

**A STUDY ON THE RELATIONSHIP BETWEEN
SPENDING PATTERNS AND SAVING HABITS
AMONG UNIVERSITI MALAYSIA KELANTAN
(UMK) STUDENTS IN CAMPUS KOTA**

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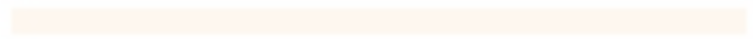
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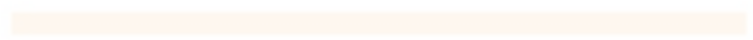
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**A Study On the Relationship Between Spending Patterns and
Saving Habits Among Universiti Malaysia Kelantan (UMK)
Students In Campus Kota**

by

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A thesis submitted in fulfillment of the requirements for the degree of
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FACULTY OF ENTREPRENEURSHIP AND BUSINESS

PROPOSAL OF FINAL YEAR RESEARCH PROJECT

**A STUDY ON THE RELATIONSHIP BETWEEN SPENDING PATTERNS AND
SAVING HABITS AMONG UNIVERSITI MALAYSIA KELANTAN (UMK)
STUDENTS IN CAMPUS KOTA**

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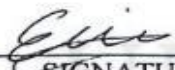
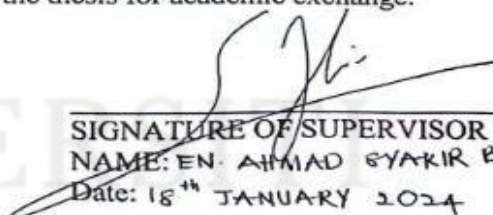

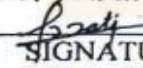
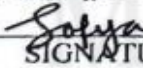
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		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
4.	Take corrective measures according to supervisor's advice (CLO1; C1, A3: CS/CT/TS)	Has not taken any corrective action according to supervisor's advice	Has taken some corrective actions but not according to supervisor's advice, or with many mistakes	Has taken some corrective actions and most are according to supervisor's advice, with some mistakes	Has taken corrective actions all according to supervisor's advice with few mistakes	___ x 1 (Max: 4)	
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Research Topic: A STUDY ON THE RELATIONSHIP BETWEEN SPENDING PATTERNS AND SAVING HABITS AMONG UNIVERSITI MALAYSIA KELANTAN (UMK) STUDENTS IN CAMPUS KOTA

ASSESSMENT RUBRICS FOR RESEARCH PROJECT I: PRESENTATION (Weight 20%)

NO	CRITERIA	PERFORMANCE LEVEL				Weight	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
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2.	Non-verbal Communication (CLO2; A3/CS)	Exhibits very poor body language. Does not have any eye contact with the audience and appears to avoid the audience.	Makes eye contact with the audience at times. But the behavior is not consistent.	Makes good eye contact with the audience. The body language is good.	Makes excellent eye contact with the audience. The body language is pleasing.	____ x 1 (Max: 4)	
3.	Appropriate use of visual aid (CLO2; A3/CS)	Uses visual aids very poorly and the use interferes with the presentation	Uses visual aids but not very effective in aiding the presentation. The usage distorts the presentation at times.	Uses visual aids effectively. The usage of technology flows with the presentation.	Uses visual aids very effectively. The usage enhances the quality of presentation.	____ x 1 (Max: 4)	

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5.	Confidence and Ability to Answer Questions (CLO2; A3/CT)	Exhibits a very low level of confidence and appears visibly ‘shaky’. Finds it difficult to answer questions.	Exhibits low level of confidence at times. Does not appear to be confident in answering questions	Exhibits a high level confidence. Does a good job in answering questions.	Exhibits a very high level of confidence. Is perfectly at ease while answering questions.	___ x 1 (Max: 4)	
TOTAL						/20	

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NO.	CRITERIA	PERFORMANCE LEVEL				Weight	TOTAL
		POOR (1 MARK)	FAIR (2 MARKS)	GOOD (3 MARKS)	EXCELLENT (4 MARKS)		
1.	Introduction (CLO1; C1, A3)	Background of study, Problem Statement, Research Objective and Research Question is lack of clarity and focus	Background of study, Problem Statement, Research Objective and Research Question is written but with inconsistent focus.	Clearly written of Background of study, Problem Statement, Research Objective and Research Question with good facts.	Very clear of Background of study, Problem Statement, Research Objective and Research Question with very good facts.	____ x 2.5 (Max: 10)	
		Background of study, Problem Statement, Research Objective and Research Question is written unsystematic and unscientific.	Background of study, Problem Statement, Research Objective and Research Question is written less systematic and less scientific.	Background of study, Problem Statement, Research Objective and Research Question is written systematic and scientific.	Background of study, Problem Statement, Research Objective and Research Question is written very systematic and scientific.		
		Scientific refers to researchable topic	Scientific refers to researchable topic	Scientific refers to researchable topic	Scientific refers to researchable topic		

2.	Overall Proposal Format (CLO2; C2, A3)	Submit according to the deadline and adhere to the required format	The research proposal is not produced according to the specified time and/ or according to the format.	The research proposal is produced according to the specified time but fails to adhere to the format.	The research proposal is produced on time, adheres to the format but with few weaknesses.	The research proposal is produced on time, adheres to the format without any weaknesses.	$\frac{\quad}{0.25} \times$ (Max: 1)	
		Writing style (clarity, expression of ideas and coherence)	The proposal is poorly written and difficult to read. Many points are not explained well. Flow of ideas is incoherent.	The proposal is adequately written; Some points lack clarity. Flow of ideas is less coherent.	The proposal is well written and easy to read; Majority of the points are well explained and flow of ideas is coherent.	The proposal is written in an excellent manner and easy to read. All of the points made are crystal clear with coherent argument.	$\frac{\quad}{0.25} \times$ (Max: 1)	
		Technicality (Grammar, theory, logic and reasoning)	The report is grammatically, theoretically, technically and logically incorrect.	There are many errors in the report, grammatically, theoretically, technically and logically.	The report is grammatically, theoretically, and logically correct in most of the chapters with few weaknesses.	The report is grammatically, theoretically, and logically perfect in all chapters without any weaknesses.	$\frac{\quad}{0.25} \times$ (Max: 1)	
		Reference list (APA Format)	No or incomplete reference list	Incomplete reference list and/ or is not according to the format	Complete reference list with few mistakes in format adherence	Complete reference list according to format	$\frac{\quad}{0.25} \times$ (Max: 1)	
	Overall Proposal Format (CLO2; C2, A3)	Format organizing (cover page, spacing, alignment, format structure, etc.)	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	$\frac{\quad}{0.25} \times$ (Max: 1)	

3.	<p style="text-align: center;">Literature review (CLO2; C2, A3)</p>	<ul style="list-style-type: none"> Does a poor job in summarizing the relevant literature review 	<ul style="list-style-type: none"> Weak in summarizing the literature review 	<ul style="list-style-type: none"> Critically analyzes but does not summarize effectively 	<ul style="list-style-type: none"> Critically analyzes and summarizes effectively 	<p style="text-align: center;">___ x 1 (Max: 4)</p>	
		<ul style="list-style-type: none"> Does not provide adequate reference of literature review 	<ul style="list-style-type: none"> Provide some reference of literature review 	<ul style="list-style-type: none"> Provide adequate reference of literature review 	<ul style="list-style-type: none"> Provide strong reference of literature review 	<p style="text-align: center;">___ x 1 (Max: 4)</p>	
		<ul style="list-style-type: none"> Weak research framework 	<ul style="list-style-type: none"> Adequate research framework 	<ul style="list-style-type: none"> Feasible research framework 	<ul style="list-style-type: none"> Sound research framework 	<p style="text-align: center;">___ x 0.75 (Max: 3)</p>	
		<ul style="list-style-type: none"> Framework is not link with the literature and the research issues 	<ul style="list-style-type: none"> Framework has a weak link with the literature and the research issues but some major weaknesses exist 	<ul style="list-style-type: none"> Framework has a good link with the literature and the research issues but some minor weaknesses exist 	<ul style="list-style-type: none"> Framework has a strong link with the literature and the research issues 	<p style="text-align: center;">___ x 1 (Max: 4)</p>	
4.	<p style="text-align: center;">Research method (CLO3; C3, P3, A3)</p>	<ul style="list-style-type: none"> Research methodology is designed poorly 	<ul style="list-style-type: none"> Research methodology is adequately designed 	<ul style="list-style-type: none"> Research methodology is good and can address most of the research issues 	<ul style="list-style-type: none"> The methodology is sound and can address all of the research issues 	<p style="text-align: center;">___ x 1.75 (Max: 7)</p>	

	<ul style="list-style-type: none"> Unable to clearly identify the type of research (Quantitative/Qualitative) 	<ul style="list-style-type: none"> Able to identify the type of research (Quantitative/Qualitative) 	<ul style="list-style-type: none"> Clearly identify the type of research (Quantitative/Qualitative) 	<ul style="list-style-type: none"> Clearly identify the type of research with good support (Quantitative/Qualitative) 	$\frac{\quad}{1.5} \times$ (Max: 6)	
	<ul style="list-style-type: none"> There is no data collection method specified 	<ul style="list-style-type: none"> Data collection method used are not appropriate 	<ul style="list-style-type: none"> Data collection method used are appropriate with some explanations 	<ul style="list-style-type: none"> Data collection method used are appropriate with good explanations 	$\frac{\quad}{1.5} \times$ (Max: 6)	
	<ul style="list-style-type: none"> Wrong interpretation of Research Tools and Analysis 	<ul style="list-style-type: none"> Lack interpretation of Research Tools and Analysis 	<ul style="list-style-type: none"> Good interpretation of Research Tools and Analysis 	<ul style="list-style-type: none"> Very good and clear interpretation of Research Tools and Analysis 	$\frac{\quad}{1.5} \times$ (Max: 6)	
TOTAL						/60

TOTAL MARKING SCHEME

Assessment	Marks Given By Supervisor	Marks Given By Examiner	Total
(A) Reflective Note (20%)			
(B) Oral Presentation (20%)			/ 2 =
(C) Research Report (60%)			/ 2 =
Grand Total			

Name of Supervisor: EN. AHMAD SYAKIR BIN JUNOH @ ISMAIL Signature: _____ Date: _____

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LIST OF SYMBOLS

SYMBOLS	SPECIFIC NAME
s	Required Sample Size
χ^2	Table Value of Chi-Square for 1 Degree of Freedom at Confidence Level (3.841)
N	Population Size
P	Population Proportion (0.50)
d	Degree of Accuracy Expressed as a proportion (0.05)

ABSTRACT

This study looks into how Universiti Malaysia Kelantan (UMK) students' financial well-being is affected by their current spending and saving behaviours. Young adults, especially those pursuing higher education, need to be financially literate and have good money management skills because they frequently encounter special financial possibilities and obstacles. The study uses a method approach which is surveys, to evaluate UMK students' spending and saving habits.

The results show that there is a broad variation in the saving and spending behaviours of UMK students. Many students show a tendency to spend their money on things that are not necessary, and a sizable percentage of them also practice prudent saving. The study investigates the variables that affect these financial behaviours, such as spending patterns, sources of income, type of expenses, and purchase influence.

Comprehending the financial practices of UMK students is crucial for both their individual financial welfare and the creation of efficient financial literacy initiatives and guidelines. The findings of this study add to a larger conversation about university students' resilience and financial readiness, with possible ramifications for enhancing financial literacy and promoting responsible spending and saving practices in young adults.

Keywords: Saving Habits, Universiti Malaysia Kelantan (UMK) Students, Spending Patterns, Sources of Income, Type of Expenses, and Purchase Influence.

ABSTRAK

Kajian ini melihat bagaimana kesejahteraan kewangan pelajar Universiti Malaysia Kelantan (UMK) dipengaruhi oleh tingkah laku semasa berbelanja dan menabung. Orang dewasa muda, terutamanya mereka yang melanjutkan pelajaran ke peringkat tinggi, perlu celik kewangan dan mempunyai kemahiran pengurusan wang yang baik kerana mereka sering menghadapi kemungkinan dan halangan kewangan yang istimewa. Kajian ini menggunakan pendekatan kaedah iaitu tinjauan, untuk menilai tabiat perbelanjaan dan menabung pelajar UMK.

Hasil kajian menunjukkan terdapat variasi yang luas dalam tingkah laku menabung dan berbelanja pelajar UMK. Ramai pelajar menunjukkan kecenderungan untuk membelanjakan wang mereka untuk perkara yang tidak perlu, dan peratusan yang besar daripada mereka juga mengamalkan simpanan berhemat. Kajian ini menyiasat pembolehubah yang mempengaruhi tingkah laku kewangan ini, seperti corak perbelanjaan, sumber pendapatan, jenis perbelanjaan, dan pengaruh pembelian.

Memahami amalan kewangan pelajar UMK adalah penting untuk kebajikan kewangan individu mereka dan penciptaan inisiatif dan garis panduan celik kewangan yang cekap. Penemuan kajian ini menambah perbualan yang lebih besar tentang daya tahan dan kesediaan kewangan pelajar universiti, dengan kemungkinan kesan untuk meningkatkan celik kewangan dan menggalakkan amalan perbelanjaan dan simpanan yang bertanggungjawab dalam kalangan dewasa muda.

Kata Kunci: Tabiat Menabung, Pelajar Universiti Malaysia Kelantan (UMK), Corak Perbelanjaan, Sumber Pendapatan, Jenis Perbelanjaan, dan Pengaruh Pembelian.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The saving habits and spending patterns of students have changed over time in response to shifts in the financial resources available, societal attitudes, and economic situations. Historically, students were frequently thrifty out of necessity because many had small incomes and had to stick to strict budgets. Student life in the middle to late 20th century was defined by an emphasis on necessities and the saving of discretionary funds for special occasions or extracurricular activities (Singh, S., et al, 2020). But as the twenty-first century progressed, things started to change. Spending habits have changed significantly as a result of the development of technology and the internet, with digital services and online shopping becoming commonplace in student lives. This era also saw an increase in student loans, leading to a dualistic financial reality for many students: a mix of limited income and the availability of credit, influencing both saving and spending behaviours. Growing financial literacy awareness in recent years has led to curricula at educational institutions including personal finance courses (Jain, N., & Sehgal, A., 2023). The goal of this change is to provide students with the information and abilities they need to manage their debt sensibly, make wise financial decisions, and develop virtuous saving practices. Furthermore, students' inclination toward other jobs and the gig economy have further diversified their sources of income, which has an effect on their spending and saving habits. While some students place a higher priority on setting up long-term savings and emergency funds, others might find it difficult to strike a balance between their immediate gratification needs and their financial obligations. The interplay of economic factors, technological advancements, and educational initiatives continues to shape the complex landscape of saving habits and spending patterns among students today (Jain, N., & Sehgal, A., 2023).

The financial behaviour of university students is a topic of great significance and concern in today's society (Afsar et al., 2018). This is because university students are at a critical stage in their lives when they must balance their gained independence with financial responsibilities (Segal, 2022). Understanding university students' current savings habits and spending patterns is critical for several reasons, including their long-term financial situation, economic outlook, and financial plans for the future (Klawitter, 2022). The university experience is characterized by a blend of academic pursuits, social interaction, and personal growth (Yusof, 2020). At the same time, they also need to make critical financial decisions about their financial future. Therefore, research on university students' saving habits and spending patterns will provide valuable insights into how they structure the foundation of their own views on money.

This research is important because it emphasize on how students manage their finances when they are often under intense financial pressure. University tuition, living expenses, and student loans are significant financial burdens that can challenge a student's ability to save and manage spending (Stewart, 2019). Additionally, students are often faced with a variety of new financial temptations, from credit card offers to tempting social events, so it's critical to understand how these factors influence their financial choices. As the next generation of the workforce, the financial decisions of university students can impact economic stability and growth. Understanding how they save, spend and manage debt can provide valuable insights into the macroeconomic landscape, such as trends in consumer spending and the potential impact on the financial industry (Adiputra et al., 2020). Additionally, a consistent saving routine fosters financial independence, offering the freedom to make strategic investments and capitalize on opportunities that may arise. In essence, the importance of saving habits lies in their ability to lay the groundwork for a secure and prosperous financial future, granting individuals the peace of mind and flexibility to navigate life's uncertainties (Stewart, 2019).

There is many previous research on saving habits and spending patterns spans various areas, including behavioural economics, psychology, financial literacy, culture, income disparities, generational differences, technological influences, financial education, debt impact, and socioeconomic factors. Studies in behavioural economics explore how cognitive biases and decision-making processes influence individuals' saving habits (Ji Lu, & Zhang, W., 2023), while research on the psychology of spending delves into emotional and impulsive factors. The relationship between financial literacy levels and the ability to save is also a significant focus. Cultural norms, societal expectations, and income levels are examined for their impact on saving behaviours, and generational differences in saving and spending are explored (Antonides, G., & Post, T., 2023). Additionally, studies investigate the influence of technology on spending patterns and assess the effectiveness of financial education programs (Sunderaraman, P. et al, 2019). The role of debt, both in terms of type and amount, in shaping individuals' saving capabilities is another crucial aspect. Finally, socioeconomic factors such as education, occupation, and social class are considered in understanding how they contribute to divergent spending behaviours. Researchers often utilize academic databases and government publications to contribute to the growing body of knowledge in these areas.

