



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF PUBLIC ADMINISTRATION AND
DEVELOPMENT MANAGEMENT

ASSESSMENT OF YOUTH SAVING HABIT IN ADDIS ABABA: THE
CASE OF YEKA SUB CITY

BY:
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JUNE, 2017
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A MASTER THESIS SUBMITTED TO THE DEPARTMENT OF PUBLIC
ADMINISTRATION AND DEVELOPMENT MANAGEMENT IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTERS IN PUBLIC MANAGEMENT AND POLICY

JUNE, 2017
ADDIS ABABA

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(MPMP)

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DECLARATION

The research paper undersigned, I declare that this is my own original work and has not been presented in this or any other university, and all sources of materials used in this research has been fully acknowledged.

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Acknowledgements

First and above of all, I would like to express my sincere gratitude to the Almighty God for his inexpressible gifts and love as well as his guidance in my life. I am always refreshed of doing my activities thinking of him as a blessing of my soul and my life.

Second of all my sincere appreciation and gratitude goes to my advisor Dr. Eshetu Grumu for the understanding, kind enough, and most importantly, to devote part of his precious time to respond to all my frequent inquiries from the beginning to the end of my research

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Acronym

| | |
|------|--|
| OECD | Organization for economic co-operation and development |
| MFI | Micro Finance Institutions |
| CBE | Commercial bank of Ethiopia |
| SD | Standard Deviation |
| GDP | Gross Domestic Product |
| ATM | Automated Teller Machine |

ABSTRACT

Most youths have low rate of saving behavior, so that improving saving behavior is a primary goal for people living in this part of the world. Improving saving behavior of individuals is given attention to look at a variety of savings services used by people/customer in the community. Improving this depends not only on attending of government provider but also on appropriate execution of recommending components of saving in household of the community and institutions or sectors. The objective of the study is to assess the saving habits of the youths (those in the age range of 18 to 30) and associated factors that determine the saving behavior of these youths in the general population of Yeka sub city. Both qualitative technique using an interview and quantitative techniques using a questionnaire were used for 130 respondents and 10 interviewees. The data from questionnaire were analyzed using SPSS and presented accordingly. The data from interview were incorporated under every topic of interest. The study found that there is a low saving behavior of the youths in Yeka Sub-City and they have a poor awareness of the financial services and packages. The factors determining the low saving behavior of the youths were the low financial literacy of the youths, the less parental socialization regarding saving the money, peer influence and less self-control practices of the respondents. The researcher recommended that it would be better if they get financial literacy form financial institutions and multimedia to alleviate their saving behavior. It would be much better if they control themselves towards managing the money they have and avoid bad temper. Good interaction between youths and their parents was recommended.

Key Words: saving behavior, peer influence, financial literacy, parental socialization, self-control

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Rapid and long-term economic growth requires investment venture – in infrastructure, education and technology, business expansion, and modification – and the main domestic source of funds for capital investment is saving (Tsega and Yemane, 2014). According to Sinha (1999) development economics recognized for several decades the importance of the mobilization of domestic savings for economic growth in developing countries. Thus, the positive relationship between saving/investment and economic growth has long been an established fact in economics (Sinha, 1999).

Over the past decades, saving plays an important role in the process of economic growth and development (Tang, 2010). Logically, saving encourages investment that triggers the economic growth of one country (Tang, 2010). According to Tang (2010), the speed of economic growth is determined by the ability to save because high savings rate drive up the rate of investment and consequently stimulate economic growth. He claimed that saving lead to a long run economic growth and increases of savings eventually affect the capital accumulation. In developing countries, economic fluctuations and climate risk lead to important income variations and leave the households vulnerable to severe hardship. Moreover, their social coverage is restricted and the credit and insurance markets are not well developed (Shmidt Habbel et.al,1996). Thus, these countries often face saving allocation problems and have difficulties to develop productive investments (Rogg, 2006).

According to Deaton (2005), serious problem confronting poor countries including Ethiopia is savings and investment gap. Because of this gap, these countries faced challenges to finance investments needed for growth from domestic saving. It is also common to see these countries to finance their investment in the short run partly through

domestic government borrowings and/or foreign loan and grants but this can significantly increase debt burden and cannot be a solution in the long run (Rogg, 2006).

According to Bisatet (1997), the mobilization of savings techniques should therefore first of all correspond to the need to motivate the formation, accumulation and collection of savings in the community. Thus the application of any technique is successful only if they can properly motivate the savings behavior of the individual or if they can strengthen any pre-existing, and perhaps latent propensity to save (Sinha, 1999).

What drives youths in making those fundamental decisions between consumption and saving, additionally, if saving is a goal which is being positively pursued, how do individuals decide how much to save. These and other issues which are of great importance and concern to policy makers and interest groups in Ethiopia forms the basis of this study. However the study is delimited to Yeka sub city taking three woredas.

1.2. Statement of the Problem

Understanding the nature of youth savings behavior is critical in designing policies to promote savings and investment (Attanasio and Banks, 2001). According to Anttansio (2001) given the differences in the economic environment of the developing and industrial countries there should be substantial variation in the saving behavior. The close relation between savings and growth makes the analysis of savings behavior naturally important for policy analysis. According to Agrawal et al (2009) saving behavior shows considerable variation across countries depending upon level of development and socio-economic structure and so one cannot be sure whether the results of a region or country under study may be applicable to a particular country or region of interest. Thus, cross-country regression analysis based on the assumption of homogeneity cannot be used as definitive study for any specific country of interest. For this reason, country and regional studies have an importance of their own (Agrawal et al, 2009).

Most of the developing countries have low rate of saving behavior, so that improving saving behavior is a primary goal for people living in this part of the world (mechael et al 2001).

Improving saving behavior of individuals is given attention to look at a variety of savings services used by people/customer in the community. Improving this depends not only on attending of government provider but also on appropriate execution of recommending components of saving in household of the community and institutions or sectors (Klause etal, 1992).

Saving behavior and institutions of saving area have become increasingly important for financial security of the household. Investigation of factors associating with saving behavior assumes critical importance; Provision of saving services varies widely across individuals in Addis Ababa understanding these variations at the individual and in the community level in order to successfully implement any saving related policies and programs.

As Gina etal (2012) offers brief on a glimpse into saving patterns and performance of a large sample of in-school youth in Ghana. Findings from the baseline surveys in the Youth Save Ghana Experiment highlight the fact that these youth are active savers. However, they tend to save small amounts using informal methods over short periods of time, and for mostly consumptive purposes, such as school fees. Nonetheless, youth have very favorable attitudes about using formal financial institutions to save. Analysis of the Youth Save Ghana Experiment at end line survey, which took place in 2014, investigated whether having structured savings accounts change youth savings patterns and performance. Research findings may inform products, services, and policies that may make youth saving more inclusive (Ginaetal, 2012). And there is no any study showing saving habit of youths in Ethiopia.

Thus, this study assessed the current status of youths' saving behavior both in household and in financial institutions and factors that influence utilization of these services, and to find out the possible reasons for underutilization of saving behavior using primary data & secondary data source.

The researcher thought that there is a relationship between age, gender, marital status, educational level family size, occupation, salary financial literacy, parental socialization, peer influence, self-control and saving behavior. That is what to be done in this research.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of this study is to assess the saving habits of the youths (those in the age range of 18 to 30) and associated factors that determine the saving behavior of these youths in the general population of Yeka sub city.

1.3.2. Specific Objectives of the Study

More specifically the study has the following objectives;

1. To assess the saving behavior (actual saving behavior, potential saving behavior) of the youths in Addis Ababa; in the case of Yeka sub city.
2. To assess the awareness and use of bank services and essential packages.
3. To assess factors affecting saving behavior and examine the relationship between the variables financial literacy, parental socialization, peer influence, self-control and saving behavior among the youths in Yeka sub city, Addis Ababa.

1.4. Basic Research Questions

The general goal of this study is to assess the saving habits and the associated factors related to the saving behaviors of the youths in Addis Ababa, Ethiopia taking Yeka sub city. The basic research questions here are;

1. How is the saving behavior (actual saving behavior, potential saving behavior) of the youths in Addis Ababa; in the case of Yeka sub city?
2. What are the factors affecting the saving behavior of the youths in Addis Ababa; in the case of Yeka sub city?
3. What is the extent of awareness and use of bank services and essential packages in Yeka sub city?
4. Is there a relationship between the independent variables (Age, gender, marital status, educational level, family size, occupation, salary, financial literacy, parental socialization, peer influence, self-control) and the dependent variable (saving behavior among the youths in Yeka sub city, Addis Ababa)?

1.5. Hypothesis

For the purpose of testing the relation between the dependent variable (Saving Behavior of Youths in Yeka Sub-City) and the independent variables which tend to be the factors of saving behavior.

H01; There is a relationship between demographic variables and saving behavior

H02; There is a relationship between awareness of saving and saving behavior.

H03; There is a relationship between financial literacy and saving behavior.

H04; There is a relationship between parental socialization and saving behavior.

H05; There is a relationship between peer influence and saving behavior.

H06; There is a relationship between self-control and saving behavior.

1.6. Significance of the Study

This research was conducted to assess the saving behavior of the youths and to identify the factors affecting the saving behavior of the youths in Yeka sub city, with purpose to create awareness on the effective utilization of financial resources and saving. On the grounds of determination of core problems, educators and regulators are able to develop appropriate programs and design relevant financial courses to help the youth in managing personal earnings and avoid the debt tracks. Furthermore, retail banks can therefore develop more appropriate marketing strategies to tap young savers. By doing this, the profitability and competitiveness of retail banks can be improved. Additionally, as youth is the group of concern and there is lack of researchers' attention on the saving behavior of youths, this study can be an inspiration for other researchers to continuously exploring on this topic. Last but not least, it also helps parents to identify what factors affect their children's saving behavior in their youth age to bring them from the scratch to a good level, so that they can effectively monitor their children and ensure them on the right track of money management and risk taking on their own when grows to adulthood.

