

Determination of Saving Behavior Among Students of Community Campus in Butwal Sub-Metropolitan City

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Abstract

Purpose

This research seeks to analyze the saving behaviors of students at community campuses in Butwal sub-metropolitan city by assessing the effects of financial literacy (FL), parental socialization (PS), peer influence (PI), and self-control (SC). It further aims to determine the relative contribution of each factor in shaping saving behavior and to provide empirical evidence on whether personal and social influences significantly predict students' financial decision making patterns.

Methods

A total number of 368 students were chosen through convenience sampling method, and primary data were obtained using a structured questionnaire. The research utilized a quantitative approach and applied statistical methods such as Pearson correlation and multiple regression analysis to assess the connection between the chosen variables and saving behavior. Reliability and validity of the constructs were examined prior to analysis, and regression diagnostics were performed to ensure the robustness and consistency of the estimated model.

Results

The results showed that financial literacy (FL), parental socialization (PS), and peer influence (PI) are positively related to students' saving behavior. Among these, financial literacy demonstrated a comparatively stronger influence, followed by parental socialization and peer influence. However, self-control (SC) was discovered to have an insignificant correlation with saving behavior in this scenario, indicating that its predictive power remains weak within the selected sample despite its theoretical relevance.

Conclusion

These findings suggest that although knowledge, family impact, and peer surroundings significantly contribute to the development of students' saving behaviors, individual self-control might not serve as a robust indicator in this group. Strengthening financial literacy programs, encouraging positive parental guidance, and fostering supportive peer environments can enhance saving practices. The study provides important perspectives for educators, policy makers, and financial organizations working to promote financial responsibility in young people while highlighting the need for further research on behavioral factors influencing saving decisions.

Keywords: Financial Literacy, Parental Socialization, Peer Influence and Self-control

I.Introduction

Saving behavior is the financial decision-making process by which people or families set aside a portion of their income for future use as opposed to immediate consumption. It entails deliberate attempts to build up financial resources for objectives including long term financial security, retirement, future investments, and emergency necessities. Economically, it is the practice of putting aside disposable money as opposed to spending it, influenced by income levels, interest rates, inflation, and financial incentives. From a behavioral and psychological standpoint, attitudes towards money, self-control, financial literacy, and cognitive aspects influence saving behavior. Behavioral

economic theories such as prospect theory and extreme discounting emphasize impacts from inability to postpone satisfaction.

Saving behavior is the ability and willingness of students to properly manage financial resources, save money despite low salary, and cultivate financial discipline for future financial security. It is influenced by financial education, societal pressures, and economic limitations, making it a complex idea including social, psychological, and economic elements affecting the capacity to organize, coordinate, and distribute resources for future need. The rate of economic growth is determined by capacity for saving, as noted by Harrod (1939) and Damor (1946), since a high rate of savings increases investment and encourages economic expansion. In July 2024, Nepal's Gross Saving Rate was 35.6%, down from 36.38% the year before, with data from July 2001 to 2024 averaging 35.6%, reaching a high of 36.38% in July 2019 and a low of 23.8% in July 2003 (CEIC 2001–2024).

Domar (1946) and Tang (2010) explain that the ability to save affects long-term economic growth, as more saving leads to more investments, builds resources, and supports economic growth. Jonubi and Abad (2013) state that high savings protect countries from financial problems or economic downturns, act as a safety net, and improve well-being. Saving money helps people build wealth, take advantage of opportunities, and improve quality of life (Gorkhale, 2000; Cowen, 2006). In some countries, saving support different parts of the economy; in Azerbaijan, household savings are the main source of investment for industries other than oil, while foreign investment are important for natural resources (Bairamli & Kostoglu, 2010). Saving benefits families and the country, and understanding saving supports the economy for families, banks, government, and other groups. Mobilization of saving is very important for economic growth in developing country like Nepal, so saving behavior is essential and community campus students can be backbone to mobilize the culture of saving behavior.

According to Sabri and MacDonald (2010), saving behavior is the process by which people put money aside for later, and those who are able to save live happier lives with less financial stress and greater future financial security in both prosperous and challenging times. Personal finance is the study of an individual's funds or money management, and since actions in early adulthood affect the entire life, people need to manage their finances, especially those impacting credit and finances.