While research on saving habits and spending patterns has made significant strides, there are several gaps that warrant further investigation. First, there is a need for more longitudinal studies to track changes in saving behaviours over extended periods, providing a deeper understanding of the long-term impact of interventions and economic shifts (Gourinchas, P., O., 2023). Additionally, there is a dearth of research on the intersectionality of various factors, such as how cultural influences may interact with socioeconomic status to shape saving habits (Martin, A., & Markhvida, M., 2020). The impact of emerging financial technologies on spending patterns remains an evolving area that requires continuous exploration, especially given the rapid advancements in digital payments and online financial

tools. Furthermore, there is limited research on the effectiveness of specific financial education strategies and programs, and more comprehensive evaluations are necessary to identify best practices (Lusardi, A., 2019). Lastly, understanding the psychological aspects of saving, including the motivations and barriers individuals face, is an area that could benefit from more in-depth qualitative research. Addressing these gaps will contribute to a more complex and comprehensive understanding of the dynamics shaping saving habits and spending patterns (Swollet, 2023).

Lastly, we are conducting research on saving habits can aim to understand the context of personal finance education, understanding the saving and spending behaviours of university students in inform the development of targeted financial literacy programs for them (Amagir et al., 2018). By identifying areas where students struggle or excel in financial management, educators, policymakers, and financial institutions can tailor resources and supports to meet specific needs, ultimately empowering students to make informed and responsible financial choices (Castro-González et al., 2020). This study takes an in-depth look at university students' current savings habits and spending patterns, exploring the factors that influence their financial decisions and the impact on their financial future. Through comprehensive research and analysis, we aim to help better understand the financial challenges and opportunities facing university students and provide valuable insights to individuals, institutions and society at large.

1.2 PROBLEM STATEMENT

Current problems surrounding university students' saving habits and spending patterns are often characterized by a lack of financial preparedness (Henchoz et al., 2019). This can have long-term consequences on their financial stability and overall well-being. The problem is multifaceted and requires a comprehensive analysis to understand the underlying factors, consequences, and potential solutions. One of the core problems is the lack of financial literacy among university students. Many students enter higher education with little personal finance education, leaving them ill-equipped to deal with the complexities of managing their finances (Herawati et al., 2020). Without a solid foundation of financial literacy, they are more likely to make poor financial choices, accumulate debt, and fail to save for the future. This lack of knowledge can perpetuate a cycle of financial instability. This instability continues after they graduate from university and affects their ability to achieve important life milestones such as homeownership, retirement planning, and investments (Rizkiawati et al., 2018).

Second is the problem of student loan burdens and rising education costs. Rising tuition fees, combined with the need for loans to pay for these fees, puts a huge financial strain on students. This results in a large portion of their income being spent on loan repayments, resulting in limited resources for saving and responsible spending. This problem is exacerbated by the fact that many students may not fully understand the long-term implications of the debt they accumulate, and they may underestimate the importance of building an emergency fund or retirement savings (Coskun et al., 2020). Additionally, the university environment itself can foster harmful spending habits. Students often encounter many temptations, such as credit card offers, impulse purchases, and social events that require significant financial resources. University students who cannot stand temptation may lead to unbridled spending to satisfy their desires, resulting in living beyond their means (Deventer, 2020). Furthermore, the ease of obtaining credit cards and personal loans, combined with aggressive marketing from financial

institutions, may tempt college students to accumulate high-interest debt. Credit card debt can quickly spiral out of control, and the consequences of poor credit management can have long-term financial consequences (Garg et al., 2018).

Not only that, but the culture of consumption and peer pressure that university life often exposes students to is also part of the problem. The desire to fit in and participate in social activities can lead to reckless spending, especially on non-essential items such as entertainment, dining out and fashion. Pressure to keep up with the spending habits of their peers can hinder students' ability to save and make smart financial choices (Jacobsen et al., 2019). However, university students' savings habits are often less developed because they may not prioritize saving for the future when faced with immediate financial needs. Therefore, understanding how students save, whether they have financial goals, and what motivates or hinders their saving efforts is critical to solving this problem.

To solve these problems, it is imperative to comprehensively solve the problems of university students' savings habits and consumption patterns. By understanding the underlying factors driving this problem and its consequences, we can develop targeted solutions, including improved financial literacy programs, more accessible support systems, and responsible spending strategies. These efforts help university students make informed financial decisions, pave the way for a more secure financial future, and contribute to a healthier, more stable economy.

1.3 RESEARCH QUESTION

These research questions are based on the research objectives to analyse the effect of current savings habits and spending patterns among University Malaysia Kelantan (UMK) students. Based on the background and problem statement, the research question is:

- (RQ1) What is the relationship between spending patterns and savings habits among UMK students?
- (RQ2) What is the relationship between source of income and savings habits among UMK students?
- (RQ3) What is the relationship between expenses type and savings habits among UMK students?
- (RQ4) What is the relationship between purchase influence and savings habits among UMK students?

1.4 RESEARCH OBJECTIVE

The main objective of this study is to identify the effect of current savings habits and spending patterns among UMK students. Specifically, the study aims to achieve the following objectives:

- (RO1) To determine the relationship between spending patterns and savings habits among UMK students.
- (RO2) To determine the relationship between source of income and savings habits among UMK students.
- (RO3) To determine the relationship between expenses type and savings habits among UMK students.
- (RO4) To determine the relationship between purchase influence and savings habits among UMK students.

1.5 SCOPE OF STUDY

The scope of our study will describe the extent to which we study our topic and determine the parameters within which the study will be run. Essentially, this means we have to decide what the study will cover, such as students' saving habits and spending patterns. Therefore, in our study, we will delve more deeply into UMK students' views on money and financial management. This allows us to better understand the various questions and issues they face. Furthermore, in order to ensure the success of our research, we will adopt a quantitative approach, which is to issue questionnaires to 372 UMK students. This study will be conducted at University Malaysia Kelantan and will involve our survey respondents. So from there, we'll collect information like data and their opinions on what we're studying, and we'll do a joint analysis to formulate our study more accurately and thoroughly.

1.6 SIGNIFICANCE OF STUDY

This section provides a brief introduction to the current saving habits and spending patterns of UMK students. The findings of this study are expected to make a significant contribution to academic and practical perspectives on entrepreneurship education in industry. The results of this study are expected to help students manage their money outlook and establish good spending habits (DiscoverPhDs, 2020).

1.6.1 Academic perspective

From an academic perspective, this study will contribute to the existing body of knowledge through hypothesis testing and further linking the findings with empirical evidence from existing journals. This research helps provide new material to the academic field. In addition, it outlines how UMK students will use and allocate limited funds. This is closely related to the entrepreneurship course in trade at the Universiti

Malaysia Kelantan. This is also a great opportunity to increase the emphasis on financial concepts among UMK students (Omar, S., K., & Mokhtar, M., 2018).

Besides, the study's findings can contribute to the broader discourse on budgeting skills. Students need to be able to budget because it requires them to properly understand and manage their sources of income and expenses. This entails classifying expenses, establishing financial goals that are both short- and long-term, and developing a spending plan that separates fixed from variable costs. Frequent transaction tracking and monitoring promotes financial stability in the face of unanticipated events by enabling adjustments and the creation of emergency funds. Budgeting is essential for managing student debt since it prevents needless debt accumulation and helps set aside money for repayment when necessary. Budgeting also incorporates provisions for investments and savings, which promotes financial responsibility and discipline. All things considered, learning how to create a budget helps students manage their present financial responsibilities and lays the groundwork for good financial habits and future financial success (Bell, A., 2023).

1.6.2 Practical perspective

From a practical perspective, this study can not only serve as a guide for learning, but also as a daily practice in everyone's life. This is because young people with good financial management concepts will provide huge help to the economic promotion of the entire society. This research is beneficial and will benefit all industries. The results of this study will reveal the current spending trends of young people and their financial management (Cevizli, A., 2022).

Furthermore, the significance from the practical perspective is emergency preparedness. Emergency preparedness in the context of students' saving habits refers to their ability to set aside funds for unexpected and urgent financial situations. Students

with strong emergency preparedness habits proactively allocate a portion of their income to an emergency fund, which serves as a financial buffer for unforeseen events like medical emergencies, car repairs, or sudden job loss. This practice not only provides a sense of financial security but also helps prevent the need to rely on high-interest loans or credit cards during times of crisis. By understanding and promoting emergency preparedness among students, educators and policymakers can contribute to the development of financial resilience, empowering individuals to navigate unexpected challenges without compromising their long-term financial stability (Fowler, J., 2022).

1.7 DEFINITION OF TERM

A definition of terms is typically included as an appendix of book, research paper, pamphlet, and others with a list of acronyms, jargon, or credits either at the start or, more likely, near the end of the work. This is a crucial segment of a research paper or report is one that provides a clear definition for all of the study's key terms (Riaru, 2018).

1.7.1 Spending Patterns

According to (Nassrudin, 2022), spending patterns are the consistent or recurring methods in which an individual, household, or group allots their financial resources to various categories or types of expenditures over the course of a period of time. It encompasses the habits and trends related to how students spend money on various items and activities, such as tuition, textbooks, housing, food, transportation, entertainment, and other personal expenses. These patterns can include the frequency, amount, and priorities of spending, and they frequently provide insight into a person's or entity's financial habits and priorities. For example, a person's or entity's spending patterns may include the frequency, amount, and priorities of dining out. Understanding

students' spending patterns is crucial for educators, policymakers, and businesses, as it can provide insights into the economic challenges students face and help tailor support services, financial aid programs, and marketing strategies accordingly. Factors influencing spending patterns among students may include income levels, the cost of living in a particular area, individual preferences, and lifestyle choices. Research on spending patterns among students often explores topics like budgeting, financial literacy, and the impact of student loans on overall financial well-being. Analysing these patterns can contribute to developing effective strategies for promoting financial responsibility and addressing the unique financial needs of students.

1.7.2 Source of Income

The term "source of income" pertains to the origins or channels via which an individual or organization obtains monetary funds or financial resources (Tamplin, 2023). This can encompass scholarships and grants awarded based on academic merit or financial need, part-time employment either on campus or in the local community, student loans obtained to cover educational expenses, family support, personal savings, and potential government assistance programs. Students often utilize a combination of these sources to meet the costs of tuition, books, accommodation, and daily living, necessitating careful financial planning. Managing these income streams effectively is crucial for students to ensure their financial stability throughout their education while being mindful of any tax implications associated with their sources of income.

1.7.3 Expenses Type

Expense types, sometimes referred to as expense categories, are distinct classifications or categories employed to classify and distinguish different forms of expenditures or costs (Samani, 2021). Typical expenditure categories may encompass

housing costs, transportation expenditures, food and grocery outlays, entertainment disbursements, and healthcare outlays. These categories facilitate the efficient tracking and management of expenditures for people or businesses. This includes university fees for academic courses, expenditures on essential educational materials like books and supplies, housing costs for accommodation, and living expenses such as food and transportation. Additionally, students may need to budget for health insurance, technology and equipment, personal items, and recreation. Miscellaneous fees imposed by the university, covering aspects like student activities or facilities, contribute to the overall financial considerations for students. Effectively managing these expense types is crucial for students and their families to ensure a sustainable and balanced financial approach throughout the academic journey

1.7.4 Purchase Influence

The concept of purchase influence pertains to the various variables and individuals that exert an impact on an individual's or consumer's decision-making process in the context of making a purchase (Barysevich, 2020). The phenomenon under consideration covers a multitude of factors that have the potential to impact an individual's decision-making process. These factors include but are not limited to advertising, suggestions from acquaintances or relatives, product evaluations, personal inclinations, as well as external forces such as societal or cultural influences. Gaining a comprehensive understanding of buying influence holds significant importance for organizations and marketers in order to strategically target their products and services. Understanding these influences is crucial for businesses and marketers aiming to tailor their strategies to effectively reach and resonate with the student demographic.

1.8 ORGANIZATION OF THE PROPOSAL

The five chapters that make up this research proposal. The first chapter serves as an introduction, describing the study's background, problem statement, research question, objectives, scope, significance, and definitions of terms that will be used in this proposal. The supporting theory, the hypothesis statement, and the conceptual framework derived from the comprehensive literature review were all covered in the second chapter, which was devoted to a review of the literature. The study's research methodology is covered in Chapter Three. The research design is also explained in this chapter, along with the data collection procedures, variable measurement, data collection procedures, study population, sample size, sampling techniques, development of research instruments, and data analysis results. The results of the data analysis and statistical analysis for the collected data are presented in Chapter Four. Chapter five will conclude with a discussion of the implications, limitations, and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

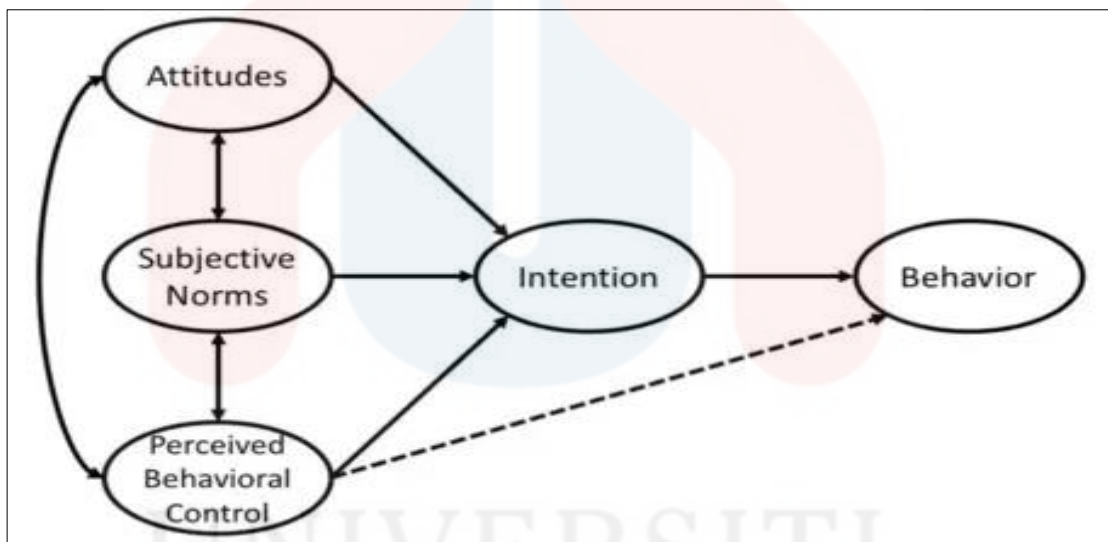
The context and importance of the selected study topic are explained in detail in the literature review. A review of the literature is a critical analysis and synthesis of previous academic works-books, papers, and other sources that are pertinent to the topic being studied. It offers a thorough summary of the state of the field's knowledge at the moment, pointing out gaps, trends, and ongoing discussions. The review seeks to provide a theoretical foundation and historical perspective for the research by conducting a survey and evaluation of the body of existing literature. Essentially, the literature review guides us through the intellectual terrain that frames the study while contextualizing the research and laying the foundation for the development of research questions and hypotheses (Synder, H., 2019).

Based on our study, "A Study On the Relationship Between Spending Patterns and Saving Habits Among Universiti Malaysia Kelantan (UMK) Students in Campus Kota" is a crucial investigation of the monetary practices and decisions made by students at Universiti Malaysia Kelantan (UMK). The financial health of students is of utmost importance in today's quickly shifting economic environment, and this study explores the different elements that affect UMK students' spending and saving habits (Norazlan, N., et al, 2020). We will discuss the literature reviews in this chapter, along with the underpinning theories and previous studies that explain the features of the research variables, the connections between the four independent and dependent variables, the research framework, and the research hypothesis. We will wrap up this chapter with a summary of the research gaps that the literature review revealed.

2.2 UNDERPINNING THEORY

In the context of academia and research, "underpinning theory" refers to the underlying theories and concepts that serve as the basis for a given study, research endeavour, or academic discipline. These theories function as the intellectual underpinning or theoretical framework that guides and supports the scholarly effort or research. Underpinning theories direct data interpretation, serve as a foundation for developing research topics, and assist us in making sense of our findings (Md Kamsor, N., et al, 2021).

2.2.1 Planned Behaviour Theory (PBT)



Source: Isaac Ajzen (1991)

Figure 2.1: Planned Behaviour Theory (PBT)

The article briefly mentions the Theory of Planned Behaviour, which posits that individuals' behaviour is influenced by their intentions, which are shaped by their attitude, subjective norm, and perceived behavioural control (Isaac Ajzen, 1991). To relate with the theory, the article from (Chaudhary et al., 2018) stated that financial literacy and parental socialization are seen as factors that can shape individuals' intentions regarding saving behaviour. The article highlights the role of financial institutions in encouraging savings. When people save their money in these institutions,

it increases their reserves and enables them to offer loans at lower interest rates for investment purposes. This, in turn, can boost economic growth. The article emphasizes that savings play a significant role in the economic development of countries (Chaudhary et al., 2018). The level of savings in a country affects its economic growth. A low savings rate can lead to low capital formation and, consequently, hinder economic development. This idea is grounded in the economic theories put forth by (Harrod and Domar in the 1930s and 1940s), which suggest that increased saving can lead to higher investment rates and stimulate economic growth.