1.7. Scope of the Study

This study only assesses the saving behavior of the youths in Addis Ababa; in the case of Yeka sub city. It also assesses the awareness and use of bank services and essential packages and assesses factors affecting saving behavior and examine the relationship between the dependent variables financial literacy, parental socialization, peer influence, self-control and saving behavior among the youths in Yeka sub city, Addis Ababa. In terms of methodology the study used two data collecting instruments: questionnaire and interview. The study was designed to assess the above questions of the research, no more no less and it was done by the two instruments selected.

1.8. Limitation of the Study

There were different constraints to the study. The researcher was very tight up to work and was unable to manage the research progress especially during the data collection period of the research. The researcher had to control the data collecting process together with managing the data obtained from the questionnaire and faced a challenge. This impacted on the research on finding a designing different questionnaires for different groups of youths. And this couldn't be done and was done totally to the total population of the youths. The other limitation of the study was faced when collecting data. Most of the youths were uneasy to be accessed. And it was difficult to identify the youths by simply looking at them. It was like to measure the age of them by simply looking at them. The other problem was that there was no one place to access the youths and this made it difficult. Though the researcher managed to go to the homes of the respondents and asked for the presence of the youths for the questionnaires.

1.9. Organization of the Paper

This study comprises five chapters. The first chapter includes the introductory part such as background of the study, statement of the problem, objective of the study, significant of the study, delimitation, research questions, and limitation of study. The second chapter includes reviews literature related to the study, chapter three include research methodology and procedures, chapter four deals with result, chapter five deals with conclusions and recommendations and at the end references and appendices were attached.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter explains the theory applied for the research and discover how each independent variable affects the dependent variable by reviewing past literatures related to the topic. This chapter also includes a proposed conceptual framework developed for the research and hypotheses to be tested.

2.2. Definition of Saving

The word “saving” according to Warneryd (1999) contained broad-based meaning and numerous explanations. In economic contexts, saving is defined as the residual income after deducting current consumption over a certain period of time. Conversely, saving in psychological context is referred to the process of not spending money for current period in order to be used in future. In other word, saving behavior is the combination of perceptions of future needs, a saving decision and a saving action. On the other hand, people are likely to define saving as investing, putting money in a bank account, speculating and paying off mortgages (Warneryd, 1999).

In developing countries, saving is difficult to capture as it can be raised on an informal basis and as a result, it cannot be completely assessed by the national accounts. On the other hand, in OECD countries saving is largely made up of property investments, monetary and financial investments (Schmidt-Hebbel et al, 1999). In developing countries, as households hoard money, savings are perfectly liquid so they can be used to face any urgent need or investment opportunity. This becomes all the more important since households’ confidence in the banking system is low. Moreover, non-financial saving is important in developing countries(Goldstein and Barrow, 1999). It can take various forms as precious or semi-precious materials (jewels, carpets, etc...). In Ethiopia, precious or semi-precious materials are accumulated on a regular basis and are exchanged against liquidities in order to meet

lifecycle (education, marriage, immigrations, etc.) or urgent spending. The non-financial household saving also consists on housing properties and other forms of ownership (land, livestock, machines, etc.) (Robinson, 2004). Robinson (2004) adds building materials, cereals and harvest to these main forms of savings. More generally, this kind of saving accounts for a large part of households' saving. According to Goldstein and Barrow (1999) one of the essential characteristics of non-financial savings is to be able to be easily used in case of social need or economic opportunity. For cereals stocks or livestock purchases, can add high motivation of economic profitability meaning livestock accumulation is a source of profit in such a way that livestock can be easily sold; some of them produce other consumable and tradable goods (eggs, milk, wood) or others can be used as agricultural inputs in which this form of savings present some drawbacks: cattle breeding requires resources like water, animal food, pasture, work-time and can be lost in the case of illness or natural disasters.

2.3. Benefits of Saving

Saving has a multidimensional benefit both for the saver himself, and for the nation at large. Individuals get benefited from saving in case of emergency funds, retirement benefits, payment for house, buying new car, entitlements of sinking funds, and education. Chenery & Srinivasan (1998) also states that savings not only allow for growth in income and increases in consumption, but also for the smoothing of consumption in the presence of various uncertainties. Saving behavior can only be understood fully after the sources of uncertainty facing decision-makers and their opportunities for responding to them are specified.

As Gedela (2012) put, since the classical times, saving has been considered as one of the determinants of growth. He also suggested that, to achieve higher rate of growth with relative price stability, the marginal propensity to save should be raised by appropriate incentives and policies.

In general, DeFina (1984) summarized that saving is crucial to a growing economy because it makes resources available for the production of physical capital, for the research and development needed to fuel economic growth, and enhance our standard of living. Coupling this

important role of saving with the anxiety of policymakers, it is not surprising that legislators have backed tax reforms aimed at eliminating perceived anti-saving biases in the code

2.4. Saving Habit

Darnton et.al, (2011) defined Habit as a factor in behavior and/or a practice. And the authors added that, worked out on the ground, “practices” and “behaviors” are hard to distinguish. Neal, Wood, Labrecque, Lally (2011) put their meaning of habits as psychological dispositions to repeating past behavior. They also noted that most researchers agree that habits often originate in goal pursuit, given that people are likely to repeat actions that are rewarding or yield desired outcomes. In addition, habit strengths a continuum, with habits of weak and moderate strength performed with lower frequency and/or in more variable contexts than strong habits.

2.4.1. What is Saving Habit?

Based on the definition of saving as a behavior or a practice different author’s use the term saving behavior, saving propensity, saving practice, saving likelihood and saving habit interchangeably. For instance, Fisher (2006) used the term saving likelihood to indicate savers the intensity where people are willing to save some portion of income; Mahdzan (2010) used the term propensity to save to refer the intensity of setting aside a portion of income as saving, or an inclination to save; Fisher J. &Anong, (2012) and Fisher J (2010) use saving habit to express the regularity of saving over periods.

Demography and saving habit; the saving can be most often determined by the demographic features like the sex ratio, the age distribution, and the rate of dependent population. Saving is highly determined by whether the female’s contribution towards saving is more or the male is contributing to its highest level and again if the problem of the age distribution in the family contributing to the saving is optimum then the saving rate is determined in a different perspective. Aggregate savings is exaggerated by the age distribution of the population if the carve up of dependent population is high than the income earning groups, the savings ratio will be low (Nayak, 2013).

Furnham (1985) investigated, among others, the relationship between demographic (age, sex, education, vote and income) and attitudes toward saving money. He found that age was strongly and linearly related to the respondent's attitudes to saving. He also suggested that education discriminated between the various saving attitudes (Bikerland, 2013).

2.4.2. Types of Savings

The types of saving are mainly based on the income available to the household, firm and corporate bodies. The saving type can be classified on the basis of the sectors accounting for the saving distribution. It can be broadly classified under three headings namely, (a) household sector saving, (b) private sector saving and (c) public sector saving. The categories of savings are discussed below: (Nayak, 2013).

Household Sector saving; the savings done or accrued by the individual members in a household consists of household sector saving. The household saving contributes to a larger share in the Indian economy which comprises of the individuals saving behavior at a larger scale including the financial as well as the financial assets. The individuals at the household level make a share to the national income computation of a country (Nayak, 2013).

Private Corporate Sector saving; the savings made in the privately owned corporations are called as the private sector corporations' savings. The private corporate sector comprises of (i) non-governmental and non-financial companies, (ii) commercial banks and insurance companies working in private sector, (iii) co-operative banks, credit societies and non-credit societies, and (iv) non-banking financial companies in the private sector (Nayak, 2013).

Public Sector saving; the public sector's savings are constituted into (i) government savings, and (ii) savings generated by the public sector undertaking in the form of internal resources. One process of estimating public sector saving is to scrutinize the relationship between public savings and the consolidated returns shortage of government which is an alternative measure of government savings (Nayak, 2013).

2.4.3. Nature of Saving

Savings can be known as the cash or physical products set aside for future use. People in urban and other low-income communities can save when they are guided and encouraged by the Government and financial institutions. For the people in the urban regions, savings are made through traditional credit rotation groups, or purchase of domestic animals (goats, pigs, chickens or cows). Gradually, the traditional way of saving in rural region has been abolished; the people shifted their saving pattern to save in form of physical assets, like gold, land and durable goods and financial assets like shares, stocks, and bonds (Nayak, 2013). According to Nayak (2013), the Micro Finance Institutions (MFIs) and micro-enterprises are playing a major role in recent years in urban region by encouraging the people to save more. MFIs need to inject capital or funds which may be the owners of money or loan. When a loan is used, it is someone else who has done the saving. Micro enterprises, like other businesses, convert savings (of the owners and of others) into investment, in the creation of wealth. Variations in the saving pattern is mostly found in different societies, as there exists, a difference in environmental, social, economic and cultural contexts.

Human wants get transformed as the society grows and in turn cause substantial changes in the outlook of the people towards saving. In low-income communities, the ability to save is low and often is in cash or kind. Saving in cash is cheap and convenient. Variations in saving is visible in different communities as there exists difference in income levels, consumption pattern, awareness of the saving benefits, family size, investment opportunities, etc. Human attitude towards saving has been changed through decades as in the remarkable growth in the society (Nayak, 2013).

2.4.4. Forms of Savings

An individual or a family's choice as to where to save in order to determine most extreme fulfillment also, and guarantee the security of their funds, is an exceptionally fundamental individual and family choice. It has been contended by Raily (1992) that individuals save when their salaries surpass their present utilization longings, and that the abundance investment funds should be possible in a few ways. Raily (1992) contended that, to save cash, families can choose

to put the cash under their bed or cover it in the terrace until some future time when utilizations surpass their present wage. By and large, there are two principle outlets where families can store any reserve funds that they mean to do (Railly 1992).

