



**THE CORRELATION BETWEEN FINTECH POPULARIZATION
AND APPLICATION AND CAMPUS CONSUMPTION PATTERNS
IN CHINESE COLLEGES AND UNIVERSITIES**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2026**



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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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ABSTRACT

The rapid advancement of financial technology (FinTech) has significantly reshaped consumption behaviors across various sectors, particularly within university campuses. In China, the integration of FinTech tools such as mobile payments and digital financial services has transformed traditional payment methods and financial management among students. This study aimed to examine the impact of FinTech popularization and application on campus consumption patterns in Chinese higher education institutions. Specifically, the objectives were to investigate the current status of FinTech adoption, analyze the influence of FinTech application adoption, assess the effect of mobile payment usage frequency, and evaluate how digital financial service acceptance and FinTech facility availability jointly shape students' consumption behaviors.

A quantitative research approach was employed, targeting 400 undergraduate students from six public universities in Chongqing. Data were collected through structured questionnaires and analyzed using descriptive statistics, Pearson correlation analysis, and regression analysis. The findings revealed a significant positive correlation between FinTech application adoption and campus consumption patterns, indicating that greater adoption promoted digital and diversified consumption. Mobile payment usage frequency strongly enhanced consumption patterns due to its convenience and security. Acceptance of digital financial services improved students' financial management capabilities and consumption confidence, while the availability of FinTech-related facilities increased payment efficiency and willingness to use such tools.

FinTech popularization plays a crucial role in transforming campus consumption patterns toward more digital, convenient, and rational financial behaviors. The study recommends that universities enhance FinTech infrastructure and incorporate FinTech

education into curricula, while FinTech companies should design student-oriented products and services to optimize campus financial experiences.

Keywords: financial technology, campus consumption patterns, mobile payment, digital financial services, higher education



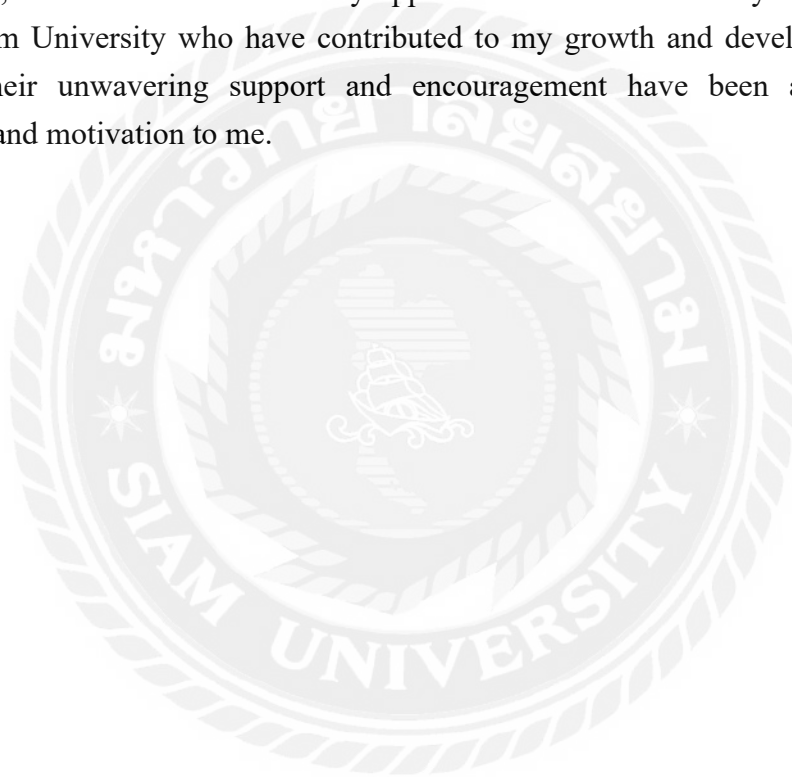
ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor for her invaluable guidance, support, and encouragement throughout my Independent Study. Her insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, Dean, Graduate School of Business, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a student. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

SU YAN



DECLARATION

I, Su Yan, hereby declare that this Independent Study entitled “The Correlation between Fintech Popularization and Application and Campus Consumption Patterns in Chinese Colleges and Universities” is an original work and has never been submitted to any academic institution for a degree.

.....
(Su Yan)

April 30, 2026



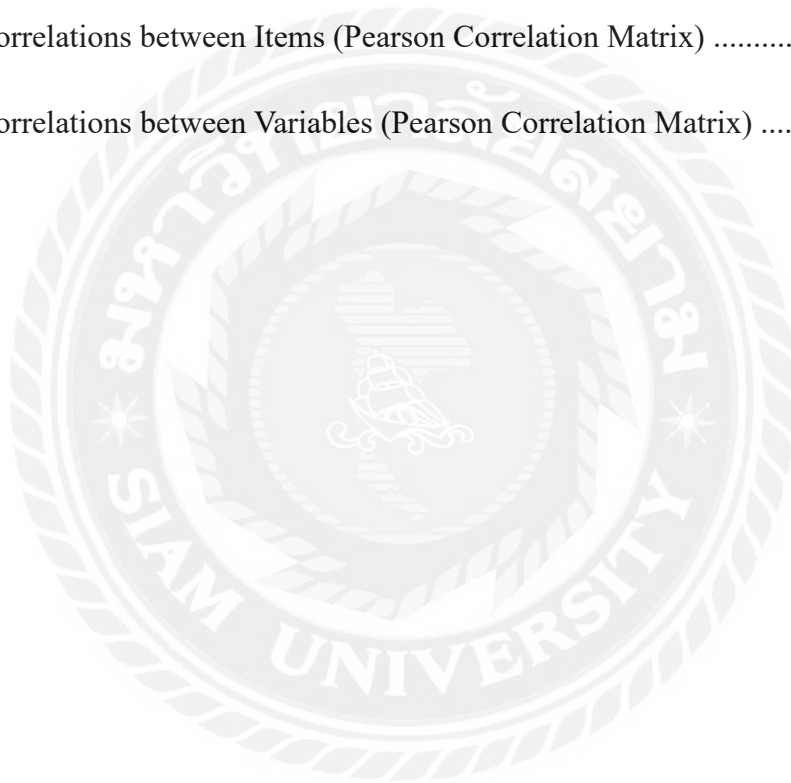
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Chapter 1 Introduction

1.1 Research Background

In recent years, FinTech (Financial Technology), as an innovative field that integrates finance and technology, has been triggering profound changes in the global financial industry. By leveraging emerging technologies such as artificial intelligence, big data, blockchain, and cloud computing, FinTech has reconstructed traditional financial products and service models, promoting the digital transformation of financial services (Arner et al., 2015). In China, the rapid development of FinTech has not only reshaped the financial market structure but also profoundly influenced people's daily lives, especially in the field of consumer payments. The widespread adoption of mobile payments, the extensive application of digital financial services, and the continuous improvement of FinTech infrastructure have become important forces driving the transformation of consumer patterns in China (Rao, 2020; Tang et al., 2021).

In the context of universities, the popularity and application of FinTech have shown unique development trends. Universities, as important places for knowledge innovation and talent cultivation, are not only significant application scenarios for FinTech but also the forefront of its development. With the extensive promotion of mobile payments and digital financial services, the consumption patterns within university campuses are undergoing significant changes. Student groups, as the main users of FinTech, have their consumption behaviors and payment habits profoundly influenced by the application of FinTech (Zhang, 2019; Li & Wang., 2020). For example, the frequent use of mobile payments has made students' consumption within the campus more convenient and efficient, while the popularity of digital financial services has provided students with a diversified range of financial service choices, further promoting the digital transformation of campus consumption patterns (Liu & Chen, 2021; Li & Zhao, 2019). In addition, the availability of FinTech-related facilities in universities has also been significantly improved. Many universities have built smart campus systems and integrated FinTech platforms to provide students with a more convenient payment environment and financial service support (Zhang & Yang, 2021). The improvement of these facilities has not only increased the frequency of FinTech use but also further enhanced students' dependence on FinTech tools (Li, 2021). However, despite the achievements in the application of FinTech in universities, its systematic impact on campus consumption patterns still needs in-depth research. From a theoretical perspective, the impact of the popularity and application of FinTech on campus consumption patterns involves multiple dimensions. The popularity rate of FinTech applications, the frequency of mobile payment use, the acceptance degree of

digital financial services, and the availability of FinTech-related facilities together constitute the application ecosystem of FinTech in universities and influence students' consumption behaviors and decisions through different pathways (Chen & Volpe, 1998; Lusardi & Mitchell, 2011). For example, the convenience and security of mobile payments have changed students' payment habits, while the diversification of digital financial services has provided students with more consumption choices and financial management methods (Van et al., 2012). These changes not only reflect the application effects of FinTech in universities but also reveal its profound impact on consumption patterns.

