THE IMPACT OF FINTECH SERVICE USE BEHAVIOR

ON QUALITY OF LIFE:

PERSPECTIVES FROM UNIVERSITY STUDENTS

IN JINAN, SHANDONG PROVINCE, CHINA

LI JINGMIN
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AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
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This Independent Study Has Been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

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Title: The impact of fintech service use behavior on quality of life: Perspectives from university students in Jinan, Shandong province, China

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ABSTRACT

The proliferation of financial technology (FinTech) services has revolutionized financial behaviors, particularly among tech-savvy university students in China. Despite FinTech's potential to enhance transactional efficiency and lifestyle convenience, its dual impact on quality of life—balancing benefits like financial inclusion against risks such as impulsive spending and debt accumulation—remains underexplored. This study aims to examine how FinTech service usage behavior—measured through usage frequency of FinTech services, convenience of mobile payment usage, level of usage of digital financial tools, and personal financial management ability—influences the quality of life of university students in Jinan, Shandong Province, China. By exploring the nuanced relationship between FinTech adoption and subjective well-being, this research seeks to bridge gaps in understanding how FinTech can both enhance and potentially undermine students' lifestyles. A quantitative methodology was employed, utilizing online surveys to collect data from 400 undergraduates across five public universities. Results from descriptive and correlation analyses revealed significant positive associations between FinTech usage variables and dimensions of quality of life, including financial well-being and stress reduction. However, overreliance on FinTech correlated with sporadic financial risks, highlighting the need for balanced usage. The findings offer insights for policymakers and educators to foster responsible adoption while mitigating risks, thereby contributing to the broader discourse on FinTech's role in shaping socio-economic dynamics at the micro-individual level.

Keywords: FinTech services, quality of life, university students, digital finance, financial behavior, mobile payments.
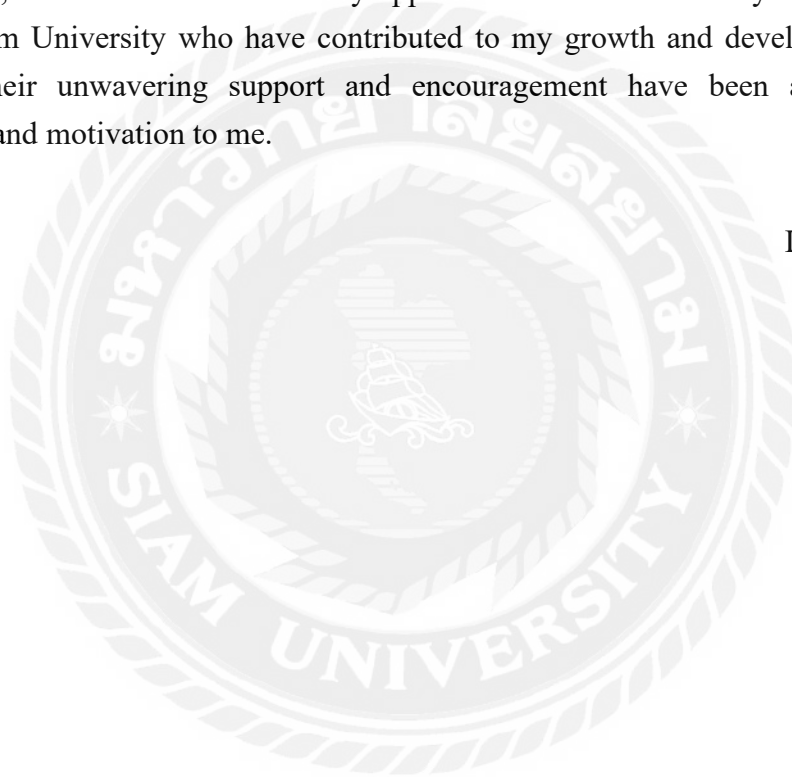
ACKNOWLEDGEMENT

DECLARATION

I, Li Jingmin, hereby declare that this Independent Study entitled "The impact of fintech service use behavior on quality of life: Perspectives from university students in Jinan, Shandong province, China." is an original work and has never been submitted to any academic institution for a degree.

(LI JINGMIN)
MAR 1, 2025

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Chapter 1 Introduction

1.1 Research Background

The rapid development of financial technology (FinTech) has had a disruptive impact on traditional financial service models. Relying on technologies such as big data, artificial intelligence, blockchain, and cloud computing, it has integrated services like payment, lending, and investment management into digital scenarios, providing users with more convenient, efficient, and intelligent financial services (Yang Jing, 2021). Especially in China, the widespread application of FinTech has profoundly influenced the consumption and lifestyle of university students, making them a key target group for FinTech services (Wei Rongrong et al., 2022).

In recent years, with the popularization of mobile payments and the maturation of digital financial tools, college students' financial behaviors have undergone rapid changes. For example, through tools like Alipay and WeChat Pay, students can make instant payments for shopping, transportation tickets, food delivery, and other scenarios, greatly enhancing transaction security and consumption convenience (Xu Lu et al., 2020). Additionally, digital finance has expanded the consumption channels for college students, shifting their consumption from traditional offline to diversified online models, including installment payments, online lending, and other innovative modes (Wang Dan, 2019). These changes have not only optimized the consumption experience of college students but have also, to some extent, improved their quality of life (Jiang Xing, 2024).

However, the rapid development of FinTech has also introduced potential challenges and risks. Wu Qiudi (2020) pointed out that the convenience of FinTech may induce impulsive consumption and blind borrowing behaviors among college students. Due to insufficient consumption planning ability, many students are prone to falling into excessive debt. Moreover, some students, due to a lack of basic financial knowledge, may face higher economic and credit risks when using financial services such as campus loans and cash loans (Wei Rongrong et al., 2022).

From the perspective of quality of life, the application of digital finance has had a dual impact on college students' subjective well-being and economic welfare. On one hand, digital finance enhances consumption convenience and optimizes resource allocation efficiency, providing college students with efficient lifestyles and broader choices. On the other hand, improper use of FinTech could undermine their financial health, increase psychological stress, and negatively affect their quality of life.

Therefore, how to balance the positive and negative effects of FinTech on quality of life is an issue worth further exploration.

This research focuses on college students in Jinan, Shandong Province, China, to explore the impact of FinTech service usage behavior (including usage frequency, mobile payment convenience, digital financial tool usage level, and personal financial management ability) on their quality of life. This study holds significant theoretical and practical value, as it not only helps to reveal the relationship between FinTech service usage behavior and quality of life but also provides a reference for financial education in universities and policy-making, thereby promoting the scientific use and healthy development of FinTech among the student population.

1.2 Research Questions

With the rapid development of FinTech, especially the popularization of mobile payments, digital financial tools, and personal financial management applications, the relationship between the FinTech service use behavior of college students and their quality of life has become a key focus in both academia and practice. FinTech not only provides students with convenient financial services but also has the potential to profoundly impact their quality of life. Understanding how the FinTech service use behavior of college students influences their quality of life has become one of the current research hotspots. The aim of this study is to explore the impact of FinTech service use behavior (including usage frequency of FinTech services, convenience of mobile payment usage, level of usage of digital financial tools, and personal financial management ability) on quality of life from the perspective of Chinese college students. Moreover, this study will analyze the relationship between various dimensions of FinTech service use behavior and college students' quality of life, uncovering how different factors play a role in this process. Based on these objectives, this paper raises the following four research questions:

(1)How does the usage frequency of FinTech services impact the quality of life of university students?

(2)How does the convenience of mobile payment usage affect the quality of life of university students?

(3)How does the level of usage of digital financial tools influence the quality of life of university students?

(4)How does personal financial management ability affect the quality of life of university students?

