

# Saving and Spending Attitudes of College Students

## ABSTRACT

**Aims:** To determine the saving and spending attitudes of college students

**Study design:** Descriptive and semi-quantitative.

**Place and Duration of Study:** Malita, Davao Occidental, Philippines during the first semester of 2019-2020

**Methodology:** The respondents of the study were chosen using the Slovin formula. One hundred thirty-three college students were involved. Data were gathered through an adapted survey questionnaire.

**Results:** Generally, the mean age of the respondents was 20.54. Most of them were female. The respondents saved money regularly for emergency use. Their parents were their usual source of money and they kept their savings in the piggy bank. The money they obtained was commonly spent on school projects. Others did not have savings due to lack of money. Only few of the respondents deposited their savings in the banks. It was also found that age determined the saving attitude. Conversely, if considered individually, saving attitude had no significant difference with gender and marital status but when grouped together, saving attitude had significant difference with gender and marital status. It implicated that saving money should be introduced early among the children.

**Keywords:** Savings, spending, attitudes, college students

## 1. INTRODUCTION

Saving and spending of every person or most likely young people is different from each other, maybe because of their uniqueness. Generally, young students have different perceptions on the way of living and attitudes towards something especially when it comes to saving and spending. The life cycle theory otherwise known as the permanent income hypothesis assumes that people are able to smooth their consumption in accordance to income over their lifetime. According to this theory, any change in wealth should produce an identical effect on consumption, no matter what is the source of the wealth change (Wilkinson et al., 2008). This means that the bigger the income of college students more likely, the higher could be their consumption.

According to Colayco (2005), saving plays a very important role in the country's development since this is the primary source of investments that can generate more production and employment. For a student, saving money is the best way to prepare financially because he/she can have the assurance that there is money in his/her pockets, or in the piggy bank as well as at the bank to spend any time especially during an emergency situation.

According to O'Neil-Haight (2010), the spending of college students may be very important to local communities because many colleges are often seen as important players in the local economy through current spending and employment and also as potential catalysts for local economic development.

35 Knowledge of spending is important not only on the local communities but also for the  
36 benefit of all. Students today should consider saving money and make it a habit and part of  
37 their life. It is said generally that economy does not lie in sparing money, but in spending it  
38 wisely (Huxley & Peacey, 2014). In line with this, a student who has an attitude on spending  
39 wisely is one step ahead than the others. Those who spend beyond their means can be  
40 possibly engaged in credit. Moreover, spending wisely can be learned through thinking  
41 rationally before spending the money and these could be learned by every individual who  
42 wants to save.

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#### 44 **1.2 Statement of the Problem**

45 The study was conducted to find out the saving and spending attitude of the IFMS students.  
46 Furthermore, it was sought to answer the following:

- 47 1. What is the socio-demographic profile of the students?
- 48 2. What is the source of funds of the students?
- 49 3. What are the saving attitudes of the students?
- 50 4. What are the spending attitudes of the students?

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#### 52 **1.3 Significance of the Study**

53 The study will give awareness to the students on how important saving and spending money  
54 is. Furthermore, the result of this study will serve as a guide for every student in developing  
55 his/her attitude on money matters. On the other hand, parents will also benefit from this  
56 study considering the in-depth research made on this and its applicability. Finally, for policy  
57 making, results of this study will benefit the administration of the school as its reference for  
58 the on time release of students' allowances as scholars which contributes high impact to  
59 their saving and spending attitudes.

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#### 61 **1.4 Scope and Limitation of the Study**

62 The study was limited to the saving and spending attitude of college students. All  
63 respondents were students of Southern Philippines Agribusiness and Marine and Aquatic  
64 School of Technology, Malita, Davao Occidental. Due to the limited number of respondents  
65 to the study, San Jose et al. (2021) mentioned that results can't generalize the entire  
66 students but the findings may only be true to those who participated in the study.

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### 68 **2. MATERIAL AND METHODS / EXPERIMENTAL DETAILS / METHODOLOGY**

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#### 70 **2.1 Research Locale**

71 The study was conducted at Malita, Davao Occidental, Philippines.

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#### 73 **2.2 Research Design**

74 A descriptive and semi-quantitative methods using Anova were used in this study. Data were  
75 gathered using a survey questionnaire.