To explain more clearly and in detail, the researcher state the connection between the Planned Behaviour Theory and also the saving habits of students. The Theory of Planned Behaviour (TPB) offers a valuable framework for understanding and predicting students' savings habits by examining key psychological factors. In this context, students' attitudes (A) toward saving money play a crucial role, as positive evaluations of the behaviour can contribute to a greater intention to save. Additionally, subjective norms (SN), reflecting the perceived social pressure from friends, family, and peers, influence students' decisions to save, as a supportive social network can positively impact their intentions. Another important component is perceived behavioural control (PBC), which includes students' perceptions of their capacity for financial management and control. Their perceived power over saving money is influenced by a number of factors, including income, financial literacy, and budgeting abilities. Ultimately, students' intentions to save turn out to be a key indicator of their actual saving behaviour. These intentions are founded on positive attitudes, their perception of social standards, and their sense of control over their financial circumstances (Nizar, N., et al., 2021).

2.3 PREVIOUS STUDIES

Previous studies typically refer to research or investigations that have been conducted before a specific study or research project. These prior studies are relevant because they can provide background information, context, and data that are important for understanding the current research. When conducting a new study or research project, it's common to review and reference previous studies to identify gaps in the literature, provide context, avoid redundancy, and others (Charlesworth, 2021).

2.3.1 Saving Habits

According to previous studies, saving habits refer to the actions and behaviours individuals adopt to save money regularly and systematically. It suggests that even small actions like keeping track of our expenses or setting up automated savings can be significant steps towards building good saving habits. The article emphasizes the idea that consistently practicing these habits can lead to substantial financial benefits, such as having a financial safety net to deal with unexpected expenses or emergencies without having to rely on borrowing money or experiencing financial stress. In essence, saving habits are the routines and practices that help individuals accumulate and preserve their money for future financial security and well-being (Ojha, S., 2023).

The financial education program revealed that financial knowledge became more homogeneous across students after taking the course, with a significant increase in knowledge observed among at-risk students based on (Bover et al., 2018). These investigations have shown that many students struggle to build and maintain savings, often due to a combination of limited income, high tuition and living expenses, and a lack of financial literacy (Journal Storage, 2021).

To strengthen our study, we will state previous studies from article (Mpaata, E., et al., 2020) where saving habits have a strong link with social influence where it plays a crucial role in shaping individuals' saving habits, as people are inherently social beings whose behaviours are often shaped by the norms and expectations of their social environment. Family, friends, and peers can significantly impact saving behaviour through direct advice, shared financial experiences, and implicit social norms. For instance, if a person is surrounded by friends who prioritize saving for the future, there is a higher likelihood that they will adopt similar habits. Conversely, if there is a prevailing norm of conspicuous consumption within a social group, individuals may be inclined to spend rather than save. Social networks can provide both support and pressure, influencing individuals to conform to established financial behaviours.

Furthermore, the fact stated in the article (Edvishan, 2023) is also one of the proofs that strengthens our study that saving habits are also related to technological sophistication. This is because of its cutting-edge tools and platforms, which have the potential to greatly influence people's financial behaviours, technology has completely changed the landscape of personal finance and saving practices. Users, especially students, have easy access to tracking their spending, creating savings plans, and getting real-time financial health insights through mobile apps, websites, and digital financial services. These systems frequently incorporate behavioural economics concepts, using tools like automated savings transfers, alerts, and visualizations to encourage users to adopt better saving practices. Overall, technology is a strong tool for fostering a savings attitude in today's digitally linked society because it not only makes saving easier but also improves financial literacy and involvement.

2.3.2 Spending Pattern

A study conducted by (Johnson & Smith, 2019) explored the spending patterns of college students. The research found that students' spending habits varied significantly depending on their source of income. While students with part-time jobs tended to allocate a substantial portion of their income to tuition fees and textbooks, those relying on financial aid or parental support were more likely to spend on discretionary items, such as dining out and entertainment. Additionally, the study highlighted a gender-based discrepancy, with female students generally showing a higher propensity for spending on personal care products and clothing, while male students were more likely to invest in technology-related purchases.

In a cross-cultural perspective, a study by (Lee et al., 2020) delved into the spending patterns of international students. The findings revealed notable distinctions in expenditure between the two groups which are international and local students. International students were more inclined to spend on transportation and accommodation, reflecting the higher living costs in the country. Conversely, those in college or university allocated a larger share of their budget to leisure activities, including travel and recreational experiences. The study emphasized the importance of understanding these distinctions to better cater to the financial needs and preferences of international students, offering insights into the impact of location and living conditions on students' spending behaviours.

To strengthen our study, we will state the previous studies from article (Black, M., L., 2023) where budgeting and financial planning are crucial components of sound financial management, providing students with a structured approach to allocating and managing their financial resources. The process of developing a budget entails outlining

projected income and expenses in great detail for a given time frame, usually on a monthly or annual basis. It acts as a guide for making financial decisions, assisting students in setting spending priorities, locating potential savings opportunities, and preserving their financial stability. Financial planning includes longer-term objectives including saving for significant purchases, retirement, and education. It goes beyond short-term budgeting. It involves evaluating students' financial status, establishing reasonable and doable financial objectives, and creating long-term plans to reach those objectives. Financial planning and budgeting enable students to take charge of their money, make wise decisions, and create a stable financial future.

Besides, the previous studies stated in the article (Costa-Font, J., et al., 2018) is also one of the proofs that strengthen our study where cultural and regional variances have a connection with spending patterns of students. When discussing spending patterns, cultural and regional variations refer to the various effects that a person's location and cultural background may have on their financial habits. Attitudes towards money, saving, and spending are greatly influenced by cultural norms, values, and traditions. Diverse geographical areas may present unique economic circumstances, societal norms, and cost of living, all of which influence how people handle their money. For instance, cultural practices may prioritize spending on things like celebrations or obligations to family, which affects spending priorities. Comprehending these cultural and regional variances is essential to customizing financial education and planning tactics that appeal to a variety of demographics and realizing that financial advice that is appropriate for one group of people may not be appropriate for another.

2.3.3 Sources of Income

Previous studies on the sources of income and savings of students have shed light on the financial dynamics of this demographic. One line of research has explored the diverse sources of income that students rely on to cover their expenses. These studies often find that a significant proportion of a student's income comes from part-time employment, including on-campus jobs and internships. Financial aid, such as scholarships, grants, and student loans, is another crucial source of income for many students, helping to offset the high costs of tuition and related expenses. Additionally, some students receive financial support from their families, while a growing number are involved in the gig economy or freelance work, leveraging their skills to earn extra income. Understanding the composition of income sources is vital for educational institutions and policymakers to tailor financial support and assistance programs effectively (Saddique et al., 2023).

Another key focus of research in this area has been the savings behaviour of students. These studies have revealed that students often face unique challenges in saving money due to their limited income and high education-related costs. Some research has shown that despite these constraints, many students exhibit responsible savings habits, setting aside a portion of their income for future needs or emergencies. These savings can be used for a variety of purposes, including covering unexpected medical expenses, purchasing textbooks, or building a financial cushion for life after graduation. Furthermore, certain factors, such as financial literacy and parental guidance, have been identified as influential in encouraging students to save and make sound financial decisions. This body of research contributes to a better understanding

of the financial well-being of students and the development of strategies to support their financial literacy and savings goals (Garcia et al., 2023).

Next, the previous studies on the impact of socioeconomic background referred from the article (Khusaini et al., 2022) are related to sources of income. The financial behaviours of students are influenced by their socioeconomic background, which is a complex phenomenon with wide-ranging effects. Students from varying socioeconomic backgrounds frequently encounter different opportunities and challenges, which have a substantial impact on their sources of income and savings habits. High class people may have better access to financial resources and support networks, which allows them to prioritize their education and take part in activities that help them become financially stable. On the other hand, students hailing from economically disadvantaged backgrounds might face financial limitations that require them to enter the workforce earlier or depend on loans, which could have an impact on their capacity to save.

Long-term financial habits can be impacted by socioeconomic background, which can also influence attitudes toward risk-taking, budgeting, and money management. For the purpose of addressing disparities and putting specific strategies into place to support financial well-being among students from a variety of socioeconomic backgrounds, policymakers, educators, and financial institutions must have a thorough understanding of these dynamics.

2.3.4 Types of Expenses

Previous research on the many sorts of student savings expenses has provided insight into the difficulties that students have managing their finances. These studies frequently divide student spending into fixed and variable categories. Tuition fees, rent, and necessary utilities like power and water are examples of fixed expenses. These are ongoing expenses that students must continually budget for. Spending that is at the discretion of the consumer on things like personal products, entertainment, dining out, transportation, and textbooks is included in variable expenses. These studies have demonstrated that whereas variable expenses might change dramatically from month to month, fixed expenses are typically consistent and predictable, making it difficult for students to use their savings wisely (Lock, MJ., 2021).

Additionally, other studies have emphasized how students' lifestyle decisions affect their costs. For instance, students who opt to live off campus could pay more for rent and groceries than those who prefer to live in on-campus accommodation. Similar to this, choosing to acquire a car can result in increased maintenance and transportation expenditures. For policymakers and financial advisors to effectively target support and resources to help saving students manage their financial resources and construct a secure financial future, it is imperative that they have a thorough understanding of the makeup of these expenses and how they differ across various demographics and geographic areas (Royal, J., & Beers, B., 2023).

Furthermore, an article from (Lochner et al., 2021) also emphasized that the saving habits have a relationship with parental support. In the context of savings and expenses for students, parental support refers to the financial aid, guidance, and educational impact that parents give to their children in terms of money management.

This assistance can take many different forms, such as making direct financial contributions, offering guidance on setting up a budget and saving money, and offering financial education. Parents can support their children's savings by assisting with big purchases, helping them open savings accounts, or paying for their education. Parental support also includes teaching financial literacy skills, establishing responsible spending habits, and cultivating a sense of economic responsibility, in addition to financial aid. The level of parental support can have a big impact on how financially responsible students are, affecting their capacity to save, make wise financial decisions, and deal with the difficulties of budgeting while pursuing their education.

Lastly, the article from (Scholarworks, S., & Hicks, S., 2021) also states that financial stress is related to students' saving habits. This can be proven by when there is a major gap between an individual's income and the costs of living, financial stress related to expenses arises. Financial stress is a common occurrence for students when their educational, housing, food, and other essentials costs surpass their available funds. Anxiety, uncertainty, and a lowered sense of wellbeing can result from this strain. High living expenses, textbook costs, and fees can put students in a difficult financial situation, particularly those who don't have a lot of outside financial support. Students may be forced to make tough decisions in order to pay for these costs, which might harm their quality of life and academic focus. In this regard, financial stress highlights the value of sound financial planning, budgeting, and support networks to enable students to traverse their academic journeys with increased financial resilience.

2.3.5 Purchase Influence

Although there is a large body of study on consumer behaviour and factors that influence purchases, there is comparatively little literature that particularly examines how students' savings affect their purchasing decisions. Previous research has demonstrated that a student's financial position can have a big impact on their purchasing decisions. For instance, a study by (Johnson & Smith, 2017) discovered that students with small funds tend to prioritize necessary purchases over discretionary ones, such as food and textbooks, which has an impact on the fashion and electronics industries. This study emphasizes how crucial it is to comprehend students' financial limitations and how they affect market dynamics.

In a related study conducted by (Anderson & Brown, 2019), it was revealed that the presence of a savings buffer, like a well-managed emergency fund, can lead to more confident and liberal spending behaviours among students. This suggests that financial stability, driven by adequate savings, can positively affect students' purchasing decisions, expanding the potential for non-essential purchases. These findings underscore the complex interplay between students' savings and consumer behaviour, suggesting that a comprehensive understanding of their financial positions is essential for marketers and businesses looking to target this demographic effectively. Further research in this area can shed more light on the nuanced ways in which students' savings influence their purchasing choices, potentially aiding businesses in tailoring their strategies to this market segment.

Besides, for previous studies from the article (Jung, E., L., & Chen-Yu, J. H., 2018), they stated the influence of marketing strategies on student purchases. This proves that businesses use a range of tactics to attract and retain the attention of

students, and as a result, marketing strategies have a significant impact on their purchasing and saving habits. Students on a tight budget respond favourably to promotions, discounts, and special offers, which influence their quick purchase decisions. Social media marketing has a big impact because it taps into the social dynamics that exist in student communities, especially through influencers and platforms like Instagram and TikTok. Online shopping convenience is a powerful factor in influencing students' spending habits, as online advertising and e-commerce strategies leverage students' digital engagement. The psychological effects of fear of missing out (FOMO), which are frequently sparked by time-limited sales and promotions, can encourage impulsive purchases and may have an effect on saving habits. All things considered, marketing shapes students' brand loyalty, perceptions of the worth of products, and, to some extent, their attitudes toward long-term savings and financial responsibility in addition to their immediate purchasing decisions.

Lastly, student purchasing decisions are influenced by a wide range of factors, many of which are closely linked to their savings and consumer behaviour. Student life's financial limitations frequently result in a unique spending strategy that places a strong emphasis on value propositions, discounts, and budget considerations. Studying student consumer behaviour entails looking at how peer comparisons, social influences, and aspirations for their lifestyles affect their decisions. Furthermore, a crucial field of research is the function of brand loyalty, especially among students who might be developing long-term purchasing habits. The increasing popularity of online shopping and e-commerce adds to the complexity of the situation by raising issues with impulse buys, the effect of online reviews, and the role of digital marketing in influencing students' purchase decisions (Nicolas, O., & Ladwein, R., 2022).

2.4 HYPOTHESIS STATEMENT

A hypothesis statement is a tentative and testable proposition or educated guess that suggests a possible explanation for a phenomenon or a relationship between dependent variable, current saving habits and independent variable, spending patterns in a research study. It serves as the foundation for scientific research and is used to guide the research process and investigations (Jansen, D., 2020).

H0 = There is no significant relationship between spending patterns and saving habits.

H1 = There is significant relationship between spending patterns and saving habits.

H0 = There is no significant relationship between sources of income and saving habits.

H2 = There is significant relationship between sources of income and saving habits.

H0 = There is no significant relationship between types of expenses and saving habits.

H3 = There is significant relationship between types of expenses and saving habits.

H0 = There is no significant relationship between purchase influence and saving habits.

H4 = There is significant relationship between purchase influence and saving habits.

In conclusion, we have four alternative hypotheses, containing H1 within H4, and our null hypothesis is H0. All of the research hypotheses we developed show a positive correlation between the study's independent and dependent variables.

2.5 CONCEPTUAL FRAMEWORK

An arrangement or collection of ideas that serves as a basis for comprehending and evaluating a specific phenomenon is known as a conceptual framework. It is a theoretical framework that directs our research process by assisting us in structuring our ideas and thoughts. Conceptual frameworks are commonly used in various fields, including social sciences, economics, and education, to provide a structured approach to problem-solving and theory development (Bas, S., 2022). From the framework, there are four independent variables which are spending pattern, sources of income, types of expenses, and purchase influence.