Parents are a child's teachers, and imitation behaviors, subconscious hints from parent behavior, and unintentional transfer of norms and hopes shape habits and implicit socialization (Jorgensen & Savla, 2010). A parent's personality, upbringing, culture, capacity for persuasion, saving behavior, and financial attitude significantly affect how children act, so the researcher tried to ascertain whether this variable affected the way students saved money.

University student's saving habits show that although awareness of the value of saving is increasing, many still struggle financially due to low income, dependence on family assistance, and lack of financial understanding, leading to unstable saving behaviors. Students from lower-income families emphasize urgent needs, while those from wealthy homes typically save more. Saving habits are hampered by lack of official financial education and restricted access to student-friendly saving options. Universities should work with financial institutions to provide accessible savings solutions suited to students' requirements and incorporate financial literacy programs into academic programs to encourage better saving practices.

II.Literature Review

Community college students' saving habits are a significant but sometimes neglected topic of financial study. These students frequently deal with particular financial difficulties that can affect their capacity to save, such as low income, part-time work, and growing college expenses. Since this group comprises a diverse population with varying levels of financial literacy and access to resources, understanding their saving patterns is important. This review examines previous research to identify determinants and offer solutions to encourage improved money management.

Theoretical Review

Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB), created by Icek Ajzen (1991), is used in this study. The Theory of Reasoned Action by Ajzen and Fishbein (1998) is its core. TPB explains why people do certain things, suggesting people act because they decide to do so. Three factors shape intention: attitude toward behavior, subjective norm, and perceived behavioral control. Attitude refers to viewing behavior as good or bad. Subjective norm is pressure from others. Perceived behavioral control is the belief in one's ability to act, influenced by past experiences and challenges. Positive attitude, social pressure, and belief in ability increase intention.

This study examines how financial knowledge affects students' saving habits through attitude toward saving and belief in ability to save. Students with more knowledge understand benefits and problems, encouraging positive attitudes. Those good at managing money are more likely to save due to confidence. Self-control supports saving by managing desires and delaying rewards. Subjective norm reflects influence from friends and parents. TPB explains the impact of financial knowledge, parents, friends, and self-control on saving habits. According to Khalisharani et al. (2022), undergraduate students gain financial independence and responsibility. Rising cost of living requires monitoring spending and practicing saving.

Life Theory

Saving is crucial for growing personal wealth (Barnea et al., 2010), managing future demands, and covering unexpected expenses. Savings provide protection, asset accumulation, investment readiness, pensions, real estate, debt payment, and social services (Faridi & Bashir, 2010). Life theory (Modiglian and Brumberg, 1954) explains saving patterns through societal demographics. Spending changes with permanent income (Clancy et al., 2001). Income reflects future expectations, and personal characteristics influence saving (Mori, 2019).

Sociological Theory

Sociological ideas such as Social Learning Theory (Bandura, 1969) and Social Norms Theory (Chung & Rimal, 2016) explain how attitudes toward saving are influenced by peer pressure, cultural customs, and family dynamics. Sociological theory explains how society works, how social bonds are formed, and how people interact within systems, including institutions, culture, norms, values, inequality, power relations, and behavior.

Empirical Review

According to Refera and Kolech (2015), financial literacy is essential for a person's and a company's long-term financial and economic well-being. There are no universally accepted definitions of financial literacy, despite research in this area having grown throughout time (Potrich et al., 2015). According to Parotta (1996), learning how to create financial plans, implementing them, and modifying them to fit the needs of people or families are components of personal financial management behavior. Every human behavior related to money management has been categorized as financial management behavior (Xiao, 2008). Making educated decisions regarding the usage and management of money is a requirement for financial literacy (Remund, 2010). Financial literacy is defined by some studies as having financial knowledge and the capacity to analyze financial data when making financial management decisions (Lusardi et al., 2014). Holzmann (2010) highlighted that a person with financial management skills will possess financial capacity, expertise, and knowledge. It is essential to recognize the advantages of the suggested strategy for improving financial stability.

A person's attitudes, values, and conduct will alter if they form bonds with their classmates or close friends (Alshebami & Seraj, 2021). McKenna and Tooth (2006) explain how peer preferences might influence an individual's consumption decisions. Spending money is challenging for students who live far from their parents, and peers may be held accountable for their spending habits (Zulfaris et al., 2020). Previous research has demonstrated that an individual's financial literacy is impacted by the financial literacy of his reference group or colleagues (Alessie et al., 2011; Bucher-Koenen & Lusardi, 2011; Klapper et al., 2013). However, the impact of peers on sustaining saving decisions was described by Duflo and Saez (2003). Lopez et al. (2023) found that only close or older friends-not friends of the same age-advised participants to save. Because young adolescents lack of knowledge and are unsure about how to make decisions, peer groups have the greatest impact during adolescence (Zulfaris et al., 2020).

