



The Influence of Digital Financial Literacy in Enhancing Financial Management and Entrepreneurial Engagement among South African University Graduates

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Abstract: Digital financial literacy is essential for effective financial management and entrepreneurial success in the modern economy. This study examines the role of digital financial literacy in enhancing financial management and entrepreneurship among university graduates in South Africa. Using a quantitative research design, data were collected from 120 South African graduates aged 21 to 35 via an online questionnaire with an eleven-item structured scale. Descriptive and regression analyses were used to assess the relationships among digital literacy, financial behavior, and entrepreneurship. Digital financial literacy significantly improves financial decision-making, expense management, and entrepreneurial activities. Regression analysis confirms that digital financial literacy is a strong predictor of entrepreneurial engagement ($\beta = 0.677$, $p < 0.001$), accounting for 45.9% of the variance ($R^2 = 0.459$). The findings highlight a critical gap in preparing graduates to participate in digital finance and entrepreneurial success. The study recommends integrating digital financial education into higher education and national skills development to equip graduates with essential skills for the digital economy. The implication of these findings is to bridge the gap in financial literacy among graduates. Hereby, ensuring that graduates are well-equipped with financial literacy knowledge before venturing into the workforce.

Keywords: Financial behaviour; financial inclusion; FinTech adoption; ICT-enabled entrepreneurship; technology acceptance

1. Introduction

Financial literacy is a vital component of personal financial management and plays a significant role in both individual and societal financial well-being, especially for young individuals entering the

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workforce (Liu et al., 2023; Lone & Bhat, 2024; Mancone et al., 2024; Rehman & Mia, 2024). This is especially important in South Africa, where high youth unemployment (50.2%), economic inequalities, and rapid technological change collectively contribute to a unique and complicated landscape (Stats SA, 2025). The advance in digital economy adds to the complexity of the financial systems (Mancone et al., 2024). In recent decades, the global economy has undergone significant changes in financial dynamics, largely driven by technological advancements (Javaid et al., 2024). Technology is crucial for improving financial literacy, promoting financial inclusion, and facilitating personal financial management in developing countries. It can reduce disparities in financial knowledge and reach underserved populations (Menberu, 2024). However, challenges like inadequate infrastructure, unequal access, language barriers, and marginalization hinder financial literacy among graduates in South Africa.

Regional and demographic factors shape the complex topic of financial literacy (Alqam & Hamshari, 2024). Liu et al. (2023), and Rehman and Mia (2024) describe financial literacy as encompassing a wide range of attributes, including awareness, knowledge, skills, attitudes, and behaviors. These elements are crucial for individuals to make informed financial decisions, which ultimately contribute to their overall financial well-being. Lyons and Kass-Hanna (2021) and Respati et al. (2023) added that financial literacy is the knowledge, skills, and confidence needed to use digital financial services and tools well, make smart financial decisions online, and understand the risks and opportunities that come with doing business online.

Understanding how technology enhances financial literacy is crucial in a digital economy (Respati et al., 2023). Younger individuals are more likely to adopt technology-driven solutions, which can significantly influence their financial literacy and their saving and spending behaviors. Therefore, it is important to examine the impact of technology on promoting financial literacy and management among university graduates. Insufficient financial literacy and management skills can lead to negative effects on an individual's spending and saving practices (Mullappallykayamkulath, 2022).

Mancone et al. (2024) argue that the ever-changing financial landscape requires the timely integration of financial education for graduates. This education equips them with the essential knowledge and skills needed to make informed financial decisions. Research shows that individuals who have received financial education have significantly higher levels of financial literacy compared to those who have not participated in such programs (Alqam & Hamshari, 2024; Gertze & Petersen, 2024; Menberu, 2024).

Promoting financial literacy and management is crucial for the development of emerging economies like South Africa for several compelling reasons. These include poverty alleviation, improvement of financial well-being, reduction of unnecessary expenditures, the promotion of financial literacy, increased access to financial resources, and facilitation of effective financial planning (Gertze & Petersen, 2024; Lusardi, 2019). However, the current state of financial literacy in South Africa, especially among graduates, remains underdeveloped. The evidence suggests that existing efforts to enhance the practical application of financial skills have been largely ineffective (Gertze & Petersen, 2024).

