Financial Management, BSBA Major in Economics, BSBA Major in Marketing Management, and BS Hospitality and Management.

The researchers selected the participants of this study using stratified random sampling. In stratified sampling, researchers divide a population into homogeneous subpopulations called strata (the plural of stratum) based on specific characteristics. In this study, the basis of the researchers for the strata are the different programs under the College of Business and Accountancy of Tarlac State University. Every member of the population studied should be in exactly one stratum (L. Thomas, 2023). Based on the number of respondents required for the study, the researchers determined the sample size, which includes qualified respondents from the College of Business and Accountancy. According to the Dean's Office of the College of Business and Accountancy, there is a total of 4,758 students that are enrolled in the college. 369 students were selected as the sample using Slovin's formula.

The researchers aim to assess the relationship between digital payment methods and the financial management skills of Tarlac State University's College of Business and Accountancy students. They employed a survey method to effectively gather data from the respondents. A survey was distributed to gather the necessary information from respondents, then analyzed to conclude the study.

In the data collection process, the researchers seek permission to conduct the study among the students following the approval of all the materials that was used, including the questionnaire. The researchers ensured compliance with all data privacy laws, safeguarding all information to fulfill the research objectives.

This study adopted the questionnaires from the research study of Silva et al., 2024, specifically the questions pertaining to the students' financial knowledge, use of digital financial tools, spending behavior, and saving behavior. The study was conducted using the following procedures. For the questionnaire, the first section is focused on the students' demographic profile including their program. In the following parts of the questionnaire, the respondents answered using Likert scale with a 4-point scale which corresponds to its verbal description specifically; 1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Disagree. The second section assesses the students' financial knowledge and their use of digital financial tools. For the last section of the questionnaire, the respondents are asked to share their digital financial management skills specifically on their buying behavior and saving behavior.

The researchers applied appropriate statistical techniques to effectively analyze and interpret the research problems. This ensures that the results obtained from the collected data are precise and reliable. To analyze the demographic profile of College of Business and Accountancy (CBA) students at Tarlac State University, specifically the students' program. The researchers utilized Frequency and Percentage Distribution. This method was used to identify and specify the percentage of observations within each demographic category. For the second and third part of the questionnaire, the researchers intended to assess digital payment methods and their relationship with digital financial management skills among students. To address this objective, the researchers integrated a statistical tool specifically; the 4-point Likert scale alongside with the Mean (AWM) provided with the statistical limits, verbal descriptions, and verbal interpretation. For the third problem which focuses on the relationship between digital payment methods and digital financial management skills, the researchers used the Pearson's Correlation Coefficient (r). A p-value of 0.05 was used as the significance level. If the p-value < 0.05 , the relationship is considered statistically significant.

RESULTS AND DISCUSSION

Digital Payment Methods

Financial Knowledge

Table 1. Mean and Verbal Interpretation for Students' Financial Knowledge.

Items	Mean	Rank	Verbal Description	Verbal Interpretation
I am familiar with digital financial tools such as online banking and digital wallets (e.g., G-cash, PayMaya and PayPal.)	3.48	1	Strongly Agree	Very High Level
I know how digital financial platforms / tools work, including transaction fees and security protocols.	3.17	3	Agree	High Level
I understand the security risks associated with using digital financial platforms / tools.	3.19	2	Agree	High Level
I am knowledgeable in using digital financial platforms/tools.	3.12	4	Agree	High Level
I know how to set up an online savings account on a digital financial platform/tool.	3.02	5	Agree	High Level
Composite Mean	3.20		Agree	High Level

The composite mean of the items in Table 1 is 3.20 with a verbal description of Agree interpreted as a High Level of financial knowledge. This indicates that respondents possess a strong level of financial literacy, which aligns with higher engagement with digital payment platforms. This interpretation corresponds with the findings of Ullah et al. (2022), who noted that financial skills and digital literacy are significantly associated with consumers' adoption of mobile payment and banking technologies.