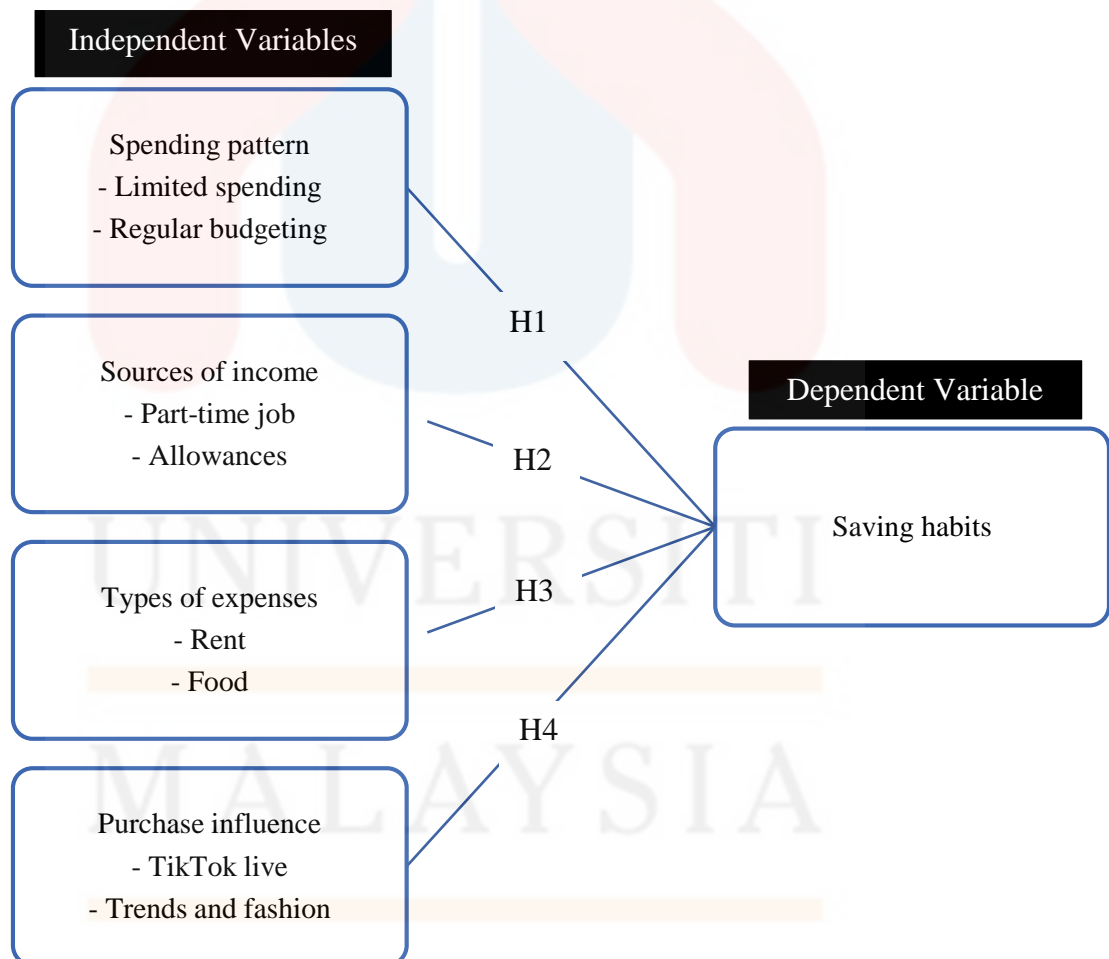


Chart 2.1: Conceptual Framework of Dependent and Independent Variables

2.6 SUMMARY

As a recap, this part is essential for building a strong foundation for the study, summarizing the theoretical underpinnings, highlighting the existing literature, and defining the hypotheses and conceptual framework that will guide us into the effects of current saving habits and spending patterns of UMK students. This study is motivated by the need to gain insights into how UMK students handle their finances and make decisions related to saving and spending. It will likely examine factors such as income, expenses, financial goals, and individual behaviours that influence how students allocate their resources. The findings from this research could have practical implications for both the students themselves and the university administration. By identifying the key determinants of students' financial habits, UMK may be able to develop targeted financial education programs and resources to help students make more informed and responsible financial decisions.

CHAPTER 3

RESEARCH METHOD

3.1 INTRODUCTION

Methods of collecting data are used in research. We can use this information to assess the efficacy of current approaches and learn more about an interesting phenomenon. We will examine the thought procedures and justifications that accompany any research project. It is important for researchers to understand not only the study's overall approach but also its specific methods and tools. A well-planned strategy, such as that provided by research methodologies, can assist the researcher stay on track and reduce the overall workload and time required for the project. This allows the reader to fully comprehend the study's methodology and the thinking that went into the study's findings. It included research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurement of the variables, and procedure for data analysis (Sharma, S., 2018).

3.2 RESEARCH DESIGN

The concept of "research design" pertains to the formation of a research strategy that encompasses the entirety of the research process, starting from the identification of research problems and questions, and extending to the analysis, interpretation, and report-writing of the acquired data (McCombes, S., 2021). Generalizations can be made on the characteristics and distinctions between qualitative and quantitative research designs. Qualitative research utilizes quantitative computations to elucidate the relationships between data and observations, whereas quantitative research is employed when the extraction of valuable insights necessitates statistical inference. This study examines the effect of savings habits and spending patterns on students at Universiti Malaysia Kelantan. As a component of the research methodology for this

study, the researcher utilized a quantitative research approach to collect data through the distribution of online questionnaires and the implementation of sampling techniques. The present questionnaire is derived from a survey methodology, wherein the obtained data can be represented in numerical format to facilitate statistical examination (McCombes, S., 2021). Cross-sectional research design also involve which is a type of observational study that collects data from students at a single point in time.

The objectives of research design encompass the systematic and structured planning of a research study to achieve its overarching goals. Research design serves as a blueprint that outlines the overall strategy for conducting the investigation, including the selection of appropriate methods, data collection techniques, and analytical tools. It aims to provide a clear framework for addressing the research questions or hypotheses, ensuring the validity and reliability of the study's findings (Bloomfield, J., & Fisher, M., J., 2019).

3.3 DATA COLLECTION METHODS

Data collection refers to the systematic acquisition and measurement of data pertaining to the variables being studied, with the aim of effectively addressing the research questions, testing hypotheses, and evaluating the results (Cleave, P., 2023). Data collecting involves the utilization of two distinct sources, namely primary and secondary data. The study's objectives were accomplished by collecting primary data through a questionnaire survey directly administered to students at Universiti Malaysia Kelantan. Secondary research refers to the examination and analysis of existing data that has been previously collected from primary sources. To get primary data, the researcher must direct their attention towards individuals' saving habits. In addition, secondary data is obtained from many sources such as scholarly articles, online platforms, periodicals, and other relevant materials pertaining to the subject of investigation. This practice serves to enhance the validity and robustness of the primary

research data. The utilization of pre-existing data, as observed by earlier scholars, is regarded as a convenient and expeditious method for data acquisition. Researchers utilize primary and secondary data gathering methods to examine and analyse data in the context of their research endeavours.

3.4 STUDY POPULATION

In research methodology, the population is a collection of persons composed of a statistical sample that has similar features established by the researcher to complete the study process (Bhandari, 2019). The population for this study is made up of University Malaysia Kelantan students from all fields of study. We collected data and completed the selected investigations using quantitative methodologies. Until the 2022-2023 academic session, a total of 11,463 University Malaysia Kelantan students have been recorded as active students. A target population is a specified group of people that the investigator is interested in. The investigators chose undergraduate certificate students from University Malaysia Kelantan as one of the target groups for this investigation. Therefore, the primary goal of this study is to evaluate the related data that motivates University Malaysia Kelantan students to maintain long-term saving and spending habits.

3.5 SAMPLE SIZE

The determination of sample size is contingent upon several criteria, such as the magnitude and dispersion of the population, as well as the study methodology employed (McCombes, 2019). To establish a meaningful connection between the findings of the study sample and the broader community, it is imperative that the sample is representative of the population. According to the sources provided by UMK, the total number of active students across all three campuses is reported to be 11,436. The primary focus of this study has been on those enrolled in a four-year undergraduate program, spanning from the first to the fourth year.

The sample size utilized in this study was determined by referencing (Roscoe's, 1975) theory, as mentioned by the reviewer.

(Roscoe, 1975) suggests that sample sizes ranging from above 30 to under 500 are suitable for conducting behavioural investigations. However, it is important to note that sample sizes beyond 500 may result in Type II errors, as indicated by (Sekaran & Bougie, 2016). According to (Roscoe, 1975), it is recommended that the sample size for multivariate data analysis, such as regression analysis, should be ten times more than the number of variables. (Sekaran & Bougie, 2016) as well as (Kumar et al., 2013) provide a comprehensive analysis of the rules established by (Roscoe, 1975), delving into the intricacies of sample size procedures and statistical methods, supplemented by relevant illustrative cases. The sample size that the researcher chooses from the population determines the total number of responders. The Krejcie & Morgan (1970) table indicates that the total students will make the survey through the sample size for this study. In order to gather information for additional processing, we will therefore send out questionnaires to 372 students in UMK. The sample size is calculated by using the formula as below:

Formula for determining sample size

$$s = X^2 NP(1 - P) + d^2(N - 1) + X^2 P(1 - P)$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Source: Krejcie & Morgan, 1970
Figure 3.1: Formula for Determining Sample Size

The sample size for our study is:

$$\begin{aligned}
 s &= \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)} \\
 &= \frac{(3.841)(11,436)(0.50)(1-0.50)}{(0.05^2)(11,436-1)+(3.841)(0.50)(1-0.50)} \\
 &= \frac{10,981.419}{29.54775} \\
 &= 371.65 \\
 &= 372 \qquad (3.1)
 \end{aligned}$$

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.
 Source: Krejcie & Morgan, 1970

Source: Krejcie & Morgan, 1970
 Figure 3.2: Sample Size of Krejcie & Morgan

3.6 SAMPLING TECHNIQUES

In order to yield accurate findings for each study, it is imperative to employ appropriate sampling techniques (McCombes, 2019). In this study, the researchers employed the convenience sampling technique for sample purposes. According to (Hassan, 2023), the utilization of this approach enables the selection of participants depending on their availability and willingness to engage in the study. This approach is employed due to the convenient accessibility of the samples to researchers and the voluntary participation of individuals in the study. We have chosen participants from the student population of UMK. It is necessary to obtain responses from a sample size of 372 individuals. Consequently, in order to obtain a representative sample from a substantial pool of participants, a methodology of simple random sampling was employed.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

For the purpose of gathering data, researchers have used questionnaires. This questionnaire facilitates the collection of both quantitative and qualitative information (Bhandari, 2021). This questionnaire aims to demonstrate the validity and reliability of the questions about our study objective. Furthermore, it seeks to arrange these questions in a logical and meaningful order while also determining the most suitable technique for their administration (Bhandari, 2021).

In order to obtain sufficient and relevant data, the researcher will construct a survey comprising three distinct components. The initial section pertains to the demographic aspect. The survey poses inquiries of a personal nature to participants, encompassing factors such as age, gender, monthly income, and similar variables. In Sections B and C, inquiries are made on the impact of present saving behaviours and expenditure patterns on four distinct variables. The independent variables encompass the spending pattern, encompassing sources of income,

types of expenses, and buying influence, which in turn affect saving habits. Based on the findings obtained from these sections, researchers can draw a conclusion on the predominant impact of saving habits and spending patterns inside UMK students.

3.8 MEASUREMENT OF THE VARIABLES

The variable types included in our research are nominal, ordinal, ratio, and interval. In our questionnaire, we specifically used nominal and ordinal variables. The nominal scale classifies variables based on their names rather than their rankings or numerical values. For example, in a survey that classifies gender, respondents are grouped into two categories: male or female, without assigning numerical values. In contrast, the ordinal scale organizes variables according to their ranks and orders, in direct opposition to the nominal scale.

For our research, the nominal scale we used also included gender, the amount of spending in a month, and others. On the ordinal scale in our questionnaire, we used the Point Likert Categories scale.

Table 3.1: 5 Points Likert Categories scale

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

3.8.1 Item in the questionnaire for each independent variable

The independent variables, spending patterns, source of income, expense type, and purchase influence, are being measured by five items with a Likert Scale as shown in Table 3.2.

Table 3.2: Item in Questionnaire

SECTION A: DEMOGRAPHIC INFORMATION

Questionnaire Item	Option
Gender	Male / Female
Age	19 – 21 / 22 – 24 / 25 – 27 / 28 years old above
Race	Malay / Chinese / Indian / Others
Faculty	FKP / FHPK / FPV
Program	SAK / SAL / SAR / SAB / SAE / SAA / SAP / SAH / SAS / SDV
Monthly Income	Less than RM100 / RM101 – RM200 / RM201 – RM300 / RM301 – RM400 / More than RM401

SECTION B: DEPENDENT VARIABLES

Variable	Items in questionnaire	References
Saving Habits	Spending pattern affects my saving habits.	Atiqah Zawani, 2019
	Saving habits will be more prominent when I have various sources of income.	
	My savings are used to pay various types of expenses.	
	My savings get disrupted when too many things influence me to make purchases.	

SECTION C: INDEPENDENT VARIABLES

Variable	Items in questionnaire	References
Spending	I spend most of my expenses on non-essential items such as entertainment, dining out, and shopping.	Oloyede Obagbuwa, 2020
	Education, transportation, and leisure activity are the ways I allocate my expenses.	
Patterns	There are specific factors or influences that affect my spending decisions (e.g., peer pressure, advertising, personal preference).	Farai Kwenda, 2020
	There have been changes in my spending patterns since starting university.	
Source of Income	I believe having a part-time job can support my financial needs as a student.	Bhat, A., 2019
	Financial support from family positively influences my ability to save money.	
	Financial aid, such as student loans (PTPTN / JPA / MARA / etc.) effectively supports my overall financial situation.	
Expenses Type	Investing in financial markets positively influences my saving habits.	Ramona Michelle Danker, 2023
	Entrepreneurial activities contribute significantly to my overall student income.	
Expenses Type	I regularly track my daily expenses as a student.	Gokhan Akandere, 2020
	I often get indulge in non-essential expenses like dining out, entertainment, or shopping.	

I use students' discounts or financial aid programs to reduce my expenses.

I divide my monthly budget allocated for essential expenses such as fees, books, and accommodation.

Recommendations from friends or family influence my purchase.

Discounts, promotion, or sales can reduce purchase costs.

Purchase
Influence

Online advertising or social media influence my purchase decisions.

Swati Jogi, Kamal
Kant Vashisth,
2021

There are seasonal sales and holiday events that tempt me to spend more than I want to.

Influencers and celebrities have an impact on my purchase decisions.

3.9 PROCEDURE FOR DATA ANALYSIS

The analytics software that we used in helping us to do statistical analysis for those 372 sets of questionnaires is a kind of computer software which is named Statistical Package for the Social Sciences Version 26, and usually called IBM SPSS. SPSS is one of the software programs that are widely used by students to do final year projects (Abdullah, 2023). Additionally, it has a strong data management system that supports both quantitative and qualitative data.

3.9.1 Pilot Test Analysis

In a pilot test analysis, the effectiveness and viability of a project or research design are evaluated by analysing the data gathered during a small-scale trial. Cleaning and organizing the data, using graphical representations and descriptive statistics to highlight important aspects, comparing the outcomes to the original goals, identifying obstacles and constraints, getting input from participants or stakeholders, and making recommendations for changes in advance of a full-scale implementation are all part of this analysis. The knowledge acquired from the analysis of the pilot test is essential for improving the research or project methodology, resolving possible problems, and guaranteeing a more effective and well-informed implementation of the larger-scale study or project.

To further clarify, the research's required subgroups will be tested in the pilot test. In order to conduct a pilot test, 30 sets of questionnaires are indeed being given out to the intended respondents. Finally, if any issues are found, the questionnaires will be disseminated for the actual research after being revised based on the findings of the pilot test.

3.9.2 Reliability Analysis (Cronbach Alpha)

Reliability analysis is a valuable tool that assesses the dependability and consistency of an analysis. It offers insights into the extent to which a procedure yields consistent results when repeated (Meridian, 2023). The fundamental question it addresses is whether comparable outcomes can be expected if an experiment is conducted multiple times. If the answer is negative, it indicates the presence of an issue. Conversely, perfect reliability implies that a measurement, be it an experiment or a questionnaire, will consistently produce identical results as long as the conditions remain unchanged. In contrast, low reliability leads to varying outcomes under the same conditions. By examining reliability, we can gain a deeper understanding of the trustworthiness and stability of our analyses.

Table 3.3: Rules of Thumb Cronbach's Alpha

Alpha Coefficients Range	Strength of Association
<0.6	Poor
0.6 to 0.69	Moderate
0.7 to 0.79	Good
0.8 to 0.89	Very good
0.9	Excellent

Source; Shamsuddin etc, 2015

3.9.3 Normality Analysis

The normality test is used to assess how well a dataset fits a normal distribution and to estimate the probability that a random variable contained inside a dataset has a normal distribution. Additionally, the normality test is used to determine whether or not a dataset contains a normal distribution. We will be calculating the mean and standard deviation based on the data that we gathered using SPSS. The mean and standard deviation are both needed to define the normality test. It is crucial to have a large sample when testing for normalcy. In order for a researcher to accurately depict the data distribution, the sample size of an investigation needs to be sufficient. This indicates that drawing inferences about the normalcy of the data based on a limited sample size can lead to erroneous results. The normality test, also known as the hypothesis test, we can reject or not reject the null hypothesis after we do the normality test.

3.9.4 Descriptive Analysis

One statistical technique for condensing and presenting a dataset's significant attributes is descriptive analysis. Its main goal is to present a clear and understandable summary of the key features of the data, including distributional patterns, variability (range, standard deviation), and central tendencies (mean, median, and mode). Descriptive analysis gives researchers and analysts insights into the form, distribution, and central location of the data through graphical representations such as histograms, box plots, and summary statistics, facilitating a thorough understanding of the data's underlying patterns and trends. This preliminary analysis helps in making decisions or reaching preliminary conclusions about the dataset under consideration and lays the groundwork for more complex statistical analyses.

3.9.5 Pearson Correlation

Pearson correlation is a statistical measure that quantifies the strength and direction of a linear relationship between two continuous variables. It is represented by a correlation coefficient, denoted as "r," which ranges from -1 to +1. A positive value indicates a positive linear relationship, meaning that as one variable increases, the other tends to increase as well. Conversely, a negative value indicates a negative linear relationship, where one variable tends to decrease as the other increases. A correlation of 0 suggests no linear relationship. The Pearson correlation is sensitive to outliers and assumes that the relationship between variables is linear, making it suitable for assessing the strength and direction of linear associations in data sets.