From an early age, parents should set a good example for their children's financial behavior (Chatterjee et al., 2019). According to LeBaron et al. (2019), financial socialization is the process by which parents and children have conversations about financial objectives and opportunities for youngsters to apply financial principles. The planned financial socialization strategies parents employ to teach their kids about money are influenced by family ties and interactions, according to the Family Financial Socialization Theory (Gudmunson & Danes, 2011).

According to the theory of parental saving socialization, socialization agents like parents, schools, peers, and the media help adolescents develop sound financial habits by educating them about money matters, modeling sound financial practices, and passing along saving values and conventions (Moschis & Churchill Jr., 1978). According to Gudmunson and Danes (2011), parents' socialization efforts can both directly and indirectly influence their children's development of sound financial habits through the mediation of financial knowledge, attitudes, confidence, and control.

The degree of financial literacy initiatives to influence consumer financial behavior depends on self-control (Meneau & Moorthy, 2022). Self-control is indicated by the ability to control natural desires, avoid temptations, and break bad habits (Baumeister, 2002). Self-control refers to a person's capacity to regulate emotions, impulses, and willingness to engage in a specific behavior, and the will and ability to postpone fulfillment are characterized by self-disciplined effort (Baumeister, 2002). Students who lack self-control spend more on desires and preferences, preventing them from protecting money and putting them in financial trouble (Chia et al., 2011). Failure to exercise self-control is consistent with the behavioral life cycle (BLC), which holds that there is a constant struggle between a "planner," who considers the long term, and a "doer," who is more focused on the here and now. People's capacity to manage their impulses and the expenses associated with doing so impacts their financial behavior throughout their lives (Goyal et al., 2022).

Dangol and Maharjan (2018) investigated the impact of peers and parents on young people's saving behavior. The study gathered information from 390 respondents in the Kathmandu valley using convenience and judgmental sampling procedures. Savings behaviors was the dependent variable, and peer and parental influence were the independent factors in a linear regression study. Moderating factors such as marital status, gender, and income were measured. Peer influence and saving behavior are significantly correlated, according to the study, and there is a strong correlation between saving behavior and parental financial education. The impact of financial knowledge and social influence on saving behavior was examined by Jamal and Ramlan (2015). Multiple regression analysis was used to test 1124 samples in total. The study demonstrated that financial literacy, peer influence, and parental socialization have an effect on saving behavior.

Jamaludin and Kadir (2020) examined how people save in developing nations and the contributions of peer pressure, parental socialization, and financial literacy. 126 students from developing nations participated in the study, which looked at the variables influencing their saving habits. To examine the variations in saving habits according to demographic traits a T-test and an ANOVA analysis were used. The study found that student's saving behavior is significantly influenced by peer pressure, financial literacy, and parent socialization.

Oseifuah et al. (2018) investigated Ghanaian undergraduate students' financial literacy. The study collected data from 342 undergraduate students using stratified sampling at random. The information was evaluated using chi-square and logistic regression statistical techniques. According to the study students' financial literacy was positively impacted by their experience managing money (through managing their working incomes), since this type of experience necessitates understanding financial management topics like interest rates, investments, and budgeting, among others. While being financially aware did not seem to have a major impact on students' tendency to save, saving out of pocket incomes was revealed to be a very significant consideration in the management of their personal finances. According to the theory of savings behavior, which holds that saving is a positive function of disposable income, it was also discovered that students' inclination to save grew as their monthly pocket money increased.

Van Campenhout (2015) examined how financial literacy initiatives for young people could reevaluate parents' role as financial socialization facilitators. The goal of the study is to investigate the important role that parents play in young people's financial socialization. Parents' active involvement in financial education programs has been low, despite evidence highlighting their critical role in influencing young people's financial attitudes and behaviors. This study promotes a reevaluation of parents' roles in these programs and offers strategies for incorporating their participation into the creation of more proactive youth financial literacy programs meant to promote flexible financial consumers.

