CO-OPERATIVE UNIVERSITY, SAGAING

DEPARTMENT OF COMMERCE

MASTER OF ACCOUNTING AND FINANCE

INFLUENCING FACTORS OF HOUSEHOLDS SAVING BEHAVIOR IN HLAWGAR VILLAGE, PALE TOWNSHIP

NAN SU SU MON

SEPTEMBER, 2021

CO-OPERATIVE UNIVERSITY, SAGAING

DEPARTMENT OF COMMERCE

MASTER OF ACCOUNTING AND FINANCE

INFLUENCING FACTORS OF HOUSEHOLDS SAVING BEHAVIOR IN HLAWGAR VILLAGE, PALE TOWNSHIP

NAN SU SU MON

2MAF-23

SEPTEMBER, 2021

INFLUENCING FACTORS OF HOUSEHOLD

SAVING BEHAVIOR

IN HLAWGAR VILLAGE

This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Accounting and Finance

Supervised by:	Submitted by:
Daw Thandar Aung	Nan Su Su Mon
Associate Professor	2MAF-23
Department of Commerce	
Co-operative University, Sagaing	

ACCEPTANCE

This is to certify that this paper entitled "**Influencing Factors of Households Saving Behavior in Hlawgar Village, Pale Township",** submitted as a partial fulfillment towards the degree of Master of Accounting and Finance has been accepted by Board of Examiners.

BOARD OF EXAMINERS

(Chairman)

Prof. Dr. Moe Moe Yee

Rector

Co-operative University, Sagaing

Daw Khin Aye Myint

Visiting Professor

Department of Statistics

Co-operative University, Sagaing

Dr. Thin Thin Aye

Professor/ Head

Department of Commerce

Monywa University of Economics

(Examiner)

Daw Ei Ei Po

Associate Professor

Head of Department of Commerce

Co-operative University, Sagaing

(Examiner)

Dr. Htet Htet Hlaing

Lecturer

Department of Commerce

Co-operative University, Sagaing

(Supervisor)

Daw Thandar Aung

Associate Professor

Department of Commerce

Co-operative University, Sagaing

SEPTEMBER, 2021

ABSTRACT

The main objective of the study is to analyze the relationship between financial literacy, saving motive, social influence, self-control and saving behavior of households in Hlawgar Village, Pale Township. In this study, the sample size of 262 households are randomly collected from 700 households to investigate their influencing factors on saving behavior. Primary data is collected by using structured questionnaires and analyzed through descriptive statistics, reliability and validity test, correlation analysis and multiple regression model. In this study, secondary data are collected from international journals, articles and other research papers. The findings indicate that saving behavior are positively and significantly correlated with financial literacy, saving motive, social influence and self-control. The results of the study also show that saving motive is strongly related with saving behavior. There is also a positive relationship between social influence, self-control, and saving behavior. And financial literacy is the least influence factors on saving behavior of households. This research can contribute to the research gap in the field of saving behavior of individuals in Myanmar.

ACKNOWLEDGEMENTS

Firstly, I would like to really express my deep and sincere gratitude to Professor Dr. Moe Moe Yee, Rector of Co-operative University, Sagaing for her kind permission to submit this study and for taking responsibilities of the Chairman of Master of Accounting and Finance Steering Committee and for her generous support.

Secondly, I also would like to my deepest thanks to Visiting Professor Daw Khin Aye Myint, (Retired), Head of Department of Statistics, Cooperative University, Sagaing for her sound advice and suggestions concerning statistical tools and methods to improve and compute my study. Also, I also would like to express my gratitude to Dr. Thin Thin Aye, Professor (Head of Department of Commerce), Monywa University of Economics for her valuable comments and suggestions on this study.

Moreover, I would like to convey my special thanks to Daw Ei Ei Po, Associate Professor, Head of Department of Commerce, for her valuable support and monitoring along the program. In particular, I would like to express my special thanks to my supervisor Daw Thandar Aung, Associate Professor, Department of Commerce for her valuable guidance, assistants, supervisions and encouragements to complete my study. Without her kind support, encouragements and suggestions, my study could not be finish. Moreover, I also wish to express my special thanks to Daw Theint Myat Noe, Assistant Lecturer and Head, for her guidance and suggestion.

I would like to say thanks to each and every one in Hlawgar Village who participated to respond survey questionnaires for getting high value of information and their help to write this research successfully.

Furthermore, I would like to express my appreciation to Board of Examiners who guide my thesis to be smooth and systematic. Finally, I am also grateful to my teachers, my parents, my family, my friends and all the people who give me a hand to me directly or indirectly toward the successful completion of this study.

Nan Su Su Mon

2MAF-23

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

Adjusted R^2	Adjusted Coefficient of Determination
ANOVA	Analysis of Variance
CFPB	The Consumer Financial Protection Bureau
FL	Financial Literacy
GAO	The Government Accountability Office
HSBC	The Hongkong and Shanghai Banking Corporation Limited
OECD	The Organization for Economic Co-operation and Development
R^2	Coefficient of Determination
SB	Saving Behavior
SC	Self-Control
SD	Standard Deviation
SI	Social Influence
SM	Saving Motive
SPSS	Statistical Package for Social Science
TIC	TAJ International College
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action
UNCDF	United Nations Capital Development Fund
USA	United States of America
VIF	Variance Inflation Factors

CHAPTER 1

INTRODUCTION

The financial management of the people varies around the world and saving is the most common one in any country. Savings can be seen as a form of reducing the risk that comes from being unpredictable in the future, and even as a preventative measure. The need to save for the future is important because the future is unpredictable and therefore one cannot know exactly how much money is needed. On the other hand, unexpected events throughout the life time of individuals make saving as a crucial component in fulfilling the financial gap that might appear something else (Popovici, 2012). Saving behavior is the combination of perception of future needs, the decision to save and the act of saving.

Saving is the fraction of income that do not spend on current expenditures but put aside to take care of uncertainties in the future since it a very difficult to determine what will happen in the next second. Some people save to deal with everyday needs, some save to prepare for emergencies (medical emergencies, accident and natural disasters like flood and many more, funerals), and some save to fulfill a planned purchase (agricultural equipment, vehicle, household furniture, electronic equipment). When people save a part of their current income, they sacrifice that part of current consumption to make that available at a future date. Saving interest is a reward for sacrificing current consumption.

According to the income available to individuals, companies and corporate entities, savings can be divided into household savings, private savings and public savings. The family saving behavior consists of cash and financial assets. Private sector saving refers to savings made within private companies. This sector is composed of non-governmental and non-financial companies; commercial banks and insurance companies; cooperative banks, credit unions and non-credit cooperatives; and non-bank financial companies. Public sector savings include government savings and public sector savings in the form of internal resources (Amponsah, 2015).

In an economy where the financial markets have developed, savings of household sector are reflected in their investments in various financial instrument issued by financial intermediaries like banks and financial institutions and government, net of their liability. Saving is also cash or physical products put aside for future utilization. Previously, individuals saved in products like grains-millet, beans, groundnut, maize; livestock-goats, pigs, chickens, cows; and processed food-millet flour, smoked fish, smoked beef. People in low-income communities often save in undisclosed places such as roofs, pots, walls, basements, and under beds. Other saved through traditional credit rotation group, gold and land. Nowadays people normally save in durable goods and financial products like shares, stocks, mutual funds, treasury bills, certificate of deposit and bonds.

Rural households are a diverse group with distinct traits and characteristics. Therefore, the ability to save also varies between groups. For example, a higher marginal propensity to save is expected among households with higher incomes, better education or larger farms. The saving behavior of households is largely influenced by the ability, willingness and opportunity to save, as reflected by factors such as income, assets, dependency ratio, level of education, age, occupation, interest rate and degree of financial intermediation or transaction costs.

Household saving may be a sort of internal capital accumulation within a country. The extent of household saving can fundamentally be used to define country growth. Government and businesses can use household savings as their sources of funds without having to look for external funds outside the country even during the economic slowdown. So, in order to promote savings, various strategies are needed to develop by governments both at the state and administrative levels which include banking changes, the introduction of microfinance banks, the establishment of the banking industry, the support of the various saving and corporative organizations, which are intended to increase income since saving is a function of income.

1.1 Rationale of the Study

Although it is difficult to say that everyone in upper class usually saves money, everyone who never tries to save it can be quite far from wealth. Someone can’t be abundant in the money. Otherwise, the social environment will be in progress if the saving money can be managed in a plan. Over the past decades, savings have played an important role in the process of economic growth and development. Logically, savings encourage investment to stimulate a country's economic growth. The ability to save determines the rate of country’s economic growth because the speed of investment and thus stimulate economic growth will be promoted by a high savings rate. And saving will lead to long-term economic growth and that increasing savings will ultimately affect capital accumulation.

The wealth of minorities today is important in considering the future wealth of rural households. As families' savings flow into financial institutions and what assets are needed for their own functioning as institutions supporting the economy. It is clear that household savings decisions have a strong influence on the family’s economic activity.

Every country would really like to possess a better rate of savings. Therefore, the necessity of identifying the determinants of savings and identifying the determinants of low savings is vital to a country. Nevertheless, savings directly affects the investments and investments directly affect the event of the country. Due to that reason motivate savings is extremely important to developing countries.

Given its stage of development and a need for domestic capital to fund basic infrastructure in Myanmar, savings are even more important. A primarily rural population engaged in agriculture and related activities, low income, lack of education and alternative employment opportunities are the reason for low saving in Myanmar. And savings have not only been described as an important economic and financial issue but also correspond to a fundamental driving tool of economic growth and development at large. Thus, innovative solutions are required to develop poor saving behavior among Myanmar.

Therefore, understanding why and how household save, what determines their saving behavior can help identify appropriate policies –the government and banking industry needs to offer that increase the amount of resources available for development. The study intends to acknowledge the household what factors affect their saving behavior, thus they can effectively monitor their children and ensure them on the right track of money management. Therefore, this paper aims to study the relationship between saving behavior and four factors (financial literacy, saving motive, social influence and self-control), identify the influencing factors on saving behavior of households and provide insights designed to improve saving practices.

1.2 Problem Statement of the Study

The problem of this research is to identify and explore the influencing factors on saving behavior of households. At both micro and large-scale level, savings are essential for every country. At the micro level, saving as a mean of protecting the future, energizing thrift, and helping to meet crisis costs without being troubled with debilitating obligation. At the large-scale level, saving become the channel to support investment as the nation benefits from savings. Capital can be aggregated from individual savings that can be invested in productive resources. The higher economic development needs the higher investment; however high investment requires high savings rates.

Saving behavior plays a vital role for the country's economic development and sustainable advancement. The measure of investment in nation can be reduced by the low degree of saving, and as a result, economic development can decline. According to that situations, low degree of saving is the one of the main cause for improving an economy of a nation and capital investment can be extremely low. Demographic elements, Institutional elements, Psychological variables and Sociological elements can also influence the saving behavior.

In Myanmar, people save informally and mostly at home or in assets or as members of saving groups. According to UNCDF (United Nations Capital Development Fund), non-cash assets, jewellery or cash on hand are informal savings, are the main channels for savings. According to traditional market practices and some previous insolvency cases, they will generally rely on buying and saving such important items, which will increase to savings. It is a strategy that is reliable and feels the less risks. They believe that it is worth buying and sparing as gold prices are getting better and better over the years. In order to boost the growth of the economy the people should save in formal financial system. Thus, this paper is to study the factors influencing households' saving behavior to develop saving behavior in Myanmar.

1.3 Objectives of the Study

The main objectives of the study are:

1) To analyze the relationship between four factors (financial literacy, saving motive, social influence, self-control) and saving behavior of households, and
2) To examine the influencing factors of households saving behavior in Hlawgar Village, Pale Township.

1.4 Research Questions

The research questions of this study are as follows:

1) Is there any relationship between four factors (financial literacy, saving motive, social influence, self-control) and saving behavior of households? and

2) What are the influencing factors of households saving behavior?

1.5 Methods of Study

This study is based on both primary data and secondary data. The primary data are collected from households in Hlawgar Village with structured questionnaire by using five-point likert scale. A structured questionnaire consists of two sections. Section A includes the personal factors of respondents. Section B includes the factors influencing on saving behavior, and saving behavior of households. A sample of 262 respondents is randomly selected from households to cover the population of households in Hlawgar Village, Pale Township by using Yamane formula. Simple random sampling method is employed to collect the data. The obtained data is analyzed with Descriptive Analysis, Reliability Test, Pearson Correlation and the Multiple Regression Analysis. The secondary data are collected from research journals, previous thesis paper, and internet website and text books.

1.6 Scope and Limitations of the Study

This study analyses the influencing factors on saving behavior of households in Hlawgar Village. This study focuses on households of Hlawgar Village in Pale Township. Sample size of 262 households are randomly selected from target population of 700 households in Hlawgar Village.

1.7 Organization of the Study

This study organizes six chapters. Chapter 1 includes introduction of the study, rationale of the study, problem statement of the study, objectives of the study, research questions, methods of the study, scope and limitations of the study, and organization of the study. Chapter 2 includes the literature review of the study. Chapter 3 presents research methodology of the study. Chapter 4 presents profile of households in Hlawgar Village, Pale Township. Chapter 5 deals with the analysis of the influencing factors on saving behavior of households in Hlawgar Village, Pale Township. Finally, the Chapter 6 describes the conclusion in which findings and discussion, suggestion and recommendations and needs for further study.

CHAPTER 2
LITERATURE REVIEW

This chapter provides an insight of the related literature on the study of variables. It provides literature on major aspects of the research, which include definition of saving behavior, financial literacy, saving motive, social influence, self-control, the theory of planned behavior, the empirical study, and the conceptual framework of the study. This fulfills the purpose of the study of the Influencing Factors of Households Saving Behavior.

2.1 Saving Behavior

The simplest concept of saving is income minus consumption in one year (or another period) that can be generalized to all households (Browning & Lusard, 1996). However, for each household, saving can defined not only by income but also by the need to accumulate consumable products and the purpose and definitions of saving are different (Wärneryd, 1989). The word “saving” contained broad-based meaning and various explanations. In economic contexts, saving is defined as the residual income after deducting current consumption over a particular period of time (Browning & Lusardi, 1996; Warneryd, 1999). Conversely, in a psychological context, saving is mentioned as the method of deferring the spending of money for a current period that can be utilized in the future periods (Warneryd, 1999).

Saving can be classified into two major forms; financial form and non-financial form of saving. Financial forms of savings include; bank deposit accounts, treasury bills, bonds and other securities. Non-financial forms of saving on the other hand also include non-financial assets such as; gold, farmland, grinding mill, livestock, crops, poultry, houses and other consumer durables (Safo-Kantanka ,2016).

Katona (1975) distinguished three types of saving which differ with respect to the decisions that precede them: residual saving, contractual saving, and discretionary saving. For residual savings, there is no need to make an active savings decision because saving is like having more money. Contractual saving refers to regular saving like a retirement pension scheme, buying a life insurance, buying on an instalment plan (requires regular saving at a later point in time to pay off the debt). For contractual saving, at least one decision is required (in the past) to set aside a particular amount of cash as soon as the income is received. Discretionary saving refers to the liberty to save or to spend the cash that's available after expenditures on necessities. This mean that this type of saving happens whenever someone decides in advance that a certain amount of money should be left at the end of a certain period of time.

Saving means different things to different people in different economic situations. To a group of people, saving means keeping money in the bank and to others, it means buying stocks, securities, jewelries, real properties, pension plan or insurance. Sometime, people consider saving as that people with high incomes can save more than those with small income. The difference between the rich and the poor in terms of savings levels found that even the poor people earn relatively low incomes, this does not mean that they do not have potential to save. Saving is essential and there is numerous evidence that saving benefits for individuals and households, not excluding those with low incomes (Chowa et al., 2010).