Graduates face a variety of financial considerations and obstacles as they move from academic to professional settings (Li & Lee, 2024; Mpangeva & De Braine, 2024). These include handling student loan debt, making wise financial decisions, preparing for retirement, and figuring out intricate tax laws. It hasn't been fully investigated to what degree graduates can use technology to overcome these

obstacles. Therefore, the purpose of this study is to investigate how technology might improve graduates' financial management and literacy.

1.1. Problem Statement

The rapid advancement of digital technology has not been matched by an improvement in public education regarding digital finance, often referred to as digital financial literacy (Rahayu et al., 2022). The financial landscape confronting contemporary graduates entering the workforce is challenging (Mancone et al., 2024). The need to integrate technology for improving financial literacy and management in South Africa is highlighted by rising bankruptcy rates, high consumer debt, low savings, and negative impacts of poor financial management and literacy (Gertze & Petersen, 2024).

On a global scale, there is a lack of studies examining the impact of technology on the promotion of financial literacy and management (Lusardi, 2019). Indrawati (2021) conducted research in Indonesia to investigate how digital financial literacy affects the likelihood of using financial technology (fintech) products. Mullappallykayamkulath (2022) explored the connection between digital financial literacy and the saving and spending behaviors of millennials in India. Similarly, Rahayu et al. (2022) examined the relationship between digital financial literacy and financial habits (spending and saving) among millennials in Indonesia. However, there is a significant gap in research on the impact of technology on promoting financial literacy and management among graduates in emerging economies, such as South Africa. The broad objective of the study is to examine the role of digital technology in enhancing financial literacy and entrepreneurship among graduates.

The study was guided by the following specific objectives: (I) to assess the influence of digital tools and platforms on financial literacy, expense management, and investment decisions among graduates; and (II) to explore how Information and Communication Technology (ICT) facilitates entrepreneurship, innovation, and job creation among graduates.

2. Literature Review

2.1. The Evolving Landscape of Financial Literacy in the Digital Age

In today's digital landscape, financial literacy has evolved significantly due to technological advancements (Menberu, 2024). The rise of financial technology and digital banking has fundamentally changed how individuals engage with financial principles, making personal finance education more accessible, engaging, and effective than ever before (Mancone et al., 2024; Rehman & Mia, 2024).

To maintain financial stability and foster progress, people must exercise caution when utilizing the diverse array of financial products and services available, such as credit cards, loans, equities, bonds, and cryptocurrencies (Lakshmi, 2024). Individuals who possess financial literacy are more equipped to weigh these options, control related risks, and make well-informed decisions that support their long-term objectives. However, as it typically depends on having access to high-quality education, trustworthy information, and, frequently, professional guidance, reaching a considerable level of financial literacy has historically been challenging (Lakshmi, 2024).

2.2. Technology as a Driver for Financial Inclusion

The impact of technology on financial literacy is undeniable. As we navigate these advancements, it is crucial to recognize the significant role of technology in enhancing financial literacy. Research has explored the various ways technology is transforming financial literacy, including fintech innovations and the application of artificial intelligence in financial education (Carè et al., 2025; Kou & Lu, 2025; Liu et al., 2023; Lone & Bhat, 2024).

In the current digital era, fintech innovations have revolutionized how individuals and institutions approach financial education (Ferilli et al., 2024). Ferilli et al. (2024) explored the previously unexamined relationship among financial, social, and infrastructural factors and their impact on the digital financial divide in Europe. Their findings suggest that improvements in financial services are associated with a decrease in the digital financial divide. This trend is further enhanced by advancements in digital infrastructure and social development.