Table 3.4: Pearson Correlation Coefficient

Pearson Correlation Coefficient (r) value	Strength	Direction
Greater than .5	Strong	Positive
Between .3 and .5	Moderate	Positive
Between 0 and .3	Weak	Positive
0	None	None
Between 0 and -.3	Weak	Negative
Between -.3 and -.5	Moderate	Negative
Less than -.5	Strong	Negative

Source: Shaun Turney, 2023

3.9.6 Kolmogorov-Smirnov Test

This test is used to determine if a collection of data actually originates from a normal distribution, which is the null hypothesis. If the significance value is less than 0.05, variables in the study are abnormal. If it is 0.05 or more than 0.05, the variable is normal.

3.10 SUMMARY

This chapter presents a detailed discussion of the research methodology that was utilized in the previous chapters of the report. The quantitative technique was chosen because of its capacity to make use of a large sample size, which in turn made it possible to draw generalizations that were more trustworthy. In order to obtain the necessary information, a questionnaire in the form of Google Forms was administered via the internet. This research made use of both primary and secondary sources of information, and the participants were students from the Universiti Malaysia Kelantan (UMK), who served as the study population. We used a method known as convenience sampling, which is a form of non-probability sampling in which instances are selected on the basis of how easily they can be accessed.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

Chapter 4 will present the results of the data analysis and evaluate how it relates to the research objectives and topic. Following the data collection, the researchers examined the correlations between the levels of the dependent and independent variables. The study's main target population, comprising 390 respondents, was chosen using convenience sampling. The findings reported in this study were achieved through the utilization of the approaches outlined in Chapter 3. The analyses conducted for this study were explicitly explained with respect to the findings. The study was conducted using version 26 of the Statistical Package for Social Science (SPSS). The study employed four types of analysis for data collecting and interpretation: frequency analysis, reliability analysis, descriptive analysis, and Spearman correlation analysis.

4.2 PRELIMINARY ANALYSIS

4.2.1 Pilot Test

Pilot testing is the preliminary evaluation or inquiry conducted before a more comprehensive study. A pilot study might provide vital data that can guide the direction of the succeeding complete study or research effort. This encompasses providing significant insights into the eventual costs, general feasibility, and potential challenges that the real study may face during its execution (Tanya Williams, 2023). Based on the investigation's findings, the Cronbach Alpha value is at least 0.7. If the value is below 0.6, it is said to be at the lower threshold of acceptance.

Table 4.1: Rules of Thumb Cronbach's Alpha

Alpha Coefficients Range	Strength of Association
<0.6	Poor
0.6 to 0.69	Moderate
0.7 to 0.79	Good
0.8 to 0.89	Very good
0.9	Excellent

Source: Shamsuddin etc, 2015

Table 4.2: The Results of Pilot Test for All Variable by Reliability Test

Variables	Domain	Cronbach's Alpha	Number of Items
Dependent Variable	Saving Habits	0.713	4
	Spending Pattern	0.836	4
Independent Variables	Sources of Income	0.772	5
	Expenses type	0.838	4
	Purchases Influences	0.922	5

Source: Developed from research

According to the data in Table 4.2, the results indicate that the Cronbach's Alpha values for all variables exceed 0.7. The outcome for the dependent variable of saving habits is 0.713. The coefficient for the independent variable representing spending pattern is 0.836, while the coefficient for the independent variable representing sources of income is 0.772. Additionally, the coefficient for the independent variable representing expenses type is 0.838. The outcome for the independent variable of purchases influences is 0.922. Consequently, the findings indicate that the study has a strong internal consistency in measuring the concepts.

4.3 DEMOGRAPHIC PROFILE FOR RESPONDENT

The participants of this study are students from Universiti Malaysia Kelantan, specifically from the Campus Kota. A total of 390 students participated in this survey, and the google form questionnaire was distributed evenly through the WhatsApp application. This section will provide a comprehensive analysis of the research findings derived from the participants.

This study extensively examined the background characteristics of the participants. The study's findings for component A pertain to the demographic characteristics of the respondents, encompassing gender, age, race, faculty, programme, and monthly income. Hence, the tables below display the demographic characteristics of the participants included in this study.

4.3.1 Gender

Table 4.3: Frequency Output of Gender

		Frequency	Percent (%)
Valid	MALE	140	35.9
	FEMALE	250	64.1
	Total	390	100.0

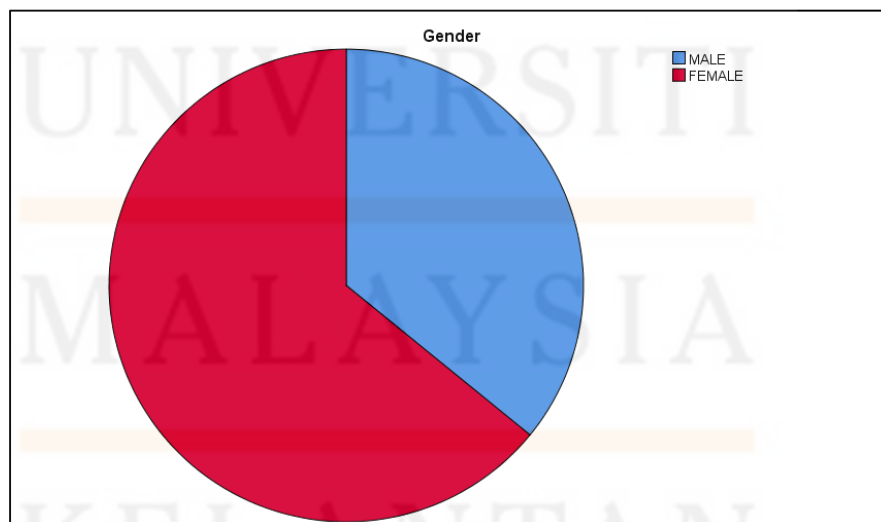


Figure 4.1: Pie Chart of Gender

Table 4.3 shows the demographics of 390 respondent's profiles. The results frequency and percentage of respondents based on gender division. The results show that female respondents have the highest percentage of 64.1% and the frequency of respondents is 250. For male respondents, the percentage value is 35.9% and the frequency of respondents involved in this research is 140 respondents.

4.3.2 Age

Table 4.4: Frequency Output of Age

	Frequency	Percent (%)
19 - 21 YEARS OLD	53	13.6
22 - 24 YEARS OLD	260	66.7
Valid 25 - 27 YEARS OLD	58	14.9
28 YEARS OLD AND ABOVE	19	4.9
Total	390	100.0

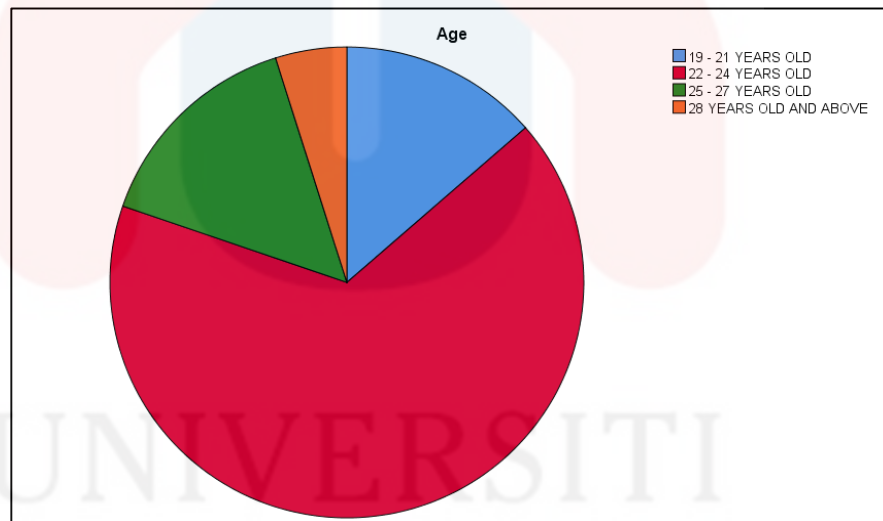


Figure 4.2: Pie Chart of Age

The table 4.4 shows the results of frequency and percentage of respondents based on age. The results show that the majority of respondents are between the ages of 22-24 years old, which is 260 respondents and has a percentage of 66.7%. Also, the results show that respondents are between the ages 25-27 years' old which is 58 respondents and has a percentage of 14.9%. Besides that, the results show that respondents between the ages 19-21 years old are 53 respondents and have a percentage

of 13.6% and the minority of respondents are above 28 years' old which is 19 respondents, and the percentage is 4.9% had been involved in this research.

4.3.3 Race

Table 4.5: Demographic Profile for Race

		Frequency	Percent (%)
Valid	MALAY	162	41.5
	CHINESE	129	33.1
	INDIAN	78	20.0
	OTHERS	21	5.4
	Total	390	100.0

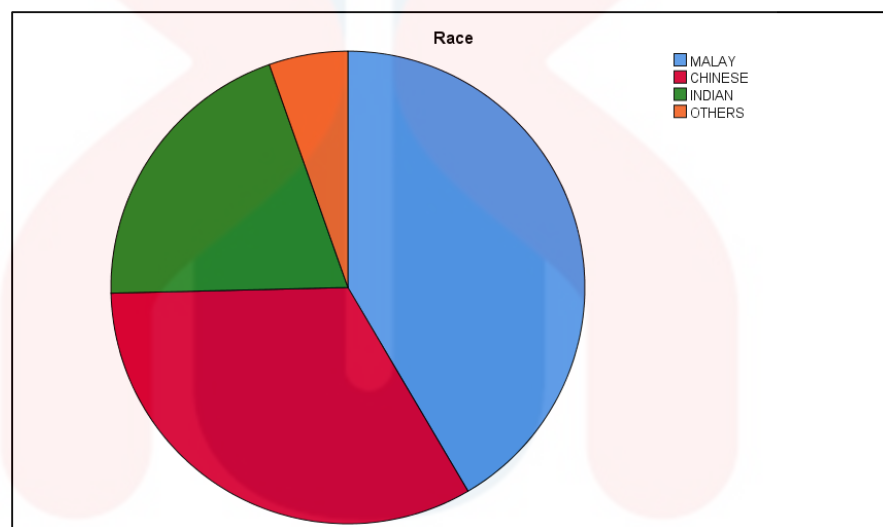


Figure 4.3: Pie Chart of Race

The table 4.5 shows the survey was primarily answered by Malays, who accounted for the largest percentage of 41.5% and a frequency of 162 responses. Chinese respondents account for 33.1% of the total, with 129 individuals, while Indian respondents make up 20.0% with 78 individuals. On the other hand, respondents from other racial backgrounds account for 5.4% of the total, with a frequency of 21 participants included in this study.

4.3.4 Faculty

Table 4.6: Demographic Profile for Faculty

		Frequency	Percent (%)
Valid	FKP	255	65.4
	FHPK	106	27.2
	FPV	29	7.4
	Total	390	100.0

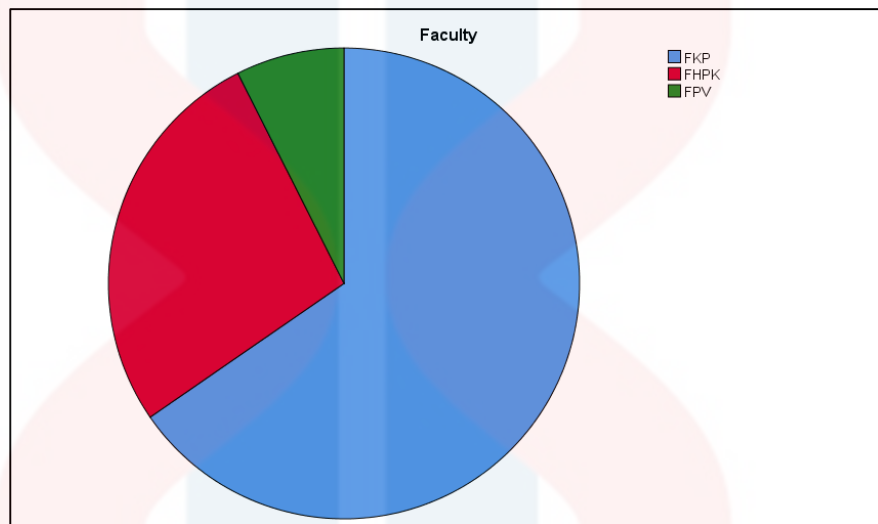


Figure 4.4: Pie Chart of Faculty

Table 4.6 indicates that the faculty of entrepreneurship & business (FKP) has the highest number of respondents, with 255 participants, accounting for 65.4% of the total. Concurrently, the number of responses from the faculty of hospitality, tourism, and wellness (FHPK) is 106, representing 27.2% of the total. Finally, there were 29 respondents from the faculty of veterinary medicine, accounting (FPV) for 7.4% of the total participants in this research.

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4.3.5 Program

Table 4.7: Demographic Profile for Program

	Frequency	Percent (%)
Valid		
SAK	125	32.1
SAL	41	10.5
SAR	38	9.7
SAB	37	9.5
SAE	22	5.6
SAA	12	3.1
SAP	26	6.7
SAH	37	9.5
SAS	23	5.9
SDV	29	7.4
Total	390	100.0

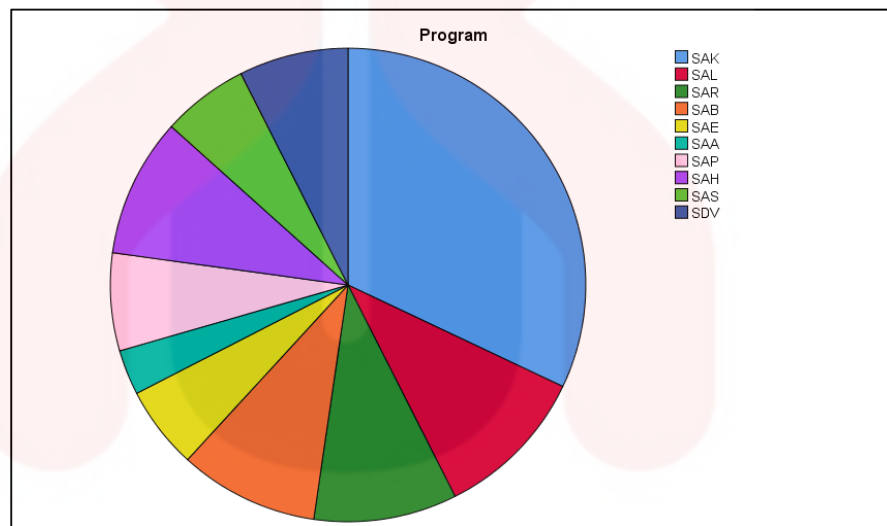


Figure 4.5: Pie Chart of Program

The data shown in table 4.7 displays the frequency and percentage of respondents categorized by programme division. The majority of survey participants, accounting for 125 individuals or 32.1% of the total, are enrolled in the Bachelor of Entrepreneurship (Commerce) programme (SAK). Meanwhile, the number of responders for the bachelor of entrepreneurship (logistic and distributive commerce) (SAL) is 41, with a corresponding percentage level of 10.5%. The table indicates that there are 38 respondents who have a bachelor's degree in entrepreneurship (retailing) (SAR), accounting for 9.7% of the total. The research includes 37 respondents who are pursuing a bachelor's degree in entrepreneurship (hospitality) (SAH), accounting for

9.5% of the total participants. The bachelor of business administration (Islamic Banking and Finance) (SAB) had a total of 37 respondents, accounting for 9.5% of the total. On the other hand, the Bachelor of Veterinary Medicine programme (SDV) had 29 respondents, representing 7.4% of the total and ranking as the sixth highest. The bachelor of entrepreneurship (tourist) (SAP) programme received responses from 26 individuals, accounting for 6.7% of the total. In contrast, the bachelor of entrepreneurship (wellness) (SAS) programme had 23 respondents, representing 5.9%. Meanwhile, there were 22 respondents who obtained a bachelor's degree in entrepreneurship (SAE), representing a rate of 5.6%. Finally, the bachelor of accounting (SAA) programme had the fewest respondents, with a total of 12 respondents, accounting for 3.1% of the total.