Therefore, the rapid development of FinTech has brought unprecedented opportunities for the transformation of campus consumption patterns in universities. However, the current research on FinTech in the university field is still relatively limited, especially in terms of its systematic impact on campus consumption patterns. Thus, this study aimed to fill this research gap by deeply exploring the impact mechanism of the popularity and application of FinTech on campus consumption patterns in universities, providing theoretical support and practical guidance for the digital transformation of universities and financial education.

1.2 Research Questions

With the rapid development of FinTech in Chinese universities, its impact on campus consumption patterns has become increasingly significant. However, the current research on FinTech in the university field mainly focuses on the application of technology, and a comprehensive and in-depth understanding of its systematic relationship with campus consumption patterns has not yet been formed. This study focused on the Chinese college student group, aiming to explore the impact mechanism of the popularity and application of FinTech on campus consumption patterns from their perspective. On the one hand, the study sorted out the dimensions of the popularity rate of FinTech applications, the frequency of mobile payment use, the acceptance degree of digital financial services, and the availability of FinTech-related facilities, analyzing their specific manifestations in the university environment. On the other hand, through empirical research, it revealed the intrinsic relationship between the popularity and application of FinTech and campus consumption patterns, providing theoretical support for the digital transformation of universities and financial education.

This study proposed the following four research questions:

(1) How does the adoption rate of FinTech applications exhibit a significant positive correlation with campus consumption patterns among Chinese college students?

(2) How does the frequency of mobile payment use among college students exhibit a significant positive correlation with campus consumption patterns?

(3) How does the acceptance of digital financial services among college students exhibit a significant positive correlation with campus consumption patterns?

(4) How does the availability of FinTech-related facilities exhibit a significant positive correlation with campus consumption patterns among college students?

1.3 Research Objectives

This study focused on the popularity and application of FinTech in Chinese aims to reveal the application status of FinTech in universities and its intrinsic impact mechanism on campus consumption patterns through universities and its impact on campus consumption patterns. The rapid development of FinTech is profoundly changing the consumption behaviors and payment habits of university students. However, there is still a lack of systematic research on its popularity status in universities and its specific impact on consumption patterns. To fill this research gap, this study conducted an empirical analysis, providing theoretical support and practical guidance for the promotion of FinTech in universities and the optimization of campus consumption patterns.

Based on the above research questions, this study set the following four research objectives:

Objective 1: To empirically examine how the adoption rate of FinTech applications exhibits a significant positive correlation with campus consumption patterns among Chinese college students, clarifying its influence path on the digital and diversified transformation of campus consumption.

Objective 2: To empirically examine how the frequency of mobile payment use among college students exhibits a significant positive correlation with campus consumption patterns, analyzing its role in reshaping students' daily payment habits and consumption frequency.

Objective 3: To empirically examine how the acceptance of digital financial services among college students exhibits a significant positive correlation with campus

consumption patterns, exploring its impact on students' financial management capabilities and rational consumption decisions.

Objective 4: To empirically examine how the availability of FinTech-related facilities exhibits a significant positive correlation with campus consumption patterns among college students, evaluating its promoting effect on students' willingness to use digital financial tools and payment efficiency.

1.4 Research Scope

Research Population and Sampling

The research population was undergraduate students from six public universities in Chongqing. To ensure the representativeness of the samples and the reliability of the data, this study adopted a random sampling method to select representative samples from undergraduate students of all grades, with a total of 400 valid survey questionnaires distributed.

Variables (Independent and Dependent Variables)

Independent Variable: The popularity and application of FinTech.

The popularity and application of FinTech include four dimensions: the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities.

Dependent Variable: Campus consumption patterns.

Research Area

Six public universities in Chongqing.

Data Collection Time

From November 14 to December 14, 2025, the questionnaire survey was conducted in batches during this period to ensure the scientific nature and effectiveness of data collection. The quality of data collection was strictly controlled to ensure the authenticity and completeness of the questionnaire responses. The data for this study were collected through online questionnaires, using quantitative analysis methods, including descriptive statistical analysis, reliability and validity analysis, and correlation analysis.

1.5 Research Significance

Theoretical Significance

This study focused on the impact of the popularity and application of FinTech on campus consumption patterns in Chinese universities and has important theoretical value. First, the current academic research on FinTech mainly focuses on its macro impact on financial markets, financial institutions, or consumer behavior, while research on universities as a specific scenario is relatively rare. This study systematically explored the current status of FinTech popularity in universities and its impact mechanism on campus consumption patterns from the perspective of Chinese college students. It can enrich the theoretical research on the intersection of FinTech and consumption behavior and provide a new perspective and theoretical basis for subsequent related research (Rao, 2020; Tang & Xiao, 2021).

Second, through empirical analysis of the impact of the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities on campus consumption patterns, this study helps deepen the understanding of the micro impact mechanism of FinTech. By combining classical theories including the Theory of Reasoned Action and the Theory of Planned Behavior, this study explored the acceptance and use behavior of FinTech tools by college students. It provides theoretical evidence for understanding the promotion path of FinTech in universities. This helps reveal the intrinsic logic of the popularity and application of FinTech and further enriches the theoretical system of the relationship between FinTech and consumption behavior (Liu et al., 2019; Zhao, 2018).

Practical Significance

First, universities are one of the important scenarios for the application of FinTech. The acceptance and use of FinTech by student groups directly affect the promotion of FinTech in universities. By systematically sorting out the current status of FinTech popularity in universities, this study can provide reference for university managers and FinTech companies to formulate targeted promotion strategies.

Second, the impact of the popularity and application of FinTech on campus consumption patterns has profound significance. By revealing the mechanism of FinTech's impact on consumption behaviors, payment habits, and consumption decision-making paths, this study can provide practical guidance for universities to optimize the consumption environment and improve students' financial literacy.

Finally, the results of this study can provide practical references for FinTech companies' product innovation and market expansion. By deeply understanding the needs and usage preferences of college students for FinTech tools, FinTech companies can optimize product design and develop FinTech products and services that are more suitable for the university scenario.

1.6 Key Term Definitions

FinTech is the combination of "Finance" and "Technology," referring to the digital transformation field that innovates traditional financial products, service models, and business processes through emerging technologies, such as artificial intelligence, blockchain, big data, and cloud computing. It aims to improve efficiency, reduce costs, and achieve inclusive goals.

Mobile Payment refers to the payment method using mobile communication devices, such as smartphones, tablets, etc. through wireless network technology. Users can conduct online or offline transactions without using cash or traditional bank card payments.

Digital Financial Services refer to a series of financial products and services provided to users through information technology, especially Internet, mobile communication, and big data technologies. These services include payment services, lending services, investment and wealth management, insurance, and wealth management.

FinTech-related facilities refer to the physical and digital infrastructure that supports the use of financial technology tools and services in university campuses. These facilities include QR code payment devices, self-service payment terminals, campus card systems, smart vending machines, digital service platforms, stable campus networks, online payment channels, and other digital financial service equipment.

Campus Consumption Patterns refer to the consumption behaviors, preferences, methods, and frequencies of students within the campus. With the popularity and application of FinTech, campus consumption patterns have shifted from traditional cash payments to electronic payments, online payments, and cashless payments. The research content includes consumption scenarios, payment tool choices, and consumption decision-making paths (Chen, 2020; Zhang, 2019).

Chapter 2 Literature Review

2.1 Introduction

With the rapid development of FinTech, its popularity and application in universities are profoundly changing campus consumption patterns. Through technological innovation, FinTech has promoted the convenience of payments and the diversification of financial services, becoming an important part of the campus economy. In recent years, the frequent use of mobile payments, the widespread acceptance of digital financial services, and the continuous improvement of FinTech infrastructure have significantly influenced students' consumption behaviors and decision-making paths. This study focused on universities in China to explore the correlation between FinTech's popularity and application and campus consumption patterns, aiming to reveal the mechanisms of FinTech's role in the campus scenario and provide theoretical support and practical references for the digital transformation of universities and financial education.