Formal Savings; formal savings occur when individuals or families keep their money with formal financial institutions such as commercial banks or other non-bank financial institutions such as insurance companies, credit unions or savings and loans companies (Boateng, 1994).

Informal Savings Institutions; informal savings are any savings that occur within the informal sector of the economy. Aryeetey and Gockel (1998) observed that the informal financial sector participates in all commercial savings and lending that take place outside the formal sector in the developing economy.

In Ethiopia various types of informal saving (worku, 2000).these include private sector rotating saving and credit groups such as iddir and iqqub that are initiated and organized by the people themselves, under the premise of financial relations based on reciprocity. Iddir and iqqub are the most important informal organization, based on the pre-established social ties.

Saving Account; saving accounts are accounts maintained by retail financial institutions that pay interest but cannot be used directly as money in the narrow sense of a medium of exchange (for example, by writing a cheque). These accounts let customers set aside a portion of their liquid assets while earning a monetary return (Robert and Josephine, 2006).

Benefit of youth saving account

In Ethiopia Youth savings habit are not widespread but in 2014 CBE launch youth saving account and the bank special privilege to the holders. Some of the privilege are as follows.

- Holders will get high interest rate and discount money transfer (5.5%).
- The account holders are allowed to get a discount when they ask their account balance information.

-
-
- The account holders in saving account of youth savings are also additional privilege of being able to use mobile and internet banking for free(Robert and Josephine, 2006)

2.5. Savings Behavior and Access to Financial Services

Literature on household savings are based on two major hypotheses. One is according to the work of Keynes which defines savings as a linear function of income, the first major breakthrough in savings literature is the permanent income hypothesis of Friedman(Muladogru and Taskin, 1996). This hypothesis differentiates permanent and transitory components of income as determinants of savings. Permanent income is defined in terms of the long-term income expectation over a planning period and a steady rate of consumption maintained over lifetime given the present level of wealth. The second major contribution to savings literature comes from Ando and Modigliani's life cycle hypothesis, whose basic assumption is that individuals spread their lifetime consumption evenly over their lives by accumulating savings during earning years and maintaining consumption levels during retirement (Muladogru and Taskin, 1996).

As of Lamberte and Bautista (1990) household saving is usually the largest component of domestic saving in developing countries, especially the lower income, predominantly agricultural based Least Developed Countries. This contrasts with the much greater importance of corporate saving in developed countries. The ability, willingness, and opportunity of youths to save over time can therefore significantly influence the rate and sustainability of capital accumulation and economic growth in developing countries (Lamberte and Bautista, 1990). Understanding the nature of youths savings behavior is therefore critical in designing policies to promote savings and investment among the youths to engage in different entrepreneurship practices that helps to create job opportunity giving diminishing employment vacancy in the government offices.

Fernando (2007) in his excellent paper titled "Low Income Households' Access to Financial Services" observes that in developed economies, formal financial sectors serve a majority. For example, 99% of the population of Denmark, 96% of the population of Germany, 91% of the population of the United States of America, and 96% of the

population of France has a bank account. The opposite is true, unfortunately, for developing countries as the World Bank (2009) reports for example that in Chad, one of the world's poorest countries, there are barely nine bank accounts per thousand adults. According to the World Savings Banks Institute (2004), only 20% of the population in most developing economies has access to formal financial services.

On the Contrary, Burrit (2006) observes that millions of poor, helpless, rich, and unbanked households want financial services. They seek a diverse range of services including loans, savings, insurance, remittances for funds transfer, and payment services. Households use financial services to build incomes, mitigate risk, and protect against vulnerability often exacerbated by economic crises, illness, and natural disasters. Fernando (2007) adds to say that lacking access to the kind of products and convenient services they require from formal sources, many households keep their cash at home, with informal savings clubs or in the form of various nonfinancial assets such as livestock. He further observed that households also rely on self-savings or informal sources to finance investments and smooth consumption. It is worthy to note that the financial sector can contribute to income growth.

According to Claessens and Feijen (2006) high performing financial sector has the following functions: it mobilizes savings and ensures that savings are allocated to users of capital who put it to its most productive activities; it enables risk sharing among investors; and it provides an efficient payments system to facilitate financial transactions. Thus, a sound financial system makes transactions quicker, cheaper, and safer, because it avoids cash or barter payments. In addition, greater access to financial services enables poor people to plan for the future and invest in land and shelter, and utilize productivity enhancing assets, such as fertilizer, better seeds, machinery and other equipment. In accumulating financial assets and availing themselves of insurance to smooth their income, households and small firms can greatly reduce their vulnerability to unfortunate events such as economic instability, drought, disease, or death (Claessens and Feijen, 2006).

Burrit (2006) on the other hand stated that an efficient, functioning financial sector contributes to a country's development measured by overall economic growth, income growth per capita, and decreasing income inequality. Countries with more developed financial markets that offer a range of financial services, efficient prices, and effective risk transfer mechanisms and greater financial depth (measured by the ratio of liquid liabilities to GDP) have grown faster than countries with less developed financial markets.

Fernando (2007) therefore argues that given that inclusive development is a widely accepted development objective, the lack of access to finance for a majority of the population must be considered a fundamental flaw in the formal financial systems because it reinforces the vicious circle of both income and non-income poverty. Thus access to finance, though not a magic bullet by any measure, could play a potentially significant role in efforts to reduce poverty as the rich, poor households can benefit from credit, savings, payment and insurance services, and money transfer facilities.

Although measuring demand for financial services is an imprecise exercise (Burrit, 2006) and reliable and up to date data on different dimensions of access are scanty (Fernando, 2007), the FinScope (2008) revealed that, more than half of the adult population of developing countries (55%) manage their lives without using any kind of financial product (formal or informal) and of those that are financially included (45%), an equal number are using banks (42%) are using informal mechanisms (42%), 19% of individuals are banked, 7% use a financial product from a formal financial institution other than a bank (predominantly microfinance institutions) and 19% make use of the informal financial products and/or systems available to them. Amongst the adult population there is a slight bias towards men, 21% of men are formally banked versus only 17% of women. In total, 25% of the adult population is using the informal sector; of those people 6% are also using products from the formal sector. Included in the informal sector are those people who are borrowing from employers, people who are getting credit at shops, farmers who are receiving inputs from processors or input suppliers as credit and members of community-based organizations such as the church, and farmers' organizations.

However, according to the World Bank (2009), the poorest people in many countries, of which Ethiopia is one, do not use the banking system because they do not have enough money to make it worthwhile and banks may not find it worthwhile to provide them. Ethiopians seek safe savings facilities, payment services, and access to credit and insurance to build assets, increase income, reduce vulnerability, and maintain consumption for food and other services during lean periods.

There are different reasons for being unbanked, the World Bank (2009) observes that having no formal jobs means no stable income and therefore little reason to use a bank. The surest way to increase popular use of formal banking services is thus to raise incomes, an assertion which Loayza et al (2000) tend to agree with by reporting that several multivariate cross-country studies of saving find that the level of real per capita income positively affects saving rates. But some small, practical steps can bring the benefits of banking to more people. Making it easier to open an account is a good example. In many countries however, opening an individual bank account is neither simple nor cheap (Burrit, 2006). More stringent know-your-customer requirements that have taken effect in recent years have contributed to this situation, suggesting trade-offs between the need for regulatory precautions and desirability of expanding popular access to banking services.

On-going maintenance fees also reduce the number of bank accounts. Banks levy many other charges, such as fees for a check book or an ATM card. Countries where banks follow this practice, Ethiopia inclusive, tend to have lower rates of bank access, even after controlling for income. Potential bank clients who may shrug off modest account-opening fees are likely to dislike paying a variety of fragmented charges for other items, as this may make banking appear more complicated (World Bank, 2009). For money transfers therefore, according to Fernando (2007), they use informal mechanisms. In general, the effective prices that the poor and low income households pay in informal markets for these services tend to be high and many people who save cash in informal markets suffer significant losses. Those who borrow from informal commercial credit markets often have to pay very high interest rates and are unable to get medium- to long-term loans and in addition, informal markets are inefficient in financial intermediation.

Fernando (2007) hence concludes to say while many admit the drawbacks of informal sources of financial services, their extensive nature and persistent role in meeting the demand for financial services among low-income households confirm beyond any doubt the importance of financial services in the lives of these households. Also, the widespread existence of informal markets confirms the fact that there are important supply-side constraints in the formal financial system on the access to financial services for those at the low end of the market.

2.6. Factors Affecting Saving Behavior of Youths

2.6.1. Financial Literacy

Financial literacy is defined as sufficient knowledge of personal finance facts and terms for successful personal financial management (Garman & Fogue, 1997). Meanwhile, Anthes (2004) defines financial literacy as the ability to read, analyses, manage and communicate about the personal financial conditions that affect the material well-being. Delafrooz and Laily (2011) have conducted a study in Malaysia to examine the degree to which financial literacy influenced the saving behavior. This research had been conducted via quantitative methodology by distributing self-administered questionnaires to 2246 employees in the public and private sectors. The finding shows that saving behavior is significantly influenced by the financial literacy whereby individuals with low level of financial literacy are not intended to save and eventually encounter financial problems in future.

The study of Hilgert, Hogarth and Beverly (2003) is found to be consistent with the above study. The researchers explore the connection between knowledge and behavior of US Household by using the secondary data adopted from the University of Michigan's monthly Surveys of Consumers conducted in 2001. This survey was carried out by interviewing 1004 households within the state via telephone. The researchers found that the correlation between financial knowledge and saving behavior was significant. Result shows that households obtain higher financial scores (answered the quiz correctly) tend to have higher scores on saving index

(achieved more saving practices). Thus, the researchers concluded that increase in financial knowledge can lead to better saving behavior.

In addition, the research of Sabri and MacDonald (2010) also demonstrates that financial literacy had a positive and significant effect on college students' savings behavior. They had included 3850 students from 11 universities located in Malaysia and questionnaires were distributed to 350 students randomly selected from each of the targeted universities. The result of this research suggests that participants who have greater knowledge on personal finance tend to engage in effective saving behavior.