The emergence of online learning platforms, budgeting applications, and investment education resources has democratized financial literacy, breaking down the barriers that previously made understanding finance daunting for many (Lakshmi, 2024). The gamification of financial concepts, along with the popularity of digital wallets and robo-advisors, has created an interactive learning environment that resonates with a generation that values immediacy and digital engagement. Additionally, education on cryptocurrencies and the use of financial planning software has broadened the definition of financial literacy in today's context (Ferilli et al., 2024). From mobile applications that streamline budgeting and saving to online courses that clarify complex financial concepts, technology has made financial education more accessible and interactive than ever before (Menberu, 2024).

2.3. Integrating Technology into Financial Education

Early financial education is critical for both individual financial well-being and the wider societal impacts of that well-being, according to the literature currently in publication (Mancone et al., 2024). Our research emphasizes the importance of providing students with the fundamental financial information and skills they need before graduation, enabling them to successfully navigate the complexities of the financial system and make informed decisions. People's financial attitudes and behaviors are greatly influenced by early financial education. According to Mancone et al. (2024), graduates' financial literacy and financial education have a positive correlation, highlighting the vital role that financial education programs play in advancing financial literacy.

Integrating technology into financial literacy programs, especially in higher education settings, fosters a more engaging learning environment and facilitates the collection of valuable data on student engagement and educational outcomes (Menberu, 2024). Additionally, Liu et al. (2023) argue that financial literacy is a vital tool for improving financial well-being, reinforcing the necessity of early financial education to empower individuals to make sound financial decisions.

Menberu (2024) critically examined three areas of research on technology-assisted financial education in underdeveloped nations. Three main areas were identified by the study as needing more investigation: thorough assessments of long-term effects, comparisons of different delivery systems, and the creation of inclusive research procedures. It also offers suggestions for practitioners, educators, and policymakers, such as making investments in digital infrastructure, encouraging

stakeholder engagement, creating customized interventions, and putting in place thorough monitoring and evaluation systems.

2.4. Theoretical Framework

Many academics have created a variety of hypotheses about how new technology get adopted. Among the most prominent are the Innovation Diffusion Theory (IDT), which Rogers introduced in 1962; the Technology Acceptance Model (TAM), which Davis published in 1989; and the Unified Theory of Acceptance and Use of Technology, which Venkatesh, Morris, Davis, and Davis created in 2003. The theoretical viewpoints of TAM, which was developed to address the shortcomings of the Theory of Reasoned Action and is based in behavioral science with components of expectancy theory and self-efficacy theory, served as the foundation for this investigation. According to Hu et al. (2019), the TAM model mainly examines people's behavioral intentions when using technology.

Knowledge of digital financial products and services, awareness of digital financial risks, comprehension of digital financial risk management, and familiarity with consumer rights and grievance redress mechanisms are the four main elements that make up the effective use of technology in financial literacy, according to the reviewed literature (Mutya & Ilankadhir, 2024).

Rahayu et al. (2022) identified the first component of digital financial literacy as knowledge of digital financial products and services. This includes an individual's fundamental understanding of these offerings, which are now accessible not only through traditional financial institutions but also via various digital platforms, including smartphones and other electronic devices. The second component is awareness of the risks associated with digital finance. Mutya and Ilankadhir (2024) noted that individuals must recognize that while digital banking offers convenience and ease, it also poses risks such as phishing, pharming, and spyware threats that are less common with traditional financial products. The third component pertains to knowledge of digital financial risk management, which involves users understanding how to protect themselves from threats linked to technology use (Rahayu et al., 2022). The fourth component is knowledge of consumer rights and grievance redress procedures, referring to an understanding of consumer rights and the steps to take in the event of fraudulent activities (Mutya & Ilankadhir, 2024). By applying the TAM model, the study's goal is to evaluate whether technology is accepted and effectively used by graduates to improve financial management and literacy.

2.5. Identified Gaps in Literature

Although there is numerous research on the relationship between digital financial literacy and financial management and entrepreneurship, there are still some gaps in literature that have resulted in making this study essential:

- a) There exists a substantial lack of studies about the influence of technology on improving financial literacy and management among graduates in emerging economies, such as South Africa.
- b) There is a lack of studies on how digital financial literacy and entrepreneurship are connected.