Ningsih et al. (2018) examined how Purwodadi City high school students' saving behavior through self-control was influenced by their family and school environments. The study's goal is to investigate the value of early financial education and how it affects high school students' saving habits. Using a quantitative correlational technique and a sample of 324 students, the study finds that the family and school contexts are crucial in forming kid's capacity for self-control, which in turn has a positive impact on their saving behavior. This study emphasizes the value of comprehensive interventions that involve families and educational institutions in order to improve financial literacy and establish good financial habits in young people, which will eventually contribute to their long-term financial well-being.

Peiris (2021) studied how financial knowledge affected people's saving behavior and how saving intention acted as a mediator. With an emphasis on the mediating function of saving intention, the goal is to investigate how financial literacy affects saving behavior. 206 working people in Sri Lanka's Colombo district were given a structured questionnaire as part of the study. The study found that financial literacy had a direct and notably favourable impact on saving behavior after analyzing the structural equation model using the Three Stage Least Square technique and path analysis. Additionally, it was discovered that the intention mediation effect was positively significant, indicating that financial literacy not only directly supports responsible saving practices but also generates the desire to save more. The results of the study offer useful insights for creating a saving culture and suggests that financial institutions and policymakers should improve people's financial literacy as an effective way to encourage saving behavior and intentions.

Mpaata et al. (2021) investigated the association between self-control, modest financial literacy, and saves behavior. A micro and small business owner case. The study's goal was to figure out how self-control functions in the relationship between social influence and small business owners' saving habits. The study collected information from 402 micro and small company owners in Kampala City, Uganda, using a cross-sectional approach and a standardized questionnaire. Self-control and social influence have a strong interaction effect on saving behavior, according to the analysis done with process macro. The study highlights the importance of government initiatives that target people who lack self-control and suggests intentional steps to reduce national social security expenditure. The results illustrate the complex interactions between self-control, social influence, and saving behavior among micro and small company owners in Kampala, Uganda, and add significant insights to behavioral finance literature and theory.

Hartono and Isbanah (2022) investigated the motives behind students' saving behavior; Using financial literacy as a mediating variable, identify factors that influence students' saving habits; 300 students from Indonesia's faculty of Economics participated in the study, which uses STATA software for data analysis and structural equation modeling (SEM); peer pressure and parental socialization have a good impact on financial literacy, while self-control has no

apparent impact; saving behavior is directly influenced by financial literacy, and saving behavior is directly shaped by peer and parental socialization; emphasizes the crucial significance of financial literacy in encouraging students to save money and highlights the importance of peer and parental influences can improve students' saving behaviors and financial literacy; Additionally, the report recommends cooperative activities like virtual account programs and savings socialization campaigns with the banking sector and academic institutions to raise students financial literacy and encourage early use of saving services.

Poniran et al. (2022) identified the factors that influence university students in Selangor, Malaysia, to save: Self-spending control plays a mediating role; The purpose of the study is to investigate how self-control can influence the association between financial literacy, parental socialization, and saving behavior among Malaysian university students in Selangor; Using a standardized questionnaire, 322 undergraduate students provided primary data for the study, which was then analysed using the SPSS Process Macro Model 4; The results of the study highlight the favourable relationships between financial literacy, parental socialization, self-spending control, and students' tendency to save money on a regular basis; The discussion role of self-spending control in the relationship between financial literacy and parental socialization influence on saving behavior is especially significant; These insights are essential for higher education institutions (HEIs) to create strategies and curricula that effectively foster a culture of saving among students, thereby encouraging financial responsibility at a young age and addressing the issues of youth reckless spending. The following hypothesis have been developed for this study.

H1: There is a significant effect of financial literacy on saving behavior of community campus students.

H2: There is a significant effect of parental socialization on saving behavior of community campus students.

H3: There is a significant effect of peer influence on saving behavior of community campus students.

H4: There is a significant effect of self-control on saving behavior of community campus students.