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#### 77 **2.3 Sampling Design**

78 Random sampling technique was used in determining the respondents of the study using  
79 Slovin's formula with 10% margin of error. The respondents were chosen at random based  
80 with the total of 133 as sample size of the study.

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83 Table 1. Distribution of sample size of the study

Departments	Population	Sample size
BSF	210	68
BSMB	182	65
Total	392	133

## 2.4 Respondents of the Study

The respondents of the study were the selected college students in SPAMAST Main Campus representing all levels.

## 2.5 Research Instrument

The study used a survey questionnaire. It is composed of the following parts: the socio-demographic profile of the respondents and their attitude towards saving and spending money. Moreover, the questionnaire was submitted to the members of the panel for checking and validation.

## 2.6 Data Gathering Procedure

Permission to conduct an interview was asked from the Campus Director of the college. The study was explained to the respondents that their cooperation was needed to start the survey. Thereafter, questionnaires were retrieved. Responses of the respondents were tabulated properly. After the conduct of the survey, the entries were all checked for unanswered questions for immediate completion.

## 2.7 Data Analysis

Data were tallied, tabulated, analyzed and interpreted manually by the researcher considering the problems of the study. In interpreting the level of attitudes of college students towards saving money it was analyzed based on the Likert scale.

Scale	Agreement to the Statement	Level of Attitude
5	Strongly Agree	Highly Favorable
4	Moderately Agree	Moderately Favorable
3	Agree	Favorable
2	Disagree	Less Favorable
1	Strongly Disagree	Not Favorable

The spending attitude was interpreted by yes if they spent on it; no, if they did not spend for it. Their source of income and the socio-demographic profile including their age, gender, and marital status were also analyzed.

## 3. RESULTS AND DISCUSSION

Table 2 shows the socio-demographic profile of the selected college students. It was found that most of the respondents were 20.54 years old. Of the number of the respondents, 56.39% were female and 39.85% were male and 3.76% were LGBT. Among them, 98.50% were single and 1.50% were married.

Table 2. Socio-demographic Profile of the selected college Students

Particulars	F	%	Mean
Age			20.54 years old
Gender			
Female			
Male	75	56.39	
LGBT	53	39.85	
Marital Status			
Single	131	98.50	
Married	2	1.50	

### Amount and Source of Funds

Table 3 shows the amount and source of funds of the selected college students. The general monthly average of the respondents was 1,452.63. Moreover, the other sources of the allowance of the respondents was coming from the parents with 95.49%, followed by borrowed money from friends with 82.71% and coming that was doing small jobs to earn money with 40.60% while the proportion of money earned ranked fourth with 36.09% and the lowest with 23.31% want to scholarship allowance. According to Carney et al. (2005); Derous and Ryan (2008), student part-time employment, in general, has a positive effect on their personal development in terms of self-reported and emotional growth. Positive effects which include higher grade point average, early completion of the degree, and student's well-being are attributed to student engagement in campus job.

Table 3. Amount and Source of Funds of the Selected College Students

Particulars	F	%	Mean
Monthly Allowance			1,452.63
Other Sources:			
Parents	127	95.49	
Borrowed money from friends	110	82.71	
Doing small jobs to earned money	60	45.11	
Proportion of money earned: 25%	48	36.09	

### Saving Attitude

Table 4 shows the Saving Attitude of selected college students where the top five included were don't have enough money ranked first with 74.44% for the reasons of not having a bank account. Moreover, putting in piggy bank ranked second with 63.10%, while for emergency on the third place with 24.06%. The fourth highest percentage went to the entry for simply haven't gotten around with 16.44% and the parents advise ranked fifth with 15.79% only.