2.2 FinTech

FinTech, a combination of "Finance" and "Technology," refers to the digital transformation field that innovates traditional financial products, service models, and business processes through emerging technologies such as artificial intelligence, blockchain, big data, and cloud computing. It aims to enhance efficiency, reduce costs, and achieve inclusive goals. According to the definition proposed by the Financial Stability Board (FSB), FinTech refers to technology-enabled innovation in financial services that may lead to new business models, applications, processes, or products, with a material impact on financial markets, financial institutions, and the provision of financial services (Financial Stability Board, 2017). Its core lies in using cutting-edge technologies to drive structural transformations in financial services, covering emerging business models, technological applications, and product innovations, such as mobile payments, robo-advisory, and blockchain finance (Financial Stability Board, 2017, 2019). From a technology-driven perspective, FinTech uses data as a core resource, optimizing financial decision-making processes through algorithms. For example, the application of artificial intelligence in risk assessment and customer management has significantly improved the personalization and precision of services. Its innovativeness is reflected in the reconstruction of traditional financial service production relationships. For instance, distributed ledger technology (blockchain) enhances transaction transparency and reduces trust costs through its decentralized mechanism. Moreover, FinTech empowers financial services to break through spatial

and temporal limitations. The widespread adoption of mobile payments, for example, has greatly increased the convenience of consumption in campus scenarios.

In academia, Rao (2020) pointed out that the mechanism of FinTech can be divided into two dimensions: business development and risk regulation, with its core value lying in achieving inclusive and intelligent financial services through technological penetration. Tang and Xiao (2021) further refined the research scope into three categories: technological innovation, industry application, and regulatory frameworks, emphasizing the role of technology in restructuring the operational models of financial institutions. Arner et al. (2015) proposed from a developmental perspective that the ultimate goal of FinTech is to achieve digital integration of the financial system, promoting collaborative innovation between traditional institutions and technology companies.

2.3 Mobile Payment

Mobile Payment refers to the payment method using mobile communication devices such as smartphones and tablets through wireless network technology. Users can conduct online or offline transactions without the need for cash or traditional bank card payments. Mobile payments, realized through QR codes, NFC (Near Field Communication) technology, and other platforms like Alipay and WeChat Pay, have become an essential payment method in daily consumption. According to Zhang's (2019) research, the widespread adoption of mobile payments has not only increased transaction efficiency but also changed consumer payment habits. In China, mobile payments have become an indispensable payment method. Zhang pointed out that as mobile payment technology continues to mature, payment behaviors between merchants and consumers are gradually shifting from traditional cash and bank card payments to more convenient and secure mobile payments. Consumers can complete payments with a single tap on their smartphones, significantly reducing the time cost of payment (Zhang, 2019).

Li and Wang (2020) emphasized the security of mobile payment technology and its application in financial services. They mentioned that mobile payment technology enhances transaction security through password encryption and fingerprint recognition. It also promotes the diversification of consumption scenarios, allowing more merchants and consumers to enjoy the convenience and flexibility of this payment method. In particular, within university campuses, the acceptance of mobile payments among student groups is high, and it has become an important part of campus consumption. In addition, Liu and Chen (2021) analyzed the profound impact of the widespread adoption of mobile payments on consumption patterns. They pointed out

that with the popularity of mobile payments, campus consumption patterns have changed significantly. First, students' payment behaviors have become more frequent, with time and space constraints greatly reduced, especially in small-amount consumption scenarios. Second, mobile payments have promoted the construction of digital campuses, achieving seamless integration of convenient online payments and offline consumption through integration with campus card systems.

2.4 Digital Financial Services

Digital Financial Services (DFS) refer to a range of financial products and services provided to users through information technology, particularly the Internet, mobile communication, and big data. These services include payment services, lending services, investment and wealth management, insurance, and financial planning, significantly enhancing the accessibility, convenience, and reach of financial services. In China, the popularity and application of FinTech in universities have accelerated the promotion of digital financial services, especially among student groups, where the widespread adoption of DFS is gradually changing traditional consumption patterns. According to Liu's (2020) research, the characteristics of DFS include online, digital, intelligent, and cross-border services. With the continuous development of emerging technologies such as 5G, artificial intelligence, and blockchain, DFS can conduct fast, transparent, and low-cost financial transactions through digital platforms. Liu pointed out that DFS not only provides consumers with more convenient payment, lending, and investment services but also promotes the application of FinTech in the education sector. In particular, in universities, DFS offers students innovative payment methods, loan support, and wealth management tools.

Li and Zhao (2019) emphasized the impact of the widespread adoption of DFS on campus consumption patterns in Chinese universities. They argued that the promotion of DFS has provided students with more diversified consumption methods, changing not only their payment habits but also consumption scenarios. For example, using digital payment tools like Alipay and WeChat Pay, students can quickly complete consumption for meals, books, transportation, and more within the campus without carrying cash. Li and Zhao also mentioned that with the development of DFS, campus consumption behaviors have gradually shifted from traditional cash transactions to electronic and digital directions, making DFS an integral part of student life. In addition, Zhang and Yang (2021) further explored the innovative applications of DFS, especially their impact on college student consumption. They pointed out that DFS provides customized financial products, such as small loans and student-specific credit cards, to meet the personalized needs of university students. Moreover, DFS optimizes

the consumption experience by using big data analysis to push personalized consumption discounts and financial services based on students' consumption behaviors, making campus consumption patterns more flexible and precise.

2.5 Campus Consumption Patterns

Campus consumption patterns refer to a series of characteristics of students' consumption behaviors, preferences, methods, and frequencies within the campus. With technological advancements, especially the popularity and application of FinTech, campus consumption patterns have also undergone significant changes. In recent years, the development of mobile payments and digital financial services has greatly influenced students' consumption methods, decision-making, and habits. In early research, campus consumption patterns were primarily based on traditional cash payments. However, with the rise of mobile payments and digital financial tools, students' consumption behaviors have gradually shifted towards electronic payments, online payments, and cashless transactions. As an important dimension of FinTech application, the frequency of mobile payment use directly affects students' consumption methods in daily life (Chen, 2020). According to Zhang's (2019) research, college students are more inclined to use payment tools like Alipay and WeChat for consumption, especially in catering and entertainment, which has led to a gradual transition of campus consumption from traditional cash transactions to a digital payment model. In addition, the availability of FinTech-related facilities also affects students' consumption choices. According to Li's (2021) research, whether a campus has widely adopted convenient payment tools, the use of e-wallets, and the support of financial service platforms directly determine whether students are willing to use these tools, thereby influencing their consumption patterns. This study pointed out that a well-developed FinTech environment in universities can encourage students to use mobile payments and other digital financial tools more frequently, thus promoting a shift in consumption behaviors towards more digital and convenient directions.

2.6 Theory of Reasoned Action

The Theory of Reasoned Action (TRA) suggests that individual behavioral decisions are based on their attitudes toward the behavior and the influence of subjective norms, which together shape behavioral intention (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). Applied to FinTech research, students' acceptance of FinTech tools, such as mobile payments and digital wallets, is influenced by their perceptions of whether these tools can enhance payment convenience, efficiency, and security (Liu et al., 2019; Frare et al., 2023). Research shows that students' intentions

to use FinTech applications are primarily affected by their attitudes towards these technologies, whether they are convenient and secure, and the influence of people around them, such as classmates and parents (Ajzen & Fishbein, 1980; Frare et al., 2023). In particular, in campus environments with high FinTech adoption rates, students are more likely to accept new payment methods and even use them frequently in daily life (Liu et al., 2019; Frare et al., 2023). Therefore, the Theory of Reasoned Action provides strong support for explaining how student groups make consumption decisions based on cognitive evaluations and social pressures.

2.7 Theory of Planned Behavior

The Theory of Planned Behavior (TPB) further extends the Theory of Reasoned Action by emphasizing that individuals' behavioral decisions are also influenced by perceived behavioral control, in addition to attitudes and subjective norms (Ajzen, 1991). Regarding the popularity and application of FinTech, students' behaviors are not only determined by their attitudes toward the technology and social influences but also by their perceived control over using these technologies. For example, if students perceive that they can easily obtain and effectively use mobile payment tools, such as Alipay and WeChat Pay, their intentions to use them will be significantly enhanced (Mu & Lee, 2017; Meepien, 2023). Research on mobile FinTech payment and mobile banking adoption indicates that perceived ease of use, perceived usefulness, attitude, perceived behavioral control, and perceived security are important factors affecting users' behavioral intention to use mobile financial services (Meepien, 2023; Bajunaied et al., 2023). In university contexts, the completeness of FinTech-related facilities, such as the availability of payment devices, stable network environments, and convenient digital payment channels, may function as facilitating conditions that strengthen students' perceived behavioral control and promote the transformation of campus consumption patterns (Venkatesh et al., 2003; Chamlongrath, 2021).