2.6.2. Parental Socialization

Webley and Nyhus (2005) have investigated the concept in respect of parents' behavior in influencing the economic behavior of their children. The results show that parental behavior and parental orientation have a weak but clear impact on the economic behavior of their children and in adulthood. The research was conducted in Netherlands with 690 Dutch participants who are 191 husbands, 191 wives, and 308 children aged from 16 to 21.

According to Otto (2009), there is empirical evidence that parents can promote the development of skills to their children that are important for saving. The purpose of the research is to investigate the role of parents in developing their children's saving ability and competence in adolescence. A total number of 446 students aged 13 to 14 from Devon, England were included in this research. A questionnaire on money management was given to the students during their normal school lesson in which the results showed that they saved because of their parents.

A research was carried out by Furnham (1999) to investigate the saving and spending habits of young people. A total amount of 158 males and 122 females British children and adolescent from South East of England participated in the research. The participants were requested to answer a set of questionnaire and the results showed that most of the children and adolescents' saving behavior was caused by parental requests and requirements.

2.6.3. Peer Influence

A study was done by Erskine, (2005) to examine further predictors for the saving behavior of young people. The study was conducted in Toronto, Canada and a total number of 1806 young Canadians aged 12 to 24 participated in this research. According to the economic theory of time preference and psychological theories about adolescent crowds, they predicted that the groups would be more patient and more likely to save money if they are placed high on the adult or academic-oriented dimension while the groups that are placed high on the peer-oriented dimension were expected to be less patient and less likely to save money. Thus, the result indicates that peer influence has an impact on individuals' saving behavior.

In the study of Duflo and Saez (2001), the researchers found that peer effects play an important role in retirement savings decisions. The survey was conducted in United States by using individual data from employees of a large university with 12,172 employees which divided into 358 departments. The purpose of the study was to examine the relationship between role of information and social interaction in retirement plan decision. These findings suggested that members of the same group share a common environment, which may influence their behavior. The reason is people with similar preferences tend to belong to the same group. Both of these factors generate a correlation between group behavior and individual behavior which consequently affect their saving behavior. Besides, Milkman (2010) have conducted a field experiment involving 15000 employees from 500 manufacturing firms in USA about retirement saving behavior. The population is divided into two major groups which are employees who contributed to company retirement saving plan and employees who had no contribution to the plan. They found that there is a weak correlation between peer influence and retirement saving behavior as the peer influence only encourages a small amount of co-workers to participate in the retirement saving plan.

2.6.4. Self-Control

Self-control is the ability to identify and regulate one's emotions and desires. It is characterized by the exertion of will, self-discipline, and ability to delay gratification (Baumeister, 2002). Esenvalde (2010) has provided empirical evidence that self-control was

positively associated with saving behavior. The author claimed that self-control is a very solidly and uniformly factor used to explain saving behavior. In this research, snowball sampling method has been adopted and survey questionnaires were mailed to target respondents. Primary data were collected from 272 employees with regular incomes in the United States. Finally the study showed that self-control is positively associated with saving behavior.

In the study of Otto (2009) which is aimed to investigate the measures that enhance our understanding and predict saving during adolescence. Yet, the paper also studied on whether the adolescent likes spending a lot or finds it difficult to resist temptation. The research was conducted by requesting 290 students from two colleges which are Exmouth Community College and Clyst Vale Community College in United Kingdom to complete a four page anonymous questionnaire that consists of five parts. From the research, it was found that conscientiousness was associated with positive saving attitudes (Nyhus, 2002) and financial self-control (Warneryd, 1996). In addition, it was found that psychological variables relevant to adult saving yet highlights that self-control and ability to delay gratification are important skills for saving when young.

2.7. Theoretical Framework

According to Ajzen (1991), people perform certain behavior because they form an intention to do so. The three concepts that determine the intention are attitude towards the behavior, subjective norm and perceived behavioral control. First, attitude towards the behavior refers to the degree to which a person forms a positive or negative evaluation towards the behavior. Meanwhile, subjective norm refers to the perceived social pressure to perform or not to perform the behavior. The social pressure is derived from salient referents such as parents, spouse, peers and colleagues. The third determinant of intention is perceived behavioral control which refers to people's perception of their ability to perform a given behavior. It implies a person's intention to carry out certain actions is predicted by the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience as well as anticipated impediment. This is illustrated in the study of Furnham (1999) whereby least well-educated people are not likely to practice saving as they believe saving will not bring wealth to them. As a

general rule, favorable attitude and subjective norm and greater perceived behavioral control can lead to a stronger intention to perform specific behavior.

In this study, attitude towards behavior and perceived behavioral control are used to explain how financial literacy predicts youths' saving behavior. Typically, youths with greater financial knowledge will perceive the beneficial of saving and problems encounter if savings account is not maintained. Hence this behavioral belief will drive the youths to form a positive attitude towards saving behavior. Meanwhile, youths are intended to save if they possess better cognitive ability pertaining to financial management as they believe they can save appropriately. Furthermore, perceived behavioral control can be used to explain self-control as youths with high level of self-control will perceive the ease of saving because they have the ability to regulate their desires, self-disciplined and delay gratification. Meanwhile, subjective norm is applied in explaining how parents and peer affecting the youths' saving behavior. Social pressures are normally created by parental control and peer influence, therefore their behaviors is deemed to significantly affect youths' intention to save. In conclusion, all the determinants (financial literacy, parental socialization, peer influence and self-control) can be well explained by the concepts in predicting youths' saving behavior.

Various economic literatures identify a large number of motives for household savings, Most of them derived from two consumption theories: the permanent income hypothesis and the life cycle hypothesis. Schmidt-Hebbel et al (1996) discuss the saving determinants in each specific theory (which are opposed as far as the sign of some determinants is considered) and how they are related to empirical findings. Among these motives, the most often recurred are the precautionary behavior, life-cycle considerations, investment opportunities, the preference for smooth consumption, the need to accumulate resources for large purchases and the bequest reason.

The permanent income hypothesis predicts that an unanticipated increase in the future income relative to the current income reduces current savings in contrast to the Keynesian point of view. Most of the empirical studies (Hall, 1998) found that consumption exhibits "excess sensitivity" to a change in income.

From the macroeconomic perspective, many empirical studies, both in developed and developing countries, investigate the determinants of private saving rates in order to explain the diversity in saving rates in the world. Losayza et al. (2000) reviewed drivers of private saving and classified into demographic and economic variables. The demographic variables include old or young age and urbanization. Whereas the economic variables include income (temporary/permanent), uncertainty (political instability), rates of return (interest rate, inflation...), domestic and foreign borrowing constraints, fiscal policy and pension system. Various model specifications related to data samples and econometric strategies are also suggested. However, these literatures provide ambiguous results. Numerous saving determinants are not significant and/or the estimated sign is not consistent with the theory. A case in point here is the sign of the income level. Moreover, a large body of empirical macroeconomic work ignores consumer heterogeneity by assuming a representative household agent. These macroeconomic studies cannot deal with “real-world” features that reflect the diversity of saving behavior. On the other hand, micro-econometric analysis allows estimating the importance of economic variables and the role of households’ features in the saving behavior. This study tries to keep track with this empirical research field.

2.8. Determinants of Saving In the Empirical Literature

Econometric research on the determinants of household saving based on micro data drawn from the less developed countries has lagged far behind the pace set in advanced nations. It would appear that there has been limited hypothesis testing in the least developed countries beyond macro formulations of the consumption function. Furthermore, very little of the development literature attempts to isolate the impact of structural change on aggregate personal saving, since few studies provide meaningful disaggregation (Kelley and Williamson, 2009). This state of affairs seems paradoxical, given the currency of W. A. Lewis's remark that the central problem in development theory is to explain an increase in domestic saving from 4 or 5 percent of national income to 12 or 15 percent.

Besides, few studies assess the determinants of saving at the individual level generally due to the lack of data. Using recent econometric techniques, Carpenter and Jensen (2002) and

Kulikov, et al. (2007) identify how youth characteristics affect saving behavior, in Pakistan and Estonia respectively. Carpenter and Jensen (2002) focus on the role of institutions which collect saving and stress on the role of formal (banks) and informal institutions (savings committees). Carpenter and Jensen (2002) found that “increased income leads to a greater desire to participate in some form of savings institutions but as income increases more individuals shift to the formal sector”. Carpenter and Jensen (2002) also found evidence that the urban rural differences in bank use is negligible which suggests that formal finance is not primarily restricted to urban households in Pakistan. As opposed to Carpenter and Jensen (2002) who focus on the savings supply side, where as Kulikov et al. (2007) analyze the saving determinants on the demand side. Making a distinction between regular and temporary household income allows the authors to put forward the role of income variability and the different forms of household assets (financial and non-financial) in a transition economy (Estonia). Their analysis is based on data from household budget surveys. As in many empirical studies, they found that the saving rates depend more on the transitory income than regular income. Among the other variables, the labor market status or the non-financial assets ownership (real estate for instance) and credit access have not significant effect on the household saving behavior; the durable goods possession (in particular cars) has a negative impact on the saving rate.