According to Katona (1975), financial expectations and attitudes determine a person's willingness to save/ consume. Those who want to save must have some will to make that decision, and they still need to choose to do so. The economic environment and how people perceive it determine willpower. Savings decisions are influenced by consumer expectations and sentiment. There is a variety of reasons for people saving, but economic conditions influence both contractual and discretionary savings decisions. People save for a variety of reasons, but economic conditions influence both contractual and discretionary savings decisions.

The difference between income and consumption at a given period, or changes in wealth between two periods can be defined as saving. Later, there is no different between intentional savers and random savers who may in fact experience an unexpected increase in their income. Poor people can save and need to save lots of, and when they don't save, it is due to a scarcity of opportunity instead of lack of capacity. Household saving may be a crucial determinant of welfare, thanks to the shortage of well-functioning credit and insurance markets in developing countries. Saving money will smooth unpredictable revenue fluctuations and prepare households for emergencies. The capacity to save lots becomes one of the most factors of enhancing future income earning possibilities (Rutherford, 1999).

Ahmed (2002) said that saving is keeping money aside for future use. The author explains that saving is the result of careful management of income and expenditure, so that there is something left to be kept aside for future use. Saving can also be defined as the forgone consumption. To them, when people do not expend all the income that is earned within a given period is forgone consumption. They explain that, if part of today income is kept for future use, there is a saving. Saving can therefore be defined as the absence of expenditure.

The combination of perceptions of potential needs, a decision to save, and an act of saving is that saving behavior. People are likely to describe saving, on the other hand, as investing, putting money into a bank account, speculating and paying off mortgages (Warneryd, 1999). Conversely, the social well-being is determined and the solution to the financial problems in the future is provided by saving behavior (Katona, 1975). The saving behavior of the individual is influence by capital income, interest rate, fiscal policy and government of the individual is influence by financial literacy.

There are three general classifications of saving; these are bank saving, group saving, home saving, and asset saving. Those are private saving and the private division of the economy finish private saving. Families and people suggest saving and thus, home saving is done. Common saving is finished in the administration area including state and neighborhood government just as government is bank saving. Gathering savings is just like a protection plan to help individuals with managing these crises when they emerge. Sometimes people don't go to safe savings office, like banks. By saving as a gathering, the low-income people put their money by making a safety spot. The people saving conduct at a bigger scale including the monetary just as the money related resources is a bigger offer in the nation’s economy which is added as the home saving. Some people feel that saving as gold need a huge capital and gold like resource saving that can likewise convert into a worthwhile savings plan that works for individuals. Putting cash aside at the spot and improve the individuals' family unit planning is portable money saving (Whaley & Kempton, 2000).

Household savings are important because saving affect a family's standard of living, emergency reserves, and ability to meet financial goals such as purchases with cash instead of credit. Saving on current income is necessary to ensure retirement security, help renters to become homeowners without excessive risk, and cope with emergencies (Yuh & Hanna, 2010).

Lunt and (1993) Livingstone found that regular savers have different psychological motivations from borrowers, viewing debt as a failure or a normal part of everyday life. Those who saved while simultaneously having debt felt more optimistic and in control of their lives than those with debt but no savings. The aggregates of individual and household savings also have a direct impact on the economy as a whole, and individual savings are increasingly needed for retirement security as responsibility for this long-term savings goal shifts from employers and the government to individuals (Center for Retirement Research, 2000).

Sabri and MacDonald (2010) mentioned that the people who have more saving behavior are likely to be the people who have previous experience of consumer' behavior in their childhood, but also they may be confront financial problems. In addition, the ability to save financial resources for different purposes is one of the skills of financial literacy, such as being prepared "for a rainy day" and saving for a big purchase. Saving requires individual's ability to forgo an immediate purchase for enabling a future purchase.

2.2 Influencing Factors on Saving Behavior

Although there are many influencing factors on saving behavior, this paper analyses that financial literacy, saving motive, social influence, and self-control are considered as influencing factors on saving behavior of households.

2.2.1 Financial Literacy

The ability of reading, interpreting, managing and communicating about the personal financial circumstances that affect material well-being is financial literacy (Anthes & Most, 2000). Remund (2010) described financial literacy as a measure of the degree to which key financial principles are understood and the capacity and trust to handle personal finances through relevant, short-term decision-making and rational, long-range financial planning while being aware of life events and changing economic circumstances. The simple definition of financial literacy, referring to it as a person's ability to understand and make use of financial concepts.

The ability to make an informed judgment and take appropriate decisions on the use and management of money is financial literacy. Personal financial literacy involves the ability to distinguish financial decisions, address money and financial problems without (or despite) discomfort, prepare for the future and respond competently to life events that influence financial decisions on a daily basis, including events in the general economy (Anderson et al., 2000).

According to Houston (2010), financial literacy can be summarized as the necessary numerical skills and understanding of basic economic concepts needed to make savings and loan decisions. Several widely used definitions of financial literacy exist, all of definitions generally imply the ability of individuals to obtain, understand

and evaluate information required to make decisions to secure their financial future as best as possible. Huston (2010) advised that financial literacy should also include the application of financial knowledge. So financial literacy can be defined as a skill of making financial decision effectively. Financial principles such as interest rate, inflation rate, compound interest and risk are fundamental understanding that need to have for individual who are financially literate (Huston, 2010).

The financial decision-making; ignorance on basic financial concepts can be linked to lack of retirement planning, lack of participation in the stock market, and poor borrowing behavior is affected by financial literacy. Understanding such issue as knowing words, symbols, and arithmetic operations and using this ability to read, write, and calculate materials related to prose, documents, and quantitative information are involved in literacy (Huston, 2010).

Financial literacy is defined as the capacity of individuals to process economic data and make informed decisions on financial planning, accumulation of capital, loan, and pensions (Lusardi & Mitchell, 2014). An individual's ability to make enlightened awareness and to make positive decisions about the use and management of money is financial literacy. Financial literacy assists individual with overseeing cash excesses and shortages, particularly among more youthful ages, to settle on monetary choices for better future arranging and to think about putting something aside for their retirement days.

According to Zait and Bertea (2015), financial literacy includes five aspects: financial literacy, ability to communicate financial information, ability to use financial knowledge for decision making, practical use of the economics of financial instruments (behavioral finance) and financial confidence. These researchers suggest that for all dimensions, measures should cover at least four areas or areas of finance: personal budgeting, savings, credit and investment; aspects related to health insurance and pensions must be dealt with in the investment sector.

Financial literacy is influenced by attitudes towards money, retirement planning intentions, education level, faculty, personal income, parents' knowledge, parents' income and ownership of insurance factors (Nidar and Bestari, 2012), on the other hand, financial literacy can influence attitudes, saving intentions and saving behaviors. People who do not have financial literacy will not have plan and will not invest in high-risk investment such as stocks (Van Rooij et al., 2011). Financial literacy is also considered to be the most important factor for successful adulthood as it plays an important role in developing more than just financial management attitudes of individuals but also attitudes towards life in general.

The Organization for Economic Co-operation and Development (OECD) defines financial literacy as the combination of perceptions, knowledge, skills, attitudes and behaviors necessary to make sound financial decisions and ultimately achieve personal financial well-being. Financial awareness is one of the elements of financial literacy. It is an understanding of the relationship between inflation and returns, calculating interest rates, risk and returns, inflation and prices, and the role of diversification in risk reduction. For financial planning or financial context, financial awareness and minimum basic financial capacity is required (Peeters et al., 2018). Many authors and researchers agree that being in a financially educated society helps an individual to make better financial decisions.

Financial literacy refers to the set of skills and knowledge that allows an individual to make informed and effective decisions through their understanding of finances. The Government Accountability Office (GAO) also defines financial literacy as the ability to make informed judgments and take effective action regarding the current and future use and management of money. Financial literacy goes beyond the traditional meaning of reading and writing. It is outcome-based education that is judged on actual financial performance.

The Consumer Financial Protection Bureau (CFPB) defines financial literacy, or financial ability, as a combination of knowledge, skills, and actions including the ability to analyze financial costs, risks and consequences of specific services, products and financial decisions, choosing effectively and recovering from bad choices, knowing where to look for help and other actions to improve current and long-term financial well-being in a changing financial context. Although financial literacy and financial education have been defined by different authors, they are contextually similar and used interchangeably outline this work.

Other studies have reported the positive impact of financial literacy on financial outcomes such as savings and investment practices (Hilgert et al., 2003) and illiquid and illiquid assets. Having a poor monetary information will likewise build people's monetary weight of obligations that decidedly partner with default of customer credit.

In Malaysia, individual monetary arranging is as yet considered at its outset stage since most Malaysians don't assume responsibility for their own monetary undertakings (Boon et al., 2011). Different examinations have revealed the positive effect of financial literacy on monetary results, for example, saving and investment practice and liquid and illiquid resources (Hilgert et al., 2003). Individuals' financial burden of obligation that positively relate with default of consumer credit might be caused by a poor financial knowledge.

In Malaysia, individual financial planning is yet considered at its outset stage since most Malaysians do not assume responsibility for their own financial matters (Boon et al., 2011). Lack of financial knowledge and information are supported to be the major reason of this problem, that reflect the desire of individuals to follow a personal financial plan. Because of the poor financial knowledge and awareness, the aggregate savings of Malaysian households is relatively low whilst majority of Malaysian households do not plan for retirement planning and so an aggregate saving of them are relatively low. In a report, HSBC found that nearly 70% of respondents worry about handling their finances in retirement, while 40% expect a lower standard of living in retirement.

2.2.2 Saving Motive

Saving motives define a person's reasons for saving. Saving motives, as a form of intention, have been found to influence saving behaviors (Warneryd, 1999). Compared with people without saving motives, those with saving motives are more likely to adopt the corresponding saving behavior. Individual differences in saving motives have been found to influence how people respond to economic stimuli with respect to their saving behavior. This difference in savings rates between the countries may be the result of differences in saving motives.

The following savings motive (in order of significance) were described by Katona (1975): emergencies (illness or lack of work), contingency funds for necessities, reserve for retirement or old age, purchasing a land, or durable goods, needs of children, and holidays. Few have encouraged people to save potential returns (interest and dividends) or to leave money for their heirs.

According to Xiao and Noring (1994), few have specifically studied reasons for saving. The study was examined the perceived saving motives and hierarchical financial needs in United State and has found that after examining three income levels of the; low-income households were generally saved for daily charge, middle-income households more likely to report saving for an emergency, and high-income households more likely to report saving for purchase, retirement, children, and growth; households.

DeVaney et al. (2007) analyzed the probability of progressing to a high level motive after achieving a goal related to a low level saving motive. Proposed savings motive ranking range from physiological or basic needs, security needs, security, love and social needs, precious needs, luxuries, and saving for independence. They added an extra step to reflect the lack of savings. The authors also found that younger generations tend to switch from no saving to saving for basic needs and saving for safety. Older households were more likely to move from saving for love or social needs, to saving for luxuries. Larger households were more likely to move from saving for basic needs, to saving for safety, to saving for security. However, smaller households were more likely to move from lower levels to saving for love or social needs.

Higher levels of education increased the likelihood of movement toward higher level saving motives, from no saving, and saving for safety (DeVaney et al., 2007). Income was positively associated with the likelihood of moving from no saving to saving for luxuries. Households were more likely to move toward higher level of saving motives than those with less risk tolerance and shorter time horizons as households willing to take more risks and having longer time horizons.

Most empirical saving research has been descriptive and relatively theoretical (Browning & Lusardi, 1996), and relatively few researchers have explored saving motives. There are two reasons why it is important to study a household's saving motives (Horioka & Watanabe, 1997). The first reason is that saving motive give a better understanding of the saving behavior of households, differences of household saving rates, the level of influencing factors on households saving, trends in the household saving rate, and a spread of other issues associate with saving. The second is to assess the reasons for saving; households detail economic models more suited to the real world.

Keynes (1936) first discussed eight different saving motives, they are (1) precautionary motive, (2) life-cycle motive, (3) inter-temporal substitution motive, (4) improvement motive, (5) independence motive, (6) enterprise motive, (7) bequest motive, (8) avarice motive, and Browning and Lusardi (1996) added one motive, (9) down payment motive. This list shows acceptance of abundant confused in saving motives (Browning & Lusardi, 1996).

However, saving motives are not always the same: some households save for precautionary reasons but with the well-thought out expectation that remaining balances will be flowed onto children (Dynan et al., 2004). It is unlikely that some motives will be adequate for all members of a population at a given time or for the same person over a long period of time, and many motives are complement each other. Financial reserves that can be used to buffer pre-retirement income or consumption shocks may be built up by saving for retirement, or the life-cycle motive, which are associated to the precautionary motive.

Xiao and Noring (1994) found saving motives to be related to financial resources. With an increase in income, the priority saving motive of families expands from daily necessities to saving for precautionary or emergencies to children, retirement, and holidays. Hierarchical structures of saving motives are proposed by others authors. A structure of reasons for saving where the need to hold cash to deal with short-term financial goals is the lowest level and the need to have a precautionary reserve of money is the second level. A large amount of money to buy some expensive things is included in the third level and the need to manage accumulated wealth is at the top level. Different types of savers are corresponded with the various levels of reasons for saving.

2.2.3 Social Influence

Social influence involves the exercise of social power by a person or group of people that change the behavior or attitude of others in a specific direction (Franzoi, 2006). Many societies belief saving money as thrift, a virtue which is highly valued and is important to the economic growth of a nation. The intrinsic value of saving money was spread through religious teaching, through education of children and various popular attempts to enlighten people about the importance of being frugal (within limits). Social influence occurs when an individual’s thoughts, feelings, and actions are affected by other people. It is a fundamental part of relations both within group and between groups. In this study, social influence refers to parent socialization, neighbor(peer) influence, and partner influence.

Social influence takes many different forms, and can be seen in processes of conformity, socialization, peer pressure, obedience, leadership, persuasion, minority influence, and social change, to name but a few topics into which social influence research extends its reach. Jain and Joy (1997) acknowledged that an ethnic cultural root will influence the individuals saving behavior. In their study, 36 Indian families living in Canada had been taken into study and it is found out that their culture has rooted the importance of saving in their mind. This has caused them to take a longer view in planning their financial and thus, their need for saving determines their consumption but not the other way around.

Several literatures acknowledged the role of parents as the key to their children's financial socialization (Cude et al., 2006), in which, parents are highly influential in developing their children's financial behavior, thus they should become the role model to their children in managing their financial affairs. Saving is shaped during childhood through influences of particular individuals, institutional and other social factors and facilities. In their study, they found out that children viewed saving as a legitimate and valuable behavior, not an economic function. In other words, children valued saving because it seemed socially approved and rewarded. Although children appear to understand and challenge these assumptions when they get older, but inevitably they see the practical advantage in saving.

Nyhus and Webley (2006), in their study on the effect of parental influence to children's saving, also found out that socialization of the importance of saving during childhood do influence the children economic behavior during adulthood. Duensberry (1949) study focuses on the effect of social comparison to saving. His argument is that individuals will tend to compare their saving/consumption level with their reference group. An individual will be motivated to save/spend whenever the reference group spends/saves higher than him/her.

The degree to which peers affect a person's state of mind, thinking, and behavior is peer influence (Zaihan, 2016). Interestingly, a study proved that the influence of peers plays a critical role in evaluating the savings potential of the student (Jamal et al., 2015). Zaihan (2016) found that despite the fact that the parents can influence financial behavior in their children, since saving behavior of children would be influenced by the association in spending exercises during the social time and discussing the ideas about financial management matters among their peers, thus peer influence can still have in saving behavior of children. According to Jamal et al. (2015), it is confirmed that peer influence may also affect the financial behavior of a person.

The strong socializing agents throughout the young adult are the influence of peer and parents. Young adults are becoming independent with their parents and more concentrated on their peers as the compare their status with peer, go through their free time with the peer, talk about money management issues, take part in spending activities. A study suggested that parental teaching is more effective than the formal education system at school and depending on various socio demographic factors, children can have different behavior. The ability to meet financial matters in future is determined by parental teaching methods and it is more effective especially when different teaching methods are combined. Teaching to save since childhood and adolescence is the most effective strategy (Bucciol & Veronesi, 2014).