III. Research Methodology

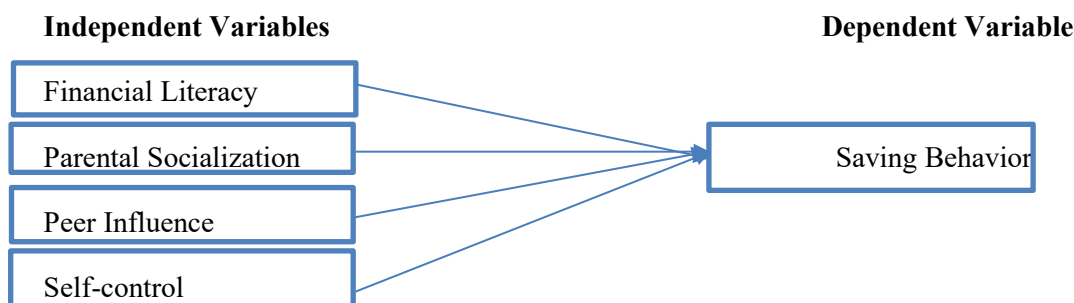
This study utilized a descriptive and casual research design to provide a detailed description of subject by creating a profile of problems, people, or events through data collection and tabulation of frequencies, and to establish relationship between independent and dependent variables after an event by comparing groups based on demographic variables to determine if the independent variable affected saving behavior. The data for this study was collected through a survey method. The respondents for this study includes students of community campus in Butwal Sub-Metropolitan City. The population for this study is known. The sample sizes are 8300 students of community campus in Butwal. Cochran's (1977) formula has been used to calculate the sample size. The sample size is 368. Convenience sampling method has been selected to approach the sample respondent for data collection.

Data for this study are primary in nature and the data are collected using a structured questionnaire. The questionnaire was distributed online (via Google forms) targeting students saving behavior in Butwal. A self-administered questionnaire with closed ended questions will be developed and administered to obtain information from 368 respondents using a five point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and all 368 distributed questionnaire will be collected completely filled. The collected data are analyzed using SPSS (Statistical Package for the Social Science). Descriptive statistics (frequencies, means, and standard deviations) were used to summarize respondent profiles and general patterns. Inferential statistics, including Pearson correlation and multiple regression analysis, were applied to examine the relationships between the independent variables and the dependent variable (saving behavior).

Research Framework

The frameworks of the study are as follows

Figure 1



Note. Adapted from Thung et al., 2012

IV.Results and Discussion

Descriptive Statistics

Descriptive statistics procedure summarized both graphically and statistically, providing spread (variability), information about the location (center), and distribution. A large variety of statistical information about single variable was provided by the procedure. According to Saunders et al. (2009), data analysis improves statistical analysis and data interpretation by making it possible to describe and compare variables numerically. Data from questionnaire are evaluated and summarized using average, frequency, and percentage distributions (Zikmund 2003). For this purpose, two tools are used: mean to find the average of field survey data and standard deviation to find variability of collected data.

Table 1

Descriptive Statistics of the Variable

Variable	N	Mean	Standard Deviation
Financial Literacy	368	3.46	1.0986
Parental socialization	368	3.48	0.9236
Peer Influence	368	3.21	1.1742
Self-control	368	2.92	1.2822
Saving Behavior	368	3.42	1.1212

Note. SPSS Output an author's calculation.

Descriptive statistics for the study variables are presented in Table 1. All variables were measured with a sample size of 368 respondents. Financial Literacy shows a mean of 3.46 with a standard deviation of 1.0986, indicating a moderate level with some variability among respondents. Parental socialization records the highest mean (3.48) and a relatively lower standard deviation (0.9236), suggesting a consistently strong parental influence. Peer Influence has a mean of 3.21 and a standard deviation of 1.1742, reflecting moderate influence with noticeable variation. Self-control reports the lowest mean (2.92) and the highest standard deviation (1.2822), indicating comparatively lower levels and greater dispersion in responses. Saving Behavior shows a mean of 3.42 and a standard deviation of 1.1212, suggesting a moderate tendency toward saving with some variability across individuals.

Reliability of Constructs

Reliability analysis tests Cronbach's alpha to ensure accurate measurements and consistent outcomes (Sekaran, 2003). Cavana et al. (2001), Cronbach's alpha is a reliable indicator of inter-term consistency in multi-scaled items. The range of the coefficient alpha value is 0 to 1, with values less than 0.60 indicating poor internal consistency dependability (Hair et al., 2006; Malhotra, 2010). In this study, reliability analysis was conducted for the constructs of financial literacy, parental socialization, peer influence, self-control and saving behavior to ensure that the items used in the questionnaire were consistent and dependable.