1.3 Research Objectives

With the rapid development of FinTech, the usage behavior of the student group, as one of the main users, has increasingly attracted attention regarding its impact on quality of life. The objective of this study is to explore the relationship between FinTech service usage behavior and quality of life from the perspective of Chinese college students, analyzing how usage frequency of FinTech services, convenience of mobile payment usage, level of usage of digital financial tools, and personal financial management ability influence the quality of life of college students. Through this research, new insights and empirical support will be provided for the further development of FinTech services and their impact on improving the quality of life for college students. Based on the above research questions, the following four research objectives are proposed:

Objective 1: To explore the significant positive correlation between the usage frequency of FinTech services by university students and their quality of life.

Objective 2: To analyze the mechanism of the positive impact of convenience of mobile payment usage on the quality of life of university students.

Objective 3: To evaluate the positive impact of the level of usage of digital financial tools on the quality of life of university students.

Objective 4: To reveal the positive impact of personal financial management ability on the quality of life of university students and its mechanism of action.

1.4 Research Scope

Study Population and Sample (Sampling)

The study population and sample consist of undergraduate students from three public universities in Jinan, Shandong Province, China. To ensure the representativeness of the sample and the reliability of the data, this study employs a random sampling method to select representative samples from undergraduate students of various grades. A total of 400 valid questionnaires will be distributed for data collection.

Content/Variables (Dependent and Independent Variables)

Independent Variables: FinTech service usage behavior

The dimensions of FinTech service usage behavior include:

Usage frequency of FinTech services

Convenience of mobile payment usage

Level of usage of digital financial tools

Personal financial management ability

Dependent Variable: Quality of life

Study Area

Three public universities in Jinan, Shandong Province, China

Data Collection Time

From November 17, 2024 to December 17, 2024, during which the questionnaire surveys will be conducted in batches. The scientific and effective nature of the data collection will be ensured, with strict control over data quality and the authenticity and completeness of questionnaire responses. The data will be collected online through quantitative analysis methods, including descriptive statistical analysis, reliability and validity analysis, and correlation analysis.

1.5 Research Significance

Theoretical Significance

FinTech, as a product of the deep integration of technology and finance, has become a key driver of the transformation of the modern financial system (Yang Jing, 2021). This study explores the relationship between FinTech service usage behavior (such as usage frequency, mobile payment convenience, digital financial tool usage level, and personal financial management ability) and the quality of life of college students, filling a gap in the related field of research. Existing studies tend to focus on the technological applications of FinTech and its macroeconomic impacts, but there is limited analysis at the micro-level concerning specific groups like college students (Wei Rongrong et al., 2022). This research enriches the theoretical exploration of how FinTech services can improve quality of life across different groups and provides a reference framework for further research. Additionally, this study leverages theories from behavioral finance, happiness economics, and other interdisciplinary frameworks to analyze how FinTech influences subjective well-being and life satisfaction by affecting individual consumption behavior, financial management, and resource allocation efficiency (Jiang Xing, 2024; Wu

Qiudi, 2020). This expanded perspective helps deepen the understanding of the relationship between FinTech and socio-economic dynamics and contributes to advancing theory at the micro-individual level.

Practical Significance

As FinTech becomes more widespread among university students, mobile payments, digital loans, and smart financial management tools have gradually become integral parts of students' daily lives (Xu Lu et al., 2020). However, while FinTech improves consumption convenience and efficiency, it also introduces risks such as impulsive consumption, excessive spending, and overborrowing (Wu Qiudi, 2020). This study, through an empirical analysis of college students' FinTech usage behavior, can provide targeted management recommendations for educational institutions, financial enterprises, and the government. Specifically, the findings can help universities strengthen financial literacy education, improve students' awareness of financial technology tools, and promote rational usage. This will not only help reduce financial difficulties caused by blind borrowing and consumption but also assist students in achieving financial health and an overall improvement in their quality of life through the scientific use of FinTech (Wei Rongrong et al., 2022). Additionally, financial enterprises can use the research results to optimize product design, offering more practical, risk-controlled FinTech services that meet the actual needs of college students.

1.6 Key Terms Definition

FinTech service usage behavior refers to the relevant behavioral activities exhibited by individuals or groups when using FinTech products and services. FinTech integrates technologies such as big data, artificial intelligence, blockchain, and cloud computing, optimizing financial services like payments, lending, and investment management. In this study, FinTech service usage behavior includes usage frequency, mobile payment convenience, digital financial tool usage level, and personal financial management ability. These dimensions reflect how college students specifically use FinTech services.

Usage frequency of FinTech services measures how regularly individuals engage with FinTech platforms over a specific period. It reflects behavioral reliance on digital financial solutions, with higher frequency indicating deeper integration into daily financial habits and potential impacts on life quality.

Convenience of mobile payment usage is a new type of payment method that completes payment transactions through mobile devices (such as smartphones) and the internet. Its core is using wireless networks to facilitate the transfer of funds, thereby meeting the user's need for payment anytime and anywhere. The convenience, fast settlement, and multi-scenario integration features of mobile payment make it an essential tool for college students' daily consumption.

Level of usage of digital financial tools are financial service tools developed based on digital technologies, encompassing digital payments, online credit, and intelligent investment advisory services. These tools are efficient, shareable, and convenient, providing college students with diverse consumption and financial management choices.

Personal financial management ability refers to an individual's capability to manage resources effectively, plan financial matters, and make informed financial decisions. This includes managing personal budgets, savings, investments, and controlling expenditures. It is a crucial factor influencing one's financial well-being and life satisfaction.

Quality of life refers to an individual's subjective and objective evaluation of their living conditions across multiple dimensions, such as material, psychological, social, and environmental aspects. It is an important indicator of well-being. Quality of life encompasses both objective living conditions (such as income level and consumption ability) and subjective happiness (such as psychological health and social relationships). This study uses college students' physical health, mental health, economic independence, and social adaptability as key dimensions to measure their quality of life.

Chapter 2 Literature Review

2.1 Introduction

With the rapid development of financial technology (FinTech), technologies such as big data, artificial intelligence, and cloud computing are widely applied in payment, lending, and investment sectors, providing important momentum for financial service innovation. The rise of FinTech not only optimizes the efficiency and quality of financial services but also profoundly influences users' consumption behaviors and lifestyles. This is particularly evident among university students, for whom FinTech usage has become an important factor impacting their quality of life. This study focuses on the undergraduate student population in Xi'an, Shaanxi Province, analyzing how frequent usage of FinTech services can significantly improve users' subjective well-being and life satisfaction by enhancing payment convenience and resource allocation efficiency. Therefore, exploring the relationship between FinTech service usage behavior and the quality of life of university students has significant theoretical and practical value. This chapter will review relevant concepts and theories to provide a foundational framework and support for the research.

2.2 FinTech service usage behavior

FinTech refers to the product of financial service innovation driven by technologies such as big data, artificial intelligence, blockchain, and cloud computing, aimed at improving the quality and efficiency of financial services (Yang Jing, 2021; Yuan Huilan et al., 2019). It has broad applications in areas such as payment, lending, and investment management. For example, mobile payments have optimized transaction convenience, big data-based credit evaluation has improved the lending process, and intelligent investment advisors offer personalized investment services (Yang Jing, 2021; Wu Qiudi, 2020). While FinTech reduces transaction costs, alleviates information asymmetry, and enhances operational efficiency, it also presents challenges such as data breaches and credit risk (Yang Jing, 2021; Wei Rongrong et al., 2022). In the future, FinTech will deeply integrate with the digital economy, and intelligent services like contactless payments and digital currencies will become key trends, driving the transformation of financial services towards personalization (Yang Jing, 2021; Wei Rongrong et al., 2022). Overall, FinTech represents the deep integration of technology and finance and is a key driver in the transformation of modern financial systems.