Use of Digital Payment Service

Table 2. Mean and Verbal Interpretation for Students' Use of Digital Financial Tools.

Items	Mean	Rank	Verbal Description	Verbal Interpretation
I am proficient in using digital financial platforms/tools, such as budgeting apps, digital wallets like GCash, PayMaya, or PayPal, as well as investment platforms, to effectively manage my finances.	2.99	3	Agree	High Level
I can navigate and use digital financial platforms, such as mobile banking apps and digital wallets, for my financial transactions.	3.07	2	Agree	High Level
I can avoid potential financial risks or the risk of losing money when using digital financial services.	2.89	5	Agree	High Level
I understand how to use secure online practices, such as two-factor authentication and password management, to protect my financial information.	3.30	1	Strongly Agree	Very High Level
I use digital financial platforms/tools to track my income, expenses, and savings.	2.92	4	Agree	High Level
Composite Mean	3.03		Agree	High Level

The composite mean of the items in Table 2 is 3.03, with a verbal description of Agree, interpreted as a High Level of digital financial tools usage. This means that students are generally proficient in using digital financial tools, though there is still room for improvement in areas related to risk management and making safe financial decisions. This interpretation supports the findings of Seldal & Nyhus (2022), who found that individuals with higher levels of financial literacy are more likely to adopt and confidently use digital payment technologies, reducing financial risk in the process.

Relationship of Digital Payment Methods and Financial Management Skills.

Relationship Between Digital Payment Methods and Buying Behavior

Table 3. Correlation Matrix for Digital Payment Methods and Students' Buying Behavior.

		Digital Payment Methods	Interpretation	Decision
Buying Behavior	Pearson's r	0.606	Significant Strong Positive Correlation	Reject the Null Hypothesis.
	df	367		Accept the Alternative Hypothesis.
	p-value	< .001		There is a significant relationship.

Table 3 shows the Pearson's r of 0.606 indicating a Significant Strong Positive Correlation between digital payment methods and buying behavior among Tarlac State University College of Business and Accountancy students. The correlation is significant at a p-value of < 0.001 , indicating that with increased digital payment use, there is increased frequency or intensity of buying behavior. Therefore, rejecting the null hypothesis and accepting the alternative hypothesis.

This means students are not just familiar of but actively using these tools to do transactions. This correlation aligns with the observation of Ozili (2023), who notes that digital payment co-occurs with impulse purchasing due to transaction convenience, something that may develop poor spending habits and budgeting behaviors if not effectively controlled. Additionally, Rizvi et al. (2022) discussed that the users of digital payments were increasingly utilizing more payments frequently due to convenience and speed of transactions.

Relationship Between Digital Payment Methods and Saving Behavior

Table 4. Correlation Matrix for Digital Payment Methods and Students' Saving Behavior

		Digital Payment Methods	Interpretation	Decision
Saving Behavior	Pearson's r	0.498	Significant Moderate Positive Correlation	Reject the Null Hypothesis.
	df	367		Accept the Alternative Hypothesis.
	p-value	< .001		There is a significant relationship.

Table 4 presents that a Significant Moderate Positive Correlation with a Pearson's r of 0.498 exists between digital payment methods and saving behavior with a high p-value < 0.001 . This shows that although not as strong as its correlation on buying behavior, use of digital payments is still positively correlated with the saving behavior of students. Therefore, rejecting the null hypothesis and accepting the alternative hypothesis.

This is supported by the study of Batungbacal (2023), which determined that digital platforms provide users with features like automated savings, transaction monitoring, and financial information to enable them to make better choices and enhance saving behavior. Further, Alalwan et al. (2022) asserted that digital financial tools correlate with increased control and awareness of finances, displaying a positive association with individual financial behavior such as saving.

The Relationship Between Digital Payment Methods and Students' Digital Financial Management Skills.

Buying Behavior

Table 5. Mean and Verbal Interpretation for Students' Buying Behavior.