Table 2

Cronbach's Alpha of the Research Variables

Construct	Cronbach's Alpha	Numbers of Items
Financial Literacy (IV1)	0.596	5
Parental Socialization (IV2)	0.615	5
Peer influence (IV3)	0.661	5
Self-control (IV4)	0.68	5
Saving Behavior (DV)	0.638	5

Note. SPSS Output an author's calculation.

Using Cronbach's Alpha, Table 2 shows the results indicate moderate internal consistency across constructs: Financial Literacy (IV1 = 0.596) shows marginal reliability, while Parental Socialization (IV2 = 0.615), Peer Influence (IV3 = 0.661), Self-control (IV4 = 0.680), and Saving Behavior (DV = 0.638) demonstrate acceptable levels, with all scales based on five items. These results shows that the scales used in the study are statistically sound and can be used for more analysis, such as regression and correlation.

Table 3

Pearson Correlation Analysis

	Financial Literacy	Parental Socialization	Peer Influence	Self-control	Saving Behavior
Financial Literacy	1	.502**	0.003	-.179**	.530**
Parental Socialization		1	0.097	-.273**	.540**
Peer Influence			1	.353**	0.023
Self-control				1	-.289**
Saving Behavior					1

Note. SPSS Output an author's calculation.

The analysis reveals a moderate positive relationship between financial literacy and saving behavior (0.530), suggesting that better saving practices are more likely to be observed by those with greater financial knowledge, and improving financial education and comprehension may have positive impact on people's capacity and motivation to save, considering the weak correlation. Parental socialization demonstrates the moderate positive relationship with saving behavior (0.540). This result suggests that people who receive greater parental socialization, that is, parental guidance, habits, and financial lessons tend to save more money, and although the correlation is not very high, it is significant enough to suggest that parental influence has a big impact on how people handle their money, especially when it comes to saving. A very weak positive relationship between peer influence and saving behavior (0.023). This findings implies that people's saving behavior is not much influenced by their peers, and differences in peer influence are unlikely to have a significant impact on how people manage or save their money, suggesting that other factors might be more significant predictors of saving behavior.

Self-control shows a moderately negative relationship between self-control and saving behavior (-0.289). This suggests that, in comparison to expectations, reduced saving behavior is significantly correlated with more self-control,

however the modest correlation suggests that self-control has little effect on saving behaviors and that other factors can have a greater influence on people's willingness to save. Overall, the correlation results indicates that financial literacy and parental socialization are important positive predictors of saving behavior, while peer influence shows a negligible effect. Self-control exhibits a moderate negative relationship with saving behavior, suggesting a complex and unexpected association. These findings highlight that saving behavior is more strongly shaped by financial knowledge and parental guidance than by peer influence and self-control.

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633a	0.501	0.394	0.55825

Note. SPSS Output an author's calculation.

According to Table 4, the model's R² is 0.501, meaning that Financial Literacy (FL), Parental Socialization (PS), Peer Influence (PI), and Self-control (SC) represent 50.1% of the variation in Saving Behavior (SB).

Table 5

Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	75.751	4	18.938	60.766	.000b
	Residual	113.128	363	0.312		
	Total	188.879	367			

Note. SPSS Output an author's calculation.

Table 5 indicates that, at the 0.05 level, the F-value of 60.766 is significant, suggesting that the dependent variable (SB) variance may be adequately determined by the overall regression model containing FL, PS, PI, and SC.

Table 6

Summary of Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.302	0.242		5.377	0
	Financial Literacy	0.359	0.05	0.34	7.233	0
	Parental Socialization	0.315	0.048	0.322	6.556	0

Peer Influence	0.054	0.052	0.046	1.043	0.298
	-				
Self-control	0.132	0.039	-0.157	-3.413	0.001

Note. SPSS Output an author's calculation.

The value of R² is 0.501 which means that 50.1% variation in saving behavior is explained by Financial Literacy, Parental Socialization, Peer Influence and Self-control respectively. Financial literacy is (0.000), parental socialization is (0.000) and self-control is (0.001) which is less than 0.05, whereas peer influence is (0.298) which is more than 0.05. Financial literacy (0.359) has higher unstandardized beta coefficient, and financial literacy has a positive standardized beta coefficient of (0.34), parental socialization has a positive standardized beta coefficient of (0.322), peer influence has a positive standardized beta coefficient of (0.046), and self-control has a negative standardized beta coefficient of (-0.157).