Financial behavior refers to the relevant activities and attitudes exhibited by individuals or groups when making financial decisions, including behaviors such as saving, consuming, investing, and borrowing. Related literature has extensively discussed the financial behaviors of university students, analyzing their characteristics and influencing factors from the perspectives of financial literacy, investment habits, consumption patterns, and borrowing behavior. Financial behavior is directly influenced by the level of financial literacy. Zhang Wenjuan (2020) pointed out that university students with higher financial literacy are generally more rational when it comes to saving, investing, and borrowing, and are able to make informed decisions based on market changes and risk expectations. Wei Rongrong et al. (2022) found that financial education in the context of new infrastructure can effectively improve university students' financial literacy, thereby enhancing their financial behaviors. Additionally, pre-consumption and online borrowing are prominent issues among university students. Some students, due to a lack of financial knowledge and weak self-control, tend to overspend and even resort to problematic campus loans, leading to frequent debt accumulation (Zhang Wenjuan, 2020; Wang Wenjie, 2019). Moreover, the rise of FinTech has expanded university students' access to financial services but has also increased financial risks, particularly in online financial management and lending (Zhang Heng et al., 2020; Wei Rongrong et al., 2022).

2.3 Usage frequency of FinTech services

Financial services refer to professional services provided by financial institutions to meet clients' diversified financial needs through activities such as funding, credit intermediation, payment clearing, and risk management. The essence of financial services lies in the allocation of financial resources, supporting individuals, businesses, and other social entities through monetary transactions and credit instruments, thus promoting economic activities and wealth growth. Financial services, as a dynamic economic activity, have both broad and narrow definitions (Bai Hui, unspecified). The broad definition of financial services includes a variety of services such as deposits, loans, investment banking, financial consulting, asset management, risk management, payment settlements, credit intermediation, and financing services (Wang Aijing & Wang Lingwei, 2022). This definition emphasizes the comprehensiveness and multi-dimensional functions of financial services, aiming to meet customers' diverse needs in funding, asset management, and credit management through diversified products and technological innovation (Cai Jiaomin, 2019). The narrow definition primarily focuses on traditional banking services, such as deposits and loans, which are the most basic forms of financial services provided

by commercial banks to individuals and businesses. This definition emphasizes the transaction behavior itself and is considered the core component of financial services (Hua Hongyi, 2016).

2.4 Convenience of mobile payment usage

Mobile payment is a new type of payment method that completes transactions through mobile devices (such as smartphones) and the internet. Its core is the use of wireless networks to facilitate fund transfers, enabling users to make payments anytime and anywhere. The convenience, fast settlement, and multi-scenario integration of mobile payments make it an essential tool for university students' daily consumption.

2.5 Level of usage of digital financial tools

Digital finance is a new form of finance that combines traditional financial services with digital technologies, based on mobile internet, cloud computing, big data, and other technologies. Wang Dan (2019) pointed out that digital finance is characterized by its shared nature, convenience, and efficiency. It not only optimizes financial transaction processes but also profoundly changes consumer behavior. Xu Lu et al. (2020) further emphasized that digital finance, through digital payment and lending tools, provides consumers with convenient and diversified financial services, leading to significant changes in university students' consumption habits and payment methods.

As an innovative form of modern finance, digital finance has had a profound impact on college students' consumption behaviors. On one hand, it has optimized the consumption experience, improving convenience and security; on the other hand, it has also intensified impulsive consumption and risk exposure. By strengthening financial education and promoting consumption risk awareness among university students, it is possible to guide them to use digital financial services scientifically and rationally, thereby improving their quality of life and avoiding potential risks.

2.6 Personal financial management ability

Financial management ability refers to an individual's capacity to apply financial knowledge, skills, and attitudes to set goals, plan budgets, manage financial risks, and achieve financial health and economic well-being, especially under resource constraints. This includes all aspects of personal finance, such as saving, investing,

borrowing, budget control, tax management, and insurance purchases. The core of financial management ability lies in optimizing resource allocation, balancing risks and returns, and meeting both short-term and long-term financial goals. Studies have shown that high levels of financial management ability can help university students avoid financial difficulties, make wise decisions, and significantly improve their personal asset allocation efficiency and financial satisfaction (Chen & Volpe, 1998).

2.7 Quality of Life

Quality of life refers to an individual's comprehensive evaluation of their living conditions across multiple dimensions, including material, psychological, social, and environmental aspects. It is an important indicator of personal well-being and social development. Shu Jianping and He Hongbao (2011) defined college students' quality of life as a multi-dimensional state of life that includes physical health, mental health, independence, social relationships, and environmental satisfaction. Jiang Xing (2024) further pointed out that quality of life is the unity of subjective well-being and objective living conditions, covering aspects such as income level, consumption quality, and social participation. Shu Jianping and He Hongbao (2011) emphasized that the quality of life of university students is significantly influenced by consumption structure and sources of income. For example, students with stable sources of living expenses and higher levels of consumption tend to have better quality of life. Zhang Jinning (2024) conducted empirical research and found that the widespread application of digital finance significantly improves residents' quality of life, especially by enhancing personal consumption ability and resource allocation efficiency through third-party payments and online lending. Feng Sixian and Song Qiuyun (2021) further explored the smoothing effect, protective effect, and value-added effect of digital finance, which have effectively improved the quality of life disparities between urban and rural areas, as well as regional differences.

2.8 Behavioral Finance Theory

Behavioral finance theory emphasizes the impact of individuals' irrational behaviors on financial decisions. Wu Qiudi (2020) found that the over-convenience of FinTech tools may lead to impulsive consumption and excessive borrowing behaviors among university students. For example, while the "installment payment" model can alleviate short-term financial pressure, it can also trigger pre-consumption and debt accumulation, ultimately affecting quality of life.

2.9 Social Comparison Theory

Social comparison theory suggests that individuals adjust their consumption patterns based on the behaviors of those around them. Yuan Huilan (2019) pointed out that under the influence of social media and peers, university students in the context of FinTech may tend to engage in conspicuous consumption and comparison behaviors. This phenomenon is particularly prominent in consumer credit such as "campus loans," which not only impacts their mental health but also places pressure on their financial situation.

2.10 Analysis of Variable Relationships

FinTech service usage behavior is a significant driving force behind the transformation of university students' consumption patterns, and to some extent, it influences their quality of life. Related research indicates that FinTech enhances university students' life efficiency and well-being by improving payment convenience, consumption diversity, and resource optimization, while also presenting certain consumption risks and challenges.

Xu Lu et al. (2020) and Wang Dan (2020) highlighted that digital finance, utilizing mobile internet, cloud computing, and big data, provides university students with convenient consumption methods. For example, through Alipay and WeChat Pay, students can quickly complete everyday consumption tasks such as shopping, transportation tickets, and food delivery orders. This consumption model, which is not restricted by time or space, significantly increases transaction security and life convenience, thereby significantly improving students' subjective well-being and quality of life. Additionally, digital finance has expanded university students' consumption scenarios, shifting from traditional offline consumption to diversified online consumption, such as installment payments and campus loans, fulfilling more diverse consumption needs.

However, the rapid development of FinTech has also led to negative effects. Wu Qiudi (2020) found that the over-convenience of FinTech tools might induce impulsive consumption and blind borrowing behaviors, particularly during promotional events like "Double 11." Due to a lack of financial knowledge and consumption planning, university students are at risk of falling into excessive debt. Wei Rongrong (2021) further pointed out that the lack of financial literacy is the main reason university students face FinTech risks, as many students lack the ability to distinguish between issues such as high-interest loans and illegal lending, which increases their economic and psychological pressure.

In summary, FinTech service usage behavior has both positive impacts and potential risks on university students' quality of life. On one hand, it improves students' consumption experience through payment convenience and efficiency; on the other hand, a lack of rational usage may lead to financial difficulties. Therefore, enhancing university students' financial literacy and strengthening financial education and risk prevention are essential pathways for maximizing the positive effects of FinTech and improving quality of life.