4.3.6 Monthly Income

Table 4.8: Demographic Profile for Monthly Income

	Frequency	Percent (%)	
Valid	LESS THAN RM100	111	28.5
	RM101 - RM200	98	25.1
	RM201 - RM300	90	23.1
	RM301 - RM400	47	12.1
	MORE THAN RM401	44	11.3
Total	390	100.0	

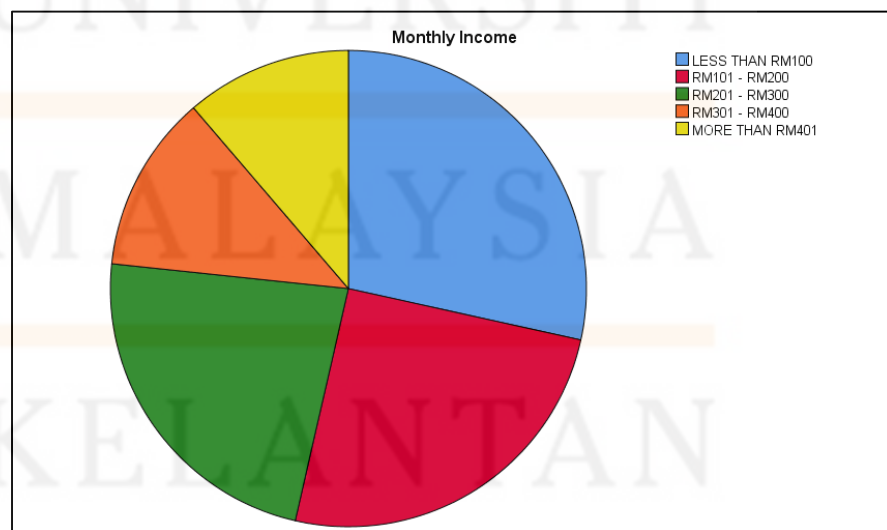


Figure 4.6: Pie Chart of Monthly Income

Based on the table 4.8 of monthly income during studies at UMK, it shows that the majority of respondents choose less than RM100, of which the frequency is 111 respondents, and the percentage is 28.5%. The frequency for RM101-RM200 is 98 respondents and the percentage is 25.1% meanwhile the frequency for RM201-RM300 is 90 respondents and the percentage is 23.1%. Moreover, the frequency for RM301-RM400 is 47 respondents and the percentage is 12.1% who have chosen this answer. The frequency for more than RM401 is 44 respondents and the percentage 11.3% of the minority respondents has been involved in this research.

4.4 DESCRIPTIVE ANALYSIS

The descriptive analysis extracts the mean of each variable from the independent dependent variables. The response was by using 5 points of like skills to measure how much respondents agree or disagree with the statement, which are 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly agree.

Table 4.9: Mean and Standard Deviation DV (Saving Habits)

	N	Minimum	Maximum	Mean	Std. Deviation
Spending pattern affects my saving habits	390	1	5	4.05	.954
Saving habits will be more prominent when I have various sources of income.	390	1	5	3.99	1.046
My savings are used to pay various types of expenses.	390	1	5	3.90	1.058
My savings get disrupted when too many things influence me to make purchases.	390	1	5	3.96	1.171
Valid N (listwise)	390				

The dependent variable of the saving habits is shown in Table 4.9. The question "Spending patterns affect my saving habits" had the highest mean of 4.05. This indicates that the majority of respondents agreed with this question. However, the lowest mean for this variable is on the "My savings are used to pay various types of expenses" which is 3.90. Aside from that, the question "My savings get disrupted when too many things influence me to make purchases" has the largest standard deviation of 1.171. Meanwhile, the question "Spending patterns affect my saving habits." has the lowest standard deviation for this variable, which is 0.954. As a result, it indicates that respondents agreed that the variable is crucial for saving habits.

Table 4.10: Mean and Standard Deviation IV (Spending Patterns)

	N	Minimum	Maximum	Mean	Std. Deviation
I spend most of my expenses on non-essential items such as entertainment, dining out, and shopping.	390	1	5	3.95	1.010
Education, transportation, and leisure activity are the ways I allocate my expenses.	390	1	5	3.91	1.089
There are specific factors or influences that affect my spending decisions (e.g., peer pressure, advertising, personal preference).	390	1	5	3.88	1.167
There has been a change in my spending patterns since starting university.	390	1	5	3.89	1.137
Valid N (listwise)	390				

The independent variable of the spending patterns. The question "I spend most of my expenses on non-essential items such as entertainment, dining out, and shopping" had the highest mean of 3.95. This indicates that the majority of respondents agreed with this question. However, the lowest mean for this variable is on the "There are specific factors or influences that affect my spending decisions (e.g., peer pressure, advertising, personal preference)" which is 3.88. Aside from that, the question "There are specific factors or influences that affect my spending decisions (e.g., peer pressure, advertising, personal preference)" has the largest standard deviation of 1.167. Meanwhile, the question "I spend most of my expenses on non-essential items such as entertainment, dining out, and shopping" has the lowest standard deviation for this variable, which is 1.010. As a result, it indicates that respondents agreed that the variable is crucial for saving habits.

Table 4.11: Mean and Standard Deviation IV (Sources of Income)

	N	Minimum	Maximum	Mean	Std. Deviation
I believe having a part-time job can support my financial needs as a student.	390	1	5	4.14	.967
Financial support from family positively influences my ability to save money.	390	1	5	3.82	1.119
Financial aid, such as student loans (PTPTN/JPA/MARA/etc.) effectively supports my overall financial situation.	390	1	5	3.89	1.161
Investing in financial markets positively influences my saving habits.	390	1	5	4.01	1.108
Entrepreneurial activities contribute significantly to my overall student income.	390	1	5	4.12	.939
Valid N (listwise)	390				

The next independent variable is sources of income. The question " I believe having a part-time job can support my financial needs as a student" had the highest mean of 4.14. This indicates that the majority of respondents agreed with this question. However, the lowest mean for this variable is on the " Financial support from family positively influences my ability to save money" which is 3.82. Aside from that, the question " Financial aid, such as student loans (PTPTN/JPA/MARA/etc.) effectively supports my overall financial situation" has the largest standard deviation of 1.161. Meanwhile, the question "Entrepreneurial activities contribute significantly to my overall student income" has the lowest standard deviation for this variable, which is 0.939. As a result, it indicates that respondents agreed that the variable is crucial for saving habits.

Table 4.12: Mean and Standard Deviation IV (Expenses Types)

	N	Minimum	Maximum	Mean	Std. Deviation
I regularly track my daily expenses as a student.	390	1	5	3.77	1.138
I often get indulge in non-essential expenses like dining out, entertainment, or shopping.	390	1	5	3.91	1.110
I use students discounts or financial aid programs to reduce my expenses.	390	1	5	3.81	1.238
I divide my monthly budget allocated for essential expenses such as fees, books, and accommodation.	390	1	5	4.16	.931
Valid N (listwise)	390				

For the expenses types independent variable, the question "I regularly track my daily expenses as a student" had the highest mean of 4.16. This indicates that the majority of respondents agreed with this question. However, the lowest mean for this variable is on the

question " I often get indulge in non-essential expenses like dining out, entertainment, or shopping" which is 3.77. Aside from that, the question " I divide my monthly budget allocated for essential expenses such as fees, books, and accommodation" has the largest standard deviation of 1.238. Meanwhile, the question". "I regularly track my daily expenses as a student" has the lowest standard deviation for this variable, which is 0.931. As a result, it indicates that respondents agreed that the variable is crucial for saving habits.

Table 4.13: Mean and Standard Deviation IV (Purchase Influence)

	N	Minimum	Maximum	Mean	Std. Deviation
Recommendations from friends or family influence my purchase.	390	1	5	3.88	1.096
Discounts, promotion, or sales can reduce purchase costs.	390	1	5	3.87	1.128
Online advertising or social media influence my purchase decisions.	390	1	5	3.88	1.201
There are seasonal sales and holiday events that tempt me to spend more than I want to.	390	1	5	3.89	1.161
Influencers and celebrities have an impact on my purchase decisions.	390	1	5	3.88	1.233
Valid N (listwise)	390				

Lastly, the purchase influences the independent variable which is the question "There are seasonal sales and holiday events that tempt me to spend more than I want to" had the highest mean of 3.88. This indicates that the majority of respondents agreed with this question. However, the lowest mean for this variable is on the question "Discounts, promotion, or sales can reduce purchase costs" which is 3.87. Aside from that, the question "Influencers and celebrities have an impact on my purchase decisions" has the largest standard deviation of

1.233. Meanwhile, the question " Recommendations from friends or family influence my purchase" has the lowest standard deviation for this variable, which is 1.096. As a result, it indicates that respondents agreed that the variable is crucial for saving habits.

Table 4.14: Descriptive Statistics for Each Construct

	N	Minimum	Maximum	Mean	Std. Deviation
Spending Patterns	390	1.00	5.00	3.9071	.85078
Sources Income	390	1.00	5.00	3.9667	.85266
Expenses Types	390	1.00	5.00	3.9019	.87773
Purchase Influence	390	1.00	5.00	3.9295	.86198
Saving Habits	390	1.00	5.00	3.9769	.83087
Valid N (listwise)	390				

4.5 VALIDITY AND RELIABILITY TEST

The analysis conducted in this study enables the researchers to evaluate the extent to which these sets of questions exhibit a high degree of consistency in measuring variables. The table below displays the reliability test results for all variables.

Table 4.15: Reliability Test

Instruments	N of Items	Cronbach's Alpha
Saving Habits	4	.791
Spending Pattern	4	.774
Sources of Income	5	.811
Expenses type	4	.799
Purchases Influences	5	.835

According to table 4.15, there were 22 items that were tested using a reliability test. The result has shown Cronbach's Alpha for dependent variable and independent variable. The value of Cronbach's Alpha for saving habits which has 4 items is 0.791, then the spending pattern which has 4 items is 0.774, the value of sources of income which has 5 items is 0.787 and the expenses type which has 4 items is 0.798. Meanwhile, the purchases influence which has 5 items 0.857. (Pallant, 2020) states that an alpha value greater than 0.75 is often considered to indicate a very trustworthy scale. A score between 0.5 and 0.75 is typically seen as reasonably reliable, while a score below this range normally suggests a scale with low reliability. According to the result of the reliability test, it can be seen that each question of the questionnaire was consistent and stable.

4.6 NORMALITY TEST

A normality test is a statistical procedure used to assess whether a given data set follows a normal distribution. Normality can be tested and asserted using the Shapiro-Wilks or Kolmogorov-Smirnov tests. These tests evaluate the null hypothesis that the data is drawn from a normal distribution. The Shapiro-Wilks analysis is used to determine whether the data are normal when the sample size is less than 50 respondents, while the Kolmogorov-Smirnov test is used when the sample size is greater. When P is less than 0.05, the null hypothesis is accepted and it is known that the data are typically distributed. Since there are more than 50 participants in this study, the Kolmogorov-Smirnov test will be used.

Table 4.16: Normality Test Result

Variables	Test of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Spending Patterns (SP)	.170	390	.000	.925	390	.000
Sources Income (SI)	.154	390	.000	.922	390	.000
Expenses Types (ET)	.169	390	.000	.918	390	.000
Purchase Influence (PI)	.167	390	.000	.913	390	.000
Saving Habits (SH)	.179	390	.000	.917	390	.000

a. Lilliefors Significance Correction

Table 4.16 above shows the results of Kolmogorov-Smirnov and Shapiro-Wilks tests. The Kolmogorov-Smirnov test will be used since the data has more than 50 respondents. The test statistic for the variables is D (390) p=0.179 for Mean SH. For Mean SP is D (390) p=0.170, while for Mean ET is D (390) p=0.169. Next, for Mean PI is D (390) p=0.167. Lastly, for Mean SI is D (390) p=0.154.

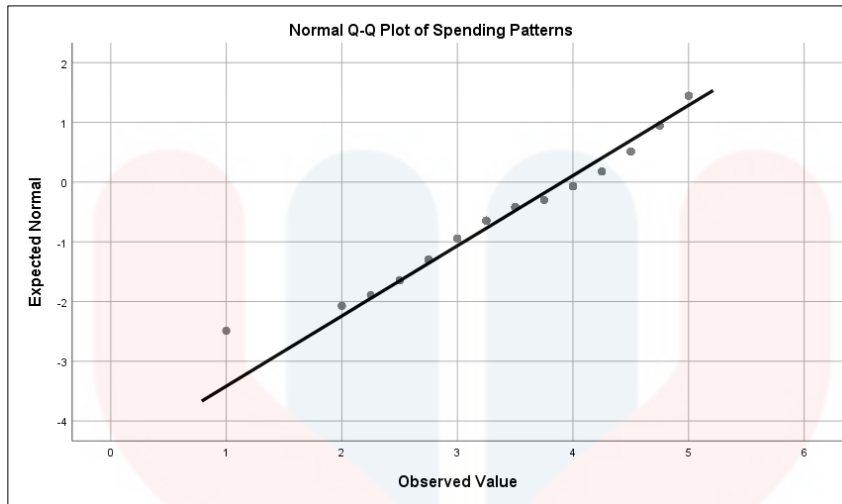


Figure 4.7: Normal Q – Q Plot of Spending Patterns

The data normality was evaluated using a Q-Q plot visual approach. According to the Figure 4.7, it shows The Relationship between Independent Variable of Spending Patterns and Dependent Variable of Saving Habits among Universiti Malaysia Kelantan (UMK) in Campus Kota. The standard Q-Q plot for each variable and each data point was almost exactly aligned with the diagonal. Thus, this suggests that the data were dispersed properly.

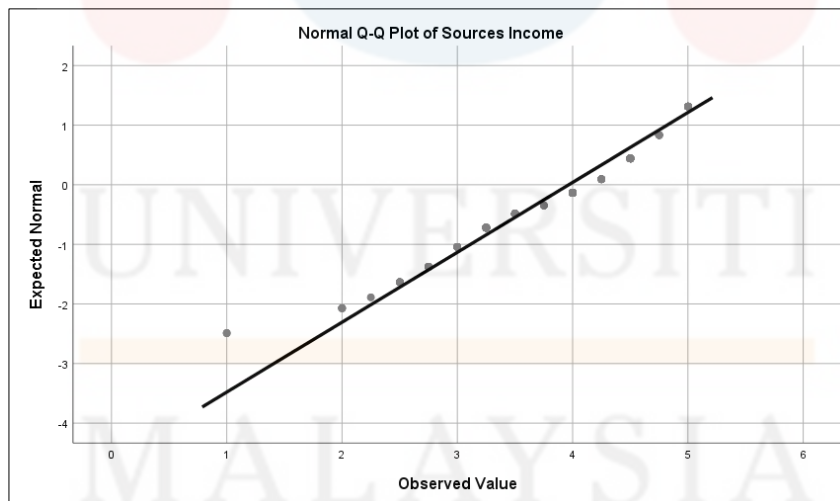


Figure 4.8: Normal Q – Q Plot of Sources Income

The Figure 4.8 shows The Relationship between Independent Variable of Sources Income and Dependent Variable of Saving Habits among Universiti Malaysia Kelantan (UMK) in Campus Kota. The standard Q-Q plot for each variable and each data point was almost exactly aligned with the diagonal. Thus, this suggests that the data were dispersed properly.

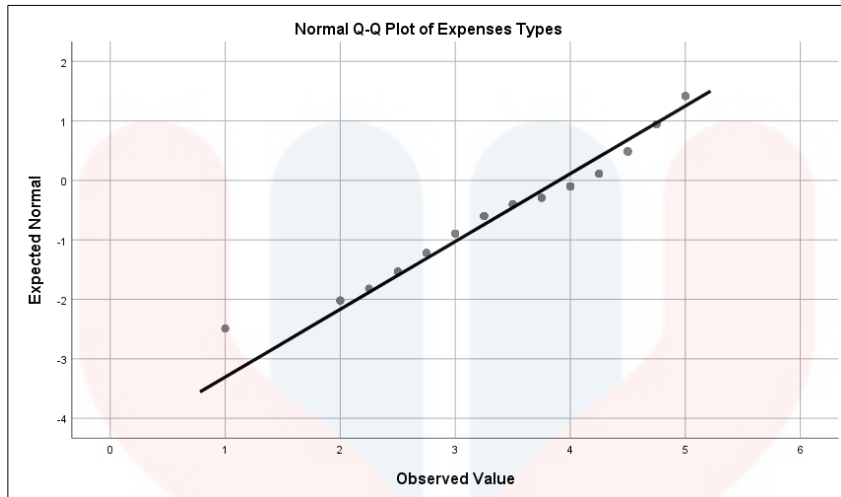


Figure 4.9: Normal Q – Q Plot of Expenses Types

The Figure 4.9 shows The Relationship between Independent Variable of Expenses Types and Dependent Variable of Saving Habits among Universiti Malaysia Kelantan (UMK) in Campus Kota. The standard Q-Q plot for each variable and each data point was almost exactly aligned with the diagonal. Thus, this suggests that the data were dispersed properly.

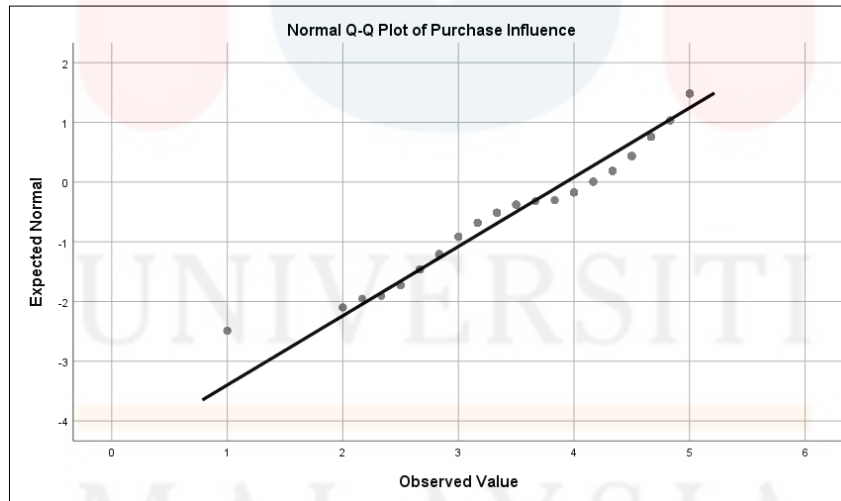


Figure 4.10: Normal Q – Q Plot of Purchase Influence

The Figure 4.10 shows The Relationship between Independent Variable of Purchase Influence and Dependent Variable of Saving Habits among Universiti Malaysia Kelantan (UMK) in Campus Kota. The standard Q-Q plot for each variable and each data point was almost exactly aligned with the diagonal. Thus, this suggests that the data were dispersed properly.