2.8 Related Research

In recent years, the rapid development of FinTech has profoundly changed people's consumption behaviors and payment habits, especially in university campus environments, where its impact is more significant. The popularity and application of FinTech mainly affect campus consumption patterns through the following dimensions: the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities. The adoption rate of FinTech applications directly affects students' willingness and ability to use new financial tools. Research shows that with the

widespread promotion of FinTech applications, college students' acceptance of digital financial products has significantly increased, which not only changes their payment habits but also promotes the diversification of consumption behaviors (Chen & Volpe, 1998). The frequent use of mobile payments is an important manifestation of FinTech's impact on campus consumption patterns. The convenience and efficiency of mobile payments make college students more inclined to choose cashless payment methods in consumption, thereby increasing the convenience and impulsiveness of consumption (Lusardi & Mitchell, 2011). In addition, the acceptance of digital financial services also has a profound impact on campus consumption patterns. The widespread adoption of DFS enables students to more conveniently access financial services such as online lending and wealth management, which to some extent changes their consumption decisions and financial management methods (Van et al., 2012). The availability of FinTech-related facilities is another key factor affecting campus consumption patterns. The completeness of FinTech facilities in universities directly affects students' frequency and effectiveness of using FinTech. Research shows that the higher the availability of FinTech facilities, the higher the students' dependence on FinTech, thereby promoting the shift of consumption patterns towards more digital and convenient directions (Guiso & Paliella, 2008).

In summary, the popularity and application of FinTech have significantly impacted campus consumption patterns by enhancing payment convenience, increasing the accessibility of financial services, and changing consumption decision-making paths. In the future, with the further development of FinTech, its impact on campus consumption patterns will be even more profound.

2.9 Conceptual Framework

This study aimed to explore the relationship between the popularity and application of FinTech and campus consumption patterns, with the following variables and dimensions:

Independent Variable: The popularity and application of FinTech, including the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities.

Dependent Variable: Campus consumption patterns.

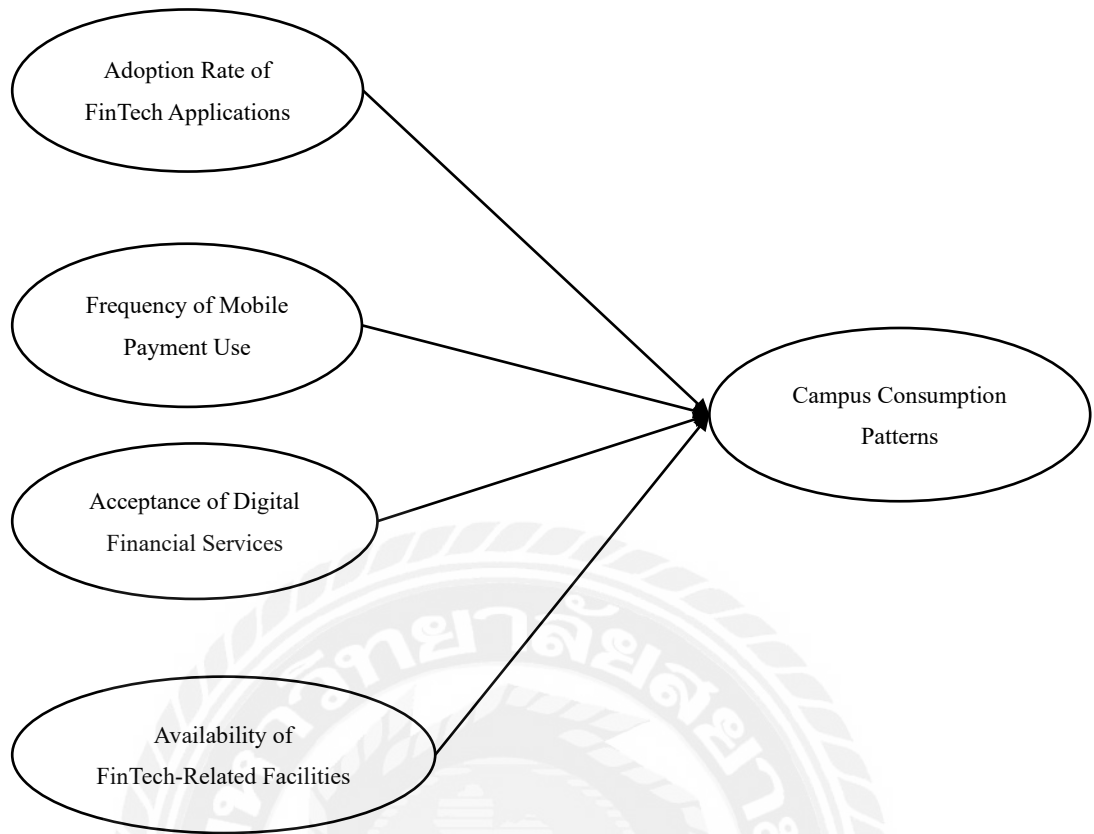


Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

The study employed a quantitative research method, collecting data with questionnaires to analyze the performance of undergraduate students in the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities. It examined how these factors are correlated with campus consumption patterns. Statistical analysis tools were used to process the data, verify hypotheses, and construct theoretical models, providing a scientific basis and practical references for university education reform, career guidance, and career planning for college students.

3.2 Population and Sample

To achieve the research objective of exploring the impact of FinTech's popularity and application on campus consumption patterns, this study selected the questionnaire survey method as the primary data collection tool. The questionnaire survey method, with its ability to collect data in a unified format across multiple units of analysis, was well-suited for an in-depth analysis of the relationship between financial management capabilities and career growth. Given that the target population of this study was university students in Chongqing, China, the questionnaire survey method can effectively gather data from this specific group to comprehensively reveal the specific impact of FinTech service usage on quality of life.

Based on the principle of random sampling, this study determined the required sample size through a random sampling survey to ensure the representativeness and accuracy of the research. The magnitude of the standard normal distribution is represented by n =sample size and s value. The overall confidence level is 95%, corresponding to a Z -value of 1.96. The sample standard deviation is denoted by p . The error tolerance E (the maximum allowable difference between the sample mean and the population mean) is set at 0.05. The calculated sample size was 383.78.

3.3 Hypotheses

In this study, the independent variable is the popularity and application of FinTech, which includes four dimensions: the adoption rate of FinTech applications, the frequency of mobile payment use, the acceptance of digital financial services, and the availability of FinTech-related facilities. The dependent variable is campus consumption patterns. The construction of this research model is based on theoretical

analysis of the relationship between the independent and dependent variables, setting the interactions between variables through hypotheses. Combining relevant theories and literature reviews, this study constructed a hypothetical model to explore the correlation between the popularity and application of FinTech and campus consumption patterns among undergraduate students, as well as the intrinsic connections between each dimension. See Figure 3.1. Therefore, the following hypotheses were proposed:

H1: There is a significant positive correlation between the adoption rate of FinTech applications and campus consumption patterns.

H2: There is a significant positive correlation between the frequency of mobile payment use among college students and campus consumption patterns.

H3: There is a significant positive correlation between the acceptance of digital financial services among college students and campus consumption patterns.

H4: There is a significant positive correlation between the availability of FinTech-related facilities and campus consumption patterns.