Discussion

The relationship between financial literacy, parental socialization, peer influence, and self-control has been studied in the context of saving behavior. Findings show sufficient evidence that financial literacy significantly correlates with saving behaviors of community campus students in Butwal, suggesting that students with higher financial literacy are more inclined to save. These findings align with Sabri et al. (2010), who found a significant positive relationship between financial literacy (FL) and college students' saving behavior. Similarly, Delafrooz et al. (2011) and Hilgert et al. (2003) showed that saving behavior is notably affected by financial literacy. Consequently, students with higher financial literacy are more inclined to save due to their knowledge and understanding of the importance of savings.

Additionally, the results indicate a positive correlation between parental socialization and saving behavior of community campuses students in Butwal, aligning with Webley et al. (2005), which found that parental influences significantly affect the saving habits of their children. Furthermore, Otto (2009) and Furnham (1999) confirmed the hypothesis by demonstrating that parents play a substantial role in shaping their children's saving habits. Therefore, it is essential for parents to engage in socialization to direct and motivate their children to save.

At the same time, the discovery indicate that there is a favorable correlation between peer influence and saving habits, aligning with Erskine et al. (2006), which examined the factors affecting young individual's saving behaviors in Canada. Additionally, Dulfo et al. (2001) and Beshears et al. (2010) showed that people's actions are probably affected by their peers, as peers serve as important reference for an individual and one can be easily shaped by the actions of peers' behavior.

According to the study's findings, self-control and saving behavior had a modest and statistically insignificant correlation, implying that saving behavior tends to decline significantly as self-control rises, although the correlation is too weak to be significant. Consequently, the hypothesis asserts that self-control and saving behavior are not significantly correlated. This result is consistent with research indicating that situational or external factors, such as income, financial literacy, or cultural norms, may have a greater impact on saving behavior than internal characteristics like self-control alone.

V.Conclusion and Implication

Based on the research's findings, it can be said that a mix of socio-economic and psychological factors influence student's saving behavior in Butwal sub-metropolitan city, with students' willingness to save strongly influenced by their parents' wealth, their degree of financial literacy, peer influence, and the accessibility of financial institutions. Financial literacy stood out among these as a particularly reliable predictor, indicating that students who had a greater comprehension of personal finance are more likely to practice consistent saving.

The study also shows that although a large number of students indicate a desire to save, their actual saving practices are hampered by a lack of formal financial education and a variety of revenue sources. Additionally, the findings

indicate that students who receive regular allowances or part-time income more likely to preserve money than those who depend on unexpected financial assistance. Overall, the study highlights the necessity of promoting easily available student-specific savings plans and incorporating financial programs into academic curriculum, as these actions may be important in helping young people develop better saving habits and financial self-discipline, which will improve their long term financial security.

The results of this research regarding the saving habits of students in community campuses located in Butwal sub-metropolitan city have significant implications. The significant role of financial knowledge suggests that community campuses should integrate financial literacy programs into their curriculum or extracurricular activities. Enhancing students' understanding of budgeting, saving, and financial planning can foster positive attitudes toward saving and improve long-term financial behavior. The influence of attitude toward saving implies that awareness campaigns and practical financial education (such as workshops or savings simulations) can help students recognize the benefits of saving and the risks of poor financial management. Developing a positive mindset toward saving is essential for sustainable financial habits.

Perceived behavioral control highlights the importance of building students' confidence in managing money. Institutions and financial organizations can support this by providing access to basic financial tools (e.g., student-friendly savings accounts) and training that improves self-efficacy and money management skills. The impact of subjective norms indicates that parents, peers, and social environments play a crucial role in shaping saving behavior. Programs that involve families and peer groups such as group saving initiatives or awareness sessions can reinforce positive financial behaviors through social influence.

The role of self-control suggests that interventions should not only focus on knowledge but also on behavioral skills such as discipline, goal setting, and delayed gratification. Behavioral training and habit-forming strategies can help students manage impulsive spending. At the policy level, local authorities and financial institutions in Butwal can design youth-targeted financial inclusion strategies, such as accessible banking services, savings incentives, and financial awareness campaigns. Encouraging early saving behavior among students can contribute to long-term financial stability and economic development in the region. Improving saving behavior among students requires a combined approach that strengthens financial knowledge, positive attitudes, social support systems, and self-regulation skills.

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