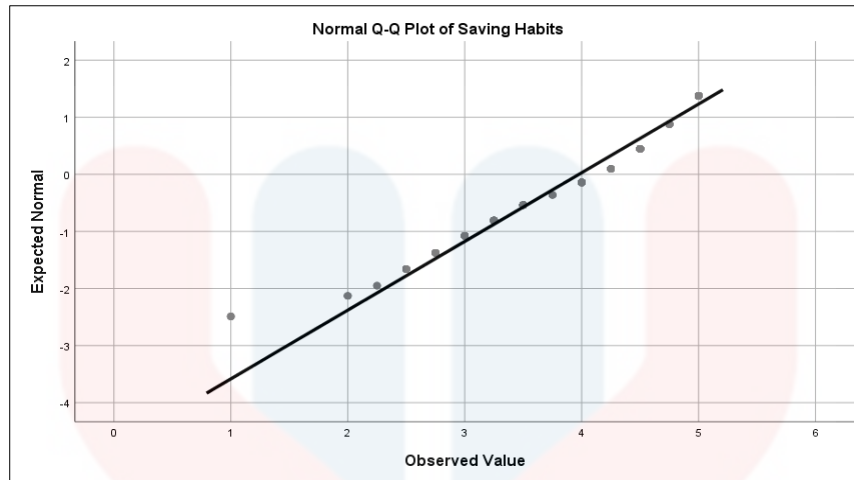


Figure 4.11: Normal Q – Q Plot of Saving Habits

According to Figure 4.11, the standard Q-Q plot for each variable and each data point was almost exactly aligned with the diagonal. Thus, this suggests that the data were dispersed properly.

4.7 HYPOTHESES TESTING

Hypothesis testing is a statistical method used to evaluate the validity of a claim or hypothesis about a population parameter based on a sample of data. The process involves formulating a null hypothesis (denoted as H₀) that assumes no effect or difference, and an alternative hypothesis (denoted as H₁) suggesting a specific effect or difference.

4.7.1 Relationship Between Spending Patterns and Saving Habits Among UMK Students in Campus Kota

Table 4.17: Spearman Correlation Spending Patterns

Correlations				
		Spending Patterns	Saving Habits	
Spearman's rho	Spending Patterns	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.	
	N		390	
	Saving Habits	Correlation Coefficient	.805**	1.000
		Sig. (2-tailed)	.000	.
		N		390

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

H₀ = There is no significant relationship between spending patterns and saving habits.

H₁ = There is a significant relationship between spending patterns and saving habits.

Table 4.17 shows a significant relationship between spending patterns and saving habits among UMK students in Campus Kota because the p-value is 0.000, which is less than $\alpha=0.05$. Meanwhile, there is an average relationship between spending patterns and saving habits in Spearman Correlation Coefficient where the value is 0.805. Hence, the H₁ is accepted and supported.

4.7.2 Relationship Between Sources of Income and Saving Habits Among UMK Students in Campus Kota

Table 4.18: Spearman Correlation Sources of Income

Correlations			
		Sources Income	Saving Habits
Spearman's rho	Sources Income	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	390
	Saving Habits	Correlation Coefficient	.823**
		Sig. (2-tailed)	.000
		N	390

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

H0 = There is no significant relationship between sources of income and saving habits.

H2 = There is a significant relationship between sources of income and saving habits.

Table 4.18 shows a significant relationship between sources of income and saving habits among UMK students in Campus Kota because the p-value is 0.000, which is less than $\alpha=0.05$. Meanwhile, there is an average relationship between sources of income and saving habits in Spearman Correlation Coefficient where the value is 0.823. Hence, the H2 is accepted and supported.

4.7.3 Relationship Between Expenses Types and Saving Habits Among UMK Students in Campus Kota

Table 4.19: Spearman Correlation Expenses Types

Correlations			
		Expenses Types	Saving Habits
Spearman's rho	Expenses Types	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	390
	Saving Habits	Correlation Coefficient	.788**
		Sig. (2-tailed)	.000
		N	390

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

H0 = There is no significant relationship between types of expenses and saving habits.

H3 = There is a significant relationship between types of expenses and saving habits.

Table 4.19 shows a significant relationship between expenses types and saving habits among UMK students in Campus Kota because the p-value is 0.000, which is less than $\alpha=0.05$. Meanwhile, there is an average relationship between expenses types and saving habits in Spearman Correlation Coefficient where the value is 0.788. Hence, the H3 is accepted and supported.

4.7.4 Relationship Between Purchase Influence and Saving Habits Among UMK Students in Campus Kota

Table 4.20: Spearman Correlation Purchase Influence

Correlations				
		Purchase Influence	Saving Habits	
Spearman's rho	Purchase Influence	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.809**	
		N	390	
	Saving Habits	Correlation Coefficient	.809**	1.000
		Sig. (2-tailed)	.000	.
		N	390	390

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

H0 = There is no significant relationship between purchase influence and saving habits

H4 = There is a significant relationship between purchase influence and saving habits.

Table 4.20 shows a significant relationship between purchase influence and saving habits among UMK students in Campus Kota because the p-value is 0.000, which is less than $\alpha=0.05$. Meanwhile, there is an average relationship between purchase influence and saving habits in Spearman Correlation Coefficient where the value is 0.809. Hence, the H4 is accepted and supported.

4.7.5 Hypothesis Result

Table 4.21: Hypothesis Result Between IV and DV

Hypothesis	Hypothesis Statement	Result
H1	Spending patterns has a positive influence on saving habits among Universiti Malaysia Kelantan (UMK) students in Campus Kota.	Accepted
H2	Sources of income have a positive influence on saving habits among Universiti Malaysia Kelantan (UMK) students in Campus Kota.	Accepted
H3	Expense types have a positive influence on saving habits among Universiti Malaysia Kelantan (UMK) students in Campus Kota.	Accepted
H4	Purchase influence has a positive influence on saving habits among Universiti Malaysia Kelantan (UMK) students in Campus Kota.	Accepted

4.7.6 Factors Influence Between Spending Patterns, Sources of Income, Expenses Types, Purchase Influence, and Saving Habits among UMK Students in Campus Kota

Table 4.22: Multiple Regression (Coefficients)

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.422	.098		4.291	.000
Spending Patterns	.301	.051	.308	5.943	.000
1 Sources Income	.268	.054	.275	4.987	.000
Expenses Types	.093	.051	.098	1.819	.070
Purchase Influence	.243	.060	.252	4.039	.000

Dependent Variable: Saving Habits

H0 = Spending patterns, sources of income, expenses types, and purchase influence are not a factor influencing saving habits among UMK students in Campus Kota.

H1 = Spending patterns, sources of income, expenses types, and purchase influence are a factor influencing saving habits among UMK students in Campus Kota.

Table 4.22 shows that there is a connection between all of the independent variables and the dependent variable, and all of the directions are positive. First, there is a significant influence between spending patterns and saving habits among UMK students in Campus Kota because the p-value of coefficient multiple linear regression is 0.000, which is less than $\alpha=0.05$. It also has a weak relationship between spending patterns and saving habits among UMK students in Campus Kota because the value of unstandardized coefficients is 0.301. Besides, there is a significant relationship between sources of income and saving habits because the p-value of coefficient multiple linear

regressions is 0.000, which is less than $\alpha=0.05$. There is also a weak relationship between sources of income and saving habits because the value of unstandardized coefficients is 0.268.

However, there is no significant influence between expenses types and saving habits among UMK students in Campus Kota because the p-value of coefficient multiple linear regression is 0.070, which is more than $\alpha=0.05$. It also has a weak relationship between expenses types and saving habits because the value of unstandardized coefficients is 0.093. Lastly, the table also showed a significant influence between purchase influence and saving habits because the p-value of coefficient multiple linear regression is 0.000, which is less than $\alpha=0.05$. Still, it has a weak relationship between purchase influence and saving habits because the value of unstandardized coefficients is 0.243.

Based on the table, spending patterns, sources of income, and purchase influence influenced saving habits among UMK students in Campus Kota because the p-value is less than 0.05. Meanwhile, expense types are not a factor influencing the saving habits among UMK students because the p-value is more than 0.05.

4.8 SUMMARY / CONCLUSION

In conclusion, the demographic information of the respondents was provided in this chapter, which also determined whether the variables of the current study are compatible with those found in previous empirical investigations. After that, all analysis was carried out, including reliability analysis, descriptive analysis, normality testing, and multiple regression analysis. Next, the data screening process and examination were carried out through the following steps: validation and reliability tests, descriptive analysis, testing of hypotheses, testing of respondents' demographics, and testing of half of the accepted hypotheses.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter will go over the main points from the previous chapter. This involves discussing the demographic profile, independent variable (spending patterns, sources of income, types of expenses, and purchase influence), and dependent variable (saving habits). The study will also highlight the major findings of the researchers in answering research questions and objectives. This chapter will also explain the findings of the investigations in more detail in the discussion part to answer and analyze the results of the studies, combined with the support of earlier studies. Finally, in this section, the researchers discuss the study of implication and recommendation.

5.2 KEY FINDING

The purpose of this study was to investigate the relationship between spending patterns and saving habits among students, with a particular focus on students at UMK Kampus Kota. One of the first issues that researchers have discovered is that the saving and spending behaviors of students are frequently characterized by a lack of financial preparation. This is because many students enter higher education with a limited understanding of personal finance, which leaves them unprepared to deal with the intricacies of managing their finances. A burdensome amount of student loans and rising educational expenditures are the second issue that needs to be addressed. Students at universities who are unable to resist temptation may wind up spending uncontrollably to fulfil their ambitions, which ultimately leads to them living above their financial means. Last but not least, the college experience frequently exposes students to a culture of consumption as well as peer pressure, which is another factor contributing to the problems. As a result of the issues that were discovered throughout this

investigation, four research objectives and four research questions were formulated. Four hypotheses were developed:

H1: there is a significant relationship between spending patterns and saving habits.

H2: there is a significant relationship between sources of income and saving habits.

H3: there is a significant relationship between the type of expenses and saving habits.

H4: there is a significant relationship between purchase influence and saving habits.

To draw more reliable generalizations, the quantitative technique was chosen because of its ability to make use of a large sample size. This, in turn, made it feasible to draw conclusions that were more reliable. For the purpose of gathering the required information, an online questionnaire in the form of Google Forms was distributed to the participants throughout the world. The population of the study consisted of students from the Campus Kota of the Universiti of Malaysia Kelantan (UMK), who were used as participants in the study. The method that we utilized is referred to as convenience sampling, and it is a type of non-probability sampling in which examples are selected on the basis of how quickly they can be accessible.

The findings of this study show that spending patterns, sources of income, type of expenses, and purchases influence have an impact on students saving habits.

Table 5.1: Key Findings

Research Question	Hypothesis Results	Finding
What is the relationship between spending patterns and savings habits among UMK students?	p = 0.000 (p < 0.01) r = 0.805	There is a very strong relationship between Spending Patterns and Saving Habits. Thus, Hypothesis 1 is accepted.
What is the relationship between source of income and savings habits among UMK students?	p = 0.000 (p < 0.01) r = 0.823	There is a very strong relationship between Source of Income and Saving Habits. Thus, Hypothesis 2 is accepted.
What is the relationship between expenses type and savings habits among UMK students?	p = 0.070 (p > 0.01) r = 0.788	There is a very strong relationship between Expenses Type and Saving Habits. Thus, Hypothesis 3 is accepted.
What is the relationship between purchase influence and savings habits among UMK students?	p = 0.000 (p < 0.01) r = 0.809	There is a very strong relationship between Purchases Influence and Saving Habits. Thus, Hypothesis 4 is accepted.

5.3 DISCUSSION

To examine the relationship between spending patterns and saving habits among Universiti Malaysia Kelantan, Campus Kota students, the finding of the study reveal a robust and statistically significant positive relationship between spending patterns and saving habits. With p-value of 0.000 (p < 0.01) and correlation coefficients (r) of 0.805. Researchers found that spending patterns and savings habits are often intertwined and influenced by various factors. Students, especially those in college or university, face unique financial challenges as they navigate tuition fees, living expenses, and discretionary spending. A study by (Adams &

Moore, 2018) found that students' spending patterns are often driven by immediate needs, such as textbooks, housing, and social activities. These expenditures can impact their ability to save, as a significant portion of their income may be allocated to essential expenses.

Moreover, the influence of peer behavior on spending habits among students cannot be understated. Research by (Roberts & Jones, 2020) highlights the social aspect of spending, emphasizing that students are often influenced by the spending habits of their peers. This social pressure may lead to increased discretionary spending and a reduced focus on saving. Understanding these social dynamics is crucial for designing effective financial education programs aimed at promoting responsible spending and saving habits among students. To address these challenges, universities, and financial institutions have a role in promoting financial literacy and providing resources that encourage responsible financial behavior. A comprehensive study by (Johnson et al., 2019) suggests that targeted financial education programs positively impact students' spending and saving habits. By equipping students with the knowledge and skills needed to manage their finances, educational institutions can contribute to shaping more sustainable and responsible financial behaviors among the student population.

There is also a statistically significant positive relationship between sources of income and saving habits. With p-value of 0.000 ($p < 0.01$) and correlation coefficients (r) of 0.823. Researchers found that the relationship between sources of income and savings habits is a crucial aspect of their financial well-being. Many students rely on various sources of income, including part-time jobs, internships, scholarships, and financial support from family. A study by (Smith & Johnson, 2017) suggests that the diversity of income sources among students contributes to variations in their savings habits. Students with stable and sufficient income sources may find it easier to allocate funds toward savings compared to those with irregular or

limited income. The level of financial literacy also plays a significant role in shaping students' savings habits based on their income sources.

Research by (Taylor & Brown, 2018) indicates that students with a better understanding of financial management tend to be more intentional in budgeting and saving, irrespective of the source of income. Financial education programs that address the specific challenges faced by students, including managing part-time job income and navigating scholarship funds, can positively impact their savings behaviors. Moreover, the transition from dependence on family support to financial independence during the college years can influence savings habits. A study by (Chen et al., 2019) highlights that students experiencing this transition may develop distinct saving strategies, influenced by their upbringing and financial values. Understanding these dynamics is essential for educators, policymakers, and financial institutions to tailor interventions that support students in cultivating healthy savings habits based on their unique income situations.

There is a very strong relationship between Expenses Type and Saving Habits with the $p = 0.070$ ($p > 0.01$), and $r = 0.788$. The relationship between expense types and savings habits is multifaceted and can significantly impact their financial well-being. A study by (Davis & Wilson, 2019) reveals that students often face a variety of expenses, ranging from tuition and textbooks to housing and discretionary spending on social activities. The allocation of funds among these different expense categories plays a crucial role in shaping students' savings habits. For instance, high tuition costs and essential living expenses may leave students with limited discretionary income to save, influencing their overall savings behavior. Discretionary spending, such as entertainment, dining out, and extracurricular activities, also plays a significant role in shaping students' savings habits.

Research by (Martinez & Lee, 2020) suggests that students who prioritize experiences and social engagements may allocate a smaller portion of their income to savings compared to those who adopt a more frugal lifestyle. Understanding the impact of discretionary spending on savings can guide financial education initiatives aimed at helping students make informed choices about their expenses and savings priorities. In addition, unexpected or emergency expenses can disrupt students' savings habits. A study by (Kim & Patel, 2018) highlights the importance of creating emergency funds to mitigate the impact of unforeseen expenses on students' financial stability. Institutions and policymakers should consider these findings when developing support systems to help students build resilience against unexpected financial challenges, fostering a more robust foundation for savings habits in the student population.

Lastly, there is a very strong relationship between Purchases Influence and Saving Habits with $p = 0.000$ ($p < 0.01$), and $r = 0.809$. The relationship between purchase influence and savings habits is notable for its impact on financial decision-making. Students often encounter various influences that shape their purchasing decisions, including peer pressure, marketing strategies, and societal trends. A study by (Smith & Davis, 2018) underscores the powerful role of peer influence on students' spending behavior. The desire to conform to social norms and maintain a certain lifestyle may lead students to prioritize immediate gratification over long-term savings goals. Marketing and advertising also play a significant role in shaping students' purchase decisions.

Research by (Jones & Brown, 2019) suggests that targeted marketing campaigns, especially those promoting credit cards and consumer loans, can influence students to make impulsive purchases and accumulate debt. This, in turn, can hinder their ability to save as a substantial portion of their income may be allocated to debt repayment rather than savings. To foster positive savings habits among students, financial education programs should address the

various influences on purchasing decisions. A study by (Turner & Martinez, 2020) highlights the effectiveness of incorporating critical thinking skills into financial literacy curricula, empowering students to evaluate and resist external influences. By equipping students with the tools to make informed and intentional purchasing decisions, educators and policymakers can contribute to a more financially resilient student population.