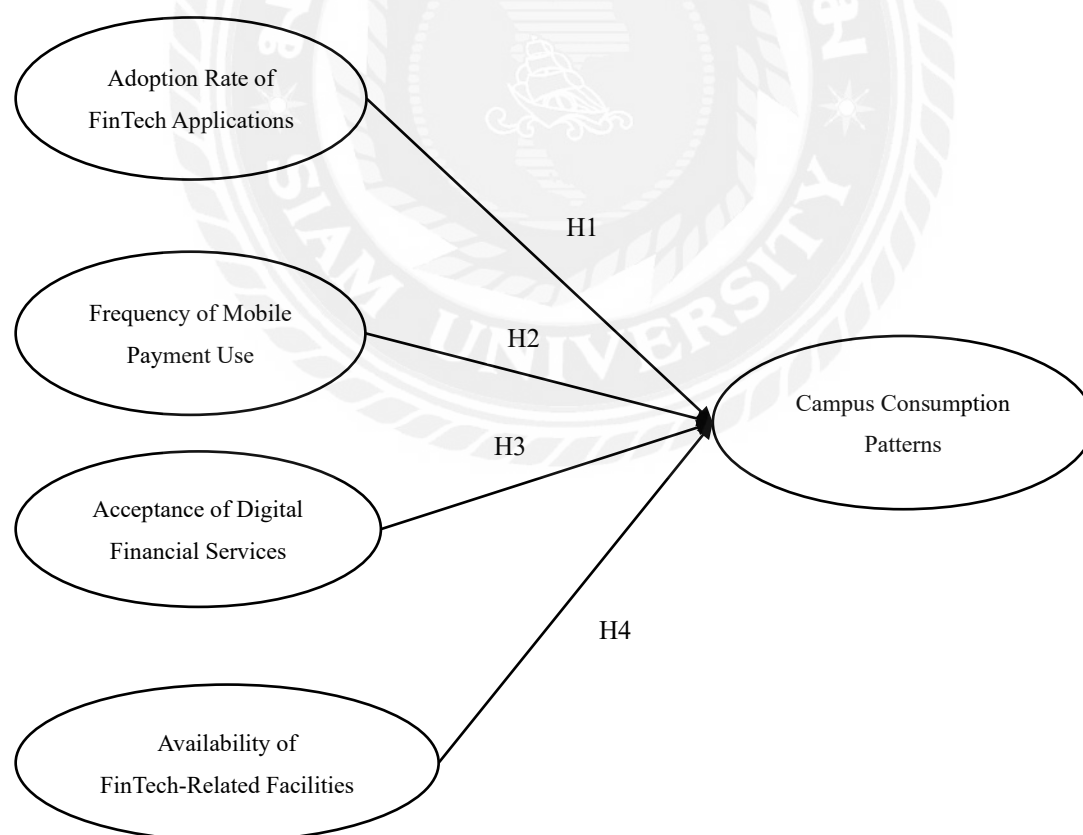


Figure 3.1 Hypotheses

3.4 Questionnaire Design

Table 3.1 Measurement Items

Variable	Measurement item	NO.
Adoption Rate of FinTech Applications	Most students in my university have used FinTech products or services.	Q1
	I often see classmates around me using FinTech-related tools (e.g., mobile payments, digital wallets).	Q2
	I believe the popularity of FinTech in the campus is relatively high.	Q3
	My university has organized specific FinTech promotional activities or lectures.	Q4
	I feel the application scope of FinTech in the campus is gradually expanding.	Q5
Frequency of Mobile Payment Use	I use mobile payments at least once a day.	Q6
	In the campus, I prefer mobile payments to cash.	Q7
	I think mobile payments are very convenient for campus consumption scenarios.	Q8
	I use mobile payments more frequently than other payment methods in the campus.	Q9
	I feel mobile payments are safer than cash payments.	Q10
Acceptance of Digital Financial Services	I am satisfied with digital financial services (e.g., online banking, digital wallets).	Q11
	I believe digital financial services are more convenient than traditional financial services.	Q12
	I am willing to try new digital financial service products.	Q13
	I think the application of digital financial services in the campus is necessary.	Q14
	I am confident in the security of digital financial services.	Q15
Availability of FinTech-Related Facilities	My university provides sufficient FinTech-related facilities (e.g., self-service terminals, QR code scanners).	Q16

	I believe the layout of FinTech facilities in the campus is rational.	Q17
	I have never encountered problems when using FinTech facilities in the campus.	Q18
	I find the use of FinTech facilities very convenient.	Q19
	I am satisfied with the overall experience of FinTech facilities in the campus.	Q20
Campus Consumption Patterns	My consumption in the campus mainly focuses on food and daily necessities.	Q21
	I tend to use installment payments to purchase electronic products or study materials.	Q22
	I regularly check my consumption records to better manage my expenses.	Q23
	My consumption behavior in the campus is significantly influenced by classmates or friends.	Q24

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Reliability

The questionnaire used in this study is a modified version of a mature assessment questionnaire, which underwent significant adjustments and validation of its validity and reliability before inclusion in this study. In scientific research, conclusions drawn from empirical tests of relationships between categories are reliable and truthful only when the quality of information is high, i.e., when the credibility and relevance of the data are high. To confirm the authenticity of model fit analysis and hypothesis verification, the quality of the data must be tested, i.e., through reliability and validity tests, before any empirical confirmation of relationships between variables. Reliability refers to the consistency and stability of measurement results.

To assess the validity of data analysis, Cronbach's α coefficient was used to assess internal consistency and reliability. The higher the α coefficient for each latent variable, the more reliable the measured variables are, indicating higher internal validity of the entire scale.

As shown in Table 3.2, the Cronbach's α coefficient for the adoption rate of FinTech applications is 0.865, for the frequency of mobile payment use is 0.866, for the acceptance of digital financial services is 0.867, for the availability of FinTech-related facilities is 0.862, and for campus consumption patterns is 0.796. All

are within the range of 0.7 to 0.9, indicating that the reliability of the questionnaire in this study is good and can proceed to validity analysis. This demonstrates that the reliability of the survey questionnaire in this study is very good.

Table 3.2 Reliability Test for Variables

Items	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
Q1	0.721	0.835	0.865
Q2	0.673	0.846	
Q3	0.668	0.843	
Q4	0.684	0.841	
Q5	0.702	0.835	
Q6	0.654	0.847	0.866
Q7	0.726	0.839	
Q8	0.658	0.847	
Q9	0.727	0.835	
Q10	0.695	0.834	
Q11	0.654	0.848	0.867
Q12	0.725	0.832	
Q13	0.656	0.847	
Q14	0.717	0.833	
Q15	0.696	0.839	
Q16	0.725	0.827	0.862
Q17	0.686	0.835	
Q18	0.723	0.826	
Q19	0.664	0.842	
Q20	0.632	0.849	
Q21	0.612	0.746	0.796
Q22	0.635	0.725	
Q23	0.612	0.739	
Q24	0.567	0.765	

3.5.2 Validity

Validity analysis assesses the relationship between measurement and external standards. Validity is typically divided into content validity and construct validity. Construct validity can be further divided into convergent validity and discriminant validity, both of which must be demonstrated for a measurement to be considered valid. Content validity refers to the ability of the measurement tool to cover all items of the concept being measured. If a measurement tool can cover representative items of the concept being measured, it is considered to have content validity. The measurement

items in this study came from a mature scale, which has been revised and designed according to the actual research situation, with new items added and further adjusted in a pilot survey. Therefore, the measurement tool used in this study has content validity.

The Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were used to assess the associations between measurement items. The KMO value is an important indicator of whether the data meet the conditions for factor analysis, with values above 0.9 being very suitable, 0.8-0.9 suitable, 0.7-0.8 poor, 0.6-0.7 less suitable, 0.5-0.6 unsuitable, and below 0.5 very unsuitable. Bartlett's test of sphericity determines whether the correlation matrix is an identity matrix. A significant p-value (typically less than 0.05) indicates a high degree of correlation between the characteristics of the scale, making it very suitable for factor analysis.

Table 3.3 KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.976
	Approx. Chi-Square	6693.736
Bartlett's Test of Sphericity	df	276
	Sig.	0

According to Table 3.3, the KMO value is 0.976, and Bartlett's test shows a significant correlation between the indicators ($p\text{-value} = 0.000$), indicating that the conditions for factor analysis are met. A factor loading level greater than 0.5 indicates stronger convergent validity, and the more items with factor loadings greater than 0.5, the stronger the discriminant validity.

3.6 Data Collection

A total of 415 questionnaires were distributed, with 400 valid responses collected, resulting in a response rate of 96.38%. This high response rate further enhanced the reliability and validity of the research findings. The data from the questionnaire survey were tested using SPSS software. Widely used in the social sciences for data processing and statistical analysis, SPSS can effectively support the testing and model construction of this study.

3.7 Data Analysis

This study used descriptive statistical analysis, reliability and validity analysis, and correlation analysis to statistically analyze the collected data related to the research objectives and research hypotheses.

Descriptive statistical 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 analyzed the relevant data of the respondents to lay the foundation for subsequent verification of the hypothesis.

Correlation analysis

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.

Chapter 4 Analysis Results

4.1 Introduction

A total of 400 valid questionnaires were collected in this study, with an effective response rate of 96.38%. The collected data were analyzed using descriptive statistical methods, and correlation analysis. Since it is unrealistic to assume causal relationships between variables, correlations were established. Pearson correlation analysis was used to determine the relationships and significance between variables. Finally, the research results were derived.