Norvitilis and Maclean (2010) further added that childhood is the most important period that will influence individual's behavior and attitude during adulthood. Therefore, parents play an important role to influence children in managing their financial affairs. Besides parenting factors, peer influence could also predict individuals' financial behavior. In Malaysia, it was argued that the most obvious reason that spoiled the young adults in managing their financials was due to peer pressure. Similar arguments were also confirmed by Duflo and Saez (2001) where they found that people with same preferences tend to belong to the same group, and then creating a correlation between group and individual behavior. They concluded that peer socialization take part as an important role in retirement savings decisions of university employees in the United States.

Social pressure effects the individuals' behavior. Individuals can be influenced by the behaviors of their referents values and common interest. Besides that, peer pressure effects the individuals' behavior. Individuals can be influenced by the behaviors of their referents values and common interest. Also, groups who placed high on academic-oriented values were more patient with more savings behavior for their money, and groups who put high values on peer-oriented were less patients and lower saving behavior for their money. From that, peer influence has effects on individuals' savings behaviors (Beshears et al., 2015).

On the other hand, the study was conducted by (John, 1999) which asserted that parent's socialization and peer influence is play an important role that can influence saving behavior among college students. The direct and primary source for financial practices were parents, followed by additional source of influence in financial socialization which were peers, lastly advertising and media which provided information regarding consumption.

2.2.4 Self-Control

The ability to recognize and regulate one's emotions and desires is defined as self-control. The exertion of self-discipline, ability to delay gratification and will can determine self-control. Self-control is typically manifested as our ability to break bad habits, resist temptations and overcome first impulses (Baumeister, 2002). One way to define self-control is that it constitutes the ability of our future selves to control our current self. Everyone has self-control problems such as when individuals tend to behave in one manner but end up behaving in another manner. This is because individuals are likely to pursue immediate gratification with ignorance in the long run consequence. For long-term financial decision making, self-regulation has clear implications. In order to optimize their financial well-being in the long term, consumers must limit themselves and resist the temptation to spend money in the short term. People with more self-control are more likely to attain their goals and be more successful in various life domains (Ridder et al. 2012).

Self-control is an indisputably important factor in regards to saving outcomes. No matter how much importance individuals attach to saving, they would not be able to save if they have issues with short-term temptation and do not find ways to limit their consumption actions (Van Rooij et al., 2011).

Saving means that one refrains from spending in order to put money apart for later use. Some authors claimed, however, that humans are naturally impatient. Instead of delayed consumption, they tend to put a higher value on the gratification derived from immediate consumption. This is because deteriorating health can lead to less enjoyment of old age consumption. Thus, in order to save money, people need to practice self-control in postponing gratification and resisting the desire to spend money (Rabinovich & Webley, 2007).

The capacity of distinguishing and managing one's feelings and wants is self-control. The effort of self-order, will, and capacity to postpone satisfaction can be portrayed as self-control (Baumeister, 2002). In the research of (Esenvalde, 2011) has given experimental proof that self - control was absolutely connected with saving conduct. The authors claimed that saving behavior can be explained by a positively and consistently correlated factor that is called self-control. In this research, study surveys were sent to target respondents and snowball inspecting strategy has been used (Esenvalde, 2011). Individuals who are impetuous and present' oriented with low self-control, their spending depends on what they prefer which leads to overspend and cause them to be disable to save for the hard situation.

Earliest studies examined personality to self-control (Nyhus & Webley, 2001). Extraversion, conscientiousness, and neuroticism can be assumed as five-factor personality dimensions that do affect saving. Extraverts are less inclined to save than introverts due to the assumption that extraverts are more likely to meet more people and thus, more frequent interaction with other people causes extra expenditures, which will in turn reduce saving. Conscientiousness people will have better planning on their financial status. They have higher discipline to save and less inclined to borrow. Emotional stability encompasses elements of self-control and planning. Emotionally stable people are therefore more likely to be able to follow their own plans and budgets than the emotionally unstable.

Studies that have explored the link between self-control and financial behavior have focused on specific financial decisions such as retirement planning or credit use. Achtziger et al. (2015) found that people with low self-reported self-control are more likely to engage in compulsive shopping while people with self-control problems in the financial domain are more likely to suffer from credit withdrawals and unforeseen expenses on durables leading to over-indebtedness. It has also been shown that people's savings behavior is affected by their self-control. Households with self-control problems due to lack of planning, monitoring or commitment, have lower wealth accumulation. Thus, people with low self-control are less likely to save enough money for retirement.

Rha et al. (2006) used data from a survey of a representative American sample in order to test how self-control mechanisms, such as saving goals, foreseeable expenses and saving rules, affect households' savings behavior. The authors found that households with saving rules are more likely to save than households without such rules and also that specific saving goals generally increase the probability of saving. On the contrary, Ballinger et al. (2011) found in experiments that neither self-control nor four different kinds of measured impulsive behavior affect savings behavior when taking cognitive abilities, such as working memory, into account. Thus, the relationship between self-control and financial behavior is still inconclusive.

Hoch and Loewenstein (1991) modeled self-control for saving as a conflict between the two psychological forces: desire and willpower. This model coincides with Thaler and Shefrin (1981) assertion that there are two conflicting roles (a 'planner' and a 'doer') co-existed within an individual. The planner is assumed to be far-sighted and to strive towards maximization of life-long utility, while the co-existing doer is assumed to be myopic and impulsive, striving towards maximization of immediate pleasure. Thus, the ability to maintain self-control and successfully implement long-run decisions depend on the relative strength of the opposing forces of desire and willpower. Increased desire works in the direction of the immediate outcome while increased willpower works in the direction of long-term outcomes. People tend to use different strategies in controlling themselves to save. Thaler and Shefrin self-control strategies focus on three tactics: persuasion, rules, and constant monitoring. ‘Planner’ will modify ‘doer’ preference by kept persuading that saving is good in itself; ‘planner’ would also impose rules to restrict any spending opportunities; and, ‘doer’ is being monitored constantly to prevent occurrence of any deviant (impulsive spending) behavior.

Hoch and Loewenstein (1991) distinguished two classes of self-control saving strategies: (a) attempts to directly reduce desire, and (b) overcoming desire through a variety of willpower tactics. The strategies that attempt to reduce desire are outlined as follows:

1. Avoidance means avoid going to places which are likely to increase the desire to spend;
2. Distraction includes ways of turning away from a desired object. In other words, it means trying to think of something else when is tempted to spend on something; On the other hand, people also use variety of willpower tactics to control desire:
3. Pre-commitment refers to any device through which people impose constraints on future behavior. This can be done by leaving cheque-book and credit cards at home and bring only a small amount of money when going shopping;
4. Economic cost assessment is conscious considerations of economic costs. It includes buying something that are really worth the price and not cheaper somewhere else;
5. Time binding involves thinking of the positive aspects of deferring a purchase; and
6. Budgeting means budget expenses and spending wisely.

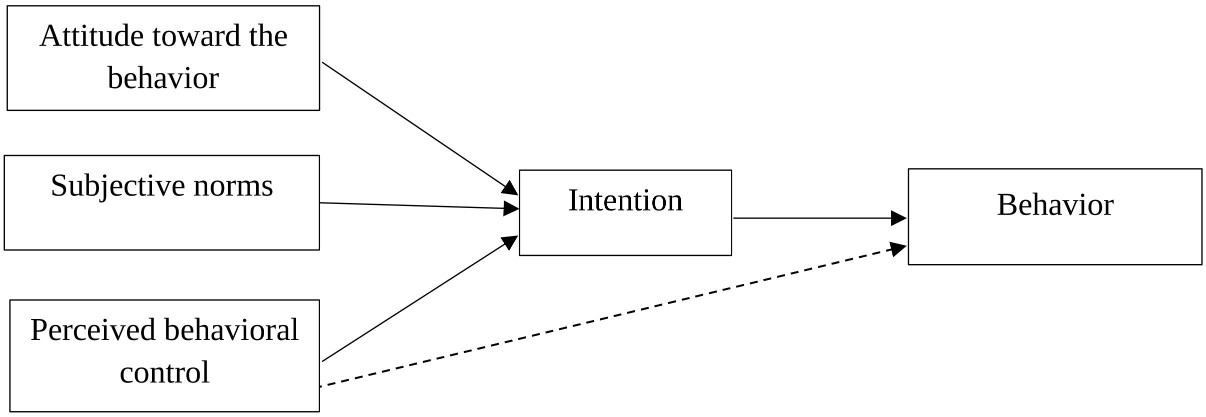
2.3 Theory of Planned Behavior

The Theory of Planned Behavior is an extension of the Theory of Reasoned Action (TRA; Fishbein & Ajzen, 1975), made possible by the shortcomings of the original model in dealing with behaviors over which people have incomplete volitional control. The TPB builds on the TRA by introducing an individual's control beliefs, or the presence of things which will assist or hinder the performance of behavior (Ajzen, 2011). To explain the overall execution of specific behavior, the TPB attempts to resolve individual motivational factors in a specific behavior (Ajzen, 1991). Among scholars, the theory is well known and is also common to many students, practitioners, and policy makers.

The TPB emphasizes the controlled aspects of human information processing and decision making. Its primary concern is behaviors that are goal-directed and driven by conscious self-regulatory processes. The purpose of the planned behavior theory (TPB) is to provide a comprehensive understanding framework for the determinants of such behavior. In principle, the theory of planned behavior is open to the inclusion of additional predictors if it can be shown that they capture a significant proportion of the variance in intention or behavior after the theory's current variables have been taken into account (Ajzen, 1991). The TPB is today one of the most popular social-psychological models for understanding and predicting human behavior.

People perform certain behavior because they form an intention to do so. There are three concepts that determine TPB through intention are attitude towards the behavior, subjective norm and perceived behavioral control (Ajzen, 1991). The TPB indicates that volitional human behavior is a function of the intention to conduct the behavior and the perceived behavioral control. Intention is hypothesized to be a function of attitudes towards the behavior, subjective norm and perceived behavioral control. The degree to which perceived behavioral control influences behavior directly (rather than indirectly through intention) is hypothesized to depend on the degree of actual control over the behavior.

It is suggested that motivational factors influencing behavior are captured by intentions, as an intention is an indication both of how hard an individual is willing to work and how much effort a person will exert to conduct the behavior (Ajzen, 1991). Ajzen (1991) suggests as a general rule, the stronger a person's intention to participate in a behavior, the more likely the behavior will be conducted. The behavior, however, must be under a person's volitional control, or will, to decide whether or not to perform the behavior (Ajzen, 1991). TPB has been used in many areas such as information system research, health-related research, economic research and human resource research.



Source: Ajzen (1991)

Figure 2.1 Theory of Planned Behavior

An attitude towards a behavior is the belief of an individual about what will happen if he or she performs the behavior (Edberg, 2007). Attitudes are determined by the opinion of a person, either positive or negative, of the expected outcomes of performing a behavior (Ajzen, 2011). A behavioral belief is the individual's perception of the likely consequences of performing the behavior (Ajzen, 2011).

A normative belief is the perception of social normative pressures by a person or the beliefs of another person (i.e. a partner or spouse, infant, parent, doctor, etc.) that she or he should perform the behavior. The subjective norm is the perception of an individual's own behavior and the strength of motivation to comply with or adhere to the beliefs of others (Ajzen, 2011).

Perceived behavioral control is an individual's evaluation of her or his ability to engage in the intended behavior based on her or his perceived power, or perceived difficulty or ease, of performing the behavior (Ajzen, 2011). Not only does perceived behavioral control forecast behavioral intentions, but it also predicts the execution of a behavior directly. Despite real challenges to conducting a behavior, people with higher levels of perceived behavioral control are likely work harder at trying to perform the behavior. In short, the TPB takes into account the perception of barriers and facilitators that an individual perceives they do (or do not) have control over, which can have an impact on the person's ability to carry out the behavior, regardless of their intentions (Ajzen, 1985).

As a general rule, the more positive of the attitude and subjective norm with respect to a behavior, and the stronger the perceived behavioral control, the stronger would be an individual’s intention to perform the certain behavior (Ajzen, 1991).

2.4 Empirical Study

In this part, the previous empirical studies are presented and have been collected for the purpose of utilizing as the secondary data for this study.

Table 2.1 Empirical Review of the Study

Author	Title	Variables	Method	Finding
Chia et al. (2012)	Determinants of Saving Behavior among the University Students in Malaysia	Saving behavior, financial literacy, parental socialization, peer influence and self-control	Multiple regression analysis, pearson correlation	The finding showed that the financial literacy, parental socialization, peer influence and self-control have positive relationship with saving behavior and parental socialization has the greatest impact on saving behavior among the four independent variables.
Satsios and Hadjida (2018)	Applying the Theory of Planned Behavior in Saving Behavior of Pomak Households	Saving behavior, attitude, subjective norm, perceived behavioral control.	Path analysis, multiple regression analysis	Finding showed that attitude, subjective norm and perceived behavioral control have a direct positive effect on intention toward saving and financial saving.
Kamarudin et al. (2018)	Factors Affecting the Saving Behavior of TAJ International College Students	Financial literacy, parental socialization and peer influence	Convenien--ce sampling method, Pearson correlation, reliability analysis,	From the finding, all the independent variables which are financial literacy, parental socialization and peer influence have a positive and significant

			multiple regression analysis,	relationship with saving behavior.
Sabri and MacDonald(2010)	Savings Behavior and Financial Problems among College Students: The Role of Financial Literacy in Malaysia	Saving behavior, childhood consumer experience, financial socialization, and financial literacy	Preliminary analysis, multiple regression analysis	The results show that financial literacy has a positive and significant impact on the saving behavior of college students. The results of this review show that members with more prominent personal fund information generally participate in mandatory savings.
Hilgert, Hogarth and Beverly (2003)	Household Financial Management: The Connection between Knowledge and Behavior	Behavior, management activities: cash-flow management, credit management, saving, and investment	The secondary data from the university of Michigan's monthly surveys of consumers (2001).	The result found that households with higher financial scores (they answered the questionnaire correctly) tend to have higher financial scores in the savings index (they achieved more savings practices).
Kumarasinghe and Munasinghe (2016)	The Savings Motives: With Special Reference to Households in Kalutara District	Savings motives, demographic variables and Socio economic variables	Convenien--ce sampling techniques, the factor analysis	It has been identified the most significant savings motive of households in Kalutara district is the precautionary savings motive.

Duflo and Saez (2001)	Participation and Investment Decisions in a Retirement Plan: The Influence of Colleagues' Choices	Retirement plan, role of information and social interaction	Simple reduced-form regression specificati--ons	The result recommended that members within the same group share a common environment, that may affect their behavior. All of these factors create a connection between group behavior and individual behavior which in turn influence saving behavior.
Beshears et al. (2010)	The Effect of Providing Peer Information on Retirement Saving Decisions	Retirement saving behavior, peer information: age, tenure(year), annual salary	Stratified random sampling technique, an ordinary least-squares regression	The result showed that there is a poor correlation between peer influence and retirement saving behavior because the peer influence can only encourage a few number of work-mates to be included in the retirement saving plan.
Dangol and Maharjan (2018)	Parental and Peer Influence on the Saving Behavior of the Youth	Saving behavior, parental educational background, parental financial teaching,	Judgmental and convenien--ce sampling techniques, multiple regression analysis	The research found that peer influence, parental financial teaching has positive relationship with saving behavior.