2.11 Conceptual Framework

This study aims to explore the relationship between FinTech service usage behavior and quality of life. The variables and dimensions are as follows:

Independent Variable: FinTech service usage behavior, with key dimensions including:

Usage frequency of FinTech services

Convenience of mobile payment usage

Level of usage of digital financial tools

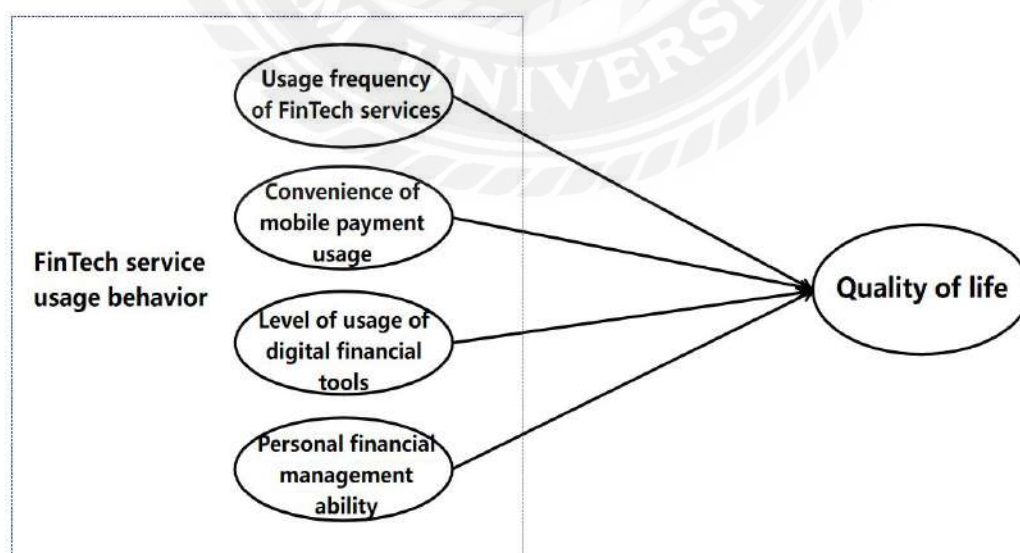Personal financial management ability

Dependent Variable: Quality of life

Figure 2.1 Conceptual Framework

Chapter 3 Research Methods

3.1 Introduction

This chapter outlines the research methodology employed to investigate the impact of FinTech service use behavior on the quality of life among university students in Jinan, Shandong Province, China. A quantitative research design was adopted to systematically analyze the relationships between key variables, including FinTech usage frequency, mobile payment convenience, digital financial tool adoption, financial management skills, and perceived quality of life.The study utilized online surveys as the primary data collection tool, distributed to a randomly selected sample of 400 undergraduate students from three public universities in Jinan. The survey instrument incorporated 5-point Likert scales to measure variables such as FinTech usage patterns (e.g., frequency of mobile payments, reliance on digital financial tools) and quality of life indicators (e.g., financial well-being, stress levels, life satisfaction).Data analysis involved descriptive statistics to summarize demographic profiles and variable distributions, reliability and validity tests (Cronbach's alpha, KMO, and Bartlett's test) to ensure measurement consistency, and Pearson correlation analysis to explore associations between FinTech behaviors and quality of life dimensions. Statistical software SPSS 28.0 was used for processing.This chapter details the research design, hypotheses, sampling strategy, and analytical procedures, providing a robust framework to address the study's objectives. The methodology aligns with prior studies on digital finance and student behavior (Xu et al., 2020; Wei et al., 2022), ensuring comparability and validity of findings.

3.2 Research Design

This study aims to explore the impact of university students' use of financial technology services in Jinan, Shandong Province, China, on their quality of life. By analyzing independent variables such as the frequency of financial technology service usage, the convenience of mobile payment usage, the level of usage of digital financial tools, and personal financial management capabilities, this research will reveal how these factors contribute to improving quality of life, providing a theoretical basis for optimizing financial technology services. See Table 3.1.

Table 3.1 Measurement Items

Variable	Measurement item	NO.
Usage frequency of FinTech services	1.I use financial technology services every day.	Q1
	2.I use financial technology services at least once a week.	Q2
	3.I often use financial technology services for payments or purchases.	Q3
	4.I often use financial technology services for financial management or investment.	Q4
	5.I frequently use financial technology services for financial management, lending, or payments.	Q5
Convenience of mobile payment usage	1.I find the operation of mobile payment very simple.	Q6
	2.I can complete mobile payments quickly and conveniently.	Q7
	3.I believe I can use mobile payments smoothly anywhere.	Q8
	4.The interface design of mobile payments makes the payment process more convenient.	Q9
	5.I believe there are no complicated steps or delays in the mobile payment process.	Q10
Level of usage of digital financial tools	1.I frequently use digital financial tools for banking or financial management.	Q11
	2.I am familiar with and can use various digital financial tools flexibly.	Q12
	3.I frequently use digital financial tools for financial management or investment activities.	Q13
	4.I use digital financial tools for financial matters at least once a day.	Q14
	5.I usually rely on digital financial tools when handling financial matters.	Q15
Personal financial management ability	1.I can plan and manage my personal finances reasonably.	Q16
	2.I know how to use financial technology tools to manage my expenses and budget.	Q17

	3.I can set and achieve personal financial goals (such as savings, investments, etc.).	Q18
	4.I can use financial technology services to make wise financial decisions.	Q19
	5.I regularly check and adjust my financial plans to ensure financial health.	Q20
Quality of life	1.I can reasonably plan my personal finances and effectively manage my budget.	Q21
	2.I can set and achieve both short-term and long-term financial goals.	Q22
	3.I am able to make wise consumption and investment decisions.	Q23
	4.I regularly review and adjust my financial plans to ensure the achievement of my financial goals.	Q24

3.3 Hypotheses

In this study, the independent variable: FinTech service usage behavior, with key dimensions including: usage frequency of FinTech services, convenience of mobile payment usage, level of usage of digital financial tools, and personal financial management ability. The dependent variable: quality of life. The model of this study is built on in-depth analysis of the relationships between these independent and dependent variables. These relationships will be set through a series of hypotheses. Based on the analysis above, this study confirms the theoretical hypothesis model of the impact of FinTech service usage behavior on the quality of life of university students in Jinan, Shandong Province, as well as the interrelationships between independent and dependent variables. See Figure 3.1. Therefore, the following hypotheses are proposed:

H1: There is a significant positive correlation between university students' usage frequency of FinTech services and quality of life.

H2: There is a significant positive correlation between convenience of mobile payment usage and quality of life.

H3: There is a significant positive correlation between level of usage of digital financial tools and quality of life.

H4: There is a significant positive correlation between personal financial management ability and quality of life.
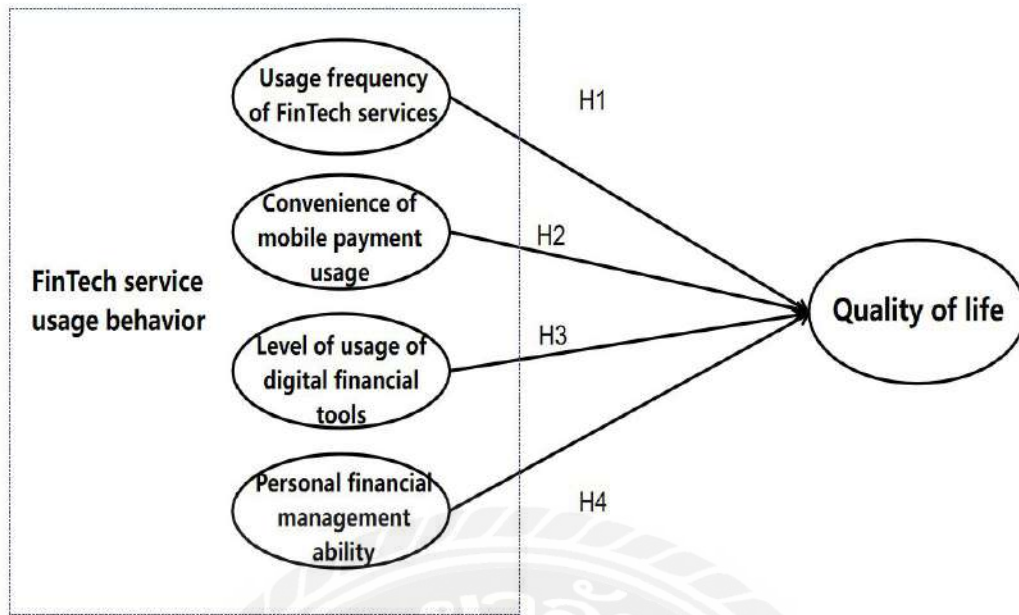
Figure 3.1 Hypotheses