4.2 Descriptive Statistical Analysis

4.2.1 Descriptive Statistics of Demographic Data

As shown in Table 4.1, to ensure the representativeness of data, the demographic variables included gender and grade. Overall, the sample met the statistical requirements.

Table 4.1 Demographic Data

Basic Information	Count	Percentage
1. Gender		
Male	162	40.50
Female	238	59.50
2. Grade		
Freshman	65	16.25
Sophomore	140	35.00
Junior	124	31.00
Senior	71	17.75

4.2.2 Descriptive Statistics of Variables

Descriptive statistics were performed for each questionnaire item and variable. Important measures included the highest and lowest levels, the mean and average values for each item, and the standard deviation of the item. The study found that the highest value for each item was 5, and the lowest was 1. To better understand the overall distribution of the data collected in this survey and the extent of outliers, SPSS was used to conduct statistical tests on each variable. Table 4.2 shows that there were 400 samples, with an average distribution of 3.132–3.397 for all items. There were no

missing values or outliers. Clearly, the collected sample data were reasonably distributed, with means and standard deviations within appropriate ranges.

Table 4.2 Descriptive Statistics of Variables

Items	N	Minimum	Maximum	Mean	Std. Deviation
Q1	400	1	5	3.277	1.302
Q2	400	1	5	3.32	1.377
Q3	400	1	5	3.328	1.391
Q4	400	1	5	3.225	1.349
Q5	400	1	5	3.232	1.341
Q6	400	1	5	3.365	1.333
Q7	400	1	5	3.357	1.349
Q8	400	1	5	3.163	1.371
Q9	400	1	5	3.255	1.369
Q10	400	1	5	3.31	1.369
Q11	400	1	5	3.28	1.388
Q12	400	1	5	3.397	1.339
Q13	400	1	5	3.235	1.303
Q14	400	1	5	3.22	1.381
Q15	400	1	5	3.178	1.364
Q16	400	1	5	3.373	1.421
Q17	400	1	5	3.29	1.329
Q18	400	1	5	3.252	1.326
Q19	400	1	5	3.27	1.375
Q20	400	1	5	3.15	1.445
Q21	400	1	5	3.223	1.359
Q22	400	1	5	3.132	1.349
Q23	400	1	5	3.288	1.382
Q24	400	1	5	3.263	1.407

4.3 Correlation between Measurement Items

Table 4.3 presents the Pearson correlation matrix among all 24 measurement items in this study, covering the four dimensions of FinTech popularization and application and campus consumption patterns. The primary purpose of this correlation analysis is to examine the strength and direction of linear relationships between individual items, which serves as a foundational step for validating the theoretical framework and preparing for subsequent hypothesis testing.

The analysis of correlations within the same dimension reveals strong and significant associations between items measuring the same construct, which supports the internal consistency of each dimension. For the adoption rate of FinTech

applications dimension, items Q1 to Q5 all show moderate to strong positive correlations. For example, Q1, which assesses the usage rate of FinTech products among most students, has a correlation coefficient of 0.617 with Q2, which measures the frequency of seeing classmates using FinTech tools, and 0.601 with Q3, which evaluates the perceived popularity of FinTech on campus. Similarly, Q4 focusing on university-organized FinTech promotional activities correlates with Q5 measuring the expanding application scope of FinTech at 0.561. All these correlations are significant at the 0.01 level, indicating that items within the adoption rate of FinTech applications dimension are capturing the same underlying concept. This aligns with the earlier reliability analysis where the Cronbach's alpha for this dimension was 0.865, further confirming that the dimension is well-defined and the items are mutually consistent. The same pattern holds for the frequency of mobile payment use dimension. Items Q6 to Q10 show significant positive correlations, such as Q7, which assesses preference for mobile payments over cash, correlating with Q8, which measures the convenience of mobile payments in campus scenarios, at 0.616, and Q6 focusing on daily mobile payment usage correlating with Q9, which evaluates higher frequency of mobile payments than other methods, at 0.589. These results reinforce that the frequency of mobile payment use dimension is internally coherent and the items effectively measure the intended construct. For the acceptance of digital financial services dimension (Q11-Q15), Q12 assessing the convenience advantage of digital financial services correlates with Q13 measuring willingness to try new digital financial products at 0.577, and Q11 focusing on satisfaction with digital financial services correlates with Q14 evaluating the necessity of digital financial services on campus at 0.574. For the availability of FinTech-related facilities dimension (Q16-Q20), Q16 assessing sufficient FinTech facilities correlates with Q18 measuring no problems encountered when using facilities at 0.582, and Q17 focusing on rational layout of FinTech facilities correlates with Q19 evaluating the convenience of using facilities at 0.492. All these intra-dimensional correlations are significant at the 0.01 level, consistent with their respective Cronbach's alpha values of 0.867 and 0.862, verifying the internal consistency of all four independent variable dimensions.

The correlations between items from different FinTech dimensions demonstrate moderate positive associations, which suggests that the four dimensions are related but distinct constructs. For instance, Q1 from the adoption rate of FinTech applications dimension correlates with Q6 from the frequency of mobile payment use dimension at 0.508 and with Q11 from the acceptance of digital financial services dimension at 0.548. Similarly, Q16 from the availability of FinTech-related facilities dimension correlates with Q11 from the acceptance of digital financial services dimension at 0.565. All these cross-dimensional correlations are significant at the 0.01 level, indicating that the different aspects of FinTech popularization and application are not

independent but rather work in a complementary manner. This is consistent with the theoretical perspective that FinTech popularization and application is a multi-faceted construct where development in one dimension can reinforce advancement in another. Importantly, none of these cross-dimensional correlations exceed 0.7, which avoids the issue of multicollinearity. This is crucial for subsequent statistical analyses as multicollinearity could distort the results of regression analysis by inflating standard errors and making it difficult to distinguish the individual effects of each dimension.

The correlation matrix provides clear initial support for the study's four hypotheses by showing significant positive associations between each FinTech dimension's items and the campus consumption patterns items. For the adoption rate of FinTech applications dimension, Q1 correlates with Q21, which measures consumption focusing on food and daily necessities, at 0.532 and with Q24, which assesses consumption behavior influenced by classmates, at 0.518. Q4 focusing on university FinTech promotional activities correlates with Q22, which evaluates tendency to use installment payments, at 0.501. All these correlations are significant at the 0.01 level, indicating that higher adoption rate of FinTech applications is associated with more digital and diversified campus consumption patterns, providing preliminary evidence for Hypothesis 1. For the frequency of mobile payment use dimension, Q6 correlates with Q22 at 0.588 and Q7 correlates with Q21 at 0.504, both significant at the 0.01 level. This suggests that more frequent mobile payment usage is closely linked to students' shift towards cashless consumption habits and increased consumption convenience, supporting Hypothesis 2. The acceptance of digital financial services dimension also shows strong associations with campus consumption patterns. Q11, which assesses satisfaction with digital financial services, correlates with Q21 at 0.527 and Q14 focusing on the necessity of digital financial services on campus correlates with Q23, which measures regular checking of consumption records, at 0.578. These results reflect that university students with higher acceptance of digital financial services have stronger financial management capabilities and more rational consumption decisions, supporting Hypothesis 3. Finally, the availability of FinTech-related facilities dimension items also exhibit significant positive correlations with campus consumption patterns. Q16, which measures sufficient FinTech facilities on campus, correlates with Q21 at 0.542 and Q19 focusing on convenient use of FinTech facilities correlates with Q24 at 0.547. This indicates that better availability of FinTech-related facilities enhances students' willingness to use digital financial tools and promotes the digital transformation of campus consumption patterns, providing preliminary support for Hypothesis 4.

The strength of the correlations between FinTech dimensions and campus consumption patterns further deserves attention. Most correlation coefficients fall

between 0.43 and 0.65, which represents a moderate level of association. This is theoretically consistent because campus consumption patterns are influenced by multiple factors beyond FinTech popularization, such as family income level, personal consumption concepts, and the surrounding commercial environment of the university. A moderate correlation rather than an extremely high one (above 0.8) suggests that the FinTech popularization and application dimensions are important predictors of campus consumption patterns but not the sole determinants. This adds credibility to the study's framework as it avoids overstating the role of FinTech and acknowledges the complexity of student consumption behavior.