Items	Mean	Rank	Verbal Description	Verbal Interpretation
I use digital platforms/tools to regularly review my spending pattern to avoid overspending.	2.68	5	Agree	High Level
I use digital payment methods or digital wallets, such as Gcash, PayMaya or PayPal, for my purchases.	3.12	1	Agree	High Level
I use digital financial platforms/tools like Gcash, PayMaya or PayPal to track my spending.	2.79	3	Agree	High Level
I avoid impulse purchases by tracking my spending through applications or digital financial platforms/tools.	2.77	4	Agree	High Level
I set boundaries on spending through the use of digital financial platforms/tools.	2.90	2	Agree	High Level
Composite Mean	2.85		Agree	High Level

Table 5 shows a composite mean of 2.85 with a verbal description of Agree, suggesting that students demonstrate a high level of financial behavior in managing their buying habits using digital financial tools. This finding supports the study by Rachmawatu et al. (2025) which states that Gen Z and Millennials frequently use e-wallets and e-money for transactions, emphasizing the importance for digital financial tools to be convenient and user-friendly for people to use it continuously.

Saving Behavior

Table 6. Mean and Verbal Interpretation for Students' Saving Behavior.

Items	Mean	Rank	Verbal Description	Verbal Interpretation
I set a savings plan using digital financial platforms/tools such as Gsave, PayMaya Savings and PayPal Savings.	2.64	5	Agree	High Level
I have easy access to digital financial platforms/tools that support my saving efforts.	2.92	1	Agree	High Level
I actively track my savings progress using digital financial platforms/tools like Gcash, PayMaya and PayPal.	2.76	4	Agree	High Level
I use digital financial platforms/tools (e.g. Gcash, PayMaya and Paypal) to track other method of saving money	2.85	2	Agree	High Level
I regularly update my savings using digital financial platforms/tools such as Gcash, PayMaya and PayPal.	2.81	3	Agree	High Level
Overall Mean	2.80		Agree	High Level

Table 6 shows a composite mean of 2.80 with a verbal description of Agree, suggesting that students demonstrate a High Level of financial behavior in using digital financial tools to manage and improve their savings. This supports the findings of Boitnott (2024), who states that digital wallets and budgeting tools are essential financial solutions that help students assess their finances and gain insights into managing their money effectively.

CONCLUSION

Based on the findings of the study, the following conclusion were determined:

The utilization of digital payment methods among students of the College of Business and Accountancy at Tarlac State University is significantly high. The majority of students use apps like GCash, Maya, and online banking

platforms on a regular basis for different financial transactions, such as for paying for goods and services, money transfer, and handling small-scale financial transactions. The ease of use and familiarity of these tools have contributed to digital payments being a choice over cash-based transactions, particularly in campus-related spending and peer-to-peer transactions.

In analyzing the relationship between digital payment methods and buying behavior, the results show a strongly positive correlation which validates that more intensive use of digital financial tools is linked with more active, if not impulsive consumer habits. The ease of making digital transactions combined with discount offers, cashback incentives, and convenience shopping online, is closely linked with impulse buying or increased consumer activity. This behavioral pattern aligns with studies suggesting that consumers tend to spend more when the mode of payment is less tangible or emotionally detached, such as with digital payments. The implication is that digital financial tool usage co-occurs with higher spending tendencies among students without strong financial self-discipline.

For saving behavior, the study finds a moderate positive correlation with digital payment methods. Although digital wallets and mobile banking applications offer functions that enhance saving such as automated saving features, savings goals, and visual fund tracking, some students may not be taking full advantage of its features. This result highlights the need to strengthen financial literacy among students so that the same digital tools that facilitate spending can also be leveraged to cultivate consistent and goal-oriented saving practices.

Overall, the study concludes that digital payment methods are significantly correlated with students' financial behavior. It emphasizes the importance of financial education and responsible use to ensure that students optimize the benefits of digital financial tools while mitigating associated financial risks. Promoting financial literacy alongside with digital finance utilization supports students in making informed financial choices and establishing long-term financial well-being.