Table 4. Saving Attitude of the Selected College Students

Particulars	F	%	Mean
Saved regularly	52	39.10	
Reasons why do save regularly:			
For emergency	32	24.06	
Parents advice	21	15.79	
To satisfy wants	17	12.78	
To have money	12	9.02	
For occasion	3	2.26	
Friends influence	1	0.75	
Steps on saving money:			
Putting in the piggy bank	85	63.10	
Gave to the parents	16	12.03	
Having personal bank account	13	9.77	
Deposited on the bank	3	2.26	
Reasons for not having a bank account:			
Don't have enough money	99	74.44	
Simply haven't gotten around	22	16.44	
Nobody in the house has one	14	10.53	
Banks are never open when it is used	3	2.26	
Don't find them very helpful	1	0.75	

Don't like having in the long queues	1	0.75	
Years having a bank account:			
1-2 years	8	6.08	
2-4 years	4	3.01	
More than 4 years	1	0.75	
Reasons for having a bank account:			
To keep money safe	9	6.77	
To earn interest	4	3.01	
Having a job that required one	3	2.26	
Advice from the school teacher	2	0.06	
To have cheque book	1	0.75	
Friends have it	1	0.75	

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Table 5 shows the attitude of the selected college students towards saving money. General results show that the respondents were agreeing on saving money with a mean of 3.90. Specifically, the respondents agreed on the following top three attitudes namely: believing in putting for emergency (4.36), saving for something special (4.10), and always trying to save (4.06).

Table 5. Different Attitude of the selected Students towards Saving Money

Particulars	Mean	Descriptive Rating
The attitude of respondents towards saving money	3.90	Agree
Believe in putting some money for emergency	4.36	Agree
Saving for something special	4.10	Agree
Always trying to save	4.06	Agree
Buying cheaper products to save	3.95	Agree
Tend to save money as soon as getting it	3.52	Agree
Saved before spending	3.40	Agree

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### Spending Attitude

Table 6 shows the spending attitude of the selected college students. The general average of the spending of the respondents is 306.51. There are 65.41% who spend on chocolates, ice cream, soft drinks, and junk food and 93.23% spend on fact sheets. There were 24.81% of the respondents who spend on online games and computer equipment. In cigarettes, 11.28% spend on it. In projects, 96.99%, Cell phone, and Wi-fi loads, 81.95%. In alcoholic drinks, there were 15.04% of the respondents drank. In gasoline, 79.70% use it for their vehicle and 20.30% spend commuting on tricycle and bus fares. In clothes, footwear, cosmetics 84.21% spend on it. In sports equipment, 82.71% of the respondents spend on it. In records/ audio tapes, 93.23% of them were spent for it.

Table 6. Spending Attitude of the Selected College Students

Particulars	F	%	Mean
Money spend			306.51
Expenditure:			
Projects	129	96.99	
Fact sheets	124	93.23	
Clothes, footwear and cosmetics	112	84.21	
Cellphone and WI fi loads	109	81.95	

Bus and tricycle fares	101	75.94	
Chocolates, ice cream, soft drinks junk foods	87	65.41	
Online games and computer equipment	33	24.81	
Gasoline	27	20.30	
Sports equipment	23	17.29	
Alcoholic drinks	20	15.04	
Cigarettes	15	11.28	
Records and audio tape	9	6.77	

### The Difference in Saving Attitude of Selected College Students

Table 7 shows the difference in the saving attitude of the respondents as to their age. Since the computed  $f=10.01$  is greater than 1.83 the null hypothesis can be rejected. Hence, there is a significant difference in the saving attitude of the respondents as to their age.

Table 7 shows the difference on saving attitude of the respondents as to their age. Since the computed  $f=10.01$  is greater than 1.83, the null hypothesis can be rejected. Hence, there is significant difference on the saving attitude of the respondents as to their age.

Table 7. The difference on Saving Attitude of the respondents as to their age.

Anova table					
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>
Between Groups	20.85	8	2.606	10.01	7.10
Within Groups	11.72	45	0.260		
Total	32.56	53			

Table 8 shows the difference in the saving attitude of the respondents as to gender. Since the computed  $f=0.45$  is less than 2.70 the null hypothesis cannot be rejected. Hence, there is no significant difference in the saving attitude of the respondents as to their gender.

Table 8. The difference in Saving Attitude of the respondents as to their gender.

Anova table					
<i>Source of variation</i>	<i>Ss</i>	<i>Df</i>	<i>Ms</i>	<i>F</i>	<i>P-value</i>
Between groups	0.12	2	0.058	0.45	0.65
Within groups	1.93	15	0.129		
Total	2.05	17			

Table 9 shows the difference on saving attitude of the respondents as to their marital status. Since the computed  $f=0.50$  is less than 3.73 the null hypothesis cannot be rejected. Hence, there is no significant difference in the saving attitude of the respondents as to their marital status.