5.4 IMPLICATIONS OF THE STUDY

In this study, there are four independent variables, including spending patterns, sources income, expense types, and purchase influence. To conduct the study, the researcher collected data using a questionnaire through Google Forms available on the web. The questionnaire was distributed to 390 UMK students. Students at UMK have different demographic backgrounds, such as gender, age, race, faculty, program and so on. The goal of this study is to determine the effect of savings habits on the spending patterns of UMK students.

The implications of this study are to understand whether UMK students have good saving habits and healthy spending patterns. This study can shed light on the financial health of UMK students and help them understand whether they have good saving habits and spending patterns. At the same time, sensitize UMK students and educational institutions on the importance of having and cultivating healthy finances. This study is dedicated to efforts to improve student financial literacy and well-being. In addition, the study results can allow education policymakers and administrators to understand the current money concepts of college students, and help guide and correct wrong money planning of university students. At the same time, it lays a foundation for the next generation to establish a good concept of money.

5.5 LIMITATIONS OF THE STUDY

This study also encountered some limitations and challenges while conducting it. First, not all Google Forms sent out are guaranteed to get responses from respondents. This is because respondents may have been doing something else when they received the Google Form. However, they may have forgotten it when they were free. Although conducting offline questionnaires can avoid this situation. However, the efficiency is far less convenient and faster than sending a Google form with just a few fingers on the Internet.

In addition, the insufficient sample and the short research time also prevented this study from conducting too in-depth exploration. The sample for this study was mostly drawn from UMK students only. This would make the study too one-sided. This is because the saving habits and spending patterns of different countries and cultures are more or less different. Although UMK is a university that welcomes students from all over the world to study, most of the students are from Malaysia. Therefore, this study needs the voices of young people from more countries. However, due to time constraints, this study could not be so comprehensive.

Apart from this, time management is also one of the limitations in completing this study. This requires a clear understanding of a series of processes such as how to create a Google Form, distribute it, collect the basic number of samples required to complete the study, discuss with the instructor to improve the study report, and complete the final report within a limited time. Each of these processes requires specific planning of time. Not only that, the cooperation among team members is also one of the key factors in completing this research. If some processes time out, how to remedy them later, how to adjust the time in a timely manner, and how to communicate among team members are all limitations and challenges that need to be faced to complete this study.

5.6 RECOMMENDATIONS / SUGGESTIONS FOR FUTURE RESEARCH

The experience gained from studying this study will be transformed into some recommendations and hopefully provide some help to researchers who want to study this topic. First, it is recommended that future researchers conduct a more in-depth study of the factors that influence UMK students' saving habits and spending patterns when possible. By reading more articles and news, researchers can better understand the potential determinants of young people's consumption outlook. Examples include cultural influences, peer pressure, family background and financial literacy. This allows researchers to gain a more comprehensive understanding of current social dynamics and use this to develop more comprehensive questionnaires.

Secondly, the more diverse the data collection methods are, the more comprehensive the data records obtained. Sample data can be collected not only through Google forms, offline questionnaires but also through interviews and international exchange meetings. Data obtained through interviews will be more detailed. This is because there are no fixed answers to interviews. It is not like a questionnaire where answers have been prepared by the researcher. Through ideological exchanges with respondents, researchers can better understand each other's background culture and views on money. In addition, participating in international exchange meetings such as those held by schools can not only learn about the cultures of different countries but also obtain sample data from respondents from foreign countries.

In addition, researchers can explore whether respondents' saving habits and spending patterns are affected by interventions from financial education institutions. By increasing respondents' understanding of financial knowledge and evaluating its effectiveness and duration through controlled experimental or quasi-experimental designs. This is because it is easy to achieve short-term financial management, but the problem is how to maintain financial

management in the long term. Only a simple but long-term financial management policy can be considered successful. If the experiment is successful, it will help institutions design financial education programs tailored to meet the specific needs and challenges currently facing society.

5.7 OVERALL CONCLUSION OF THE STUDY

Overall, the discussion in the findings highlighted that all study objectives and questions were achieved and successfully answered. The data presented in Chapter 4 were analyzed by using the Statistical Package for Social Sciences (SPSS) and all conclusions were then decided based on the results. The relationship between spending patterns, sources of income, expense types and purchase influence are used as independent variables to influence UMK students' willingness to have savings habits. This study was distributed to UMK students and this questionnaire consisted of 390 respondents. The researcher chose students from UMK as respondents because they are relatively close and convenient for the researcher to conduct the study. Correlation analysis shows that expense types are significantly negatively correlated with savings habits. The correlation coefficient between types of expenses and savings habits is 0.07. Other independent variables are significantly positively correlated with savings habits, and the correlation significance level is set to be lower than 0.05. Finally, the researcher discussed some challenges faced during the research process and some suggestions for future research.

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APPENDIX A – DRAFT OF QUESTIONNAIRE



UNIVERSITI
MALAYSIA
KELANTAN

A STUDY ON THE RELATIONSHIP BETWEEN SPENDING PATTERNS AND SAVING HABITS AMONG UNIVERSITI MALAYSIA KELANTAN (UMK) STUDENTS IN CAMPUS KOTA

KAJIAN MENGENAI HUBUNGAN ANTARA CORAK BERBELANJA DENGAN TABIAT MENYIMPAN DALAM KALANGAN PELAJAR UNIVERSITI MALAYSIA KELANTAN (UMK) DI KAMPUS KOTA

Dear Participants,

We are students from Bachelor of Entrepreneurship (Commerce) with Honour from Faculty Entrepreneurship Business, University of Malaysia Kelantan (UMK), Pengkalan Chepa, Kota Bharu, Kelantan. We are currently conducting the title above study as part of our research survey for our Final Year Project (FYP). We are really hope that you all can answer and help us. We are very pleased and really appreciate the time you have taken to fill out the google form. This form is only a request for us to complete the assignment only. Thank you for all your cooperation. Thank you.

Prepared by,

1. EE SIANG LING (A20A1317)
2. INTAN FARIHAH BINTI MATALI (A20A1369)
3. NUR SHAHIDA IZZATI BINTI MOHD ZULHADI (A20A2225)
4. SOFYA NABIHAH BINTI ROSLAN (A20A2003)

SECTION A: DEMOGRAPHIC INFORMATION
BAHAGIAN A: MAKLUMAT DEMOGRAFI

The following questions aim to provide some demographic information that is important to this study. Please fill this in accurately. Please tick (/) on the right information.

Soalan-soalan berikut bertujuan mendapatkan beberapa maklumat demografi yang penting untuk kajian ini. Sila isi dengan tepat. Sila tandakan (/) pada maklumat yang betul.

1. Gender / Jantina

	Male / <i>Lelaki</i>
	Female / <i>Perempuan</i>

2. Age / Umur

	19 - 21 years old / <i>19 - 21 tahun</i>
	22 - 24 years old / <i>22 - 24 tahun</i>
	25 - 27 years old / <i>25 - 27 tahun</i>
	28 years old and above / <i>28 tahun dan ke atas</i>

3. Race / Bangsa

	Malay / <i>Melayu</i>
	Chinese / <i>Cina</i>
	Indian / <i>India</i>
	Others / <i>Lain - lain</i>

4. Faculty / Fakulti

	Faculty of Entrepreneurship & Business (FKP) <i>Fakulti Keusahawanan & Perniagaan (FKP)</i>
	Faculty of Hospitality, Tourism and Wellness (FHPK) <i>Fakulti Hospitaliti, Pelancongan dan Kesejahteraan (FHPK)</i>
	Faculty of Veterinary Medicine (FPV) <i>Fakulti Perubatan Veterinar (FPV)</i>

5. Program / Program

	Bachelor of Entrepreneurship (Commerce) (SAK) <i>Sarjana Muda Keusahawanan (Perdagangan)</i> (SAK)
	Bachelor of Entrepreneurship (Logistics and Distributive Trade) (SAL) <i>Sarjana Muda Keusahawanan (Logistik dan Perdagangan Pengedaran)</i> (SAL)
	Bachelor of Entrepreneurship (Retailing) (SAR) <i>Sarjana Muda Keusahawanan (Peruncitan)</i> (SAR)
	Bachelor of Business Administration (Islamic Banking and Finance) (SAB) <i>Sarjana Muda Pentadbiran Perniagaan (Perbankan dan Kewangan Islam)</i> (SAB)
	Bachelor of Entrepreneurship (SAE) <i>Sarjana Muda Keusahawanan</i> (SAE)
	Bachelor of Accounting (SAA) <i>Sarjana Muda Perakaunan</i> (SAA)
	Bachelor of Entrepreneurship (Tourism) (SAP) <i>Sarjana Muda Keusahawanan (Pelancongan)</i> (SAP)
	Bachelor of Entrepreneurship (Hospitality) (SAH) <i>Sarjana Muda Keusahawanan (Hospitaliti)</i> (SAH)
	Bachelor of Entrepreneurship (Wellness) (SAS) <i>Sarjana Muda Keusahawanan (Kesejahteraan)</i> (SAS)
	Bachelor of Veterinary Medicine (SDV) <i>Sarjana Muda Perubatan Veterinar</i> (SDV)

6. Monthly Income / Pendapatan Bulanan

	Less than RM100 / <i>Kurang daripada RM100</i>
	RM101 - RM200 / <i>RM101 - RM200</i>
	RM201 - RM300 / <i>RM201 - RM300</i>
	RM301 - RM400 / <i>RM301 - RM400</i>
	More than RM401 / <i>Lebih daripada RM401</i>

SECTION B: DEPENDENT VARIABLE
BAHAGIAN B: PEMBOLEH UBAH BERGANTUNG

This section contains the dependent variable that stated in this study. Please answer all the following questions by choosing the one that is most relevant to your thoughts and perspectives. *Bahagian ini mengandungi pemboleh ubah bergantung yang dinyatakan dalam kajian ini. Sila jawab semua soalan berikut dengan memilih yang paling relevan dengan fikiran dan perspektif anda.*

Read and tick your answer below (/) with refer to the given scale.
Baca dan bulatkan jawapan anda dibawah dengan merujuk kepada skala yang diberikan.

LIKERT SCALE / SKALA LIKERT

1.	2.	3.	4.	5.
Strongly Disagree / Sangat Tidak Setuju	Disagree / Tidak Setuju	Neutral / Neutral	Agree / Setuju	Strongly Agree / Sangat Setuju

The following questions are investigating The Effect of Current Saving Habits and Spending Patterns on University Malaysia Kelantan (UMK) Students. As for the questions of scale given below. You can mark (/) your sincere answers on the scale from 1 to 5. *Soalan berikut adalah untuk mengkaji Kesan Tabiat Menyimpan dan Corak Perbelanjaan Semasa Terhadap Pelajar Universiti Malaysia Kelantan (UMK). Setiap skala untuk soalan diberikan dibawah. Anda boleh menandakan (/) jawapan anda pada skala 1 hingga 5.*

SAVING HABITS / TABIAT MENYIMPAN

No.	Saving Habits / Tabiat Menyimpan	1	2	3	4	5
1.	Spending pattern affects my saving habits. <i>Corak perbelanjaan mempengaruhi tabiat menyimpan saya.</i>					
2.	Saving habits will be more prominent when I have various sources of income. <i>Tabiat menabung akan lebih menyerlah apabila saya mempunyai pelbagai sumber pendapatan.</i>					
3.	My savings are used to pay various types of expenses. <i>Simpanan saya digunakan untuk membayar pelbagai jenis perbelanjaan.</i>					
4.	My savings get disrupted when too many things influence me to make purchases. <i>Simpanan saya terganggu apabila terlalu banyak perkara mempengaruhi saya untuk membuat pembelian.</i>					

SECTION C: INDEPENDENT VARIABLE
BAHAGIAN C: PEMBOLEH UBAH BEBAS

SPENDING PATTERNS / CORAK PERBELANJAAN

No.	Spending Patterns / Corak Perbelanjaan	1	2	3	4	5
1.	I spend most of my expenses on non-essential items such as entertainment, dining out, and shopping. <i>Saya membelanjakan sebahagian besar perbelanjaan saya untuk barangan yang tidak penting seperti hiburan, makan di luar dan membeli-belah.</i>					
2.	Education, transportation, and leisure activity are the ways I allocate my expenses. <i>Pendidikan, pengangkutan dan aktiviti masa lapang adalah cara saya memperuntukkan perbelanjaan saya.</i>					
3.	There are specific factors or influences that affect my spending decisions (e.g., peer pressure, advertising, personal preference). <i>Terdapat faktor atau pengaruh tertentu yang mempengaruhi keputusan perbelanjaan saya (cth., tekanan rakan sebaya, pengiklanan, keutamaan peribadi).</i>					
4.	There has been a change in my spending patterns since starting university. <i>Terdapat perubahan dalam corak perbelanjaan saya sejak memulakan universiti.</i>					

SOURCES OF INCOME / SUMBER PENDAPATAN

No.	Sources of Income / Sumber Pendapatan	1	2	3	4	5
1.	I believe having a part-time job can support my financial needs as a student. <i>Saya percaya mempunyai pekerjaan sambil dapat menyokong keperluan kewangan saya sebagai pelajar.</i>					
2.	Financial support from family positively influences my ability to save money. <i>Sokongan kewangan daripada keluarga secara positif mempengaruhi keupayaan saya untuk menjimatkan wang.</i>					
3.	Financial aid, such as student loans (PTPTN/JPA/MARA/etc.) effectively supports my overall financial situation. <i>Bantuan kewangan, seperti pinjaman pelajar (PTPTN / JPA / MARA / lain-lain) berkesan menyokong keadaan kewangan saya secara keseluruhan.</i>					
4.	Investing in financial markets positively influences my saving habits. <i>Melabur dalam pasaran kewangan secara positif mempengaruhi tabiat simpanan saya.</i>					

5.	Entrepreneurial activities contribute significantly to my overall student income. <i>Aktiviti keusahawanan banyak menyumbang kepada pendapatan pelajar saya secara keseluruhan.</i>					
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EXPENSES TYPES / JENIS - JENIS PERBELANJAAN

No.	Expenses Types / Jenis - Jenis Perbelanjaan	1	2	3	4	5
1.	I regularly track my daily expenses as a student. <i>Saya kerap menjejaki perbelanjaan harian saya sebagai seorang pelajar.</i>					
2.	I often get indulge in non-essential expenses like dining out, entertainment, or shopping. <i>Saya kerap terlibat dalam perbelanjaan yang tidak penting seperti makan di luar, hiburan atau membeli-belah.</i>					
3.	I use students' discounts or financial aid programs to reduce my expenses. <i>Saya menggunakan diskaun pelajar atau program bantuan kewangan untuk mengurangkan perbelanjaan saya.</i>					
4.	I divide my monthly budget allocated for essential expenses such as fees, books, and accommodation. <i>Saya membahagikan belanjawan bulanan saya yang diperuntukkan untuk perbelanjaan penting seperti yuran, buku, dan penginapan.</i>					

PURCHASE INFLUENCE / PENGARUH PEMBELIAN

No.	Purchase Influence / Pengaruh Pembelian	1	2	3	4	5
1.	Recommendations from friends or family influence my purchase. <i>Pengesyoran daripada rakan atau keluarga mempengaruhi pembelian saya.</i>					
2.	Discounts, promotion, or sales can reduce purchase costs. <i>Diskaun, promosi atau jualan boleh mengurangkan kos pembelian.</i>					
3.	Online advertising or social media influence my purchase decisions. <i>Pengiklanan dalam talian atau media sosial mempengaruhi keputusan pembelian saya.</i>					
4.	There are seasonal sales and holiday events that tempt me to spend more than I want to. <i>Terdapat jualan bermusim dan acara percutian yang menggoda saya untuk berbelanja lebih daripada yang saya mahu.</i>					
5.	Influencers and celebrities have an impact on my purchase decisions. <i>Pengaruh dan selebriti mempunyai kesan pada keputusan pembelian saya.</i>					

APPENDIX B – GANTT CHART

Description	Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CHAPTER 1: INTRODUCTION															
Background of The Study															
Problem Statement															
Research Question															
Research Objectives															
Scope of The Study															
Significance of Study															
Definition of Term															
Organization of The Proposal															
CHAPTER 2: LITERATURE REVIEW															
Introduction															
Underpinning Theory															
Previous Studies															
Hypothesis Statement															
Conceptual Framework															
Summary / Conclusion															
CHAPTER 3: RESEARCH METHODS															
Introduction															
Research Design															
Data Collection Methods															
Study Population															
Sample Size															
Sampling Techniques															
Research Instrument Development															
Measurement of The Variables															
Procedure for Data Analysis															
Summary / Conclusion															
CHAPTER 4: DATA ANALYSIS AND FINDINGS															
Introduction															
Preliminary Analysis															
Demographic Profile of Respondents															
Descriptive Analysis															
Validity and Reliability Test															
Normality Test															
Hypothesis Testing															
Summary / Conclusion															
CHAPTER 5: DISCUSSION AND FINDINGS															
Introduction															

