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RESEARCH ARTICLE OPEN ACCESS

A Study on Saving Habits Among College Students with Special Reference in Coimbatore City

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Abstract
Saving is an important financial habit that supports financial security, disciplined spending and preparation for future needs. College life is a significant stage in which students begin to make independent financial decisions and develop money-management practices. This study examines saving habits among college students, focusing on sources of money, saving frequency and amount, saving methods, budgeting, family influence, financial awareness, digital payment use and barriers to saving. A descriptive research design is used for the present analysis. Primary data comprise 50 submitted responses collected through a structured Google Form questionnaire. The data are analysed using frequency and percentage analysis, response-frequency ranking, weighted mean scores for selected ordered responses, and a chi-square test of association between saving regularity and budgeting regularity. The leading responses show that 44% reported always having a saving habit, 41.7% of valid responses reported saving every week, and 34% identified future needs as their main saving purpose. Unnecessary spending was the most frequently selected barrier (40%), while parents were the most frequently selected influence (57.1% of valid responses). A chi-square test with continuity correction indicates an association between the recoded saving and budgeting categories in this sample ($\chi^2 = 5.751$, df = 1, $p = 0.0165$). The results describe the 50 responses analysed and should not be generalised to all college students without a representative sampling design.

Keywords: **Saving habits; College students; Financial literacy; Financial planning; Pocket money; Parental guidance; Digital payments; Budgeting**

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I-INTRODUCTION

1.1 Introduction
Saving is an essential part of personal financial management. It allows individuals to set aside money for future needs, emergencies, education and personal goals. College life is an important stage for developing financial responsibility because students increasingly make decisions about how to use limited funds.Saving habits refer to the regular practice of keeping aside a portion of available money instead of spending all of it on current needs. Students may receive money from parents, scholarships, part-time employment or other sources. Their expenses may include education, food, transport, mobile recharges, clothing, entertainment and other personal needs.A regular saving habit can encourage discipline, reduce unnecessary expenditure and help students prepare for unexpected costs. However, low available funds, lifestyle choices, peer influence, weak budgeting practices and limited financial awareness may make saving difficult.Digital banking and UPI provide convenient ways to transfer and manage money. At the same time, frequent digital transactions, online shopping and promotional offers may affect spending decisions. This study therefore examines saving frequency, saving methods, budgeting, family influence, financial awareness and challenges reported by college students.

1.2 Statement of the Problem
College students often need to balance limited funds with education-related and personal expenses. Their saving behaviour may differ according to their source of money, spending priorities, family guidance, financial knowledge and use of digital payment services. Unnecessary spending, low pocket money, peer pressure and inadequate saving awareness may reduce the amount students can set aside. It is

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therefore useful to examine how students save, what influences their decisions and which barriers they report.

1.3 Need of the Study

- To understand saving practices and the frequency with which students save money.
- To identify the main sources of money available to students and the proportion they report saving.
- To examine budgeting practices and common expenditure patterns.
- To understand the reported influence of parents, friends, social media and teachers.
- To identify common barriers to saving and areas where financial education may help.

1.4 Scope of the Study

The study covers students' sources of money, saving habits, saving frequency and amount, saving methods, separate savings accounts, budgeting, expenditure management, major expenses, family encouragement, financial education, mobile banking/UPI use, online shopping influence, awareness of bank savings schemes and future saving intentions. The study title specifies Coimbatore City; the supplied draft mentions VLB Janakiammal College of Arts and Science, Coimbatore as a possible study area; this should be confirmed before final submission because the CSV itself does not establish the institution or sampling frame.

1.5 Significance of the Study

- Students: The findings may encourage budgeting, planned spending and regular saving.
- Parents: The results show the reported role of family encouragement in students' saving habits.
- Educational institutions: The study may support financial-literacy awareness programmes.
- Financial institutions: The results may offer descriptive insight into students' awareness and use of saving options.
- Future researchers: The study provides a small-sample reference for further research on student financial behaviour.

1.6 Objectives of the Study

Main objective: To examine saving habits among college students.