Although several studies have been conducted on the relationship between digital financial literacy and youth entrepreneurship, there is a lack of studies on how digital financial literacy and

entrepreneurship relate to one another, especially how digital financial literacy affects the decisions of young entrepreneurs.

This study adds to the expanding research on the adoption of digital technology, financial independence and youth entrepreneurship by addressing these gaps.

3. Methodology

3.1. Research Approach

This study employed a quantitative research design to examine graduates' perceptions of the impact of digital tools and platforms on financial literacy, expense management, and investment decisions. The main aim of the quantitative research design was to quantify the relationship between digital literacy, financial behavior and entrepreneurship. A structured questionnaire was used to collect empirical data for statistical analysis.

3.2. Participants and Sampling Techniques

The study targeted first-time graduates (aged 21 to 31) working in both private and public sectors who had obtained either a diploma or a degree qualification from universities and technical institutions in South Africa. The participants were selected using the non-probability purposive sampling technique from a variety of professional settings, including colleges, audit firms, financial institutions, government agencies, and private corporations. A total of 120 graduates participated in the survey. Using G*Power with a medium effect ($f^2 = 0.5$), power (0.8) and $\alpha = 0.05$, a minimum of 102 participants would be required for the study (Kang, 2021). Thus, the sample is statistically sufficient. The sample consisted of 50 female graduates, representing 41.67% of the total respondents, while the remaining 70 respondents were male. The majority of participants were aged between 21 and 25 years and had diverse academic backgrounds, including humanities, social sciences, and STEM disciplines.

3.3. Data Collection

To evaluate the role of digital technology in enhancing financial literacy and management, an adapted version of a validated financial literacy scale was used. This instrument consisted of 11 items categorized into two key constructs: digital financial literacy (6 items) and technology-driven entrepreneurship (5 items). A Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree) was used to capture graduates' responses. The questionnaire was administered online in English language, ensuring accessibility and ease of participation. Prior to data collection, participants were informed about the purpose of the study and their freedom to withdraw from the study if they were no longer comfortable being part of the study. Participants checked informed consent box before providing their responses.

3.4. Data Analysis

To evaluate the quality and validity of the data, the study employed statistical techniques such as Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity for sampling adequacy, Cronbach's

Alpha for internal consistency reliability, and multiple regression analysis for estimating the relationship between digital financial literacy and entrepreneurial activity. Nevertheless, the robustness of causal inferences was limited by the regression models' exclusion of control variables such as income, education level, digital exposure, and previous entrepreneurial activity. To make sure the results were accurate and reliable, several statistical analyses were carried out. Cronbach's Alpha was used for reliability analysis to evaluate internal consistency with values exceeding 0.7. The KMO measure and Bartlett's Test of Sphericity were used to assess the adequacy of the sample. Key patterns were compiled using descriptive statistics, and the predicted association between digital financial literacy and entrepreneurial activity was ascertained using regression analysis.

4. Findings and Discussions

4.1. Reliability Analysis

The reliability of the measurement instrument was assessed using Cronbach's Alpha. The 6 items on the Digital Financial Literacy construct have a Cronbach's Alpha value of 0.711, while the Technology-Driven Entrepreneurship construct with 5 items showed a Cronbach's Alpha value of 0.724. These values are above the acceptable benchmark of 0.6 (Shrestha, 2021). This indicates a high level of internal consistency and reliability, suggesting that the items effectively measure the underlying construct.

Table 1. Reliability Statistics

Construct	Cronbach's Alpha	Number of Items
Digital Financial Literacy	0.711	6
Technology-Driven Entrepreneurship	0.724	5

4.2. Sampling Adequacy

The adequacy of the sample was assessed using the KMO measure, which yielded a value of 0.795 (Table 2), indicating that the sample size was sufficient for analysis. Additionally, Bartlett's Test of Sphericity was significant ($\chi^2 = 393.852$, $df = 55$, $p < 0.001$), confirming that the dataset was appropriate for further statistical examination. The recommended KMO value is 0.6 and above, while the acceptable Bartlett's Test of Sphericity is 0.05 or lower (Shrestha, 2021).