RECOMMENDATIONS

In line with this study, the following recommendations are proposed:

Integrate Digital Financial Literacy in Education. Educational institutions may incorporate modules that teach students how to utilize digital tools for their financial management, focusing on responsible spending and saving.

Encourage Responsible Utilization of E-Wallet Features. Students may be guided to actively use the saving, spending reminder, and budgeting features of apps such as GCash and Maya on a regular basis to support in enhancing money management.

Strengthen University-Fintech collaborations. There may be collaborations between educational institutions and fintech firms to offer access to financial instruments, student-specific rewards, and training that encourages good digital financial behavior.

Expand Future Research Scope. Researchers may explore the long-term effects and implications of digital payment methods use on other financial behavior. These may involve examining debt management, budgeting behavior, or digital investments. Researchers may also need to consider and include a wider population outside the limitations of the current sample in order to gain a more representative understanding on digital payment methods.

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Dedication

This research paper is lovingly dedicated to our respective parents who have been our constant source of inspiration. They have given us the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support, this research would not have been made possible

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SURVEY QUESTIONNAIRE

SURVEY QUESTIONNAIRE

The following questions are intended to gather information on the topic at hand. The data that will be entered will be secured in line with the agreement of the researchers, the adviser, and the participants of this study; that it will only be used to accomplish: The Relationship of Digital Payment Methods and Financial Management Skills among Students in the College of Business and Accountancy of Tarlac State University. Please answer the questions honestly, depending on your own preferences. Please fill in the blanks or use a (✓) to indicate your response.

DEMOGRAPHIC PROFILE

Program: _____

Instruction: Please indicate if you are Strongly Agree, Agree, Disagree or Strongly disagree if you are satisfied with the following statements:

(Scale: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree)

1. DIGITAL PAYMENT METHODS

What is the level of digital payment adoption of students on the following factors:

1.1 Financial knowledge

Items	1	2	3	4
I am familiar with digital financial tools such as online banking, and digital wallets (e.g., G-cash, PayMaya and PayPal.)				
I know how digital financial platforms / tools work, including transaction fees and security protocols.				
I understand the security risks associated with using digital financial platforms / tools.				
I am knowledgeable in using digital financial platforms/tools.				
I know how to set up an online savings account on a digital financial platform / tools.				

1.2 Use of digital financial tools

Items	1	2	3	4
I am proficient in using digital financial platforms/tools, such as budgeting apps, digital wallets like GCash, PayMaya, or PayPal, as well as investment platforms, to effectively manage my finances.				
I can navigate and use digital financial platforms, such as mobile banking apps and digital wallets, for my financial transactions.				
I can avoid potential financial risks or the risk of losing money when using digital financial services.				
I understand how to use secure online practices, such as two-factor authentication and password management, to protect my financial information.				
I use digital financial platforms/tools to track my income, expenses, and savings.				

2. DIGITAL FINANCIAL MANAGEMENT SKILLS

To what extent does digital payment system usage influence students' digital financial management skills following these factors?

2.1 Buying Behavior

Items	1	2	3	4
I use digital platforms/tools to regularly review my spending pattern to avoid overspending.				
I use digital payment methods or digital wallets, such as Gcash, PayMaya or PayPal, for my purchases.				
I use digital financial platforms/tools like Gcash, PayMaya or PayPal to track my spending.				
I avoid impulse purchases by tracking my spending through applications or digital financial platforms/tools.				
I set boundaries on spending through the use of digital financial platforms/tools.				

2.2 Saving Behavior

Items	1	2	3	4
I set a savings plan using digital financial platforms/ tools such as Gsave, PayMaya Savings and PayPal Savings.				
I have easy access to digital financial platforms/tools that support my saving efforts.				
I actively track my savings progress using digital financial platforms/tools like Gcash, PayMaya and PayPal.				
I use digital financial platforms/tools (e.g. Gcash, PayMaya and Paypal) to track other method of saving money				
I regularly update my savings using digital financial platforms/tools such as Gcash, PayMaya and PayPal.				