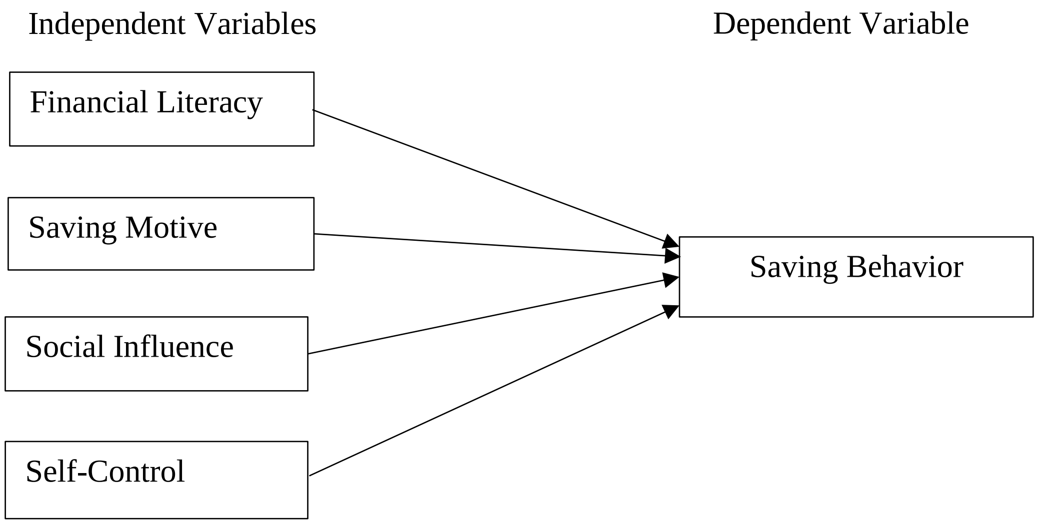
		peer influence		
Lim (2011)	The Analysis of Psychological Factors Affecting Savers in Malaysia	Social influence, attitude towards savings, and self-control	Quota sampling method, ordinal regression analysis,	The findings shown that those who able to exercise self-control and receive parental influence during childhood are tending to save more. However, attitudes towards saving do not have significant impact on the saving patterns of savers.
Jamal et al. (2018)	The Effects of Social Influence and Financial Literacy on Savings behavior	Saving behavior, peer influence, family influence, financial literacy	The structural equation modelling (SEM)-partial least squares (PLS) approach	The results show that family involvement plays a major role in nurturing students' savings behavior, followed by financial literacy and peer influence. In addition, students are said to have more favorable financial attitude when they are financially literate.
Safo-kantanka (2016)	Savings Behavior of Household Heads in rural Communities. A Case Study of Shama	Saving behavior, age, education, income, transportati--on cost,	Logistic regression method, inferential analysis	The result reveals that household heads save in either financial or non-financial forms.

	District in the Western Region of Ghana	household asset and access to financial institution		
Widyastuti and Sumiati (2016)	The Impact of Financial Literacy on Student Teachers' Saving Intention and Saving Behavior	Financial literacy, attitude towards saving, subjective norm, intention to saving, and saving behavior	Exploratoy factor analysis, confirmat--ory factor analysis	As a result, two hypotheses were rejected: financial literacy was insignificant to influence attitude towards saving and saving intention. Other results, financial literacy and saving intention significantly influenced saving behavior. In addition, attitude and subjective norm significantly influenced saving intention.

Source: Previous Studies

2.5 Conceptual Framework of the Study

This study aims to understand the influencing factors of households saving behavior in Hlawgar Village, Pale Township. The conceptual framework of this study is shown in figure 2.2.



Source: Adaptation for Chia et al. (2012)

Figure 2.2 Conceptual Framework of the Study

According to conceptual framework, saving behavior is dependent variable and independent variables are financial literacy, saving motive, social influence and self-control. This has been developed based on the theory of planned behavior. In this study, attitude toward behavior is used to explain how financial literacy and saving motive affect households’ saving behavior. And subjective norm is applied in explaining how social influence affecting households’ saving behavior. Finally, perceived behavioral control is also used to explain how self-control affects saving behavior of households. The present study expects that financial literacy, saving motive, social influence, and self-control are significant to saving behavior of households. Thus, the proposed conceptual framework is extracted and tested in this study.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this chapter will focus on the design and methodology used to obtain the required data. It explains thoroughly about the research methodology, the research design, data collection methods, target population, sampling design, data processing and data analysis procedures.

3.1 Research Methodology

The research methodology plays a vital role as it will determine the overall outcome of the research. Methodology includes the theoretical and philosophical assumptions upon which research is predicated and therefore the implications of those for the method or methods adopted. The methods specifically refer to the techniques and procedures used to obtain and analyze data. The research methodology is broken down into the following sections: the research design, sources of data, data collection methods, sampling design, target population, sample technique, sample size and data analysis.

There are two approaches in research methodology which are deductive approach and inductive approach. The main difference between inductive and deductive approaches to research is that a deductive approach is especially focused on testing theory; an inductive approach cares with the generation of new theory emerging from the data. A deductive approach usually begins with a hypothesis, whilst an inductive approach will usually use research inquiries to narrow the scope of the study. Inductive approaches are generally related to qualitative research, whilst deductive approaches are more commonly related to quantitative research. One specific inductive approach that's frequently mentioned in research literature is grounded theory, pioneered by Glaser and Strauss. The aim is to generate a new theory based on the data. Among them, deductive approach for this study is applied because this study is a quantitative research and testing based on the theory.

3.2 Research Design

A research design is a plan developed to attain the research purpose. It aims to ensure that the research can clearly answer the research problem and involves systematizing the research activity, involving the collection of data and analyzing the data. Hence, in other to gain accurate and reliable result, it is vital to illustrate a clearer depiction to show the progression of carrying out the research in an appropriate and systematic mode. This study is based on deductive approach that is used in quantitative research. Quantitative research is numerical data that collecting from questionnaire and using numerical from such as graph or statistic. The design used for the study was survey research. To be able to analyze the influencing factors of households saving behavior in Hlawgar Village, Pale Township, multiple linear regression model was estimated.

3.3 Data Collection Methods

The type of data needed and pre-set research design determine the method of data collection used (Bush, 2003). A survey method was employed to conduct the data collection in this study. Survey questionnaires were used as the instruments to collect data and opinions about factors influencing on saving behavior of households. To study the influencing factors on saving behavior of households, simple random sampling technique was adopted. Types of data can be divided into two types; they are primary data and secondary data. In this study, primary sources of data are employed in this study with the use of questionnaires.

Primary data can ensure that the latest information and realistic opinions are available to answer hypotheses and research questions. In research, survey questionnaire technique is used to collect the primary data which requires less skill and sensitivity. The primary data is collected by using structured questionnaires containing closed ended questions. A structured questionnaire is used in large surveys where specific answers are anticipated, in the form of multiple choices or scale questions. Closed ended questions limit the response to predetermined categories and this makes the respondents quick and easy to answer. Thus, it was easy to get facts. The second part of questions are used with 5-point Likert scale in which 1 represented strongly disagree, 2 represented disagree, 3 represented neither disagree nor agree, 4 represented agree and 5 represented strongly agree.

3.4 Target Population

To start with sampling design, the researcher need to precisely define the target population that they are interested in studying. The target population can be defined as the entire group of people that the researcher is interested in. The target population for the research is 700 households in Hlawgar Village, Pale Township.

3.5 Sampling Design

A process of choosing a proper amount of units from the population of interest to provide accurate information about the entire population is sampling design (Hair et al., 2003). It is very important for a researcher to design an accurate sampling framework because it allows the researchers to bring down the research costs and conduct a more efficient research with greater flexibility and accuracy.

The selected portion of a population for investigation purpose is called sample. It is also known as subset or subgroup of the population (Bell et al., 2011). The selection of sample (sampling process) is based upon two fundamental techniques including probability and non-probability. This research conducts the probability sampling method. In probability sampling, each unit has been selected randomly from the population and has equal possibility of being selected as subject or representative sample (Bell et al., 2011). It is mostly associated with different strategies of survey research where there are needs to make deductions from the sample regarding a population to find answers to research question(s) in order to meet the study objectives. Probability sampling technique is further divided into different sub categories; simple random sampling, systematic sampling, stratified random sampling and cluster sampling techniques.

On the other hand, the researcher chooses units from the population without considering any random selection technique in non-probability sampling. Therefore, some units have more possibilities of being chosen as a subject than others (Bell et al., 2011). Non probability-sampling techniques are further divided into different sub categories; quota sampling, convenience sampling, purpose sampling, self- selection sampling and snowball sampling techniques.

The sampling method used for this research was simple random sampling method. Sample size is the actual number of respondents that would be representative of the population under research, and should bear some proportional relationship to the size of the population from which it is drawn. Sample size from the population of the study was drawn from 700 households. This sample size is based on Yamane's formula.

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{700}{1 + 700(0.05)^2}$$

$$n = 255$$

Where,

n = the sample size

N = the size of population

e = the error of 5 percentage points

In this study, 262 households in Hlawgar Village, Pale Township are selected at simple random sampling. By using Yamane's formula of sample size with an error 5% and with a confidence coefficient of 95%, the calculation from a population of 700 households come up with 262 households.

3.6 Data Processing and Analysis Procedures

Respondents returned 262 sets of questionnaires, and the data was processed through SPSS. The purpose is to ensure that the data meets quality standards. The process includes verification, editing, coding a transcribing. Investigators conduct preliminary verification and review of the completeness of each questionnaire, and incomplete questionnaires will be discarded. Therefore, coding process is proceeded by identifying and assigning numerical scores or other character symbols to the data. For example, for the gender of the respondents in Part A, males are coded as "1" and females are coded as "2". Finally, the data is input and converted into a format more suitable for data analysis.

Processed data is further analyzed in SPSS. The study applies the combination of descriptive analysis, reliability analysis, pearson correlation, and multiple regression analysis.

3.6.1 Descriptive Analysis

Descriptive statistics facilitates to attain a border picture of data and supports to present the data in more orderly and user-friendly way. Descriptive statistics involves measures of central tendency (such as mean, median and mode) and measures of dispersion (for example standard deviation (SD), range and variance). Both mean and SD are two common methods used in descriptive statistical analysis to explain the basic features of the collected data in a research (Tabachnick & Fidell, 2007). The larger value of SD indicates that the observations in a data set are dispersed widely about the mean and the smaller value of SD shows that mostly observations are close to the mean.

A broad argument can be made on the basis of higher mean value and smaller value of SD (Tabachnick & Fidell, 2007).

This study has employed descriptive statistics analysis to calculate means and standard deviation (SD) for dependent and independent variables in the study. Mean values have been measured to observe the average response and SD analysis has been used to measure the variability.

3.6.2 Reliability Analysis

The reliability of a measuring instrument is defined as the ability of the instrument to measure consistently the phenomenon and it is designed to assess. Reliability, therefore, refers to test consistency. The importance of reliability lies in the fact that it is a prerequisite for the validity of a test. Simply, for the validity of a measuring instrument to be sustained, it must be demonstrably reliable. Any measuring instrument that does not reflect some attribute consistently has little chance of being considered a valid measure of that attribute.

The Cronbach's alpha test, which is used to ensure that there is no deviation in the measurement and that consistent results are obtained, is a reliability analysis. Cronbach's alpha test is suitable for multi-scale projects and is a perfect indicator of consistency and reliability between projects. The value of the alpha coefficient varies from zero (0) to one (1), so a value below 0.60 indicates that the internal consistency reliability is unsatisfactory (Hair et al., 2003). The general rules for the value of Cronbach's alpha coefficient are shown in the table below.

Table 3.1 The Rule of Thumb for Cronbach's Alpha Coefficient Value

Alpha Coefficient Range	**Strength of Association**
Less than 0.60	Poor
0.60 to less than 0.70	Moderate
0.70 to less than 0.80	Good
0.80 to less than 0.90	Very good
0.90 and above	Excellent

Source: Hair et al. (2003)

3.6.3 Pearson Correlation

A statistical test that evaluates the strength of the relationship between two numerical data variables is Pearson correlation. Thus, Pearson Correlation is used to measure the relationship between independent variables and dependent variable. In the Pearson Correlation test, the significance level is 0.05, which means that there is 95% of confidence level. Therefore, the hypotheses can only be accepted if the significant p-value which is less than 0.05.

Correlation analysis shows the association between two or more variables. Correlation coefficients report mathematical values to measure the strength of the linear relationships between variables and take values from -1 to +1. The higher value of correlation coefficient indicates a stronger association between variables in general. There are three types of correlation measured in statistics such as Pearson correlation, Spearman correlation and Kendall rank correlation (Gujarati & Porter, 2009).

Pearson correlation is also known as linear correlation and is the most commonly used type of correlation coefficient. It is assumed in Pearson correlation that two variables are measured on at least ratio or interval scales and it finds out the degree to which values of these variables are proportional to each other (Tabachnick & Fidell, 2007). Gujarati and Porter (2009) have mentioned that the correlation is only limited to determine the degree of association between the dependent and independent variables. It does not facilitate the prediction of one set of scores from another set of scores and for this reason, regression analysis has been used.

This study has used Pearson correlation because of interval data (Tabachnick & Fidell, 2007). This study interprets correlation analysis based on the following criterion to deduce the size of correlation coefficient amongst different variables (Gujarati & Porter, 2009).

- +1 (-1) refers to perfect positive (negative) correlation
- 0.70 to 0.99 (-0.70 to -0.99) refers to very strong positive (negative) correlation
- 0.50 to 0.69 (-0.50 to -0.69) refers to strong positive (negative) correlation
- 0.30 to 0.49 (-0.30 to -0.49) refers to moderate positive (negative) correlation
- 0.10 to 0.29 (-0.10 to -0.29) refers to weak positive (negative) correlation
- 0 to 0.09 (0 to -0.09) refers to no correlation or negligible correlation.

3.6.4 Multiple Regression Analysis

Multiple regression analysis consists of determining the relationship between two or more independent variables and a dependent variable by calculating multiple coefficients of determination and regression equations. In fact, multiple regression analysis provides an understanding of whether there is a relationship between the independent variable and the dependent variable, whether the relationship is positive or negative, and the correct way to describe the relationship (Hair et al., 2003).

The estimated multiple regression model is

$Y = f(x_1, x_2, x_3, \ldots)$

Where,

Y= the value of dependent variable

$x_1, x_2, x_3, \ldots$ = the value of independent variables

3.7 Instrumentation of Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Instrumentation refers to the tools or means by which investigators attempt to measure variables or items in the data collection process. It is related not only to instrument design, selection, construction, and assessment, but also to the conditions under which the designated instrument are administered- the instrument is the device used by investigators for collecting data. Table 3.2 shows the instrumentation of questionnaire of influencing factors on saving behavior of households.

Table 3.2 Instrumentation of Questionnaire of Influencing Factors on Saving Behavior of Households

Notation Sign	Name of Variables	Defining Variables	Measurement attributes
FL	Financial Literacy	The ability of reading, interpreting, managing and communicating about the personal financial circumstances that affect material well-being (Anthes & Most, 2004). The simple definition of financial literacy, referring to it as a person's ability to understand and make use of financial concepts.	-Understandability of how to invest money. -Understandability of how to manage credit use. -Confident in making financial or saving decisions. -The ability to maintain financial records -No difficulty in managing money -Looking for better way to manage finance. -The ability to prepare weekly (monthly) budget.

SM	Saving Motive	Saving motives define a person's reasons for saving. Saving motives, as a form of intention, have been found to influence saving behaviors (Warneryd, 1999). Individual differences in saving motives have been found to influence how people respond to economic stimuli with respect to their saving behavior.	-Having idea of financial needs during retirement. -Knowing to save money for emergency case. -Emergency saving help to pay for unexpected expenses -Setting aside money for my children education. -Putting aside saving money to buy something that you want. -Having saving motive promotes me to save more. -Intention to save money for inheritance.
SI	Social Influence	Social influence involves the exercise of social power by a person or group of people that change the behavior or attitude of others in a specific direction (Franzoi, 2006).	-Discussion with friends and colleague. -Advices by partner. -Try to save, as partner encourage me to save. -Saving actions together with friends. -Comparing saving and consumption amount with friends. -Involve spending activities with neighbor. -Spending my free time with friends and neighbor.
SC	Self-Control	The ability to recognize and regulate one’s emotions and desires is defined as self-control. The exertion of self-discipline, ability to delay gratification and will can	-Achievement of setting goals. - “Buy later, think about it now” describes me. -Concerned of long-term than short-term.

		determine self-control (Baumeister, 2002). Self-control is typically manifested as our ability to break bad habits, resist temptations and overcome first impulses (Baumeister, 2002; Fujita et al., 2006). One way to define self-control is that it constitutes the ability of our future selves to control our current self.	-Do not spend money immediately. -I save, because I think it's easy. -I have ability to manage and control myself from using money. -Achievement of important things.
SB	Saving Behavior	The simplest concept of "saving" is income minus consumption in one year (or another period) that can be generalized to all households (Browning & Lusard, 1996). Conversely, in a psychological context, saving is mentioned as the method of deferring the spending of money for a current period that can be utilized in the future periods (Warneryd, 1999).	-Put money for future. -My spending is less than income. - I was first monthly saving and then use other rest. - Every time, I separate for saving and expense. - I save to achieve certain goals. - Putting away money each month for savings or investments is important. - I save because it is good thing to do. - Managing to save makes me feel proud of myself.