- To study the saving habits and saving practices of college students.
- To identify the major sources of money available to college students.
- To analyse the amount and frequency of savings among students.
- To identify factors associated with saving habits, including family guidance and financial awareness.
- To identify difficulties faced by students in saving money and suggest measures to improve saving habits.

1.7 Research Hypotheses

The following hypotheses are tested for the available response set:

H_0: Saving habit regularity and monthly budgeting regularity are independent (there is no association).

H_1: Saving habit regularity and monthly budgeting regularity are associated.

1.8 Research Methodology

- Research design: Descriptive.
- Primary data: 50 submitted Google Form responses supplied in the CSV file.
- Data collection tool: Structured questionnaire containing 25 questions, in addition to the timestamp field.
- Sampling method: Not confirmed in the supplied CSV. State the actual method used; do not assume representativeness.
- Study area: To be confirmed. The supplied draft mentions VLB Janakiammal College of Arts and Science, Coimbatore.
- Tools of analysis: Frequency distribution, percentage analysis, response-frequency ranking, weighted mean scores for selected ordered responses, and a 2×2 chi-square test.
- Period of data collection: CSV timestamps show responses dated 24 October 2026; confirm the intended research period before submission.

1.9 Limitations of the Study

- The analysis is limited to 50 submitted responses.
- The sampling method and representativeness of respondents have not been verified.
- Some questionnaire items have fewer than 50 valid answers; their percentages use the valid response count.
- The findings rely on self-reported answers and may reflect individual perceptions.
- The results should not be generalised to all college students without an appropriate sampling design.

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II – REVIEW OF LITERATURE

2.1 Concept of Saving Habits

Saving habits refer to repeated decisions to reserve part of available money for future use. They can be described through whether a person saves, how often they save, how much they save, the methods used and the goals for which money is reserved. For this study, the concept is examined through the questionnaire responses rather than treated as a single fixed behaviour.

2.2 Factors Related to Saving Behaviour

Sources and adequacy of money

The source and amount of money available may affect how much students can save. Students who depend on family support, scholarships, part-time employment or other sources may face different financial constraints.

Family guidance and social influence

Parents and family members may influence students by modelling financial habits, encouraging budgeting or discussing the importance of saving. Friends, teachers and social media may also shape attitudes and spending choices.

Budgeting and spending control

Preparing a budget and tracking expenses can help students understand where money is spent. Unplanned purchases and difficulty controlling spending may reduce the money available for saving.

Financial awareness and digital payments

Financial education may help students understand saving options and plan for future needs. Mobile banking and UPI can make transactions convenient, while online shopping and promotional offers may also influence spending.

2.3 Review of Previous Studies

1. Lusardi and Mitchell (2014): Studied the importance of financial literacy in saving and financial decision-making.
2. Jain (2026): Examined financial literacy, budgeting and investment knowledge among college students.

2.4 Research Gap

A defensible research gap must be established by comparing verified prior studies. Based on the present questionnaire, the study brings together saving frequency and amount, saving methods, budgeting, family influence, digital payment use and perceived barriers in one descriptive response set. Whether this combination addresses a gap in existing research must be confirmed through the completed literature review.

2.5 Conceptual Focus

Potential explanatory factors measured in the questionnaire include sources of money, family encouragement, financial education, social influence, budgeting and digital spending. Outcomes described include saving habit, frequency, proportion saved, saving method and future saving intention. The descriptive survey does not by itself establish cause-and-effect relationships.

CHAPTER III – RESEARCH METHODOLOGY

3.1 Research Design

The study follows a descriptive research design. It summarises the saving practices and financial-management responses reported by the respondents.

3.2 Population and Study Area

The intended population is college students in Coimbatore City. The supplied draft mentions VLB Janakiammal College of Arts and Science, Coimbatore, but the respondent institution and eligibility criteria are not independently identifiable from the CSV. Confirm the exact study area and institution before submission.