Table 2. KMO and Bartlett's Test

KMO and Bartlett's Test				
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				0.795
Bartlett's Test of Sphericity	Approx. Chi-Square			393.852
	Df			55
	Sig.			0.000

4.3. Digital Financial Literacy

The results indicate that digital tools and platforms play a crucial role in enhancing financial literacy, expense management, and investment decisions among graduates. Most respondents (90%) agreed (strongly agree = 53.3%, agree = 36.7%) that digital tools have improved their ability to manage

finances effectively (Table 3). This suggests that digital tools ensure easier access to information and decision-making, especially by simplifying finances and making financial literacy more effective. Menberu (2024) notes cost-effectiveness, adaptability, and scalability as some of the benefits of technology-mediated financial education. Additionally, Kumar et al. (2023) emphasizes that digital financial literacy improves financial capability, thereby enhancing perceived well-being and financial decision-making. Similarly, 71.7% of respondents agreed (strongly agree = 35, agree = 36.7) that financial apps and online platforms make tracking and managing expenses easier, though 21.7% (strongly disagreed = 8.3%, disagreed = 13.3%) disagreed, which shows that the adoption of technology is a barrier. This resentment in using financial apps and online platforms to track and manage expenses may be attributed to potential concerns over usability, security, or a lack of digital skills (Wijayanti et al., 2024). According to Agarwal and Ann (2024), financial apps and online platforms have shifted the control and management of finances into the hands of consumers, providing real-time financial data, customized investment strategies, improved credit scores, and streamlined transactions that eliminate the need for traditional intermediaries.

Table 3. Descriptive statistics on the responses to items on digital financial literacy construct

Items	Strongly (%)	Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Digital tools have improved my ability to manage my finances effectively.	53.3		36.7	5.0	1.7	3.3
I find tracking and managing my expenses easier using financial apps and online platforms.	35.0		36.7	6.7	8.3	13.3
I trust digital platforms for managing investments and savings.	26.7		43.3	21.7		8.3
Technology has made financial information more accessible, enhancing my financial literacy.	50.0		33.3	5.0	1.7	10.0
Digital financial literacy is crucial for managing finances in the modern world.	48.3		38.3	1.7	1.7	10.0
The rise of digital financial services (e.g., mobile payments and digital wallets) has positively influenced my financial habits.	40.0		28.3	16.7	6.7	8.3

The response to the question on trust in digital platforms for investment and savings management showed that 70% of the respondents agreed with it, while 21.7% remained neutral, which shows hesitation or lack of exposure to digital platforms. Oehler and Wendt (2018) note that the 2007-2010 financial crisis led to a decline in trust in institutions; however, trust in digitalized services is crucial, with implications for individuals, providers, policymakers, and supervisory authorities. In this study, most of the respondents (83.3%) agreed that technology was an enabler of financial literacy and made financial information more accessible, while 11.7% disagreed. This finding aligns with Adel (2024), who revealed that digital literacy enhances Africa's financial inclusion, while new technology adoption promotes it in Asia and Latin America.

Among the graduate respondents, 86.6% (48.3% strongly agree and 38.3% agree) strongly supported the assertion that digital financial literacy is important in modern finance management. Choung et al. (2023) explore the link between digital financial literacy and financial well-being among Korean adults and found that it was important in protecting against digital fraud and enhancing financial knowledge. Digital financial services, such as mobile payments and digital wallets, were perceived as beneficial to financial habits, with 40.0% of respondents strongly agreeing and 28.3% agreeing, reinforcing the role of financial technology in everyday transactions.