Source: Chia et.al (2012), Lee and Hanna (2015)

CHAPTER 4
PROFILE OF HOUSEHOLDS IN HLAWGAR VILLAGE, PALE TOWNSHIP

This chapter describes the background profile of the study. It describes profile of Pale Township, profile of Hlawgar Village and demographic factors of respondents in Hlawgar Village.

4.1 Profile of Pale Township

Pale Township is situated in Yinmabin District in the Sagaing Region. It is located on the east of Salingyi Township; on the west of Gangaw Township; Myaing Township on the south and the north by Yinmabin Township and bordered. There are 59 village tract and 2 wards in Pale Township. The area of Pale Township is 1587.6 kilometer square.

According to Myanmar Population and Housing Census in 2014, the total population of Pale Township is 144,006 and 4032 in urban and 139974 are in rural. According to gender, there are 66809 males and 77197 females in Pale Township. Also, the number of households is 931 in urban and 31431 in rural. Each household has the average family member of 4 people. Female are more than male in Pale Township.

The education level for the age group of above 15 years is 88.5%. In addition, school attendance in Pale Township drops markedly after age 13 for both males and females. Some 23.9 percent of the population aged 25 and over have never been to school. Of the rural population aged 25 and over, 24.5 percent have never been to school. 80.5% of households in Pale Township use clean water from tube well, water purifier and water pipe.

Sixty-nine percent of the population in Pale township mainly work as farmers, forest and fisherman. At the age group of 15-64 is farmer, forest and fisherman with 57.1% and 15.7% is basic workers. The employment rate at the age group of 15-64 years is 64.5% in Pale Township. There is a difference between the employment rate for males (87.9%) and for female (56.7%). The unemployment rate for those aged 15-64 in Pale Township is 3.8 percent. There is a difference between the unemployment rate for males (3.6%) and for females (4.1%). The unemployment rate for young females aged 15-24 is 9.2 percent. The infant mortality in Pale Township is 84 per 1000 live births and under 5 mortalities is 97 per 1000 live births.

4.2 Profile of Hlawgar Village

Hlawgar Village is situated in 12 miles from Yinmabin Township and 6 miles from Pale City. According to Myanmar Population and Housing Census in 2014, there are 700 households in Hlawgar and the total population is 2380 in Hlawgar. According to gender, there are 1039 males and 1341 females in Hlawgar Village.

There are 7 Buddhist temples, 4 monasteries, a rural health care center, a fire station, and a basic high school in Hlawgar Village. The households of these villages can use electricity since 1995. The households can use water from both the Sanpya Dam and tube-wells. The main occupation of households are farms and livestock (mainly; pig). And, they mainly cultivate rice, onion, green bean, sesame, chickpea and wheat.

4.3 Demographic Factors of Respondents

The profiles of selected 262 households of Hlawgar Village are presented in this section. Regarding demographic profile; respondents' gender, age, marital status, education, monthly income, occupation and saving behavior and forms of households are presented in the following sub-sections.

4.3.1 Gender of Respondents

The respondents are both males and females. Table 4.1 provide the gender profile of the respondents as a percentage of total.

Table 4.1 Gender by Respondents

Gender	Frequency	Percent (%)
Male	136	51.9
Female	126	48.1
Total	262	100.0

Source: Survey Data, 2021

As shown in Table 4.1, most respondents are male and it represents 51.9 % of the total respondents. The rest are female respondents which represents 48.1% of all respondents. Therefore, the number of male respondents is more than that of female respondents in this sample.

4.3.2 Age of Respondents

Respondents' age is divided into 5 group: below 31 years, 31-40 years, 41-50 years, 51-60 years and above 60 years. Number of respondents' age is presented in Table 4.2.

Table 4.2 Respondents by Age

Age	Frequency	Percent (%)
Below 31 years	23	8.8
31-40 years	87	33.2
41-50 years	71	27.1
51-60 years	46	17.6
Above 60 years	35	13.4
Total	262	100.0

Source: Survey Data, 2021

The study shows that majority of the respondents fall into the age group of 31-40 years (33.2%), followed by the age group of 41-50 years (27.1%), 51-60 years (17.6%) and above 60 years (13.4%). Meanwhile, there is only 8.8% of the respondents fall into the age group of below 31 years old. As a result, out of 262 respondents, majority respondents who save are adult level of age.

4.3.3 Marital Status of Respondents

The marital status of respondents is divided into two group: single and married. The number of respondents by marital status is described in Table 4.3.

Table 4.3 Respondents by Marital Status

Marital Status	Frequency	Percent (%)
Married	229	87.4
Single	33	12.6
Total	262	100.0

Source: Survey Data, 2021

As shown in the above Table 4.3, out of 262 respondents, married respondents (87.4%) are more than single respondents (12.6%). According to the result, married respondents save than single respondent in this sample.

4.3.4 Education Level of Respondents

Education level of respondents is divided into five groups: only reading and writing level, primary level, middle level, high school level, and graduate level. Respondents' educational level is shown in the following table 4.4.

Table 4.4 Respondents by Education Level

Education level	Frequency	Percent (%)
Only reading and writing level	12	4.6
Primary level	89	34.0
Middle level	86	32.8
High school	40	15.3
Graduate	35	13.4
Total	262	100.0

Source: Survey Data, 2021

Table 4.4 indicates that the majority of the respondents are primary level (34.0%), follows by middle level (32.8%), high school (15.3%), graduate (13.4%) and only reading and writing level (4.6%) respectively. As a result, most of respondents in Hlawgar Village are primary level.

4.3.5 Family Member of Respondents

Family member of respondents is also divided into 5 groups: below 3 people, 3 people, 4 people, 5 people and above 5 people. The number of family member of respondents is described in Table 4.5.

Table 4.5 Respondents by Family Member

Family member	Frequency	Percent (%)
Below 3 people	22	8.4
3 people	40	15.3
4 people	68	26.0
5 people	60	22.9
Above 5 people	72	27.0
Total	262	100.0

Source: Survey Data, 2021

Table 4.5 indicates that the majority of the respondents have above 5 people (27.0%), follows 4 people (26.0%), 5 people (22.9%), 3 people (15.3%) and below 3 people (8.4%) respectively. As a result, out of 262 respondents, 72 respondents have the family member of above 5 people in Hlawgar Village.

4.3.6 Monthly Income of Respondents

Respondents' monthly income is divided into 5 group: below MMK 100001, MMK 100,001-200,000, MMK 200,001-300,000, MMK 300,001-400,000 and above MMK 400,000 respectively. The monthly income of respondents is presented in the Table 4.6.

Table 4.6 Respondents by Monthly Income

Monthly income	Frequency	Percent (%)
Below MMK 100001	24	9.2
MMK 100,001-200,000	71	27.1
MMK 200,001-300,000	79	30.2
MMK 300,001-400,000	33	12.6
Above MMK 400000	55	21.0
Total	262	100.0

Source: Survey Data, 2021

Table 4.6 indicates that majority of the respondents have monthly income of MMK 200001-300000. Those respondents are made up of 79 respondents of the sample size. It is also found that 71 respondents out of the total respondents have monthly income of MMK 100001-200000, 55 respondents have monthly income above MMK 400000 and 33 respondents have monthly income of MMK 300001-400000. Minority of respondents have monthly income below MMK 100000 which constitute 24 respondents of the total sample size. As a result, majority of respondents in Hlawgar Village have appropriate monthly income of MMK 200001-300000.

4.3.7 Family's Occupation of Respondents

In this study, the occupation of respondents in Hlawgar Village are divided into 5 group: farmer, government staff, company staff, daily worker and other (Shwe Taw, Carpenter). The occupation of households is described in Table 4.7.

Table 4.7 Family's Occupation of Respondents

Occupation	Frequency	Percent (%)
Farmer	112	42.7
Government staff	12	4.6
Company staff	7	2.7
Daily Worker	44	16.8
Others	22	8.4
More than one occupation	65	24.8
Total	262	100.0

Source: Survey Data, 2021

This study shows that majority of family' occupation was farmer, which constitutes 112 respondents of total sample size. It can also be found that 44 respondents of family's occupations are daily worker, 22 respondents of family's occupations are others, 12 respondents of family's occupations are government staff, 7 respondents of family's occupations are company staff and, 65 respondents have more than one occupation. As a result, most of family's occupation are farmer.

4.4 Saving Behavior and Forms

In this study, the saving forms of the respondents are divided into 5 groups: bank, gold, land, keep-self saving and microfinance saving. The saving forms of respondents are presented in the Table 4.8.

Table 4.8 Saving Forms of Households

Form of Saving	Frequency	Percent (%)
Bank	18	4.6
Gold	148	38.0
Land	77	19.7
Keep-Self Saving	137	35.1
Microfinance Saving	10	2.6

Source: Survey Data, 2021

The saving form is analyzed in the study. The analysis shows that the respondents have various forms of saving and each respondent has one or more form of saving. The majority of respondents save gold, follows private saving, land and the minority of respondents save at bank. As a result, most of respondent save traditional saving (gold) than formal saving (bank).

4.4.1 Number of Households' Saving Forms

In this study, the number of households' saving forms are divided into 4 group: one form of saving, two forms of saving, three forms of saving and four forms of saving. The number of households' saving forms are shown in Table 4.9.

Table 4.9 Number of Households' Saving Forms

Number of Saving Forms	Frequency	Percent (%)
One form of saving	151	57.6
Two forms of saving	84	32.1
Three forms of saving	24	9.2
Four forms of saving	3	1.1
Total	262	100.0

Source: Survey Data, 2021

This study shows that majority of respondents saves one forms of saving which constitutes 151 respondents (57.6%) of the total sample size. It is also found that 84 respondents (32.1%) save two forms, 24 respondents (9.2%) save three forms. Then, the minority of respondents saves four forms that constitutes 3 respondents (1.1%). As a result, most of respondents save one form of saving like gold.

CHAPTER 5

ANALYSIS OF HOUSEHOLDS SAVING BEHAVIOR IN HLAWGAR VILLAGE, PALE TOWNSHIP

This chapter focuses on the data analysis, interpretation and presentation of the findings. The main purpose for this study is to analyze the influencing factors of saving behavior among households in Hlawgar Village. Reliability Test, Descriptive Analysis, Pearson Correlation Analysis, and Regression Analysis are used to explain the results of the study.

5.1 Reliability and Validity of Influencing Factors on Saving Behavior of Households in Hlawgar Village, Pale Township

Cronbach's alpha measures are carried out to test the validity and reliability of questionnaires items. In this study, Cronbach's Alpha reliability test method is used to measure the internal consistency of variables and an accurate representation of the data. Cronbach's alpha test is most commonly used to assess the internal consistency of a survey questionnaire that is made up of multiple Likert-type scales and items. How well items in a set are positively correlated to one another is indicated by the reliability coefficient. Cronbach's alpha is used to establish consistency reliability for financial literacy, saving motive, social influence, self-control and saving behavior of households. The result of reliability test and mean and standard deviation value for the financial literacy, saving motive, social influence, self-control and saving behavior of households are summarized in the Table 5.1.

Table 5.1 Reliability and Validity of Variables

Variables	No of Items	Cronbach's Alpha	Mean	Standard Deviation
Financial Literacy	8	0.756	3.440	0.926
Saving Motive	7	0.903	3.105	0.946
Social Influence	7	0.836	2.616	0.766
Self-Control	7	0.854	3.159	0.687
Saving Behavior	8	0.797	3.605	0.689

Source: Survey Data, 2021

Independent variables are Financial literacy, Saving Motive, Social Influence, and Self-Control and dependent variable is Saving Behavior. The Cronbach's alpha which is less than 0.6 is considered to be poor reliability whereas Cronbach's alpha value which is within the range of 0.60 to 0.70 is taken as a fair reliability. The Cronbach's alpha that is in the range of 0.70 and 0.80 shows a good reliability for the variables. The Cronbach's alpha that is in the range of 0.80 and 0.90 shows a better reliability for the variables. The Cronbach's alpha that is in the range of 0.90 to 1.00 shows an excellent reliability for the variables. According to table (5.1), the reliability statistic for Saving Motive is 0.903. The reliability range has between 0.90 and 0.80. So, the reliability is the excellent reliability. The reliability statistic for social influence and self-control are 0.836, 0.854 respectively. The reliability ranges have between 0.8 and 0.9. So the reliabilities are better reliability. The reliability statistic for financial literacy and saving behavior is 0.756 and 0.797 respectively. The reliability range has between 0.7 and 0.8. So, the reliabilities are good reliability. These statistics tell that all variables are having high reliability and consistency.

The first remarkable variables of mean value and standard deviation is saving behavior with 3.605 and 0.689, and the second is financial literacy with 3.440 and 0.926, and followed by self-control with 3.159 and 0.687, saving motive with 3.105 and 0.946 and social influence with 2.616 and 0.766.

5.2 Descriptive Statistics of the Variables

Descriptive statistics is used in this study not only to express the demographic factors but also to describe the mean values and standard deviation of the observed variables. Descriptive statistics in the form of means and standard deviations for respondents were computed for the influencing factors on saving behavior of households.

5.2.1 Means and Standard Deviations of Financial Literacy

The respondents were required to answer eight statements on financial literacy. Means and standard deviations of financial literacy are presented in Table 5.2.

Table 5.2 Means and Standard Deviations of Financial Literacy

No.	Particulars	Mean	S.D
1.	Understandability of how to invest money.	3.44	0.948
2.	Understandability of how to manage credit use.	3.44	1.062
3.	Confident in making financial or saving decision.	3.58	0.986
4.	Having the ability to maintain financial record.	2.77	1.319
5.	Having no difficulty in managing finance.	3.42	1.054
6.	Looking for better way to manage finance.	3.45	1.126
7.	Having the ability to prepare weekly (monthly) budget.	2.95	1.167
8.	Knowing well how to save money.	3.45	1.095

Source: Survey Data, 2021

Table 5.2 indicates that the first five remarkable items are mainly, the most valuable variables within the characteristics of financial literacy, represented “Confident in making financial or saving decision”; “Looking for better way to manage finance”; “Knowing well how to save money”; “Understandability of how to invest money”; and “Understandability of how to manage credit use”. According to the result, it can be concluded that households have confident in making financial or saving decision and knowing well how to save money. They always look for better way to manage finance. However, they have weak ability to maintain financial records for their income and expenditure and to prepare weekly (monthly) budget.

5.2.2 Means and Standard Deviations of Saving Motive

The respondents were required to answer seven statements on saving motive. Means and standard deviations of saving motive are presented in Table 5.3.