3.4 Population and Sampling

To achieve the research objectives, this study adopts a questionnaire survey as the primary data collection method. The questionnaire survey method is particularly suitable for analyzing the relationship between financial literacy and financial management capabilities, as it allows for efficient and standardized data collection from a large sample. The target population of this study is undergraduate students in Xi'an, Shaanxi Province, China. The questionnaire survey method facilitates convenient data collection from this group, enabling a comprehensive analysis of the impact of financial literacy on financial management capabilities.

$$n = \frac{s^2 * p^2}{E^2}$$

The sample size is determined using the principle of random sampling. The standard normal distribution is represented by n (sample size) and s (standard deviation). With a confidence level of 95%, the corresponding Z-value is 1.96. The sample standard deviation is denoted as p. The margin of error (E), representing the maximum allowable difference between the sample mean and the population mean, is set at 0.05. The calculated sample size is 383.78. Data collected through the questionnaire survey will be analyzed using SPSS software.

3.5 Data Collection

This study reviewed the literature, identified relevant studies on the variables involved, conducted comparative analysis, and summarized the findings. The questionnaire items used in this study were appropriately adjusted and refined. The survey questionnaire will be distributed and collected through "Wenjuanxing" (an online survey platform). The collected data will be classified, analyzed, and tested to validate the study's hypotheses. The questionnaire is divided into four sections: title, introduction, basic information, and the factors involved in the survey. A total of 425 questionnaires were distributed during the survey period, with 400 valid responses received, resulting in an effective response rate of 94.1%.

3.6 Data Analysis

3.6.1 Reliability

The questionnaire used in this study is a modification of an existing mature assessment tool. It was extensively adjusted before being incorporated into this study, and the validity and reliability of the responses were verified. In scientific research, conclusions drawn from empirical testing of relationships between categories are only reliable and true when the data quality, i.e., the credibility and relevance of the information, is high. To confirm the authenticity of model fit analysis and hypothesis verification, data quality must be checked before any empirical confirmation of the relationships between variables. This involves reliability and validity testing. Reliability refers to the consistency and stability of measurement results. It assesses the ability of researchers to produce comparable results when evaluating similar phenomena or groups at different times or in different forms. The reliability of a scale depends on its stability, repeatability, and internal cohesion. All measurements include both current values and error values; the higher the reliability, the lower the error value, and the more stable the results, which are less influenced by time or form fluctuations. To confirm the effectiveness of data analysis, Cronbach's α coefficient will be used to evaluate internal consistency and reliability. The higher the α coefficient for each latent variable, the more reliable the measured variable is, indicating higher internal validity for the scale as a whole.

The Cronbach's α coefficients for the following variables are as follows:

Frequency of financial technology service usage: 0.87

Convenience of mobile payment: 0.872

Level of digital financial tool usage: 0.875

Personal financial management ability: 0.867

Quality of life: 0.817

All values are within the range of 0.8–0.9, indicating good reliability, allowing for further validity analysis. Table 3.2: Variable Reliability Test shows this in detail, confirming the excellent reliability of the survey used in this study.

Table 3. 2 Reliability Test for Variables

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Q1	0.718	0.837	
Q2	0.685	0.845	
Q3	0.712	0.838	0.87
Q4	0.69	0.844	
Q5	0.673	0.848	
Q6	0.74	0.835	
Q7	0.695	0.846	
Q8	0.742	0.834	0.872
Q9	0.671	0.852	
Q10	0.646	0.857	
Q11	0.668	0.856	
Q12	0.728	0.842	
Q13	0.686	0.852	0.875
Q14	0.726	0.842	
Q15	0.708	0.847	
Q16	0.672	0.844	
Q17	0.647	0.85	
Q18	0.711	0.834	0.867
Q19	0.698	0.837	
Q20	0.72	0.832	
Q21	0.642	0.767	
Q22	0.649	0.764	0.817
Q23	0.639	0.769	
Q24	0.618	0.779	

3.6.2 Validity

Validity analysis evaluates the relationship between measurement and external standards. Validity is typically divided into content validity and construct validity. Construct validity is further subdivided into convergent validity and discriminant

validity, both of which must be proven for a measurement to be considered as having construct validity. Content validity refers to the ability of a measurement tool to cover all items related to the concept it is intended to measure. If a measurement tool covers representative items of the concept being measured, it is considered to have content validity. The measurement variables in this study come from a well-established scale, which was revised and designed according to the actual research situation, with new items added and further adjustments made in a pre-survey. Therefore, the measurement tool used in this study has content validity.

Construct validity refers to the extent to which a measurement tool can measure theoretical concepts or traits, mainly assessed through convergent and discriminant validity. Convergent validity assesses the degree of correlation between different items within the same latent variable, while discriminant validity assesses the degree of difference between one variable and another. Exploratory factor analysis and confirmatory factor analysis can be used to determine convergent and discriminant validity. Although this study referenced an existing scale, it did not follow it strictly when measuring variables. Therefore, exploratory factor analysis will first be used to test construct validity, and confirmatory factor analysis will be conducted after structural relationships are established.

The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were used to assess the association between research questions. The KMO value is an important indicator of whether the data meet the conditions for factor analysis. A KMO value higher than 0.9 is considered excellent, 0.8-0.9 is good, 0.7-0.8 is fair, 0.6-0.7 is poor, 0.5-0.6 is very poor, and below 0.5 is unsuitable. Bartlett's test of sphericity determines whether the correlation matrix is an identity matrix. A significant p-value (usually less than 0.05) indicates that there is substantial correlation between the features of the scale, making it suitable for factor analysis.

Table 3. 3 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.979
Bartlett's Test of Sphericity	Approx. Chi-Square	7056.116
	df	276
	Sig.	0

Table 3.3: KMO and Bartlett Test shows that the KMO value for this study is 0.979, and Bartlett's test indicates a significant correlation between indicators (p = 0.000), confirming that the data meet the conditions for factor analysis. Factor loadings greater than 0.5 indicate stronger convergent validity, and the greater the

number of items with factor loadings greater than 0.5, the stronger the discriminant validity.

3.6.3 Descriptive statistical and Correlation analysis

Descriptive statistical analysis is a statistical analysis method that classifies, depicts and describes the basic situation of sample data, and converts raw data into information and statistical data that can be analyzed. The analysis mainly includes the frequency, mean, standard deviation and variance of the data. This study analyzes the relevant data of the respondents to lay the foundation for subsequent verification of the hypothesis. Relationship between variables

Correlation analysis is a representative method for describing the strength and direction of the relationship between multiple variables, as measured by the correlation coefficient. In the existing literature, the Pearson coefficient (usually denoted by R) is often used to indicate the correlation between variables, i.e., whether it is positive or negative. The value reflects the strength of the relationship. When the R value is below 0.3, it indicates a low correlation between the two variables; when the R value is between 0.3 and 0.7, it indicates a moderate correlation between the two variables; and when the R value is above 0.7, it indicates a high correlation between the two variables. Possible reasons for this are either common linear problems or poor surface quantities. This study uses SPSS 26.0 to examine the sample data.