3.3 Sample Size and Sampling Method

The supplied CSV contains 50 submitted response rows. The sampling method is not recorded in the dataset; it must be stated accurately by the researcher or guide. The study should not claim that the sample is random or representative unless that is supported by the actual procedure.

3.4 Sources and Collection of Data

Primary data were supplied as a CSV export of a Google Form questionnaire. The questionnaire includes respondent profile, sources of money, saving practices, budgeting, influences, digital payment use and saving difficulties. Secondary sources should be added only where they are actually consulted and cited.

3.5 Tools of Analysis

- Frequency and percentage analysis: used to show the distribution of answers for each question.
- Response-frequency ranking: used to identify the most frequently selected saving purpose and barrier; ties are treated equally.

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- Weighted mean: selected ordered response categories are coded from 1 to 4, as described in Chapter IV.
- Chi-square test: a 2×2 test with continuity correction examines the association between recoded saving regularity and budgeting regularity.

Percentage = (Frequency ÷ Number of valid responses) × 100.

3.6 Ethical Considerations

Survey findings should be reported honestly and in aggregate form. Personal identifiers are not included in the analysis presented here. Any final submission should follow the institution's requirements for consent, confidentiality and research ethics.

IV. DATA ANALYSIS AND INTERPRETATION

Study: A Study on Saving Habits Among College Students with Special Reference to Coimbatore City
Total submitted responses analysed: 50

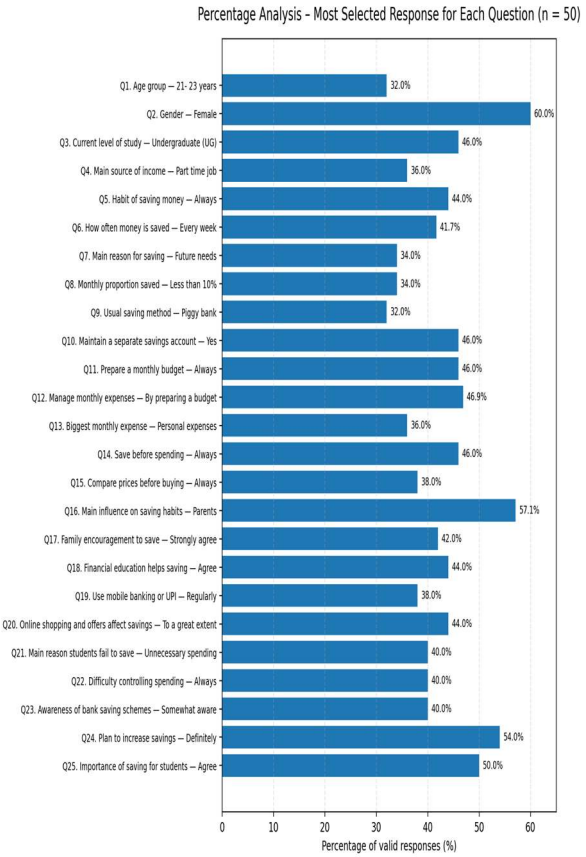
4.1 Statistical Tools Used

1. Percentage Analysis – used to present the distribution of respondents for questionnaire items.
2. Ranking Analysis – used to rank reported saving purposes and barriers according to response frequency.
3. Weighted Mean Score Analysis – used for ordinal response scales, with clearly stated numerical weights.
4. Chi-Square Test – used to examine the association between saving habit regularity and monthly budgeting regularity.

Percentage = (Frequency ÷ Valid responses) × 100.

4.2 Percentage Analysis

The following chart presents only the most frequently selected response for each of the 25 questionnaire items. Percentages are based on valid responses for each question.



Short interpretation: The leading responses show that 21–23 years was the largest age group (32.0%); female respondents formed the largest gender group (60.0%); and undergraduate students were the largest study group (46.0%). Part-time work was the leading source of money (36.0%). Always saving was the most selected habit (44.0%), while saving every week was the most common frequency (41.7%). Future needs was the leading saving purpose (34.0%), and less than 10% was the most selected saving proportion (34.0%). Piggy bank was the leading saving method (32.0%).