Table 4.3 serves as a critical preliminary step in validating the study's theoretical model. It confirms the internal consistency of each FinTech dimension, demonstrates the distinctiveness of the four dimensions by avoiding multicollinearity, and provides initial empirical support for the positive relationships between each FinTech dimension and campus consumption patterns among Chinese college students. These findings lay a solid foundation for the subsequent hypothesis testing phase. The correlation matrix thus not only validates the measurement quality of the study's instruments but also reinforces the relevance of the research framework for understanding the factors driving the transformation of consumption behavior among university students in the context of FinTech development.

Table 4.3 Correlations between Items (Pearson Correlation Matrix)

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
Q1	1																							
Q2	.617**	1																						
Q3	.601**	.545**	1																					
Q4	.571**	.528**	.587**	1																				
Q5	.548**	.529**	.566**	.561**	1																			
Q6	.508**	.534**	.517**	.547**	.542**	1																		
Q7	.538**	.549**	.546**	.549**	.543**	.578**	1																	
Q8	.539**	.561**	.566**	.631**	.536**	.624**	.616**	1																
Q9	.559**	.529**	.577**	.576**	.517**	.589**	.520**	.583**	1															
Q10	.565**	.516**	.608**	.527**	.584**	.556**	.525**	.520**	.495**	1														
Q11	.548**	.490**	.562**	.540**	.559**	.536**	.555**	.596**	.509**	.540**	1													
Q12	.613**	.581**	.545**	.574**	.581**	.613**	.597**	.627**	.650**	.563**	.572**	1												
Q13	.490**	.520**	.530**	.543**	.511**	.536**	.539**	.537**	.580**	.533**	.468**	.577**	1											
Q14	.565**	.590**	.578**	.645**	.602**	.576**	.599**	.604**	.535**	.534**	.574**	.608**	.583**	1										
Q15	.604**	.632**	.565**	.552**	.559**	.648**	.581**	.638**	.616**	.577**	.555**	.603**	.550**	.576**	1									
Q16	.534**	.623**	.535**	.546**	.523**	.621**	.564**	.627**	.576**	.511**	.565**	.631**	.535**	.557**	.586**	1								
Q17	.496**	.483**	.568**	.557**	.474**	.490**	.538**	.540**	.568**	.521**	.514**	.546**	.530**	.618**	.552**	.471**	1							
Q18	.582**	.549**	.576**	.596**	.550**	.545**	.590**	.549**	.567**	.578**	.543**	.585**	.551**	.579**	.622**	.582**	.527**	1						
Q19	.529**	.480**	.548**	.532**	.517**	.497**	.530**	.537**	.588**	.508**	.516**	.563**	.541**	.591**	.524**	.511**	.492**	.585**	1					
Q20	.556**	.581**	.594**	.586**	.590**	.585**	.653**	.618**	.572**	.548**	.523**	.598**	.554**	.660**	.638**	.570**	.565**	.565**	.570**	1				
Q21	.532**	.539**	.547**	.519**	.495**	.518**	.504**	.552**	.531**	.486**	.527**	.542**	.517**	.600**	.598**	.542**	.605**	.552**	.515**	.556**	1			
Q22	.588**	.489**	.566**	.501**	.608**	.526**	.528**	.605**	.498**	.533**	.513**	.598**	.499**	.535**	.572**	.517**	.515**	.571**	.483**	.518**	.507**	1		
Q23	.574**	.533**	.536**	.562**	.554**	.543**	.520**	.576**	.571**	.512**	.573**	.594**	.564**	.578**	.625**	.537**	.575**	.530**	.483**	.542**	.500**	.544**	1	
Q24	.518**	.492**	.506**	.552**	.439**	.502**	.488**	.521**	.477**	.503**	.547**	.536**	.490**	.550**	.520**	.497**	.430**	.536**	.468**	.547**	.461**	.486**	.451**	1

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

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

4.4 Hypothesis Test Results

Table 4.4 Correlations Between Variables (Pearson Correlation Matrix)

Variable	Adoption Rate of FinTech Applications	Frequency of Mobile Payment Use	Acceptance of Digital Financial Services	Availability of FinTech-Related Facilities	Campus Consumption Patterns
Adoption Rate of FinTech Applications	1				
Frequency of Mobile Payment Use	0.842**	1			
Acceptance of Digital Financial Services	0.834**	0.846**	1		
Availability of FinTech-Related Facilities	0.875**	0.865**	0.889**	1	
Campus Consumption Patterns	0.843**	0.857**	0.875**	0.886**	1

*Note: *. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

H1: There is a significant positive correlation between the adoption rate of FinTech applications and campus consumption patterns.

The Pearson correlation coefficient between the adoption rate of FinTech applications and campus consumption patterns is 0.843, with $P < 0.01$, indicating a significant positive correlation between the adoption rate of FinTech applications and campus consumption patterns among college students. Therefore, Hypothesis 1 is supported.

H2: There is a significant positive correlation between the frequency of mobile payment use among college students and campus consumption patterns.

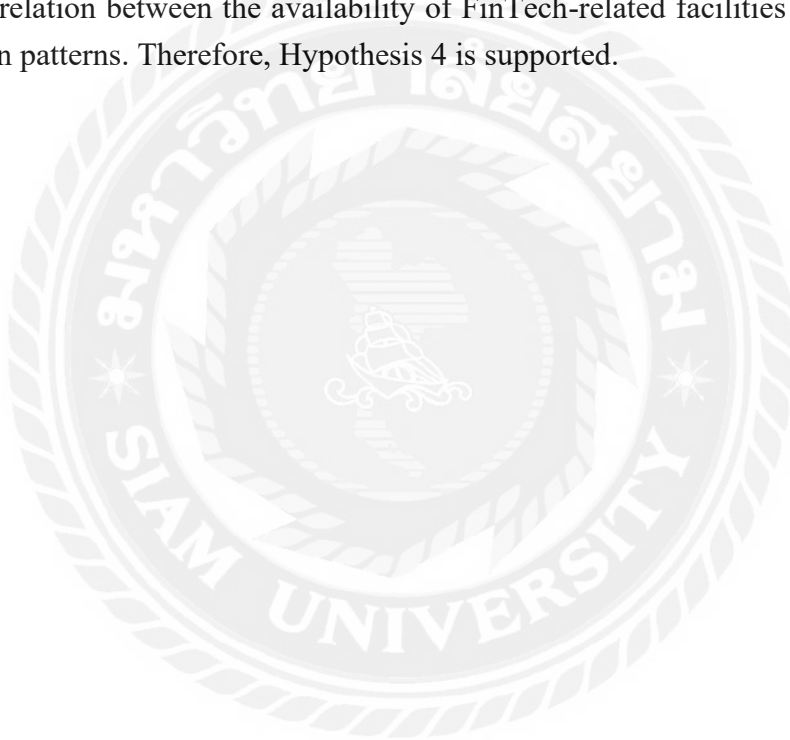
The Pearson correlation coefficient between the frequency of mobile payment use and campus consumption patterns is 0.857, with $P < 0.01$, indicating a strong positive correlation between the frequency of mobile payment use and campus consumption patterns. Therefore, Hypothesis 2 is supported.

H3: There is a significant positive correlation between the acceptance of digital financial services among college students and campus consumption patterns.

The Pearson correlation coefficient between the acceptance of digital financial services and campus consumption patterns is 0.875, with $P < 0.01$, indicating a strong positive correlation between the acceptance of digital financial services and campus consumption patterns. Therefore, Hypothesis 3 is supported.

H4: There is a significant positive correlation between the availability of FinTech-related facilities and campus consumption patterns.

The Pearson correlation coefficient between the availability of FinTech-related facilities and campus consumption patterns is 0.886, with $P < 0.01$, indicating a strong positive correlation between the availability of FinTech-related facilities and campus consumption patterns. Therefore, Hypothesis 4 is supported.



Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study focused on the correlation between the popularization and application of FinTech in Chinese universities and campus consumption patterns. Four hypotheses were tested. Through the analysis of 400 valid questionnaires, including descriptive statistics, correlation analysis, the following key conclusions were drawn.

5.1.1 Relationship between the Adoption Rate of FinTech Applications and Campus Consumption Patterns

The study found a significant positive correlation between the adoption rate of FinTech applications and campus consumption patterns. This indicates that as the adoption rate of FinTech applications increases, students' campus consumption patterns become more digitalized and diversified. Specifically, the widespread use of FinTech applications, such as mobile payments and digital financial services, provides students with a more convenient payment environment and a wider range of financial service options, thereby promoting the digital transformation of campus consumption patterns.