Chapter 4 Research Findings

4.1 Introduction

Quantitative research methods were used to analyze the reliability and validity of the data collected through the questionnaire to ensure the effectiveness of the data. Descriptive statistics, correlation analysis, and regression analysis were conducted to further understand the relationships between various variables. By analyzing and verifying the hypotheses, the interrelationship between internal control and audit quality variables was clarified. A total of 400 valid questionnaires were collected, with an effective response rate of 94.1%. The collected data was analyzed using descriptive statistics, and the results showed a normal distribution. Given the unrealistic assumption of causal relationships between the variables, correlation was established. Pearson's correlation analysis was used to determine the relationships and significance between the variables. Finally, the research results were derived from the analysis.

4.2 Statistical Variable Explanation

The starting point of the tools was used as the statistical sample, mainly to check the legality and accuracy of the data. To ensure the representativeness of the data collection, the key demographic parameters included variables such as gender and grade (see Table 4.1). Overall, the sample met the statistical requirements.

Table 4.1: Demographic Data

Basic Information	Count	Percentage
1. Gender		
Male	185	46.25
Female	215	53.75
2. Grade		
Freshman	61	15.25
Sophomore	138	34.50
Junior	137	34.25
Senior	64	16.00

Among the 400 respondents, the gender distribution was as follows: 215 females (53.75%) and 185 males (46.25%). This indicates a higher representation of female students in the sample, reflecting the demographic characteristics of the surveyed university population.

The grade distribution of the respondents was divided into four groups: 61 freshmen (15.25%), 138 sophomores (34.50%), 137 juniors (34.25%), and 64 seniors (16.00%). Sophomores and juniors were the main respondent groups, indicating their higher participation in the survey.

4.3 Descriptive Statistics Of Variables

Descriptive statistical analysis focuses on screening, analyzing and summarizing a large amount of data obtained after a survey, and it summarizes the concentration trends and the degree of dispersion of these data. Descriptive analysis using SPSS statistical software can generate relevant descriptive statistics. The centralized trends of the analyzed data include the mean and median, and the descriptive data deviations include the maximum, minimum, variance, and standard deviation. These descriptive statistics synthesize and analyze the characteristics of the variables.

In this study, a 5-level Likert scale questionnaire (level of agreement) was used to collect the attitudes of the sample towards each of the measured variables. In order to interpret the data obtained, the following arbitrary levels were used to interpret the mean value of each variable.

Table 4. 2 Arbitrary levels of interpretation of questionnaire data

Arbitrary level	account for
1.00 - 1.79	disagree
1.80 - 2.59	slightly disagree
2.60 - 3.39	cannot be said be
3.40 - 4.19	agree slightly
4.20 - 5.00	agree with

(Pimentel, 2010)

As shown in Table 4.3, the score range for each question is from 1 to 5, representing the usage frequency or attitude of respondents towards different aspects of fintech services.

Most questions have a mean above 3 (e.g., Q1: 3.24, Q2: 3.25, Q4: 3.39), indicating that university students in Jinan, Shandong Province, China, have a moderate to high level of fintech service usage behavior. While the median is not explicitly provided, based on the mean values, it's likely that the majority of respondents' answers tend to be in the middle to upper range, suggesting relatively

frequent use of fintech services among students, though there is still room for improvement.

The standard deviation is mostly between 1.3 and 1.4 (e.g., Q1: 1.304, Q2: 1.401), indicating some variability in respondents' fintech service usage behavior. This means that while the overall mean score is moderate to high, students' usage frequency and attitudes towards these services are not entirely uniform, with some using them more frequently and others less so.

From the descriptive statistics, it can be seen that university students in Jinan, Shandong Province, China, have an overall moderate to high level of fintech service usage behavior across various aspects (Q1-Q20), and they show a certain degree of positive attitude and usage frequency. However, the standard deviation in the data indicates that there are still significant differences among students in their usage behavior of fintech services.

Table 4.3: Descriptive Statistics of Fintech Service Usage Behavior

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q1	400	1	5	3.24	1.304
Q2	400	1	5	3.25	1.401
Q3	400	1	5	3.175	1.354
Q4	400	1	5	3.39	1.448
Q5	400	1	5	3.308	1.329
Q6	400	1	5	3.255	1.321
Q7	400	1	5	3.3	1.38
Q8	400	1	5	3.172	1.44
Q9	400	1	5	3.237	1.36
Q10	400	1	5	3.138	1.335
Q11	400	1	5	3.303	1.39
Q12	400	1	5	3.27	1.411
Q13	400	1	5	3.272	1.289
Q14	400	1	5	3.345	1.386
Q15	400	1	5	3.342	1.389
Q16	400	1	5	3.235	1.353
Q17	400	1	5	3.25	1.355
Q18	400	1	5	3.36	1.334
Q19	400	1	5	3.388	1.368
Q20	400	1	5	3.147	1.377

As shown in Table 4.4, the score range for each question is from 1 to 5, representing the usage frequency or attitude of respondents towards different aspects of fintech services.

The mean values of Q21 to Q24 range from 3.197 to 3.342, close to the "neutral" or "slightly agree" level. This suggests most students evaluate their quality of life at a moderate level with a slight positive inclination, indicating some degree of satisfaction.The standard deviations of Q21 to Q24 are between 1.377 and 1.392, showing there are differences in students' evaluation of their quality of life. While overall evaluations are moderate, some students rate their quality of life lower, and others rate it higher.From the analysis of the four quality - of - life questions, university students in Jinan, Shandong Province, China, generally evaluate their quality of life at a moderate to slightly above level, with differences among individuals. Most students' self - evaluations fall into the "neutral" or "slightly agree" range, showing a balanced view on their quality of life, neither pessimistic nor overly optimistic.

Table 4.4: Descriptive Statistics of Quality of Life

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q21	400	1	5	3.197	1.392
Q22	400	1	5	3.283	1.39
Q23	400	1	5	3.268	1.388
Q24	400	1	5	3.342	1.377

4.4 Research Results

Correlation assessment refers to the process of studying at least two related components of a variable to determine the strength of their correlation. Correlation analysis requires establishing a relationship or probability between the related elements. Using correlation analysis has undoubtedly become the most effective method for studying the relationships between multiple groups.

The closer the correlation coefficient (r) is to 1 or -1, the stronger the correlation; the closer it is to 0, the weaker the correlation. As shown in Table 4.3, the correlation coefficients (r values) range from 0 to 1, with a high degree of correlation at the 0.01 level. There is a significant correlation between the factors ($P < 0.01$).

Table 4.5: Correlations Between Variables (Pearson Correlation Matrix)

Variable	Quality of life	Usage frequency of FinTech services	Convenience of mobile payment usage Behavior	Level of usage of digital financial tools	Personal financial management ability
Quality of life	1				
Usage Frequency of FinTech services	0.847**	1			
Convenience of mobile payment usage	0.839**	0.853**	1		
Level of usage of digital financial tools	0.880**	0.869**	0.887**	1	
Personal financial management ability	0.857**	0.864**	0.879**	0.891**	1

Note: *Correlation is significant at the 0.05 level (two-tailed). *Correlation is significant at the 0.01 level (two-tailed).

Correlation analysis examines the relationships between random variables, including their direction and degree. This study uses the Pearson correlation coefficient to analyze the correlation between Chinese university students' FinTech service usage behavior (Q1-Q20) and their quality of life (Q21-Q24) based on data from 400 questionnaires.

All dimensions of FinTech service usage behavior (Q1-Q20) show significant positive correlations with the four dimensions of quality of life (Q21-Q24) (p<0.01). This indicates that more frequent and in-depth use of FinTech services is associated with higher quality of life.

The correlation coefficients between the 20 items of FinTech service usage behavior (Q1-Q20) and the 4 items of quality of life (Q21-Q24) are mostly above 0.8, indicating a strong correlation. Specifically:

The correlation coefficient between Q1 (overall satisfaction with FinTech services) and Q21 (overall perception of quality of life) is 0.847, showing that greater satisfaction with FinTech services is linked to a more positive perception of quality of life.

The correlation coefficient between Q5 (frequency of mobile payment use) and Q24 (convenience of life) is 0.880, indicating that more frequent mobile payments are associated with greater life convenience.