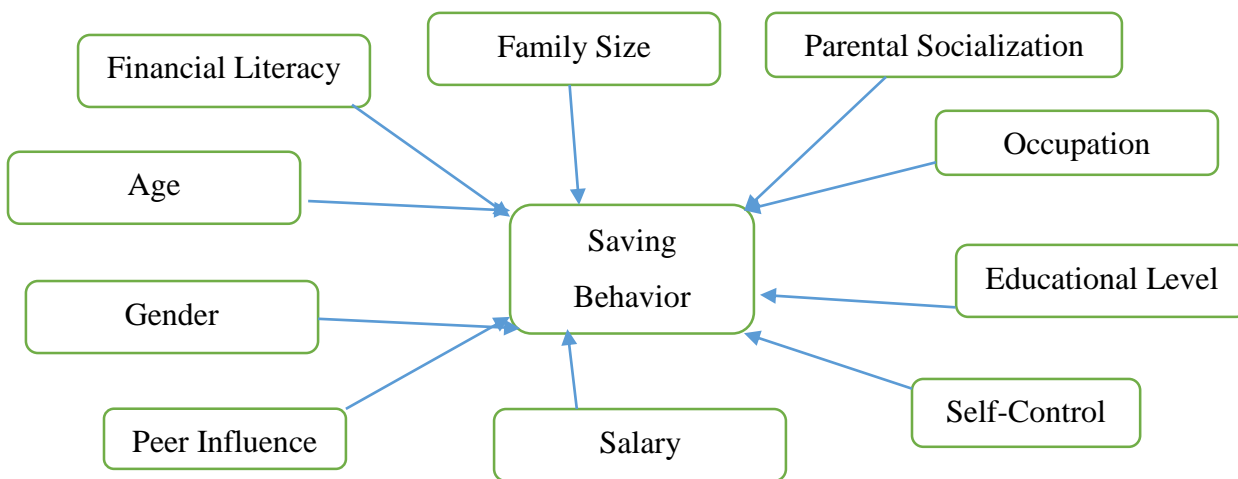
Among the few researches done in developing countries; Klause et al. (1992) studied households saving in developing countries and found that income and wealth variables affect saving strongly. Touhami and Colleagues (2009) also investigate the micro-econometric determinants of households saving in Morocco. They concluded as income significantly explains the cross-sectional variation of the saving behavior of households in Morocco. Similarly, Girma et al. (2013) identified determinants of rural household savings in East Hararghe Zone, Oromia Regional State Ethiopia. Nine determinant explanatory variables of rural household savings were identified which include: household head education level, livestock holdings, access to credit service, income, investment, training participation, contact with extension, forms of savings and saving motives.

The empirical literature review revealed that there are different factors that affect household savings. Most of these empirical studies focus on aggregate national savings using macro data. Besides, there is no study conducted on microeconomic level on the determinants of household saving in northwestern Ethiopia and limited studies are found in the country. Therefore, this paper attempted objectively to identify major micro level determinants of savings at household level focusing on the effects of the socio-economic characteristics of the households on saving behaviors and their view on income, expenditure and credit institutions. The study is also intended to contribute to the existing research gap through a better exploration of its determinants.

2.9. Conceptual Framework

The following framework is adapted from the framework developed by Lim et al. (2011) and serve as the foundation of this study. The framework is formulated to explain the relationship of the independent variables (financial literacy, parental socialization, peer influence and self-control) and dependent variable (saving behavior).

Figure 1 Conceptual Framework



There are also other factors which influence the saving behavior of a person. Age, Gender, Marital status, Number of a family that a person is economically responsible, educational level of the person, salary per month and attitude about money.

CHAPTER THREE

3. METHODOLOGY

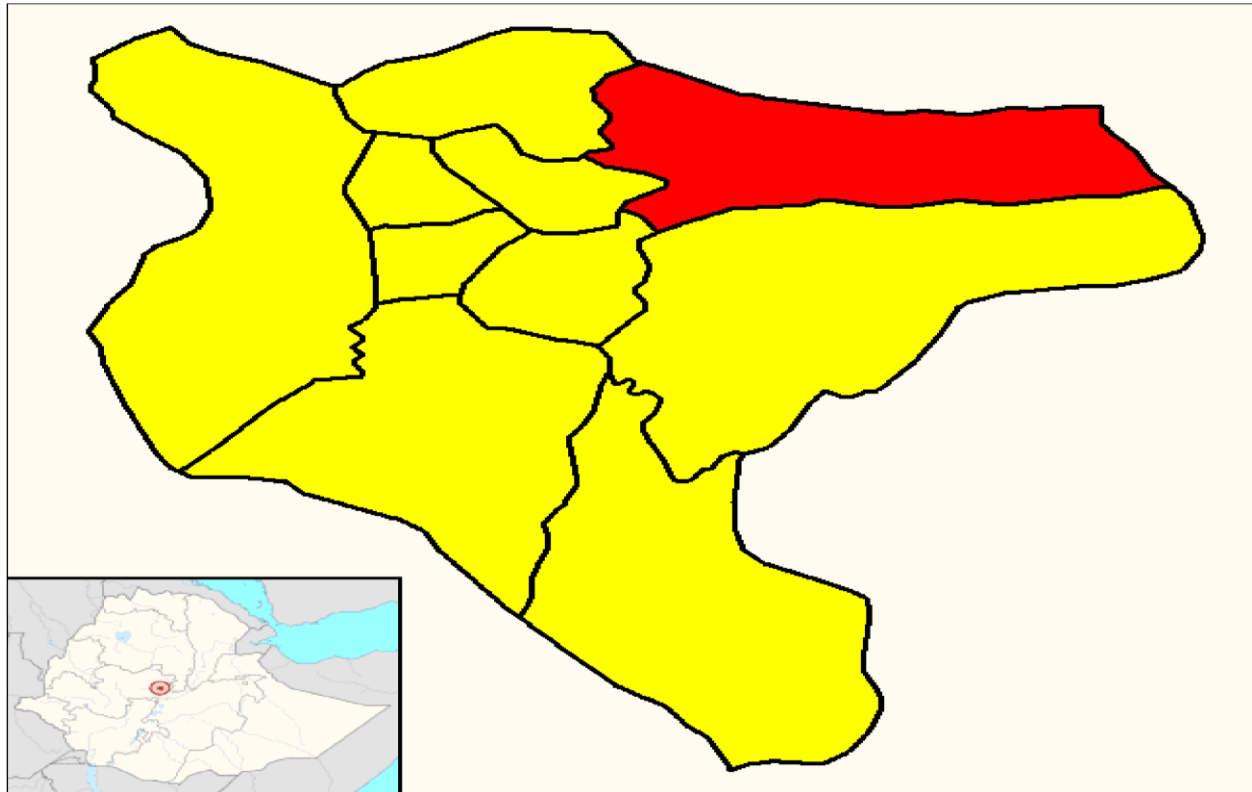
This chapter aims to highlight the design and methodology used to obtain required data. It explains thoroughly about the research design, data collection methods, sampling design, research instrument, and methods of data analysis.

3.1. The Study Area

Addis Ababa, the capital of Ethiopia was found in 1886. It is the largest town in the country, located almost at geographical center of the national territory. It covers an area size of 51948.85 hectare. Addis Ababa has a history of more than 125 years. Based on the 2007 Census conducted by the Ethiopian National Population Authority, the population of Addis Ababa is 3,384,569 million, 662,728 households were counted living in 628,984 housing units, which results in an average of 5.3 persons to a household. The city is currently divided in to ten sub city administrations namely, Arada, Addis ketema, Lideta, Kirkos, Yeka, Bole, Akakikaliti, Nifas silk lafto, Kolfe Keranyo and Gulele sub cities.

Yeka sub city the study area of this research is situated in the North part of Addis Ababa, bounded from south by Bole sub city, from west by Lideta sub city and from North and East by Oromia region. At present the sub city is divided in to 13 woredas, 394 seferes and 1344 blocks. According to the 2007 census, the total population within this sub city is 346,664 which are 12.65% of the entire population of the city. From the total population 161,592 are male while 185,072 are female (Yeka Atlas, 2014).

Figure 2 Addis Ababa City Map of Sub-Cities



Legend  Yeka Subcity

3.2. Research Design

This is an explanatory study on the determinants of saving behavior among youths in Ethiopia. Both quantitative and qualitative methods were employed by the researchers the empirical assessments consist of numerical measurement and analysis and interview consists a theoretical one. In the perspective of time horizon, the research can be classified as cross-sectional study where data were collected from standard households representing Yeka sub city. The survey was conducted having followed a deductive approach by conducting the research based on existing theories and researches to test the relationship between youths saving behavior and the four factors (financial literacy, parental socialization, peer influence and self-control).

3.3. Methods of Data Collection

3.3.1. Quantitative Method

The structured questionnaires were distributed and collected by 5 data collectors. Prior to data collection two day training were given for data collectors on how to collect the data and other related procedures, and during the data collection continuous follow up and supervision was made by principal investigator throughout the data collection.

3.3.2. Qualitative Method

To conduct the Qualitative method in-depth interview method were employed. Major data collection for constrict the blueprint of saving habits of the study population were conducted with exemplary youths in the study woredas using face to face interview method. And those who have never saved were interviewed to get what factors cause them not to save.

3.4. Methods of Data Collection

The choice of data collection methods depends on the research problem under study, the research design and the information gathered about the variable. Broadly, the data collection methods can be classified into two categories:

3.4.1. Primary Data Collection Methods

The primary data are the first-hand data, collected by the researcher for the first time and is original in nature. The researcher collects the fresh data when the research problem is unique, and no related research work is done by any other person.

Two primary data collection techniques were employed among all the others. These are the questionnaire and the interview. Questionnaire is a list of a research or survey questions asked to respondents, and designed to extract specific information. It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied. It is detailed about them in section 3.5.

3.4.2. Secondary Data Collection Methods

When the data is collected by someone else for his research work and has already passed through the statistical analysis is called the secondary data. Thus, the secondary data is the second-hand data which is readily available from the other sources. One of the advantages of using the secondary data is that it is less expensive and at the same time easily available, but however the authenticity of the findings can be questioned. The secondary data according to this research are the journals, books, the figures taken from already done researches are considered as secondary data. To this end the researcher used these secondary information sources to use them for literature review, statement of the problem and background of the study. Documents related to the study have been analyzed to help on this research.