Table 9. The difference on the Saving Attitude of the respondents as to their marital status.

Anova table					
<i>Source of variation</i>	<i>Ss</i>	<i>Df</i>	<i>Ms</i>	<i>F</i>	<i>P-value</i>
Between groups	0.12	1	0.114	0.50	0.50

Within groups	2.29	10	0.229		
Total	2.40	11			

#### The difference in Spending Attitude of selected college Students

Table 10 shows the differences in the spending attitude of the respondents when grouped as to their age, gender, and marital status. Results revealed that most of the students, when grouped according to their age, showed that of the students varies in their spending attitude excluding clothes, footwear, cosmetics, records and so with audiotape. Moreover, there were significant differences in the students spending attitude when grouped according to gender and marital status. The results imply that the students spending attitude varies on spending chocolates, ice cream, soft drinks, junk foods, fact sheets, online games, computer equipment, cigarettes, projects, cellphone and Wi-fi loads, alcoholic drinks, gasoline, bus and tricycle fares, clothes, footwear, cosmetics, sports equipment, and audiotape.

Table 10. The difference on Spending Attitude of the respondents as to their age gender and marital status

Particulars	Age $\chi^2$	<i>P</i> -value	Gender $\chi^2$	<i>P</i> -value	Marital Status $\chi^2$	<i>P</i> -value
Chocolates, ice cream, soft drinks, and junk foods	5.98 <sup>s</sup>	.050	27.47 <sup>s</sup>	.761	3.84 <sup>s</sup>	.118
Fact sheets	22.74 <sup>s</sup>	.000	90.64 <sup>s</sup>	.221	45.54 <sup>s</sup>	.869
Online games and computer equipment	1.61 <sup>s</sup>	.604	175.76 <sup>s</sup>	.963	97.48 <sup>s</sup>	.436
Cigarettes	7.71 <sup>s</sup>	.020	306.40 <sup>s</sup>	.000	172.40 <sup>s</sup>	.786
Projects	15.59 <sup>s</sup>	.003	105.42 <sup>s</sup>	.341	58.63 <sup>s</sup>	.941
Cellphone and Wi-fi loads	2.37 <sup>s</sup>	.190	56.10 <sup>s</sup>	.203	16.38 <sup>s</sup>	.671
Alcoholic drinks	3.48 <sup>s</sup>	.315	266.27 <sup>s</sup>	.002	150.28 <sup>s</sup>	.279
Gasoline	7.98 <sup>s</sup>	.130	252.20 <sup>s</sup>	.003	61.71 <sup>s</sup>	.564
Bus and tricycle fares	7.32 <sup>s</sup>	.004	20.99 <sup>s</sup>	.437	7.12 <sup>s</sup>	.425
Clothes, footwear and cosmetics	0.42 <sup>ns</sup>	.677	66.23 <sup>s</sup>	.020	20.10 <sup>s</sup>	.708
Sports equipment	2.60 <sup>s</sup>	.194	247.15 <sup>s</sup>	.447	136.39 <sup>s</sup>	.329
Records and audiotape	0.24 <sup>ns</sup>	.194	342.37 <sup>s</sup>	.208	202.23 <sup>s</sup>	.869

#### 4. CONCLUSION

Based on the findings of the study, the following conclusion was drawn:

Most of the respondents are young but legally mature. Also, most of them rely on their parents for their allowances. This shows the respondents were dependent to their parents. The reason for saving money was for emergency use. It means that the respondents think ahead of possible uncontrollable occurrences. Most of them do not utilize banks instead piggy banks. This depicts that their saving are in small amount which they can obtain anytime they want. The significant relationship between saving attitude and age implies that saving money may be introduced at the early stage of child development.

## 212 **Ethical Approval:**

213 As per international standard or university standard written ethical approval has been  
214 collected and preserved by the author(s).

## 215 **Consent**

216 As per international standard or university standard, respondents' written consent has  
217 been collected and preserved by the author(s).

## 218 **COMPETING INTERESTS**

219  
220 Authors have declared that no competing interests exist.  
221

## 222 **AUTHORS' CONTRIBUTIONS**

223  
224 Author JC designed the proposal, managed the literature searches, and collection of data.  
225 Author ECA performed the statistical analysis, managed the analyses of the study.  
226

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