The correlation coefficient between Q12 (frequency of using digital financial tools for financial management) and Q23 (satisfaction with financial situation) is 0.879, suggesting that more frequent use of digital financial tools is related to higher financial satisfaction.

The correlation coefficient between Q18 (evaluation of FinTech service innovation) and Q22 (social integration) is 0.857, implying that higher evaluations of FinTech service innovation are associated with better social integration.

These results show that various dimensions of FinTech service usage behavior (including usage frequency, convenience, and tool usage level) significantly and positively impact quality of life.

The four dimensions of quality of life (Q21-Q24) exhibit varying correlations with FinTech service usage behavior:

Q21 (overall perception of quality of life) shows strong correlations with most dimensions of FinTech service usage behavior, with coefficients mostly above 0.8.

Q22 (social integration) also has high correlations with FinTech service usage behavior, particularly in usage frequency (Q1-Q4) and behavior level (Q13-Q16), with coefficients close to 0.85, indicating a close relationship between social integration and specific FinTech usage behaviors.

Q23 (satisfaction with financial situation) has relatively high correlations with FinTech service usage behavior, especially in the level of digital financial tool usage (Q9-Q12), with coefficients close to 0.88, suggesting effective financial management through FinTech tools can enhance financial satisfaction.

Q24 (convenience of life) has high correlations with FinTech service usage behavior, particularly in the convenience of mobile payments (Q5-Q8), with coefficients close to 0.89, indicating that more convenient mobile payments lead to greater life convenience.

4.5 Hypothesis Testing Results

H1: There is a significant positive correlation between the frequency of university students' financial technology service usage and their quality of life.

The Pearson correlation coefficient between the frequency of financial technology service usage and quality of life is 0.847 (P<0.01), indicating a significant positive correlation between the frequency of financial technology service usage and quality of life. Therefore, Hypothesis 1 is supported.

H2: There is a significant positive correlation between the convenience of mobile payment and quality of life.

The Pearson correlation coefficient between the convenience of mobile payment and quality of life is 0.837 (P<0.01), indicating a strong positive correlation between the convenience of mobile payment and quality of life. Therefore, Hypothesis 2 is supported.

H3: There is a significant positive correlation between the level of digital financial tool usage and quality of life.

The Pearson correlation coefficient between the level of digital financial tool usage and quality of life is 0.880 (P<0.01), indicating a strong positive correlation between the level of digital financial tool usage and quality of life. Therefore, Hypothesis 3 is supported.

H4: There is a significant positive correlation between personal financial management awareness and quality of life.

The Pearson correlation coefficient between personal financial management awareness and quality of life is 0.857 (P<0.01), indicating a strong positive correlation between personal financial management awareness and quality of life. Therefore, Hypothesis 4 is supported.

The Pearson correlation coefficient between personal financial management awareness and quality of life is 0.857, with a significance level of P<0.01. The research results indicate that university students with strong financial management

awareness have a clear advantage in terms of quality of life. For example, students who are able to effectively plan their budgets, allocate their income and expenses rationally, not only avoid anxiety caused by financial issues but also make more rational use of financial technology tools to optimize their consumption and investment behaviors. Good financial management skills also help students better cope with unexpected economic demands, enhancing their sense of psychological security and economic independence.

Table 4.6: Hypothesis Testing

No.	Hypothesis	Result
H1	There is a significant positive correlation between university students' frequency of financial technology service usage and quality of life.	Supported
H2	There is a significant positive correlation between the convenience of mobile payment usage and quality of life.	Supported
H3	There is a significant positive correlation between the level of usage of digital financial tools and quality of life.	Supported
H4	There is a significant positive correlation between personal financial management capabilities and quality of life.	Supported

Chapter 5 Conclusion and Recommendations

5.1 Conclusion

This study focused on university students in Jinan, Shandong Province, China, and explored the impact of financial technology service usage behavior on their quality of life. Four hypotheses were tested. Through the analysis of 400 valid questionnaires, including descriptive statistics, correlation analysis, and regression analysis, the following key conclusions were drawn.

5.1.1 Relationship Between Financial Technology Service Usage Frequency and Quality of Life

The study found a significant positive correlation between the frequency of financial technology service usage and quality of life among university students, with a Pearson correlation coefficient of 0.847 and a significance level of $P<0.01$. This indicates that as the frequency of financial technology service usage increases, students' quality of life improves. Specifically, frequent use of financial technology services, such as mobile payments, online lending, and investment management, provides efficient and convenient economic support for university students, optimizing the efficiency of their daily consumption and academic life. For example, by using financial technology platforms, students can more easily complete payments, transfers, and financial management tasks, reducing the complexity of financial management and improving their subjective well-being.

5.1.2 Relationship Between Mobile Payment Convenience and Quality of Life

The study found a Pearson correlation coefficient of 0.839 between the convenience of mobile payment and quality of life, with a significance level of $P<0.01$. This shows that the convenience of mobile payment significantly enhances university students' quality of life. For instance, tools like Alipay and WeChat Pay provide university students with fast and convenient payment methods for daily consumption. These tools not only simplify the transaction process but also improve the safety of payments. Moreover, the multi-scenario applications of mobile payments, such as online shopping, transportation payments, and entertainment consumption, broaden students' consumption channels, enhance their shopping experience, and indirectly improve life satisfaction.

5.1.3 Relationship Between Digital Financial Tool Usage Level and Quality of Life

The level of digital financial tool usage has the strongest positive correlation with quality of life, with a Pearson correlation coefficient of 0.880 and a significance level of P<0.01. This indicates that the use of digital financial tools significantly improves university students' quality of life. Through digital financial tools (such as Yu'e Bao, Li Cai Tong, etc.), students can more efficiently manage their personal finances and achieve wealth growth. This not only helps students better plan their consumption and savings but also boosts their confidence in economic independence. The popularization of digital financial tools provides students with a wider range of financial options and support, significantly enhancing their life satisfaction and stability.

5.1.4 Relationship Between Personal Financial Management Ability and Quality of Life

The study found a significant positive correlation between personal financial management ability and quality of life, with a Pearson correlation coefficient of 0.857 and a significance level of P<0.01. This indicates that university students with strong financial management abilities have a clear advantage in terms of quality of life. For example, students who can effectively plan budgets and allocate income and expenses not only avoid anxiety caused by financial issues but also make more rational use of FinTech tools to optimize their consumption and investment behaviors. Good financial management skills also help students better cope with unexpected financial demands, enhancing their sense of psychological security and economic independence.

5.2 Recommendations For Future Research

Based on the analysis and results of this study on the relationship between financial technology service usage behavior and quality of life, the following recommendations are made from four perspectives: educational institutions, financial enterprises, government, and the students themselves, in order to maximize the positive effects of financial technology and improve the quality of life of university students.

5.2.1 Educational Institutions Should Strengthen Financial Literacy Education for University Students

Popularize financial technology knowledge: Universities should offer relevant courses or organize seminars to promote the basic knowledge and applications of financial technology, such as mobile payments, the use of digital financial tools, and risk identification. By fostering students' understanding and correct usage of financial tools, the risks they might face when using financial technology tools in unfamiliar situations can be minimized.

Focus on financial management ability: Educational institutions should incorporate financial management skills into students' career development courses, teaching methods for creating reasonable budgets, scientific savings, and investment planning. Through case-based teaching, financial planning assignments, and other forms, students can learn to cope with financial problems in real life, thus improving their quality of life.

Conduct risk prevention training: Schools should regularly organize risk prevention lectures, focusing on issues such as campus loans and overconsumption, to help students understand the dangers of excessive consumption and harmful loans, and teach them to protect their own rights. Through positive guidance, universities can help students develop healthy consumption habits.

5.2.2 Financial Enterprises Should Optimize Financial Technology Services for University Students

Design financial products that meet students' needs: Financial institutions should design more flexible and secure financial products based on the actual needs of university students. For example, short-term loans with transparent interest rates and low thresholds should be developed to prevent students from incurring unnecessary financial burdens due to complex terms.