Table 5.3 Means and Standard Deviations of Saving Motive

No.	Particulars	Mean	S.D
1.	Having idea of financial needs during retirement.	3.42	1.050
2.	Knowing to save money for emergency case.	3.32	1.129
3.	Emergency saving help to pay for unexpected expenses.	3.34	1.007
4.	Setting aside money for children education.	2.58	1.330
5.	Putting aside saving money to buy something.	2.84	1.091
6.	Having saving motive promotes to save more.	3.31	1.100
7.	Intention to save money for inheritance.	2.79	1.199

Source: Survey Data, 2021

Table 5.3 indicates that the first five remarkable items are mainly, the most valuable variables within the characteristics of saving motive, represented "Having idea of financial needs during retirement"; "Emergency saving help to pay for unexpected expenses"; "Knowing to save money for emergency case"; "Having saving motive promotes to save more"; and "Putting aside saving money to buy something". According to the result, it can be concluded that households have clear idea of financial needs during retirement and knowing well that having emergency saving help them to pay for unexpected expenses. And, they know that they need to save money for emergency case. But, they have weak motive to set aside money for their children education and to buy something that they want.

5.2.3 Means and Standards Deviation of Social Influence

The respondents were required to answer seven statements on social influence. Means and standard deviations of saving motive are presented in Table 5.4.

Table 5.4 Means and Standard Deviations of Social Influence

No.	Particulars	Mean	S.D
1.	Discussion with friends and colleague.	2.69	1.152
2.	Advices by my partner.	3.55	0.915
3.	Try to save, as partner encourage to save.	3.38	1.024
4.	Saving actions together with friends.	2.29	1.180
5.	Comparing the amount of saving and spending with my friends.	2.32	1.176
6.	Spending activities with neighbor.	2.29	0.962
7.	Spending leisure time with friends and neighbor.	2.55	1.011

Source: Survey Data, 2021

Table 5.4 indicates that the first five remarkable items are mainly, the most valuable variables within the characteristics of saving motive, represented "Advices by my partner"; "Try to save, as partner encourage to save"; "Discussion with friends and colleague"; "Spending leisure time with friends and neighbor"; and "Comparing the amount of saving and spending with my friends". According to the result, it can be concluded that households take advices from their partner (parent, wife, husband) about money management issues. And they try to save as their partner encourage them to save. But, they rarely have saving action together with their friend and spending activities with their neighbor.

5.2.4 Means and Standard Deviations of Self-Control

The respondents were required to answer seven statements on self-control. Means and standard deviations of saving motive are presented in Table 5.5.

Table 5.5 Means and Standard Deviations of Self-Control

No.	Particulars	Mean	S.D
1.	Achievement of setting goals.	2.67	1.087
2.	“Buy later, think about it now” describes me.	3.32	1.096
3.	Concerned of long-term than short-term.	2.89	1.140
4.	Do not spend money immediately.	3.75	0.954
5.	Saving is easy and save.	3.03	1.144
6.	The ability to manage and control from using money.	3.29	1.094
7.	Achievement of important things.	3.16	1.022

Source: Survey Data, 2021

Table 5.5 indicates that the first five remarkable items are mainly, the most valuable variables within the characteristics of saving motive, represented “Do not spend money immediately”; “Buy later, think about it now, describes me”; “The ability to manage and control from using money”; “Achievement of important things”; and “Saving is easy and save”. According to the result, it can be concluded that households have control on their spending and think carefully before they buy something. But, sometime households in Hlawgar Village have some difficulty in achieving setting goals.

5.2.5 Means and Standard Deviations of Saving Behavior

The respondents were required to answer eight statements on saving behavior. Means and standard deviations of saving motive are presented in Table 5.6.

Table 5.6 Means and Standard Deviations of Saving Behavior

No.	Particulars	Mean	S.D
1.	Putting money for future.	3.29	1.001
2.	Spending is less than income.	3.27	1.024
3.	Saving first monthly and then use other rest.	2.97	1.117
4.	Separation for saving and expense.	3.37	1.026
5.	Saving to achieve certain goals.	3.30	1.052
6.	Putting away money each month for savings or investments is important.	3.23	1.104
7.	Saving is good thing to do.	3.88	0.720
8.	Managing to save makes proud of myself.	3.92	0.691

Source: Survey Data, 2021

Table 5.6 indicates that the first five remarkable items are mainly, the most valuable variables within the characteristics of saving motive, represented "Managing to save makes proud of myself"; "Saving is good thing to do"; "Separation for saving and expense"; "Saving to achieve certain goals"; and "Putting money for future". According to the result, it is concluded that households feel proud of themselves as they can manage to save and realize that saving is good thing to do. But they are poor at managing in saving first monthly and then use other rest.

5.3 Relationship between Influencing Factors and Saving Behavior of Households in Hlawgar Village, Pale Township

To establish the relationship between the dependent variable and independent variables, correlation analysis is used. Pearson correlation coefficient test is below:

Table 5.7 Relationship between Influencing Factors and Saving Behavior of Households

No.	Variables	Pearson Correlation Coefficient	Significance Level
1.	Financial Literacy	0.456^{**}	0.000
2.	Saving Motive	0.555^{**}	0.000
3.	Social Influence	0.325^{**}	0.000
4.	Self-Control	0.288^{**}	0.000

Source: Survey Data, 2021

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

Table 5.7 demonstrates the correlation coefficient for dependent variable i.e., saving behavior and independent variables i.e., financial literacy, saving motive, social influence and self-control. Pearson correlation coefficients illustrate that there is positive relation between independent variables and saving behavior.

Correlation coefficient between saving motive and saving behavior is 0.555^{**} at the significant level at 1% level. The correlation coefficient between financial literacy and saving behavior is 0.456^{**} at the significant level at 1% level. The correlation coefficient between social influence, self-control and saving behavior is 0.325^{**}, and 0.288^{**} at the significant level at 1% level.

The result shows that there is fair and direct positive relationship between saving motive, financial literacy, social influence, self-control and saving behavior of households.

5.4 Analysis of Influencing Factors on Saving Behavior of Households in Hlawgar Village, Pale Township

To identify the influencing factors on saving behavior of households is regressed with financial literacy, saving motive, social influence and self-control. Influencing factors on saving behavior is analyzed with multiple regression analysis and presented in Table 5.8.

Table 5.8 Analysis of Influencing Factors on Saving Behavior of Households

Model	Unstandardized Coefficients		Standardized Coefficients	t	Significance Level	VIF
	B	Std. Error	Beta			
(Constant)	1.655	0.202		8.191	0.000	
Financial literacy(FL)	0.087	0.050	0.117^{***}	1.751	0.081	1.789
Saving motive (SM)	0.286	0.049	0.393^{*}	5.841	0.000	1.805
Social influence (SI)	0.126	0.049	0.140^{**}	2.589	0.010	1.167
Self-control (SC)	0.137	0.053	0.136^{**}	2.574	0.011	1.119
F- value	35.545					
R^2	0.356					
Adjusted R^2	0.346^{*}					

Source: Survey Data, 2021

*, **, *** indicate statistical significance at the level of 1% level, 5%level and 10% level

According to table (5.8), the explanatory variables included in the study were not significantly suspected to multi co-linearity problem because all of the VIF values are less than 10. The Regression analysis was conducted with saving behavior (dependent variable) and financial literacy, saving motive, social influence and self-control as the independent variables. The adjusted R^2 is 0.346 that reveals 34.6% of total variance in saving behavior is explained by financial literacy, saving motive, social influence and self-control (independent variables). Results show that F value is 35.545 that is significant at p= 0.000 (<0.01), suggesting that the four independent variables have significantly explained by the 34.6% of total variance in saving behavior.

Regression results show that saving motive β=0.393 (t= 5.841, p=0.000), emerged as the most significant variable in explaining the variance in saving behavior. This value is significant at 1% significant level.

The result also show that social influence β=0.140 (t=2.589, p=0.010), emerged as the second significant variable in explaining the variance in saving behavior. This value is significant at 5% significant level.

Regression results show that self-control β=0.136 (t= 2.574, p=0.011), emerged as the third significant variable in explaining the variance in saving behavior. This value is significant at 5% significant level.

Regression results show that financial literacy β=0.117 (t= 1.751, p=0.081), emerged as the least significant variable in explaining the variance in saving behavior. This value is significant at 10% significant level.

Correlation is for the measurement of degree, whereas regression is a parameter to determine how one variable affects another. Investigating the relationship between saving behavior and financial literacy, it is found that a fair positive correlation *(*r=0.456*)*, indicating a fair positive linear relationship between the two variables. The adjusted R^2 is 0.346 that explains 34.6% of variation in saving behavior is explained by financial literacy. Financial literacy does significantly predict saving behavior such that for every 1-point increase in financial literacy are predicted to increase 0.087 by in saving behavior (t = 1.751, p = 0.081). According to the result of correlation and regression, financial literacy has least influence factor on saving behavior and the relationship between two variables is fair correlation.

According to the above results, saving motive, social influence, self-control and financial literacy are directly associated with the saving behavior of households. Therefore, government and financial institution can foster and increase saving behavior through saving motive, social influence, self-control and financial literacy.

CHAPTER 6
CONCLUSION

This chapter presents the general findings of the research in the context of the central ideas underpinning the objectives of the research. The perspective of the chapter is not only to recommend solutions but also presents the findings of influencing factors on saving behavior of households. The key components of the chapter include the findings and discussion, suggestions and recommendations and the needs for further research.

6.1 Findings and Discussion

The study has examined the influencing factors on saving behavior of households. The main objective of the study is to analyze the relationship between independent variables which are financial literacy, saving motive, social influence, self-control and dependent variable which is saving behavior of households and to examine the influencing factors of households saving behavior in Hlawgar Village. In this study, the data is collected from 262 households in Hlawgar Village.

In accordance to the demographic factors, the majority of respondents are male and at the age group of 31-40 years. According to the research male respondents are more likely to save than female. And mostly at this age group, they have experienced all the difficulties about financial management in their life and understand the benefits of saving that can protect future uncertainty and known saving as the accumulation of wealth. Moreover, almost all respondents are marriage and have the family members of above 5 people. As, the more they have family members, the more they plan to save for future and their children. Majority of the respondents have the primary education level and thus they save traditional saving form (gold, keep self-saving and else) than saving at formal financial institution (bank, microfinance and else). Majority of respondents earn monthly income between MMK 200,001- 300,000 and minority of respondents earn below MMK 100,000. The occupation of households in Hlawgar Village are farmer, government staff, company staff, daily worker and others (Shwe Taw, Carpenter). Although some households in Hlawgar Village have more than one occupation, households in Hlawgar Village mainly work as farmer.

And the respondents who are normally saved are asked in this study. The research indicates that some respondents save one or more than one form of saving in

Hlawgar Village. Respondents in Hlawgar Village mainly save gold, second is keep self-saving, followed by land, bank and microfinance. As gold is liquid asset and whenever respondents need money for emergency, respondents can make money easily or as the provision of farms for next season. Some households save keep self-saving at home. Even households who do not earn enough money in daily life, households put aside money in pocket, pods, and under the bed for emergency, motive to buy somethings or donation. Thus, households in Hlawgar Village mostly save gold, keep self-saving, and land as households know saving is the provision of future uncertainty. As most of the households in Hlawgar Village are primary education level and middle level, thus, most of the households save in bank less than other form of saving. Because the banks are far from village, do not have enough knowledge of saving at bank and lack of trust.

According to Pearson Correlation Coefficient, there is significant positive correlation between saving motive, financial literacy, social influence and saving behavior. And, there is weak positive correlation between self-control and saving behavior. The regression analysis shows that the influencing factors are important antecedent of saving behavior of households. In this study the adjusted R^2 is indicating that 0.346 (35%) of the variation in positive effect is explained by financial literacy, saving motive, social influence and self-control (independent variables) respectively. And, saving motive, social influence, self-control and financial literacy have a positive relationship with saving behavior as they are less than the significant level of 1%, 5%, and 10% confident interval.

Saving motive is the most influence factors among financial literacy, saving motive, social influence and self-control on saving behavior of households. Households in Hlawgar Village save with various motive such as retirement, emergency case, to purchase something, children education, and inheritance. Most of the households have plan for their retirement period in order to cover the financial needs during that period. And, in order to meet the unexpected expenses, they realize that they need to save money for emergency case. But, they have weak motive to set aside money for their children education and to buy something.

Social influence is the second influence factors on saving behavior of households in Hlawgar Village. Households can be socially influenced such as parents, partners, religious, friends, neighbor, co-workers. Households in Hlawgar Village usually discuss and take an advice to save and to solve about money management issues from parent, partners, friends and so on. They have large influence on their households and can encourage to save money. Thus, positive social influence can encourage households to save more and can build better life together.

The third influence factors on saving behavior is self-control. Self-control of households in Hlawgar Village have the ability to manage and control themselves in money management. Thus, when they earn money, they use it carefully and if they want something, they wisely think about it whether they really need or not. But the households have some difficulty in achieving setting goals. So, if households have better self-control by controlling themselves well, they can manage and can achieve saving goals that they set. Households make a conscious effort to control one's expenditures and save up for the future, so that they can success their financial life.

Financial literacy is a least influence factor on saving behavior of households. Although households can confidently make financial or saving decision and knowing well how to save money, they have weak ability to maintain financial records to prepare budget for their income and expenditure. And, they always find better ways that can fit their financial situation well. So, financial literacy is the least influence on saving behavior of households in Hlawgar Village. If households have better financial literacy, saving behavior of households can be growth and they will be able to maintain financial records and prepare budget.

According to the above results, saving motive, social influence, self-control and financial literacy are directly associated with the saving behavior of households. Therefore, households in Hlawgar Village can increase saving behavior through saving motive, social influence, self-control and financial literacy. This study, households were more likely to report a retirement saving motive. The factor of social influence has large encourage on their households to save money. So friends, partners and co-workers encourage households to increase saving. When households have self-control ability, they increase the likelihood of saving behavior. Financial literacy is the least influence factors on saving behavior of households in Hlawgar Village. So, they need to learn basic financial literacy and knowledge. As saving is the internal capital accumulation of country and organization, and then government and financial institution should provide appropriate policy and improvement of households' saving behavior in Hlawgar Village.

6.2 Suggestions and Recommendations

This survey is only for Hlawgar Village's households saving behavior. This study has two primary objectives, the first is to analyze the relationship of independent variables which are financial literacy, saving motive, social influence and self-control and saving behavior and the second is to examine the influencing factors of households saving behavior in Hlawgar Village. The results show that all the independent variables have positive relationship with the saving behavior. In this study, most of the respondents save gold and then respondents usually save money at home as second form of saving because the banks are far from village and they do not have enough knowledge of saving at bank. Because of that reason, respondents may prefer to keep self-saving at home. It is recommended that establishment of agricultural development banks, setting up more branches of commercial banks and microfinance institutions in the area of Hlawgar Village should be encouraged.

This study tries to analyze what factors influence the households saving behavior. The result indicated that saving motive, social influence, self-control and financial literacy are influencing on saving behavior of households. Most of the respondents agrees that saving motive is very important in managing their saving behavior. Therefore, saving plan needs to be done in order to help to improve their saving behavior and to get free from financial distress. In saving motive factor, households need to have motive to save for future plan, future life-time, to purchase somethings such as land, farm equipment or something else and the financial needs for their children education and to leave inheritance for their children.

Thus, the saving motive is the most influence factor on the saving behavior of households in Hlawgar Village and can be assumed that households have good motives in saving behavior. Thus, if they keep saving with these motive, having better motive and understanding how to develop better saving motive, they can develop their saving behavior and can possess better living standards. And thus, financial institution such as banks and microfinance institutions need to provide more insights of saving motive and need to find out better way to improve the saving motive of households in Hlawgar Village.

Social influence factor is an essential element for improving saving behavior of households. In social influence factor, households who surrounded by peer who do practice saving and who has family member who always advice to save are more likely to save. Because households thought that they can fit into the group easily by doing so and to have a family without financial distress. Thus, financial institution need to take into account the social influence factor as an important factor in order to attract households to save.

According to self-control factor is an another important factors on saving behavior of households and government needs to develop plan for improving self-control of households. Since saving do not benefit only the individual but the economy as a whole. Government and financial institutions need to enlighten the advantages and disadvantages of self-control such as by having self-control they can achieve their saving goals and develop plans to improve saving behavior of households.