3.5. Instruments of Data Collection

3.5.1. Questionnaire:

Questionnaire is the most evident method of data collection, which is comprised of a set of questions related to the research problem. This method is very convenient in case the data are to be collected from the diverse population. It mainly includes the printed set of questions, either open-ended or closed-ended, which the respondents are required to answer on the basis of their knowledge and experience with the issue concerned. It is to be noted that these primary data collection methods can be used to collect both the qualitative and quantitative data and this method of data collection (that is using questionnaire) is quantitative data collection technique.

The questionnaire that is going to be asked has contained five parts. Each part contains questions related to the part as classified according to the objective of this research. The first part of the questionnaire is about the demography of the respondents and it contains three questions. The second part is about the socioeconomic status of the respondents and it contains six questions. This makes 9 questions of the questionnaire are about the personal details of the respondents.

The third part of the questionnaire is about the saving behavior of the respondents. This part contains about 14 questions that have relations to the saving behavior of the respondents. The fourth part is about the awareness and use of bank services and essential packages. This part of the questionnaire contains three questions measuring the awareness and use of bank services and essential packages.

The last and the fifth part of the questionnaire is about the factors affecting saving habit of the respondents. It consists of especially the four major factors that affect the saving behavior of the respondents and it contains 25 questions.

The questionnaire was given the youths in the selected three woredas randomly. The time at which the data collectors provide the questionnaire were at the evenings during which the researcher is out of work and the respondents are out of work or education too. The respondents were asked to fill through one night and are expected to return the next evening before the data collectors go to the next respondents.

3.5.2. Interview

Interview was used as an aid for the data collected through questionnaire. 10 youths were selected from the three woredas and the interviewees were asked the questions. First the youths working at the youth club of the woredas coming to the entertainment club of the woredas were selected. Then the time and the place when and where it would be comfortable for them was selected as per their call. And the researcher himself got there on time and asked them the interview.

3.6. Sampling Design

Sampling design is a process to select an appropriate amount of units from the population of interest to provide accurate information about the entire population (Hair, Babin, Money, & Samuel, 2003).

3.6.1. Target Population

The target population is defined as the entire group of people the researcher is interested in (Easton & McColl, 1997). The target population for this study is the youths of age 18 to 30 years old in Yeka sub city.

3.6.2. Sampling Elements

The target respondents are youths who work in different fields or areas in the selected woredas of the selected sub city (Yeka) in Addis Ababa.

3.6.3. Sample Size Determination

Then the sample size was determined by using the following formula (Dixon C and B .Leach, 1977).

$$n' = \frac{n}{1 + \frac{n}{N}}$$

Where $n = \frac{z^2 pq}{d^2}$ and n is the desired sample size when the population is greater than 10,000., n` is number of sample size when population is less than 10000, Z is 95% confidence limit i.e.1.96. P is 0.1 (proportion of the population to be included in the sample i.e. 10%), q is 1-p or 1-0.1 i.e. 0.9, N is total number of population, d is margin error or degree of accuracy desired (0.05).

$$n = \frac{1.96^2 * 0.1 * 0.9}{0.05^2} = \frac{86436}{625} = 138.3$$

$$n' = \frac{n}{1 + \frac{n}{N}} = \frac{138.3}{1 + \frac{138.3}{52000}} = 138$$

But the data for real was taken from the 130 respondents in which six of the respondents didn't return the questionnaires and the other two of them were rejected by the researcher because they were not adequately filled.

3.6.4. Sampling Technique

The researchers adopt Systematic sampling method to obtain data. Systematic sampling involves a random start and then proceeds with the selection of every K^{th} term from then onwards. ($K=N/n$). (Where, N = population size; n = sample size) Therefore, the questionnaires were distributed to the sub city youths randomly to the amount equal to the sample size. Where $k=52000/400=130$

Suppose the youth at serial number 10 is selected from the first 400 youth, then the researcher shall select every 400th ($K^{\text{th}}=N/n$) Youth until he gets the sample size of 400. The youth selected would be:

10, 410, 810, 1210, 1610, 2010 ... 51610.

3.7. Validity and Reliability

The validity and the reliability of the data and the tests was checked by two procedures. The first one was the inter relationship between the responses from different sources of the different types of the instruments. The second one was the Cronbach alpha. The Cronbach Alpha for the data set was 0.82 which was very perfect for social science studies

3.8. Data Analysis Techniques

The processed data are further analyzed using SPSS version 20. The objectives of data analysis include measuring central of tendency and variability, testing reliability and the hypotheses developed for the study. It is important to prevent error that may invalidate the conclusions.

Data analysis enables describing and comparing variables numerically which enhances the statistical analysis and data interpretation (Saunders et al., 2009). Descriptive statistics such as mean, percentages were used as tools of analysis. Bivariate correlation and regression analysis were used to test the hypotheses developed for the research.

3.9. Ethical Consideration

Prior to data collection appropriate ethical clearance were taken from ethical committee of College of Business and Economics, Addis Ababa University. During data collection, each respondent were informed about the purpose, scope and expected outcome of the project and appropriate informed written consent was taken from the respondents. Anyone who is not willing to participate is excluded from the study and during the interview, respondents who were interested to avoid specific question or discontinue the interview were allowed to do so.

3.10. Operational Definition

Financial literacy; knowledge of personal finance facts and terms for successful personal financial management

Loyalty of youths to the banks; continuing of using the banks till the time of the data collection of this study

Parental socialization; parents' behavior in influencing the economic behavior of their children

Peer influence; influence by a friend whether to save or not to save.

Saving Behavior; the characteristics and the reactions of the youths towards saving

Self-control; the ability to make oneself to be governed by a saving or non-saving behavior

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter gives the results of the survey data obtained from questionnaires and interviews. The variables were encoded to SPSS, the data were inserted, then was analyzed, presented, and discussed in this chapter. The interviews were analyzed following the themes under which they are compatible.

The percent presented are according to most of the respondents for Likert scale variables. If the percent of agree and strongly agree is greater than the sum of the sum of the percent of disagree and strongly disagree, then the idea raised is supported and hence is a supported idea by the respondents of the questionnaire. That is if percent of %SD+%D is greater than %A+%SA then the idea favors to the side of the disagreement. And if %SA+%A is greater than %D+%SD and if the mean is greater than 3 then the idea favors to the side of the agreement

4.2. Response Rate

Response rate is a percentage of the actual samples participated in responding the study questionnaires on for the researcher after completely filling them to the total of the samples that The researcher used the responses of the respondents for answered questionnaire for 130 samples and all 130 of them were returned back completely filled. The researcher found a response rate of $130/138 * 100\% = 95\%$.

4.3. Demographic Profile

In this section of the result and analysis the demographic profiles of the respondents were analyzed and presented in tables. The result which was analyzed and presented in tables was interpreted just above the table.

The most frequently observed category of Gender was Female ($n = 80, 62\%$). Amongst the surveyed most of them were female. The most frequently observed category of Marital Status was single ($n = 101, 78\%$). This means most of the surveyed respondents were single. The observations for Age ranged from 18.00 to 30.00, with an average of 23.44 ($SD = 3.41$). Frequencies and percentages are presented in Table 1.

Table 1 Gender and Marital Status

| Variable | | <i>n</i> | % |
|----------------|--------------|----------|------|
| Gender | Female | 80 | 62 |
| | Male | 50 | 38 |
| | Total | 130 | 100 |
| Marital Status | Married | 27 | 21 |
| | Single | 101 | 78 |
| | Widowed | 2 | 2 |
| | Total | 130 | 100 |
| Age | 20 and below | 26 | 20 |
| | 21 to 25 | 61 | 46.9 |
| | 26 to 30 | 43 | 33.1 |
| | Total | 130 | 100 |

Source: - Survey Data, 2017

The most frequently observed category of who the respondents live with was alone ($n = 68, 52\%$). This means most of the surveyed youths were living alone and this may be difficult for saving. The most frequently observed category of Highest Level of Education was diploma ($n = 36, 28\%$) followed by degree holders which is 27%. The most frequently observed category of Occupation was employed ($n = 68, 52\%$). Meaning the most of the respondents of the questionnaire were employed. The most frequently observed category of having Additional Work was no ($n = 102, 78\%$). This clearly means most of the respondents didn't have additional

work they are working. This means there would not be additional income than the wage from the employed ones. Frequencies and percentages are presented in Table 2.

Table 2 Live with and highest education level

| Variable | | <i>n</i> | % |
|----------------------------|------------------|----------|-----|
| The respondents Live With | Alone | 68 | 52 |
| | Friend | 5 | 4 |
| | husband/wife | 25 | 19 |
| | Other | 2 | 2 |
| | Parents | 15 | 12 |
| | Siblings | 15 | 12 |
| | Total | 130 | 100 |
| Highest Level of Education | 1-8 | 9 | 7 |
| | 9-12 | 31 | 24 |
| | Degree and above | 35 | 27 |
| | Diploma | 36 | 28 |
| | No | 3 | 2 |
| | TVET | 25 | 19 |
| | Total | 130 | 100 |
| Occupation | Employed | 68 | 52 |
| | Unemployed | 61 | 47 |
| | Total | 130 | 100 |
| having Additional Work | No | 102 | 78 |
| | Yes | 28 | 22 |
| | Total | 130 | 100 |

Source: - Survey Data, 2017

The observations for the number of the dependent ranged from 0.00 to 5.00, with an average of 0.66 ($SD = 0.98$).

Table 3 the number of economic dependents

| | | Frequency | Percent |
|---|-------|-----------|---------|
| number of your family size under your economical responsibility (if there is) | .00 | 76 | 58.5 |
| | 1.00 | 34 | 26.2 |
| | 2.00 | 11 | 8.5 |
| | 3.00 | 7 | 5.4 |
| | 4.00 | 1 | .8 |
| | 5.00 | 1 | .8 |
| | Total | 130 | 100.0 |

Source: - Survey Data, 2017

The observations for monthly Income from Salary ranged from 0.00 to 9000.00, with an average of 2489.62 ($SD = 1989.13$). This does not mean they don't get money by simply looking at the smaller one. They may get it from other sources. The observations for monthly Income from Rent ranged from 0.00 to 0.00, with an average of 0.00 ($SD = 0.00$). The observations for monthly Income from Remittance ranged from 0.00 to 1000.00, with an average of 91.54 ($SD = 204.71$). The observations for monthly Income from Interest ranged from 0.00 to 500.00, with an average of 3.91 ($SD = 44.19$). The observations for monthly Income from Other Sources ranged from 0.00 to 12500.00, with an average of 339.23 ($SD = 1241.25$).