Improve user experience: Enterprises should optimize the interface design and functional modules of financial technology service platforms to enhance the convenience of mobile payments and digital financial tools, thus improving user experience. For example, simplifying operation processes and providing multilingual support can meet the needs of students from different backgrounds.

Strengthen credit system construction: Financial enterprises should intensify the management and construction of students' credit records. For example, in cooperation with universities, financial institutions can provide creditworthy students with a

certain amount of consumer loans and offer preferential interest rates, encouraging students to maintain good credit habits.

Increase publicity and educational investment: Financial enterprises can collaborate with universities to carry out financial technology knowledge dissemination activities. For example, setting up "Campus Financial Technology Days," organizing experience activities, and helping students better understand the advantages and proper use of financial technology tools.

5.2.3 The Government Should Improve Supervision and Policy Support

Strengthen financial technology product supervision: The government should implement relevant policies to strengthen the supervision of financial technology services, especially financial products targeting university students. For example, it should prohibit illegal campus loan platforms from entering campuses and ensure that the financial services used by students are legitimate and transparent.

Promote the implementation of inclusive financial policies: The government can support financial institutions in offering low-cost financial services to economically disadvantaged student groups through financial subsidies and tax incentives. For instance, offering inclusive loans and educational savings products for university students to help them better handle tuition fees and living expenses.

Establish a financial knowledge promotion mechanism: The government should promote financial knowledge and consumer risk prevention content through various media channels (such as social media, traditional media, etc.). For example, creating short videos and interactive Q&A sessions to enhance university students' interest and understanding of financial knowledge.

5.2.4 University Students Should Improve Personal Financial Literacy and Management Skills

Develop rational consumption habits: University students should plan their personal income and expenses rationally, avoiding blind pursuit of overconsumption and conspicuous consumption. By creating monthly or yearly budgets, they can allocate funds reasonably to balance living expenses and savings.

Learn and use financial technology tools effectively: University students should actively learn how to use digital financial tools, such as Yu'e Bao and Li Cai Tong. At the same time, they should focus on choosing legitimate platforms and avoid using tools or services from unknown sources.

Regularly summarize and plan finances: By summarizing their financial status monthly or quarterly, students can analyze their consumption behavior, adjust unreasonable consumption patterns, and set new financial goals. Through this process of reflection and planning, students can continuously improve their financial management skills.

Enhance risk awareness: Students should remain cautious about financial products, especially those with unclear interest rates or hidden fees. When using lending products, they should carefully understand the terms and repayment requirements to avoid credit issues and psychological stress due to defaults or overdue payments.

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Appendix Questionnaire

THE IMPACT OF FINTECH SERVICE USE BEHAVIOR ON QUALITY OF LIFE:PERSPECTIVES FROM UNIVERSITY STUDENTS IN JINAN,SHANDONG PROVINCE, CHINA

Dear Student,

Thank you for taking the time to participate in our survey despite your busy schedule. The purpose of this survey is to understand your views on the relationship between financial technology service usage behavior and quality of life. Please note that there are no right or wrong answers, and we value your honest opinions.

This survey is conducted anonymously, and your responses will be used solely for academic research purposes. We assure you that all personal information will be kept strictly confidential.

Part 1

1. Gender:

□ Male □ Female

2. Grade:

□ Freshman □ Sophomore

□ Junior □ Senior

Part 2

Please select the most appropriate option and mark "√" on the corresponding number. The questionnaire uses a Likert scale from 1 to 5, where 1 means "strongly disagree," 2 means "disagree," 3 means "neutral," 4 means "agree," and 5 means "strongly agree."

Question	1	2	3	4	5
Usage frequency of FinTech services					
1.I use financial technology services every day.					
2.I use financial technology services at least once a week.					
3.I often use financial technology services for payments or purchases.					
4.I often use financial technology services for financial management or investment.					
5.I frequently use financial technology services for financial management, lending, or payments.					
Convenience of mobile payment usage					
1.I find the operation of mobile payment very simple.					
2.I can complete mobile payments quickly and conveniently.					
3.I believe I can use mobile payments smoothly anywhere.					
4.The interface design of mobile payments makes the payment process more convenient.					
5.I believe there are no complicated steps or delays in the mobile payment process.					
Level of usage of digital financial tools					
1.I frequently use digital financial tools for banking or financial management.					
2.I am familiar with and can use various digital financial tools flexibly.					
3.I frequently use digital financial tools for financial management or investment activities.					
4.I use digital financial tools for financial matters at least once a day.					
5.I usually rely on digital financial tools when handling financial matters.					
Personal financial management ability					
1.I can plan and manage my personal finances reasonably.					

2.I know how to use financial technology tools to manage my expenses and budget.					
3.I can set and achieve personal financial goals (such as savings, investments, etc.).					
4.I can use financial technology services to make wise financial decisions.					
5.I regularly check and adjust my financial plans to ensure financial health.					
Quality of life					
1.I can reasonably plan my personal finances and effectively manage my budget.					
2.I can set and achieve both short-term and long-term financial goals.					
3.I am able to make wise consumption and investment decisions.					
4.I regularly review and adjust my financial plans to ensure the achievement of my financial goals.					

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ส่วนงาน บัณฑิตวิทยาลัย สาขาบริหารธุรกิจ   **โทร.ภายใน 5336**

ที่ มส 0210.01 / 0258   **วันที่** 11 กันยายน 2568

เรื่อง ขออนุมัติสำเร็จการศึกษาประจำปีการศึกษา 2567

เรียน ท่านอธิการบดี

    เรื่องเดิม นักศึกษาหลักสูตรบริหารธุรกิจมหาบัณฑิต MR. LI JINGMIN รหัสนักศึกษา 6617195417 ได้ศึกษารายวิชาครบถ้วนสมบูรณ์ และได้ปฏิบัติตามเกณฑ์สำเร็จการศึกษาตามที่มหาวิทยาลัย สยามกำหนดเรียบร้อยแล้ว ทั้งนี้พร้อมยื่นเรื่องขออนุมัติสำเร็จการศึกษา โดยมีรายละเอียด ดังต่อไปนี้

1. ผ่านการตรวจสอบความซ้ำซ้อนด้วยโปรแกรม Grammarly เมื่อวันที่ 8 กรกฎาคม 2568
2. ผ่านการสอบประมวลความรู้ข้อเขียน เมื่อวันที่ 26 กรกฎาคม 2568
3. ผ่านการสอบปากเปล่าขั้นสุดท้ายวิชาการค้นคว้าอิสระ เมื่อวันที่ 18 กรกฎาคม 2568
4. ผ่านเกณฑ์มาตรฐานความรู้ภาษาอังกฤษ Oxford Placement Test score 84 CEFR C1 เมื่อวันที่ 23 พฤษภาคม 2568
5. ผ่านการประชุมวิชาการระดับนานาชาติ at The 1st Thailand –Sino International Conference and The 17th National and International Academic Conference on "Innovation and Management for Sustainability" Subject : The Impact of Fintech Service Use Behavior on Quality of Life: Perspectives from University Students in Jinan, Shandong Province, China on 14-16 November at Siam University, 2024, Bangkok Thailand

    เรื่องพิจารณา เพื่อพิจารณาเข้าประชุมสภามหาวิทยาลัย และอนุมัตินักศึกษาสำเร็จ การศึกษา ประจำปีการศึกษา 2567 ดังรายละเอียดเอกสารประกอบการสำเร็จการศึกษาตามที่แนบมา

    จึงเรียนมาเพื่อพิจารณาอนุมัติ และให้ดำเนินการต่อไป

(รศ.ดร.จอมพงศ์ มงคลวนิช)
คณบดีบัณฑิตวิทยาลัย สาขาบริหารธุรกิจ

ตรวจทานเรียบงาน 21 เรื่องรับออ แอ้ง

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