4.4. Technology-Driven Entrepreneurship

The study also explored how ICT facilitates entrepreneurship, innovation, and job creation among graduates. Positive responses to the five questions on the technology-driven entrepreneurship construct ranged between 70 and 86.7% (Table 4). A notable proportion (70%) agreed that technology has enhanced their entrepreneurship abilities through quick data gathering and analysis, while 30% either disagreed (10%) or remained neutral (20%). Dabbous et al. (2023) evaluated the impact of digitalization on entrepreneurial activity and sustainable competitiveness in 34 countries from 2015 to 2018. The study found that digitalization positively influences entrepreneurial activity and sustainable competitiveness, with connectivity, internet use, and digital integration being the main components (Dabbous et al., 2023). According to Ahmed et al. (2022), big data analytics have a positive influence on project success in Pakistan's IT and telecommunications sector.

Table 4. Descriptive statistics on the responses to items on technology-driven entrepreneurship construct

Items	Strongly (%)	Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
My entrepreneurship abilities have been enhanced through technology in the form of quick data gathering and analysis	26.7		43.3	20.0	1.7	8.3
The use of Information Communication Technology (ICT) has widened my innovative abilities to create and market new products.	28.3		41.7	20.0	5.0	5.0
Self-employment and job creation have been made easier through technology, e.g., internet traveling agencies, uber drivers, computer technicians, business center, and internet cafe.	51.7		31.7	1.7	1.7	13.3
Technology has shortened the distances in business transactions through online engagement.	53.3		33.3	3.3	1.7	8.3
ICT has assisted in managing entrepreneurial business fraud e.g., CCTV and other IT installations	33.3		45.0	11.7	1.7	8.3

A high percentage of the graduates (70%) acknowledged that ICT has expanded their ability to create and market new products. This agreement aligns with the finding of Chen et al. (2023), who find that digitalization influences entrepreneurial growth in Chinese textile manufacturing firms, bridging knowledge-based and ecosystem perspectives. Similarly, self-employment and job creation through technology received strong support, with 83.3% agreeing that digital advancements have facilitated employment opportunities in fields such as e-commerce, ride-hailing, and digital services. This mirrors global trends where technology-driven job opportunities have redefined traditional employment structures (Charles et al., 2022).

ICT's role in business efficiency was acknowledged by 86.7% of respondents, who agreed that technology has shortened transaction distances through online engagement. This finding reinforces research by Ononiwu et al. (2024), which suggests that digital connectivity enhances business agility by enabling seamless communication, cost reduction, and market expansion. In China, Li et al. (2022) found that internet usage increases family and friend communications, reduces loneliness, and benefits those with frequent online socialization, better online skills, younger age, higher education, and urban living. ICT was acknowledged for its role in fraud prevention, with 78.3% agreeing that tools such as CCTV and IT installations have improved security in entrepreneurial ventures. The study by Dobrovolska and Rozhkova (2024) examined the impact of digital transformation on anti-corruption and anti-cyber fraud in 138 countries and recommended investing in digital infrastructure for transparency and security. The use of ICT to detect and prevent fraud helps to build a systematic strategy for fraud investigation that can spot odd behavior using effective software (Halbouni et al., 2016).

4.5. Regression Analysis

To further explore the relationship between financial literacy and entrepreneurship, a regression analysis was conducted (Table 5).

Table 5. Regression Results

Model Summary ^b									
Model	R		R ²		Adjusted R		Std. Error of the Estimate		
1	.677 ^a		0.459		0.454		0.7567		
ANOVA ^a									
Model	Sum of Squares		Df		Mean Square		F		Sig.
Regression	57.254		1		57.254		99.999		.000 ^b
Residual	67.561		118		0.573				
Total	124.815		119						
Coefficients ^b									
Model	Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		Collinearity Statistics		
	B	Std.	Beta	t	Sig.	Lower	Upper	Toleran	VIF

	Error				Bound		Bound		ce
(Constant)	0.690	0.218		3.165	0.002	0.258	1.121		
Digital Financial Literacy	0.727	0.073	0.677	10.000	0.000	0.583	0.871	1.000	1.000

a. Predictors: (Constant), Digital Financial Literacy

b. Dependent Variable: Technology-Driven Entrepreneurship

The results revealed that digital financial literacy significantly predicts technology-driven entrepreneurship, with the model explaining 45.9% of the variance ($R^2 = 0.459$). The ANOVA results confirmed the model's statistical significance ($F = 99.999$, $p < 0.001$), suggesting that graduates with higher levels of digital financial literacy are more likely to engage in entrepreneurial activities. The coefficient for digital financial literacy ($\beta = 0.727$, $t = 10.000$, $p < 0.001$) suggests that for every unit increase in digital financial literacy, there is a corresponding 0.727-unit increase in technology-driven entrepreneurship.