Further, 46.0% reported maintaining a separate savings account and 46.0% always prepared a monthly budget. Preparing a budget was the leading expense-management method (46.9%). Personal expenses were the largest monthly expense (36.0%). Saving before spending (46.0%) and comparing prices (38.0%) were the most selected responses in those questions. Parents were the leading influence (57.1%). Family encouragement (42.0% strongly agree) and financial education (44.0% agree) received positive responses. Regular mobile banking/UPI use was selected by 38.0%. Online shopping and offers affected savings to a great extent for 44.0%. Unnecessary spending was the leading barrier (40.0%); 40.0% always found spending control difficult. Somewhat aware of bank schemes was the leading response (40.0%). A majority planned to

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increase savings definitely (54.0%), and 50.0% agreed that saving is important for college students.
Note: This chart displays the leading response only; the complete response distributions are retained in the original 50-response dataset. Percentages may be based on fewer than 50 valid answers where a question had missing responses.

4.3 Ranking Analysis

What is your main reason for saving money?

Rank	Factor	Frequency	Percentage
1	Future needs	17	34.0%
2	Emergency Needs	13	26.0%
3	Personal goals	13	26.0%
4	Educational expenses	7	14.0%

Interpretation: "Future needs" ranked first based on response frequency.

What is the main reason students fail to save money?

Rank	Factor	Frequency	Percentage
1	Unnecessary Spending	20	40.0%
2	Low pocket money	13	26.0%
3	Lack of saving awareness	10	20.0%
4	Peer pressure	7	

Interpretation: "Unnecessary spending" ranked first based on response frequency.
Ranking method: Descending frequency. Ties, if any, should be treated as equal ranks. This is a frequency-based ranking, not a preference score ranking.

4.4 Weighted Mean Score Analysis

Weights used for ordered responses: Always/Strongly agree = 4; Often/Agree = 3; Sometimes/Disagree = 2; Never/Strongly disagree = 1. Weighted Mean = Σ(frequency × weight) ÷ total valid responses. Higher means indicate stronger agreement or more frequent reported behaviour. The categories are coded in their stated order.

Statement	Weighted Mean	Interpretation
Do you have a habit of saving money?	2.96	Higher mean on assingned scale
Do you prepare monthly budget?	2.96	Higher mean on assingned scale
Do you save money before spending it?	3.04	Higher mean on assingned scale
Does your family encourage you to save money?	3.20	Higher mean on assingned scale
Do you think financial education helps student save money?	3.24	Higher mean on assingned scale
Do you find it difficult to control your spending?	2.88	Higher mean on assingned scale
Do you think saving money is important for college students?	3.22	Higher mean on assingned scale

Caution: These means are descriptive summaries of coded ordinal responses; the numeric spacing between categories is an analytical convention.

4.5 Chi-Square Test of Association

Objective: To test whether regular saving habit is associated with regular monthly budgeting.
H_0: Saving habit regularity and budgeting regularity are independent (no association).
H_1: Saving habit regularity and budgeting regularity are associated.

Saving habit	Budget Regular	Budget less regular
Regular (Always/ Often)	22	7
Less regular (Sometimes/Never)	8	13

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Chi-square statistic (χ^2) = 5.751; degrees of freedom = 1; p-value = 0.0165; significance level = 0.05.
Decision: Since $p < 0.05$, reject H_0 for this sample. The test indicates a statistically significant association between the two recoded variables in these responses.
Interpretation: Among respondents reporting regular saving, 22 reported regular budgeting and 7 less-regular budgeting. Among those reporting less-regular saving, 8 reported regular budgeting and 13 less-regular budgeting.
Method note: Both variables were collapsed into two groups to conduct a 2×2 test. One expected cell count is below 10; interpret cautiously. The sample is limited (n=50), convenience/sampling representativeness is not verified, and association does not establish causation.