Table 4 Monthly Income

| Variable | <i>M</i> | <i>SD</i> | <i>n</i> | Min. | Max. |
|-----------------------------------|----------|-----------|----------|------|----------|
| monthly Income from Salary | 2489.62 | 1989.13 | 130 | 0.00 | 9000.00 |
| monthly Income from Rent | 0.00 | 0.00 | 130 | 0.00 | 0.00 |
| monthly Income from Remittance | 91.54 | 204.71 | 130 | 0.00 | 1000.00 |
| monthly Income from Interest | 3.91 | 44.19 | 128 | 0.00 | 500.00 |
| monthly Income from Other Sources | 339.23 | 1241.25 | 130 | 0.00 | 12500.00 |
| Total | 2901.154 | 2178.36 | 130 | 0 | 12500 |

Source: - Survey Data, 2017

4.4. Saving Behavior of the Respondents

The most frequently observed category of do you have a habit of saving was no ($n = 70$, 54%). The most frequently observed categories of Rate of Saving Habit were bad and very bad, each with an observed frequency of 42 (32%).

Those who didn't have a saving habit were taken to be very bad at their saving habit.

Frequencies and percentages are presented in Table 5.

Table 5 Saving Behavior

| Variable | | <i>n</i> | % |
|--|-----------|----------|------|
| Have Habit of Saving | No | 70 | 54 |
| | Yes | 60 | 46 |
| | Total | 130 | 100 |
| The Saving Habit of the respondents is | Excellent | 4 | 3.1 |
| | Very good | 9 | 6.9 |
| | Good | 42 | 32.3 |
| | Bad | 42 | 32.3 |
| | Very bad | 33 | 25.4 |
| | Total | 130 | 100 |

Source: - Survey Data, 2017

According to most often the interviewees they don't have a good habit of saving. Their rate of saving was so poor. The proportion they save using different saving institutions and traditional methods of saving was very low. But they explained that they had a potential to save but they didn't save. There is a large gap between what they save and what they can save.

The observations for Percent of Your Money You Save ranged from 0.00 to 50.00, with an average of 14.52 ($SD = 16.31$).

Table 6 Percent of their Income that they Save

| | | Frequency | Percent |
|------------------------------|----------|-----------|---------|
| how much proportion you save | below 10 | 10 | 7.7 |
| | 11-20 | 10 | 7.7 |
| | above 20 | 47 | 36.2 |
| | None | 63 | 48.5 |
| | Total | 67 | 51.5 |

Source: - Survey Data, 2017

The most frequently observed category of Places that the youths preferred to Save Money was bank ($n = 81, 62\%$). The most frequently observed category of places you save money was bank ($n = 57, 44\%$). The most frequently observed category of How often do the respondents save money was monthly ($n = 52, 40\%$) followed by quarterly which accounts for 7%. Frequencies and percentages are presented in Table 7 below.

Table 7 Preferences and places of saving

| Variable | | <i>n</i> | % |
|--|------------------|----------|-----|
| Places the youths prefer to Save Money | Bank | 81 | 62 |
| | credit union | 10 | 8 |
| | No preference | 39 | 30 |
| | Total | 130 | 100 |
| places the youths save money | Bank | 57 | 44 |
| | credit union | 10 | 8 |
| | don't save | 63 | 48 |
| | Total | 130 | 100 |
| How often do youths save money | Monthly | 52 | 40 |
| | quarterly a year | 9 | 7 |
| | when I get money | 6 | 5 |
| | I don't save | 63 | 48 |
| | Total | 130 | 100 |

Source: - Survey Data, 2017

The most frequently observed category of the variable in agreement level saying in order to save, they often compare prices before they make a purchase was agree ($n = 58$, 45%). The most frequently observed category of In order to save, I often consider whether the real necessity before I make a purchase was agree ($n = 66$, 51%). The most frequently observed categories of in order to save, I always follow a careful monthly budget were agree and disagree, each with an observed frequency of 50 (38%). The most frequently observed category of I always have money available in the event of emergency was disagree ($n = 72$, 55%). The most frequently observed category of In order to save, I plan to reduce my expenditure was agree ($n = 54$, 42%). The most frequently observed category of I save to achieve certain goals was agree ($n = 48$, 37%). Frequencies and percentages are presented in Table 8 below.

Most of the interviewees used banks for saving, but they also save in IQUB to save their money.

Table 8 saving behavior

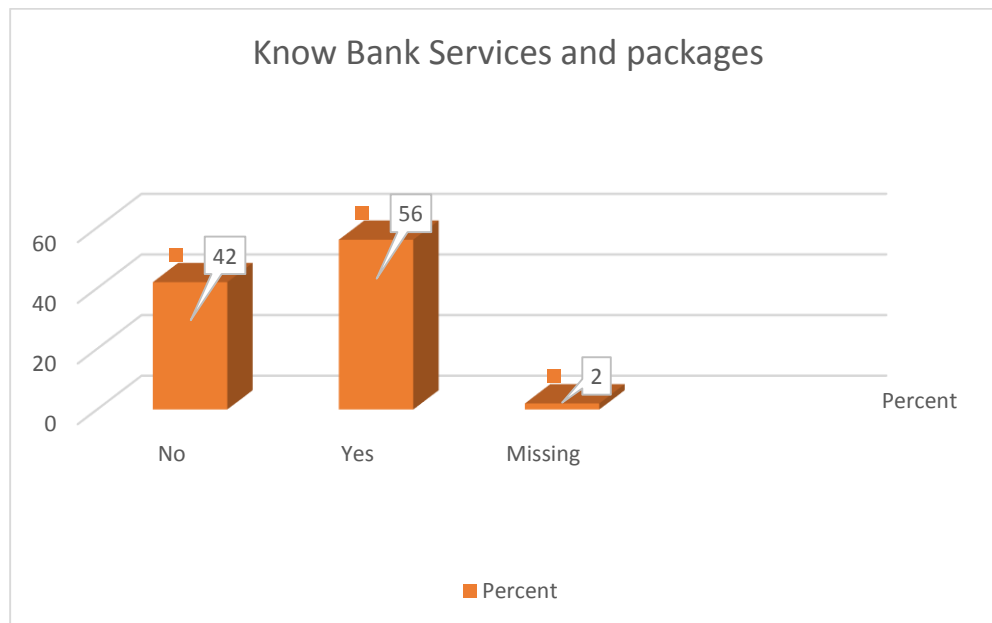
| | | n | % | valid % | Com % |
|---|-------------------|-----|------|---------|-------|
| In order to save, I often compare prices before I make a purchase | strongly disagree | 20 | 15.4 | 15.5 | 15.5 |
| | disagree | 37 | 28.5 | 28.7 | 44.2 |
| | undecided | 5 | 3.8 | 3.9 | 48.1 |
| | Agree | 58 | 44.6 | 45 | 93 |
| | strongly agree | 9 | 6.9 | 7 | 100 |
| | Total | 129 | 99.2 | 100 | |
| In order to save, I often consider whether the real necessity before I make a purchase. | strongly disagree | 22 | 16.9 | 16.9 | 16.9 |
| | disagree | 28 | 21.5 | 21.5 | 38.5 |
| | undecided | 6 | 4.6 | 4.6 | 43.1 |
| | Agree | 66 | 50.8 | 50.8 | 93.8 |
| | strongly agree | 8 | 6.2 | 6.2 | 100 |
| | Total | 130 | 100 | 100 | |
| In order to save, I always follow a careful monthly budget. | strongly disagree | 21 | 16.2 | 16.2 | 16.2 |
| | disagree | 50 | 38.5 | 38.5 | 54.6 |
| | undecided | 2 | 1.5 | 1.5 | 56.2 |
| | Agree | 50 | 38.5 | 38.5 | 94.6 |
| | strongly agree | 7 | 5.4 | 5.4 | 100 |
| | Total | 130 | 100 | 100 | |
| I always have money available in the event of emergency | strongly disagree | 21 | 16.2 | 16.2 | 16.2 |
| | disagree | 72 | 55.4 | 55.4 | 71.5 |
| | undecided | 3 | 2.3 | 2.3 | 73.8 |
| | Agree | 26 | 20 | 20 | 93.8 |
| | strongly agree | 8 | 6.2 | 6.2 | 100 |
| | Total | 130 | 100 | 100 | |
| In order to save, I plan to reduce my expenditure. | strongly disagree | 21 | 16.2 | 16.2 | 16.2 |
| | disagree | 42 | 32.3 | 32.3 | 48.5 |
| | undecided | 5 | 3.8 | 3.8 | 52.3 |
| | Agree | 54 | 41.5 | 41.5 | 93.8 |
| | strongly agree | 8 | 6.2 | 6.2 | 100 |
| | Total | 130 | 100 | 100 | |
| I save to achieve certain goals | strongly disagree | 21 | 16.2 | 16.2 | 16.2 |
| | disagree | 46 | 35.4 | 35.4 | 51.5 |
| | undecided | 6 | 4.6 | 4.6 | 56.2 |
| | Agree | 48 | 36.9 | 36.9 | 93.1 |
| | strongly agree | 9 | 6.9 | 6.9 | 100 |
| | Total | 130 | 100 | 100 | |

Source: - Survey Data, 2017

4.5. Awareness and Use of Bank Services and Essential Packages

The most frequently observed category of knowing bank services and packages was yes ($n = 73$, 56%). This means the respondents were asked whether they know the bank services and packages most of them (56%) did know the services and the packages. However very significant number of youths ($n = 54$, 42%) didn't know the services and the packages provided by the banks or saving institutions.