The implication of this result is that as individuals become more digitally financially literate, their propensity to engage in entrepreneurial activities increases significantly. Digital financial literacy significantly promotes household entrepreneurship by improving access to formal finance, which is crucial for entrepreneurial ventures (Xie & Chen, 2025). Entrepreneurs with higher digital financial literacy are better equipped to utilize digital financial tools, which enhances their business performance and contributes to economic growth (Nor et al., 2024). Digital financial literacy enhances financial behavior by enabling individuals to make informed financial decisions, thereby fostering a conducive environment for entrepreneurship (Pratitrasari & Yuhertiana, 2024). The promotion of digital financial literacy is aligned with sustainable development goals, as it fosters inclusive growth and reduces regional disparities (Xie & Chen, 2025). Countries with low levels of financial literacy tend to exhibit suboptimal spending habits, inadequate financial planning, and a greater reliance on costly borrowing methods and ineffective debt management strategies (Lusardi, 2019; Menberu, 2024). Bushra and Mir (2024) advised stakeholders to integrate digital financial literacy into educational curricula to prepare individuals for the digital economy.

5. Contribution of the Study

This study contributes to the growing body of knowledge on the intersection of digital technology, financial literacy, and entrepreneurship among graduates. By providing empirical evidence of the significant role of digital tools in enhancing financial decision-making, expense management, and investment behavior, the study demonstrates the transformative power of digital financial literacy.

The results demonstrate that digitalization enhances business efficiency, facilitates market access, and promotes employment opportunities through technology-driven ventures. By establishing a strong link between digital financial literacy and entrepreneurship, this study provides policymakers, educators, and industry stakeholders with valuable insights for integrating digital competencies into financial and entrepreneurial education.

6. Recommendations

Based on the study's findings, the following recommendations are proposed:

Integration of Digital Financial Literacy into Higher Education Curricula: Universities and technical institutions should incorporate digital financial literacy courses into their programs to equip graduates with essential financial skills.

Public Awareness and Training Programs: Policymakers and financial experts should implement awareness campaigns and training workshops on digital financial literacy to enhance graduates' confidence in using digital financial tools for effective money management.

Enhancing Digital Security Measures: Given the concerns about trust and security in digital financial services, stakeholders should prioritize cybersecurity policies, data protection frameworks, and fraud prevention mechanisms to build trust in digital financial platforms.

Encouraging Research and Innovation: Continuous research on emerging digital financial trends, including artificial intelligence-driven financial services and blockchain-based transactions, should be promoted to further optimize financial literacy and entrepreneurship.

7. Conclusion

This study highlights the critical role of digital financial literacy in enhancing financial management and entrepreneurship among graduates. Digital tools significantly improve financial decision-making, expense tracking, and investment strategies while fostering entrepreneurship through market access, operational efficiency, and job creation. Regression analysis confirms digital financial literacy as a key predictor of entrepreneurial engagement, emphasizing the need for its integration into graduate training. As technology evolves, equipping graduates with these skills is vital for financial independence and economic sustainability. Policymakers, educators, and industry leaders must collaborate to promote digital financial literacy, ensuring its long-term impact on economic resilience and business success. Although the study acknowledges that there are several benefits of digital financial literacy, they are not experienced by all. Unequal access to digital infrastructure, gaps in digital skills and low trust in digital tools present significant barriers. This highlights the need to account for these barriers when designing digital literacy education programs to account for diverse populations.

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