4.6 Summary of Findings

• What is your gender? Leading response: Female (30 respondents; 60.0%).
• What is your current level of study? Leading response: Undergraduate (UG) (23 respondents; 46.0%).
• How often do you save money? Leading response: Every week (20 respondents; 41.7%).
• What is your main reason for saving money? Leading response: Future needs (17 respondents; 34.0%).
• Where do you usually save your money? Leading response: Piggy bank (16 respondents; 32.0%).
• Who influences your saving habits the most? Leading response: Parents (28 respondents; 57.1%).
• What is the main reason students fail to save money? Leading response: Unnecessary spending (20 respondents; 40.0%).
• Do you plan to increase your savings in the future? Leading response: Definitely (27 respondents; 54.0%).
Overall, these findings describe only the 50 responses supplied. They should not be generalized to all college students without a suitable sampling design.

CHAPTER V – SUMMARY, SUGGESTIONS AND CONCLUSION

5.1 Summary of the Study

The study describes saving habits among college students using 50 Google Form responses. It considers respondent profile, sources of money, saving frequency and amount, saving methods, budgeting, family influence, financial education, digital payment use and barriers to saving. Percentage analysis was used for the 25 questionnaire items, supported by response-frequency ranking, weighted mean summaries for selected ordered items and a chi-square test of association.

5.2 Suggestions

- Students may prepare a monthly budget and record daily expenses to identify avoidable spending.
- Students may set a realistic savings target and save a fixed small amount whenever money is received.
- Where practical, savings can be kept separately from everyday spending money.
- Before making online purchases, students may compare prices and consider whether the purchase is necessary.
- Colleges may organise financial-literacy sessions covering budgeting, saving methods, banking services and safe digital payments.
- Parents and guardians may encourage age-appropriate financial planning and responsible spending.
- Banks and educational institutions may provide clear information about savings accounts and available saving schemes.

These suggestions are general recommendations informed by the response patterns. They should be prioritised according to the study guide's requirements and the final verified findings.

5.3 Conclusion

Among the 50 responses analysed, weekly saving was the leading reported frequency among valid answers, future needs was the most frequently selected saving purpose, and unnecessary spending was the most frequently identified barrier. Parents were the most frequently selected influence on saving habits. Respondents also expressed positive views about the importance of saving and the role of financial education. The chi-square analysis indicated an association between the recoded saving and budgeting categories, but it does not establish causation. Because the sampling method and representativeness are unverified, the conclusions apply only to this response set.

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APPENDIX – QUESTIONNAIRE

The questionnaire used for the analysis is represented by the 25 question headings below. The exact response options should be retained from the original Google Form when attaching the full questionnaire.

- 1. What is your age group?
- 2. What is your gender?
- 3. What is your current level of study?
- 4. What is your main source of income?
- 5. Do you have a habit of saving money?
- 6. How often do you save money?
- 7. What is your main reason for saving money?
- 8. How much of your monthly money do you save?
- 9. Where do you usually save your money?
- 10. Do you maintain a separate savings account?
- 11. Do you prepare a monthly budget?
- 12. How do you manage your monthly expenses?
- 13. What is your biggest monthly expense?
- 14. Do you save money before spending it?
- 15. Do you compare prices before buying products?
- 16. Who influences your saving habits the most?
- 17. Does your family encourage you to save money?
- 18. Do you think financial education helps students save money?
- 19. Do you use mobile banking or UPI to manage your money?
- 20. Do online shopping and offers affect your savings?
- 21. What is the main reason students fail to save money?
- 22. Do you find it difficult to control your spending?
- 23. Are you aware of different savings schemes offered by banks?
- 24. Do you plan to increase your savings in the future?
- 25. Do you think saving money is important for college students?

EDITORIAL CHECK BEFORE SUBMISSION

- Confirm the institution/study area and respondent eligibility; the CSV does not identify these details.
- Confirm the sampling method and data-collection period.
- Complete the literature review with verified sources and full bibliographic details.
- Attach the exact questionnaire and ensure wording matches the CSV.
- Check the college/university format, author details, supervisor details and declaration requirements.
- Percentages for questions with missing answers use the number of valid answers as the denominator.

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