Regarding the financial literacy factor, in order to save, government, banks and other financial institutions need to attract people and need to paid more financial knowledge and different financial teaching strategies such as how to invest money and credit, how to maintain financial records and how to prepare their weekly (monthly) budget. If households who live in Hlawgar Village possess adequate financial literacy, they can manage money effectively and affect the ability to save.

This study will help financial institutions such as commercial banks and microfinance institution to better understand the households saving behavior. According to the needs and preferences of households, financial institutions can develop financial products or services so as to match or exceed. In addition, many organizations should organize saving and credit society to encourage saving behavior of households.

The finding of study will also be advantaged for policy makers. Saving motive and social influence are important for households in Hlawgar Village to maintain an effective saving behavior. As most research has emphasized, in order to enhance households' financial skills and knowledge, financial education is the best way to develop. Furthermore, communication, observation and interaction with parents and peers can be achieved from financial socialization process of households. Besides, in order to perform sound financial management, self-control is an essential skill for households that will be recognized by educational program developer. Hence, how to help households and develop strategies to maintain self-control should be focused by that programs.

Saving is very important for everyone, for both short and long term development and economic growth of a country. Moreover, saving is very important in promoting real life. Further, households' income can have effect on the probability of saving.

Households should also be educated to identify saving rules that are appropriate for households' situation, such as saving a certain portion of a second earner's income or a certain amount of household income to achieve certain saving goals. Households in Hlawgar Village mostly earn their income from farming. So, government and financial institutions need to give appropriate support and policy to improve households' farming. By improving households' farming, households can earn more income and can save more for their life and future.

6.3 Needs for Further Research

This study only concentrates on households in Hlawgar Village in Pale Township with sample size of 262 households. A larger sample size is need to be representative in order to equal the sample mean to the population mean. Therefore, future research is recommended that a larger sample size is needed to draw to generate a more accurate and representative manners not only other villages in Pale Township but also other regions in Myanmar.

This study identifies the saving behavior of households in Hlawgar Village via financial literacy, saving motive, social influence and self-control. Other variables can influence on saving behavior of households. So, these variables could be explored and included in further studies. There are still many factors that can influence on saving behavior such as financial knowledge, financial attitude, self-efficiency, management practice, economic situations, personality aspects, interest rate, transaction cost and so on. This result only indicates the findings in Hlawgar Village. This study only focuses on the influencing factors on saving behavior so future, how to save and why to save should be studied.

References

Achtziger, A., Hubert, M., Kenning, P., Raab, G., & Reisch, L. (2015). Debt out of control: The links between self-control, compulsive buying, and real debts.

Ahmed, M. S. (2002). Management in living for senior secondary schools.

Ajzen, I. (2011). Design and evaluation guided by the theory of planned behavior. *Soc psychol Eval, Guilford Publications*, 74-100.

Amponsah, B. (2016). Assessing the effect of financial literacy on saving behaviour: A case study of small scale miners in Manso Atwere in Amansie West District (Doctoral dissertation).

Anderson, C., Kent, J., Lyter, D. M., Siegenthaler, J. K., & Ward, J. (2000). Personal finance and the rush to competence: Financial literacy education in the US. *Journal of family and consumer sciences*, 107(2).

Anthes, W. L., & Most, B. W. (2000). Frozen in the headlights: The dynamics of women and money. *Journal of financial planning*, 13(9), 130.

Baumeister, R. F. (2002). Yielding to temptation: Self-control failure, impulsive purchasing, and consumer behavior. *Journal of consumer research*, 28(4), 670-676.

Bell, E., Bryman, A., & Harley, B. (2018). Business research methods. Oxford university press.

Beshears, J., Choi, J. J., Laibson, D., Madrian, B. C., & Milkman, K. L. (2015). The effect of providing peer information on retirement savings decisions. *The Journal of finance*, 70(3), 1161-1201.

Boon, T. H., Yee, H. S., & Ting, H. W. (2011). Financial literacy and personal financial planning in Klang Valley, Malaysia. *International journal of economics and management*, 5(1), 149-168.2

Browning, M., & Lusardi, A. (1996). Household saving: Micro theories and micro facts. *Journal of economic literature*, 34(4), 1797-1855.

Bucciol, A., & Veronesi, M. (2014). Teaching children to save: What is the best strategy for lifetime savings? *Journal of economic psychology*, 45, 1-17.

Bush, R. F. (2003). Marketing research: online research applications. Prentice-Hall.

Center for Retirement Research at Boston College (2000, January). The adequacy of household saving.

Chia, Y. K., Chai, M. T., Fong, S. N., Lew, W. C., & Tan, C. T. (2011). Determinants of saving behavior among the university students in Malaysia.

Chowa, G., Ansong, D., & Masa, R. (2010). Assets and child well-being in developing countries: A research review. Children and youth services review, 32(11), 1508-1519.

Cude, B., Lawrence, F., Lyons, A., Metzger, K., LeJeune, E., Marks, L., & Machtmes, K. (2006). College students and financial literacy: What they know and what we need to learn. Proceedings of the eastern family economics and resource management association, 102(9), 106-109.

Dangol, J., & Maharjan, S. (2018). Parental and peer influence on the saving behavior of the youth. *International research journal of management science, 3*, 42-63.

Ridder, D. T., Lensvelt-Mulders, G., Finkenauer, C., Stok, F. M., & Baumeister, R. F. (2012). Taking stock of self-control: A meta-analysis of how trait self-control relates to a wide range of behaviors. Personality and Social Psychology Review, 16(1), 76-99.

DeVaney, S. A., Anong, S. T., & Whirl, S. E. (2007). Household savings motives. *Journal of Consumer Affairs*, 41(1), 174-186.

Duensberry, J. S. (1949). Income, saving, and the theory of consumer behavior.

Duflo, E., & Saez, E. (2002). Participation and investment decisions in a retirement plan: The influence of colleagues' choices. *Journal of public economics*, 85(1), 121-148.

Dynan, K. E., Skinner, J., & Zeldes, S. P. (2004). Do the rich save more*? Journal of political economy*, 112(2), 397-444.

Edberg, M. C. (2007). Essentials of health behavior: Social and behavioral theory in public health. Jones & Bartlett Publishers.

Esenvalde, I. (2011). Psychological predictors of savings behavior: contrasting the impact of optimism and burnout on self-control, achievement motivation and savings behavior. Alliant International University, Los Angeles.

Fishbein, M., & Ajzen, I. (1977). Belief, attitude, intention, and behavior: An introduction to theory and research. Philosophy and Rhetoric, 10(2).

Franzoi, S. L. 2006. Social psychology 4th ed. New York: McGraw-Hill.

Popovici, G. (2018). Understanding the factors affecting savings of Dutch households.

Gujarati, D. N, and D C Porter (2009). "Basic econometrics. 5th ed. New York, USA: McGraw- Hill/ Irwin."

Hair Jr, J. F., Babin, B., Money, A. H., & Samouel, P. (2003). Essentials of business research methods. United States of America: Johns Wiley & Sons.

Hilgert, M. A., Hogarth, J. M., & Beverly, S. G. (2003). Household financial management: The connection between knowledge and behavior.

Hoch, S. J., and Loewenstein, G. F. 1991. Time-inconsistent preferences and consumer self-control. *Journal of consumer research*, 17, 492-507.

Horioka, C. Y., & Watanabe, W. (1997). Why do people save? A micro-analysis of motives for household saving in Japan. *The Economic journal*, 107(442), 537-552.

Huston, S. J. (2010). Measuring financial literacy. *Journal of consumer affairs*, 44(2), 296-316.

Jain, A. K., & Joy, A. (1997). Money matters: An exploratory study of the socio-cultural context of consumption, saving, and investment patterns. *Journal of economic psychology*, 18(6), 649-675.

Jamal, A. A. A., Ramlan, W. K., Karim, M. A., & Osman, Z. (2015). The effects of social influence and financial literacy on savings behavior: A study on students of higher learning institutions in Kota Kinabalu, Sabah.

John, D. R. (1999). Consumer socialization of children: A retrospective look at twenty-five years of research. *Journal of consumer research*, *26*(3), 183-213.

Kamarudin, Z. B., & Hashim, J. H. (2018). Factors affecting the saving behaviour of TAJ International college students.

Katona, G. (1975). Psychological economics. New York: Elsevier Scientific Publication Company.

Keynes, J. M. (1936). The general theory of employment, interest and money.

Kumarasinghe, P. J., & Munasinghe, S. C. (2016, December). The savings motives: With special reference to households in Kalutara District.

Lee, J. M., & Hanna, S. D. (2015). Savings goals and saving behavior from a perspective of Maslow's hierarchy of needs.

Lim, C. S. (2011). The analysis of psychological factors affecting savers in Malaysia.

Lunt, P. K., & Livingstone, S. M. (1993). Savers and borrowers: Strategies of personal financial management. Human relations, 46(8), 963-985.

Lusardi, A., & Mitchell, O. S. (2014). The economic importance of financial literacy: Theory and evidence. *Journal of economic literature*, *52*(1), 5-44.

Nidar, S. R., & Bestari, S. (2012). Personal financial literacy among university students. *World journal of social sciences*, 2(4), 162-171.

Norvilitis, J. M., & MacLean, M. G. (2010). The role of parents in college students' financial behaviors and attitudes. *Journal of economic psychology*, 31(1), 55-63.

Nyhus, E. K., & Webley, P. (2001). The role of personality in household saving and borrowing behaviour. *European journal of personality*, 15(S1), S85-S103.

Peeters, N., Rijk, K., Soetens, B., Storms, B., & Hermans, K. (2018). A systematic literature reviews to identify successful elements for financial education and counseling in groups. *Journal of consumer affairs*, 52(2), 415-440.

Rabinovich, A., & Webley, P. (2007). Filling the gap between planning and doing: Psychological factors involved in the successful implementation of saving intention. *Journal of economic psychology*, 28(4), 444-461.

Remund, D. L. (2010). Financial literacy explicated: The case for a clearer definition in an increasingly complex economy. *Journal of consumer affairs*, 44(2), 276-295.

Rha, J. Y., Montalto, C. P., & Hanna, S. D. (2006). The effect of self-control mechanisms on household saving behavior.

Rutherford, S. (1999) The Poor and their Money: An essay about financial services for poor people Oxford University Press.

Sabri, M. F., & MacDonald, M. (2010). Savings behavior and financial problems among college students: The role of financial literacy in Malaysia.

Safo-kantanka, J. O. (2016). Savings behaviour of household heads in rural communities. A case study of Shama district in the western region of Ghana.

Satsios, N., & Hadjidakis, S. (2018). Applying the theory of planned behaviour (TPB) in saving behaviour of Pomak households.

Tabachnick, B. G., & Fidell, L. S. (2007). Using multivariate statistics, 5th edn Boston. MA: Allyn and Bacon.

Thaler, R. H., & Shefrin, H. M. (1981). An economic theory of self-control. *Journal of political Economy*, 89(2), 392-406.

Van Rooij, M., Lusardi, A., & Alessie, R. (2011). Financial literacy and stock market participation. *Journal of financial economics*, 101(2), 449-472.

Warneryd, K. E. (1999). The psychology of saving: A study on economic psychology. Cheltenham, UK: Edward Elgar.

Widyastuti, U., Suhud, U., & Sumiati, A. (2016). The impact of financial literacy on student teachers' saving intention and saving behaviour. *Mediterranean journal of social sciences*, *7*(6), 41.

Xiao, J. J., & Noring, F. E. (1994). Perceived saving motives and hierarchical financial needs. Financial counseling and planning, 5(1), 25-44.

Yuh, Y., & Hanna, S. D. (2010). Which households think they save? *Journal of consumer affairs*, 44(1), 70-97.

Zaihan, N. D. (2016). *Determinants of saving behavior among generation Y students in Universiti Utara Malaysia* (Doctoral dissertation, Universiti Utara Malaysia).

Zait, A., & Bertea, P. E. (2015). Financial literacy–Conceptual definition and proposed approach for a measurement instrument.

Appendix-A

Questionnaires

I am studying Master of Accounting & Finance at Co-operative University, Sagaing. This is academic survey is to investigate about influencing factors of households saving behavior in Hlawgar Village.

Therefore, I sincerely invite you to spend a few minutes to complete the questionnaire. No personal information will be made public. Please be assured that your answers will be kept in strict confidence and take the time to fill out this questionnaire as accurately as possible. Your help is crucial to this thesis paper. I deeply appreciate your kind cooperation.

Part- A

Demographic Factors

1. Gender

☐ Male
☐ Female

2. Age

☐ 31 years above	☐ 31 years-40 years
☐ 41years-50 years	☐ 51years-60 years
☐ 60years above	

3. Marital status

☐ Married	☐ Single

4. Level of education

☐ Only reading and writing level	☐ Primary level
☐ Secondary level	☐ High School
☐ Graduate	☐ Others

5. Number of Family members in your family

☐ Below Three People	☐ Three People
☐ Four People	☐ Five People
☐ Above five people	

6. Average monthly income

☐ 100001 kyats below	☐ 100001 kyats-200000 kyats
☐ 200001 kyats-300000kyats	☐ 300001 kyats-400000 kyats
☐ 400000 kyats above	

7. Occupation

- [ ] Farmers
- [ ] Government Staff
- [ ] Company Staff
- [ ] Daily Worker
- [ ] Others

9. What do you save? (one more choice).

- [ ] Bank (Saving Account)
- [ ] Gold
- [ ] Home/Land
- [ ] Private Saving
- [ ] Microfinance

Part- B

Please select the most appropriate answer to each of the questions. Using a scale of 1 to 5 where; 1=strongly disagree, 2= disagree, 3=moderate, 4=agree, and 5= strongly agree.

I. Financial Literacy

Financial Literacy						
No.	**Questions**	**1**	**2**	**3**	**4**	**5**
1.	I have better understanding of how to invest my money.					
2.	I have better understanding of how to manage my credit use.					
3.	l feels confident in making financial or saving decisions.					
4.	I have the ability to maintain financial records for my income and expenditure.					
5.	I have little or no difficulty in managing my money.					
6.	I always look for better way to manage finance.					
7.	I have the ability to prepare my own weekly (monthly) budget.					
8.	I know well how to save money.					

II. Saving Motive

Saving Motive						
No.	**Questions**	**1**	**2**	**3**	**4**	**5**
1.	I have a very clear idea of my financial needs during retirement.					
2.	I know well to save money for emergency case.					
3.	Emergency saving help to pay for unexpected expenses or to adjust to an income loss.					
4.	I always set aside money for my children education.					
5.	When I want to purchase something, I put aside saving money to buy it.					
6.	Having saving motive promotes me to save more.					
7.	I intent to save money for inheritance.					

III. Social Influence

Social Influence						
No.	**Questions**	**1**	**2**	**3**	**4**	**5**
1.	I discuss with friends and colleague for saving of money regularly.					
2.	My partner (Parent, Wife , Husband) always advices me about money management issues.					
3.	I always try to save, as my partner encourage me to save.					
4.	I keep the money in saving actions together with friends (neighbors, co-workers).					
5.	I always compare the amount of saving and spending with my friends.					
6.	I always involve in money spending activities with neighbor.					
7.	I always spend my leisure time with friends and neighbor.					

IV. Self-Control

Self-control						
No.	**Questions**	**1**	**2**	**3**	**4**	**5**
1.	When I set saving goals for myself, I can achieve them.					
2.	“Think about it now, buy later” describes me.					
3.	I am more concerned with what happens to me in long run than in the short run.					
4.	When I get money, I never spend it immediately (within 1 or 2 days).					
5.	I always save, because I think it’s not difficult.					
6.	I have the ability to manage and control myself from using money.					
7.	When it comes to achieving things that are important to me, I find that I can perform as well as I ideally would like to do.					

V. Saving Behavior

Saving Behavior						
No.	**Questions**	**1**	**2**	**3**	**4**	**5**
1.	I put money aside on a regular basis for the future.					
2.	My spending is less than my income.					
3.	I was first monthly saving and then use other rest.					
4.	Every time, I separate for saving and expense.					
5.	I save to achieve certain goals.					
6.	Putting away money each month for savings or investments is important.					