5.1.2 Relationship between the Frequency of Mobile Payment Use and Campus Consumption Patterns

The study found a significant positive correlation between the frequency of mobile payment use and campus consumption patterns. This shows that the frequency of mobile payment use significantly enhances students' campus consumption patterns. For instance, the convenience and security of mobile payments have changed students' payment habits, making cashless payments the mainstream in campus consumption. This not only increases the frequency of consumption but also promotes the development of campus consumption towards more efficient and convenient directions.

5.1.3 Relationship between the Acceptance of Digital Financial Services and Campus Consumption Patterns

The study found a significant positive correlation between the acceptance of digital financial services and campus consumption patterns. This indicates that the acceptance of digital financial services significantly improves students' campus consumption patterns. Through digital financial services (such as online banking and digital wallets), 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, thereby enhancing their life satisfaction and stability.

5.1.4 Relationship between the Availability of FinTech-Related Facilities and Campus Consumption Patterns

The study found a significant positive correlation between the availability of FinTech-related facilities and campus consumption patterns. This indicates that the availability of FinTech-related facilities has a clear advantage in shaping students' campus consumption patterns. For example, the completeness and convenience of FinTech facilities (such as self-service terminals and QR code scanners) not only improve students' payment efficiency but also enhance their willingness to use FinTech tools, thereby promoting the digital development of campus consumption patterns.

5.2 Recommendation

Based on the analysis and results of this study on the impact of FinTech popularization and application on campus consumption patterns, the following recommendations are made from four perspectives: educational institutions, financial enterprises, government, and students themselves, in order to maximize the positive effects of FinTech and improve campus consumption patterns.

5.2.1 Educational Institutions Should Optimize FinTech Infrastructure and Financial Education

Enhance FinTech Infrastructure: Universities should further optimize the layout and construction of FinTech facilities, such as self-service terminals and QR code scanners, to provide students with a more convenient payment environment and financial service support. This will not only improve students' consumption experience but also promote the digital transformation of universities.

Integrate FinTech into Curriculum: Universities should incorporate FinTech-related courses and seminars into their curriculum to improve students' knowledge and application abilities in FinTech. This will help students better adapt to the demands of the digital age and cultivate their rational consumption concepts and financial risk management capabilities.

Promote Financial Literacy Programs: Universities should organize regular financial literacy programs to educate students on financial management, risk awareness, and responsible borrowing. This will help students develop healthy consumption habits and avoid financial pitfalls.

5.2.2 Financial Enterprises Should Tailor FinTech Products for University Students

Design Student-Friendly Financial Products: Financial institutions should design more flexible and secure financial products tailored to the needs of university students, such as low-interest loans and student-specific credit cards. This will help students manage their finances more effectively without incurring unnecessary burdens.

Improve User Experience: Enterprises should optimize the interface design and functional modules of FinTech service platforms to enhance the convenience of mobile payments and digital financial tools. For example, simplifying operation processes and providing multilingual support can meet the needs of students from diverse backgrounds.

Strengthen Credit System Construction: Financial enterprises should work with universities to build robust credit systems for students. For instance, providing consumption loans with favorable interest rates to students with good credit records can encourage responsible financial behavior.

5.2.3 The Government Should Enhance Regulation and Policy Support

Strengthen FinTech Product Regulation: The government should implement stricter policies to regulate FinTech services, especially those targeting university students. This includes prohibiting illegal campus loan platforms and ensuring that financial services used by students are legitimate and transparent.

Promote Financial Inclusion 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 example, providing inclusive loans and educational savings products can help students better manage tuition fees and living expenses.

Establish Financial Knowledge Dissemination Mechanisms: The government should promote financial knowledge and consumer risk prevention through various media channels (e.g., social media, traditional media). Creating engaging content such as short videos and interactive Q&A sessions can enhance students' interest and understanding of financial topics.

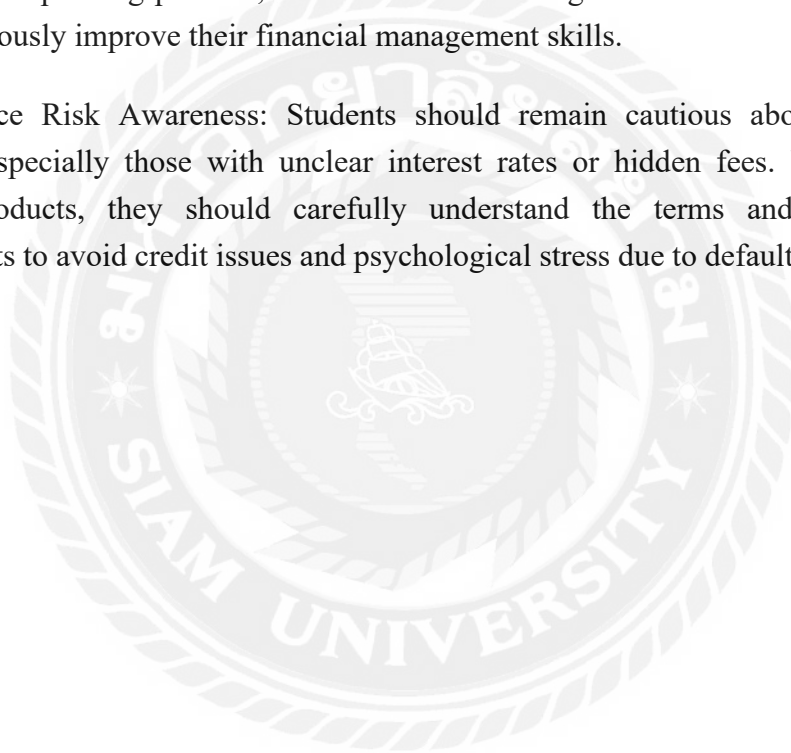
5.2.4 University Students Should Improve Personal Financial Literacy and Management Skills

Develop Rational Consumption Habits: University students should plan their personal income and expenses wisely, avoiding impulsive spending and conspicuous consumption. Creating monthly or yearly budgets can help allocate funds effectively between living expenses and savings.

Learn to Use FinTech Tools Effectively: Students should actively learn how to use digital financial tools such as mobile payments and digital wallets. At the same time, they should focus on choosing legitimate platforms and avoid using tools or services from unverified sources.

Regularly Review and Plan Finances: By summarizing their financial status monthly or quarterly, students can analyze their consumption behavior, adjust unreasonable spending patterns, and set new financial goals. This reflective process 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

THE IMPACT OF FINTECH POPULARIZATION AND APPLICATION ON CAMPUS CONSUMPTION PATTERNS IN CHINESE COLLEGES AND UNIVERSITIES

Dear Student.

Thank you for taking the time out of your busy schedule to participate in our survey. The purpose of this survey is to understand your views on the relationship between the popularity and application of FinTech and campus consumption patterns. Please note that there are no right or wrong answers; 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
Adoption Rate of FinTech Applications					
1. Most students in my university have used FinTech products or services.					
2. I often see classmates around me using FinTech-related tools (e.g., mobile payments, digital wallets).					
3. I believe the popularity of FinTech in the campus is relatively high.					
4. My university has organized specific FinTech promotional activities or lectures.					
5. I feel the application scope of FinTech in the campus is gradually expanding.					
Frequency of Mobile Payment Use					
1. I use mobile payments at least once a day.					
2. In the campus, I prefer mobile payments to cash.					
3. I think mobile payments are very convenient for campus consumption scenarios.					
4. I use mobile payments more frequently than other payment methods in the campus.					
5. I feel mobile payments are safer than cash payments.					
Acceptance of Digital Financial Services					
1. I am satisfied with digital financial services (e.g., online banking, digital wallets).					
2. I believe digital financial services are more convenient than traditional financial services.					
3. I am willing to try new digital financial service products.					
4. I think the application of digital financial services in the campus is necessary.					
5. I am confident in the security of digital financial services.					

Availability of FinTech-Related Facilities					
1. My university provides sufficient FinTech-related facilities (e.g., self-service terminals, QR code scanners).					
2. I believe the layout of FinTech facilities in the campus is rational.					
3. I have never encountered problems when using FinTech facilities in the campus.					
4. I find the use of FinTech facilities very convenient.					
5. I am satisfied with the overall experience of FinTech facilities in the campus.					
Campus Consumption Patterns					
1. My consumption in the campus mainly focuses on food and daily necessities.					
2. I tend to use installment payments to purchase electronic products or study materials.					
3. I regularly check my consumption records to better manage my expenses.					
4. My consumption behavior in the campus is significantly influenced by classmates or friends.					