7.	I save because it is good thing to do.					
8	Managing to save makes me feel proud of myself.					

Appendix-B

Demographic Factors
Frequency Table

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	136	51.9	51.9	51.9
	Female	126	48.1	48.1	100
	Total	262	100.0	100.0	

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	229	87.4	87.4	87.4
	Single	32	12.6	12.6	100
	Total	262	100.0	100.0	

Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	12	4.6	4.6	100.0
	Primary	89	34.0	34.0	34.0
	Secondary	86	32.8	32.8	66.8
	High School	40	15.3	15.3	82.1
	Graduate	35	13.4	13.4	95.4
	Total	262	100.0	100.0	

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	23	8.8	8.8	8.8
	Between 30 and 40 years	87	33.2	33.2	42.0
	Between 41 and 50 years	71	27.1	27.1	69.1
	Between 51 and 60 years	46	17.6	17.6	86.6
	Above 61 years	35	13.4	13.4	100.0
	Total	262	100.0	100.0	

Monthly Income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 100000 Kyats	24	9.2	9.2	9.2
	Between 100001 and 200000 Kyats	71	27.1	27.1	36.3
	Between 200001 and 300000 Kyats	79	30.2	30.2	66.4
	Between 300001 and 400000 Kyats	33	12.6	12.6	79.0
	Above 400001 Kyats	55	21.0	21.0	100.0
	Total	262	100.0	100.0	

Number of Family Member					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 3 people	22	8.4	8.4	8.4
	3 People	40	15.3	15.3	23.7
	4 People	68	26.0	26.0	49.6
	5 People	60	22.9	22.9	72.5
	Above 5 People	72	27.5	27.5	100.0
	Total	262	100.0	100.0	

Occupation					
		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Val id	Farmer	112	42.7	42.7	42.7
	Government Staff	12	4.6	4.6	47.3
	Company Staff	7	2.7	2.7	50.0
	Daily Worker	44	16.8	16.8	66.8
	Others	22	8.4	8.4	75.2
	More than one occupation	65	24.8	24.8	100.0
	Total	262	100.0	100.0	

Saving Forms of a Family					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bank	3	1.1	1.1	1.1
	Gold	62	23.7	23.7	24.8

	Land	22	8.4	8.4	33.2
	Private saving	65	24.8	24.8	58.0
	Bank & Gold	11	4.2	4.2	62.2
	Bank & Private saving	1	.4	.4	62.6
	Gold & Land	21	8.0	8.0	70.6
	Gold & Private saving	41	15.6	15.6	86.3
	Land & Private saving	6	2.3	2.3	88.5
	Land & Microfinance saving	2	.8	.8	89.3
	Private saving & Microfinance saving	1	.4	.4	89.7
	Land &Private saving	1	.4	.4	90.1
	Bank, Gold & Land	2	.8	.8	90.8
	Gold, Land & Private saving	18	6.9	6.9	97.7
	Gold, Land & Microfinance saving	1	.4	.4	98.1
	Gold, Private Saving & Microfinance Saving	1	.4	.4	98.5
	Land, Private saving & Microfinance saving	2	.8	.8	99.2
	Bank, Gold, Land & Microfinance saving	1	.4	.4	99.6
	Gold, Land, Private saving & Microfinance saving	1	.4	.4	100.0
	Total	262	100.0	100.0	

Number of Saving Forms					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One saving form	151	57.6	57.6	57.6
	Two saving form	84	32.1	32.1	89.7
	Three saving form	24	9.2	9.2	98.9
	Four saving form	3	1.1	1.1	100.0
	Total	262	100.0	100.0	

Appendix-C

Reliability Statistics for Financial Literacy

Cronbach's Alpha	N of Items
0.756	7

Reliability Statistics for Saving Motive

Cronbach's Alpha	N of Items
0.903	8

Reliability Statistics for Social Influence

Cronbach's Alpha	N of Items
0.836	7

Reliability Statistics for Self-Control

Cronbach's Alpha	N of Items
0.854	8

Reliability Statistics for Saving Behavior

Cronbach's Alpha	N of Items
0.797	7

Descriptive Statistics of Variables

	N	Mean	Std. Deviation
MFL	262	3.44	0.926
MSM	262	3.1050	0.94558
MSI	262	2.6164	0.76614
MS1	262	3.1592	0.68692
MSB	262	3.6050	0.68889

Descriptive Statistics of Financial Literacy

	N	Minimum	Maximum	Mean	Std. Deviation
Financial Literacy 1	262	1	5	3.44	0.948
Financial Literacy 2	262	1	5	3.44	1.062
Financial Literacy 3	262	1	5	3.58	0.986
Financial Literacy 4	262	1	5	2.77	1.319
Financial Literacy 5	262	1	5	3.42	1.054
Financial Literacy 6	262	1	5	3.45	1.126
Financial Literacy 7	262	1	5	2.95	1.167
Financial Literacy 8	262	1	5	3.45	1.095
Valid N (listwise)	262				

Descriptive Statistics of Saving Motive					
	N	Minimum	Maximum	Mean	Std. Deviation
Saving Motive 1	262	1	5	3.42	1.050
Saving Motive 2	262	1	5	3.32	1.129
Saving Motive 3	262	1	5	3.34	1.007
Saving Motive 4	262	1	5	2.58	1.330
Saving Motive 5	262	1	5	2.84	1.091
Saving Motive 6	262	1	5	3.31	1.100
Saving Motive 7	262	1	5	2.79	1.199
Valid N (listwise)	262				

Descriptive Statistics of Social Influence					
	N	Minimum	Maximum	Mean	Std. Deviation
Social Influence 1	262	1	5	2.69	1.152
Social Influence 2	262	1	5	3.55	.915
Social Influence 3	262	1	5	3.38	1.024
Social Influence 4	262	1	5	2.29	1.180
Social Influence 5	262	1	5	2.32	1.176
Social Influence 6	262	1	5	2.29	.962
Social Influence 7	262	1	5	2.55	1.011
Valid N (listwise)	262				

Descriptive Statistics of Self-Control					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-Control 1	262	1	5	2.67	1.087
Self-Control 2	262	1	5	3.32	1.096
Self-Control 3	262	1	5	2.89	1.140
Self-Control 4	262	1	5	3.75	.954
Self-Control 5	262	1	5	3.03	1.144
Self-Control 6	262	1	5	3.29	1.094
Self-Control 7	262	1	5	3.16	1.022
Valid N (listwise)	262				

Descriptive Statistics of Saving Behavior					
	N	Minimum	Maximum	Mean	Std. Deviation
Saving Behavior 1	262	1	5	3.29	1.001
Saving Behavior 2	262	1	5	3.27	1.024
Saving Behavior 3	262	1	5	2.97	1.117

Saving Behavior 4	262	1	5	3.37	1.026
Saving Behavior 5	262	1	5	3.30	1.052
Saving Behavior 6	262	1	5	3.23	1.104
Saving Behavior 7	262	1	5	3.88	.720
Saving Behavior 8	262	1	5	3.92	.691
Valid N (listwise)	262				

Appendix-D

Correlation Analysis

Descriptive Statistics

Correlation

	MFL	MSM	MSI	MS1	MSB	MFL
MFL	Pearson Correlation	1	.643**	.319**	.304**	.456**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	262	262	262	262	262
MSM	Pearson Correlation	.643**	1	.355**	.274**	.555**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	262	262	262	262	262
MSI	Pearson Correlation	.319**	.355**	1	.063	.325**
	Sig. (2-tailed)	.000	.000		.306	.000
	N	262	262	262	262	262
MS1	Pearson Correlation	.304**	.274**	.063	1	.288**
	Sig. (2-tailed)	.000	.000	.306		.000
	N	262	262	262	262	262
MSB	Pearson Correlation	.456**	.555**	.325**	.288**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	262	262	262	262	262

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

Appendix-E

Multiple Regression Analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	MS1, MSI, MFL, MSM[b]	.	Enter

a.Dependent Variable: MSB

b. All requested variables entered

Model Summary[b]

a. Predictors: (Constant), MS1, MSI, MFL, MSM

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597[a]	.356	.346	.55704

b. Dependent Variable: MSB

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.118	4	11.029	35.545	.000[b]
	Residual	79.746	257	.310		
	Total	123.864	261			

a. Dependent Variable: MSB

b. Predictors: (Constant), MS1, MSI, MFL, MSM

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.655	.202		8.191	.000		
	MFL	.087	.050	.117	1.751	.081	.559	1.789
	MSM	.286	.049	.393	5.841	.000	.554	1.805
	MSI	.126	.049	.140	2.589	.010	.857	1.167
	MS1	.137	.053	.136	2.574	.011	.894	1.119

a. Dependent Variable: MSB

Collinearity Diagnostics[a]

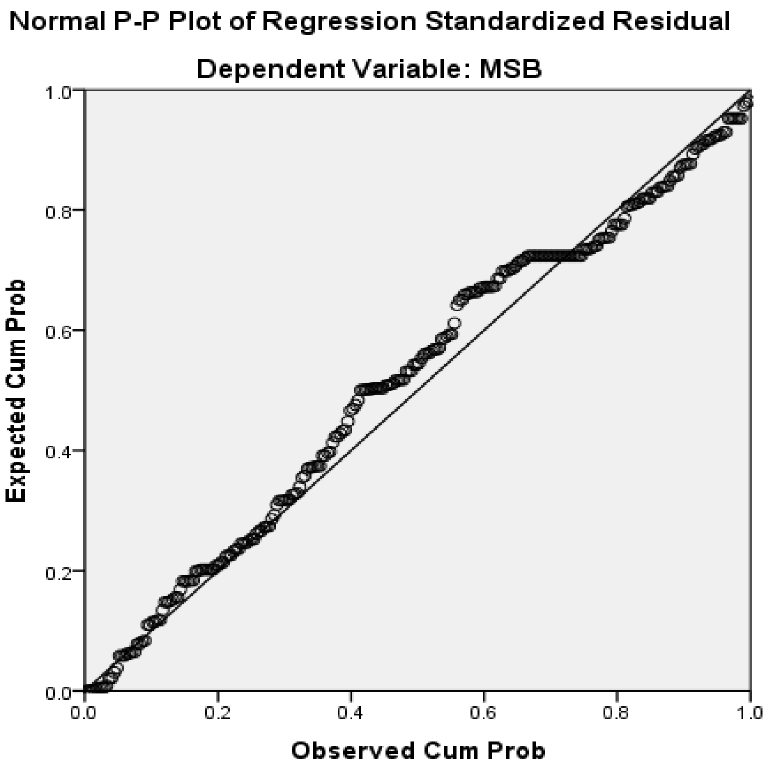
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions (Constant)	MFL	MSM	MSI	MS1
1	1	4.834	1.000	.00	.00	.00	.00	.00
	2	.061	8.878	.00	.02	.01	.81	.13
	3	.059	9.060	.08	.09	.33	.02	.17
	4	.026	13.534	.00	.86	.63	.00	.06
	5	.020	15.665	.91	.02	.02	.17	.63

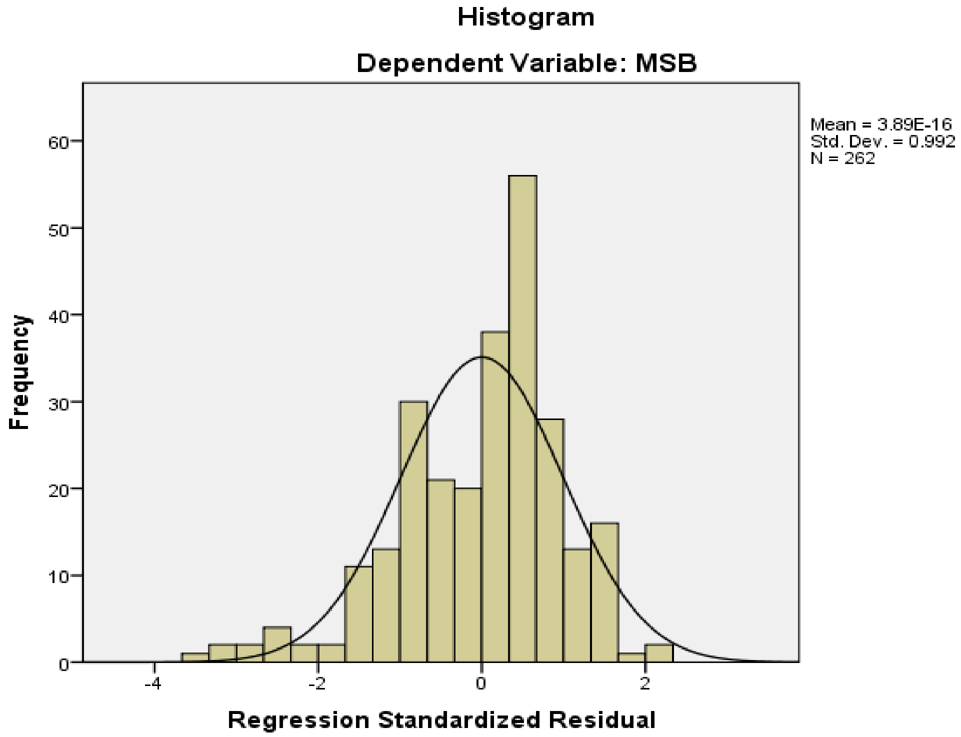
a.Dependent Variable: MSB

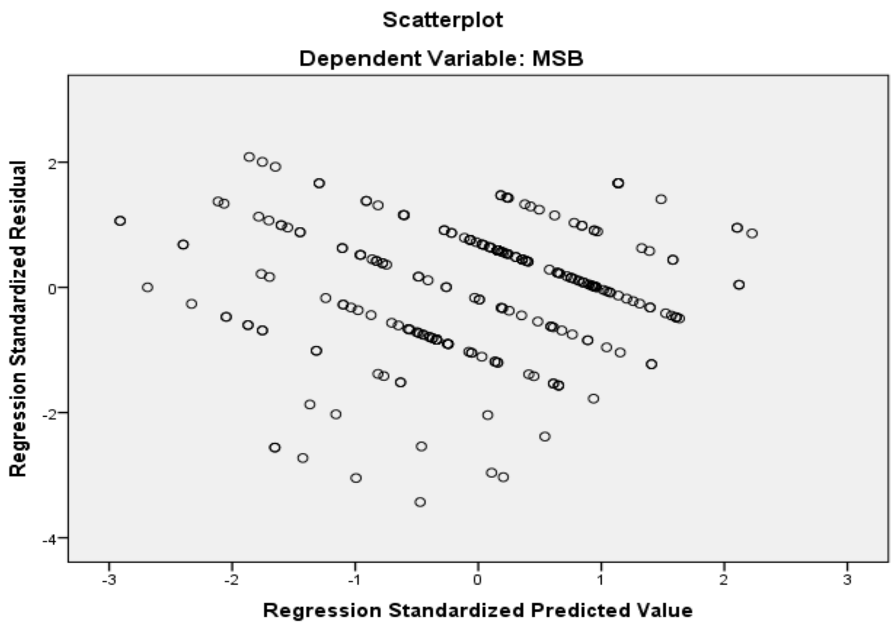
Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.4083	4.5199	3.6050	.41114	262
Residual	-1.91087	1.16023	.00000	.55276	262
Std. Predicted Value	-2.911	2.225	.000	1.000	262
Std. Residual	-3.430	2.083	.000	.992	262

a.Dependent Variable: MSB




Histogram
Dependent Variable: MSB
Mean = 3.89E-16
Std. Dev. = 0.992
N = 262
Frequency
60
50
40
30
20
10
0
-4
-2
0
2
Regression Standardized Residual


Scatterplot
Dependent Variable: MSB
Regression Standardized Residual
2
0
-2
-4
-3
-2
-1
0
1
2
3
Regression Standardized Predicted Value