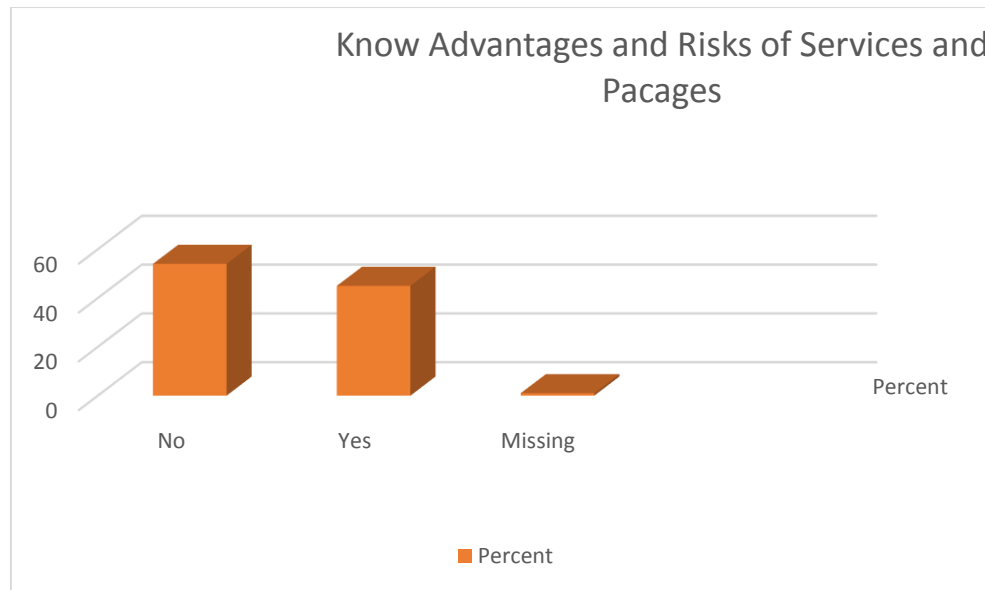
Figure 3 Knowledge of bank services



Source: - Survey Data, 2017

Regarding their knowledge about the advantages and the risks of bank services most of them showed that they don't know it. The most frequently observed category of knowledge of the risks and advantages of the bank services and packages was no ($n = 70$, 54%). And this is problem is shown in the following figure.

Figure 3 Knowledge of the respondents about the risks and the advantages of the bank services and packages

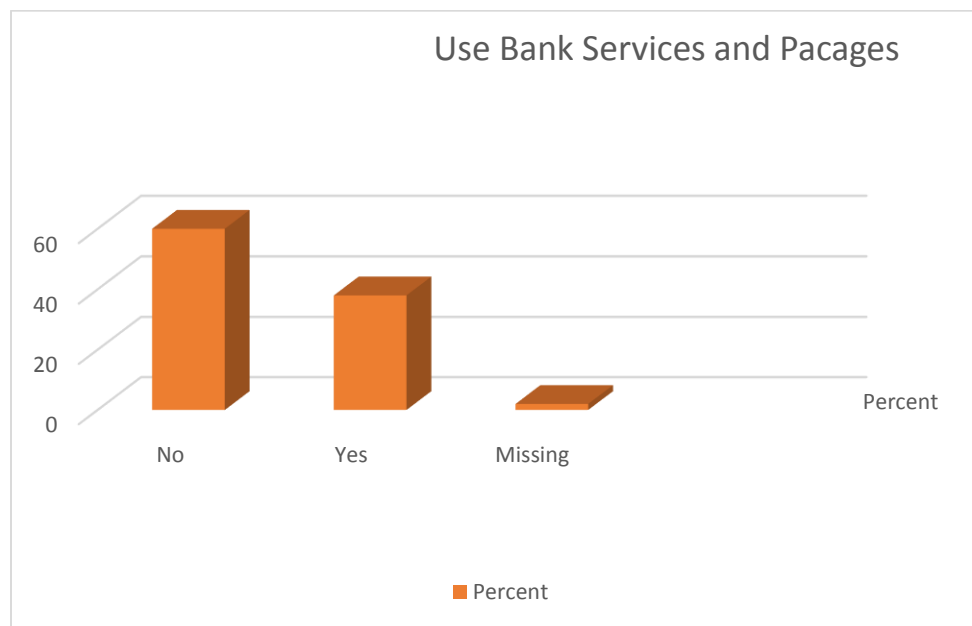


Source: - Survey Data, 2017

The respondents were also asked whether they use bank services and packages or not and it was found that they don't. And this was supported by most of the respondents ($n = 78, 60\%$). This means according to most of the respondents (60%) they don't use bank services from which some of them know the banking services and packages with their advantages and risks and this is shown in the following figure.

The interviewees were asked whether they use bank services and packages or not and it was found that they don't most of the time.

Figure 4 Use of the banking services and packages



Source: - Survey Data, 2017

According to the interviewees they know the bank services in partially. They don't know all the services and packages for saving and related services and the financial institutions. This is amongst the reasons they don't save money. But the types of savings they are engaged in vary from modern to traditional means of saving.

4.5. Factors Affecting Saving Behavior

Here the factors affecting the saving behavior of the youths are presented. The three scale agreement level was found by adding the frequency and percentages of the STRONGLY AGREE and the AGREE to call it on to the AGREE SIDE and the STRONGLY DISAGREE and the DISAGREE added up to be on the DISAGREE SIDE.

4.5.1. Financial Literacy

The table shown below details about the agreement level of the respondents the most frequently observed category of I have better understanding of how to invest my money was agree ($n = 60$,

46%). And hence according to most of the respondents (55%) they have better understanding of how to invest their money. But significant number of them ($n = 59, 45\%$) don't know how.

The most frequently observed category of the youths have a very clear idea of my financial needs during retirement was disagree ($n = 58, 45\%$). Most of the respondents($n= 70, 54\%$) disagree on the idea that have a very clear idea of their financial needs during retirement. The most frequently observed category of the youths have the habit of financial records for my income and expenditure was disagree ($n = 65, 50\%$). And hence most of the respondents ($n= 77, 55\%$) disagreed on the idea that have the habit of financial records for their income and expenditure .The most frequently observed category of the youths have little or no difficulty in managing my money was agree ($n = 51, 39\%$). Most of the respondents (48%) disagree on the idea that they have little or no difficulty in managing my money. The most frequently observed category of the youths have the ability to prepare my own weekly (monthly) budget was disagree ($n = 57, 44\%$). And most of the respondents disagree on the idea that they have the ability to prepare my own weekly (monthly) budget and this was on the disagree side ($n = 69, 53\%$).

Table 9 Financial Literacy

| | | Five Scale | | | | | Three Scale | | |
|---|----------|------------|----|---|----|----|-------------|---|----|
| | | SD | D | U | A | SA | D | U | A |
| I have better understanding of how to invest my money | <i>n</i> | 12 | 47 | 0 | 60 | 11 | 59 | 0 | 71 |
| | % | 9 | 36 | 0 | 46 | 9 | 45 | 0 | 55 |
| I have a very clear idea of my financial needs during retirement | <i>n</i> | 12 | 58 | 6 | 47 | 7 | 70 | 6 | 54 |
| | % | 9 | 45 | 5 | 36 | 5 | 54 | 5 | 42 |
| I have the habit of financial records for my income and expenditure | <i>n</i> | 12 | 65 | 0 | 46 | 7 | 77 | 0 | 53 |
| | % | 9 | 50 | 0 | 35 | 5 | 59 | 0 | 41 |
| I have little or no difficulty in managing my money | <i>n</i> | 12 | 49 | 8 | 51 | 10 | 62 | 8 | 61 |
| | % | 9 | 39 | 5 | 39 | 8 | 48 | 5 | 47 |
| I have the ability to prepare my own weekly (monthly) budget | <i>n</i> | 12 | 57 | 4 | 47 | 10 | 69 | 4 | 57 |
| | % | 9 | 44 | 3 | 36 | 8 | 53 | 3 | 44 |

Source: - Survey Data, 2017

According to the interviewees, they don't have: better understanding of how to invest my money, have a very clear idea of my financial needs during retirement; the habit of financial records for my income and expenditure; ability in managing my money; the ability to prepare my own weekly (monthly) budget. And this was consistent to the result found by questionnaire.

4.5.2. Parental Socialization

The most frequently observed category of my parents are good example for me when it comes to money management was disagree ($n = 60, 46\%$). And hence according to most of the respondents ($n = 71, 55\%$) the parents of the respondents are not good example for them when it comes to money management The most frequently observed category of I always talk about money management with my parents was disagree ($n = 68, 52\%$). And hence according to most of the respondents ($n = 80, 62\%$) they don't always talk about money management with their parents The most frequently observed category of It's a good thing to ask my parents to keep hold of my money sometimes to help me save was disagree ($n = 69, 53\%$). The most frequently observed category of my parents are proud of me for saving was disagree ($n = 61, 47\%$). And hence according to most of the respondents ($n = 81, 62\%$), it's a good thing to ask their parents to keep hold of their money sometimes to help them save the money that they hold or have. The most frequently observed category of they appreciate it when my parents give me advice about what to do with my money was disagree ($n = 61, 47\%$). And hence according to most of the respondents ($n = 73, 56\%$), they don't appreciate when their parents give them advice about what to do with their own money, The most frequently observed category of saving is something I do regularly because my parents wanted me to save when I was little was disagree ($n = 53, 41\%$). And hence according to most of the respondents ($n = 65, 50\%$), they do it regularly because their parents wanted them to save when they were little.

Table 10 parental Socialization

| | | Five Scale | | | | | Three Scale | | |
|---|----------|------------|----|----|----|----|-------------|----|----|
| | | SD | D | U | A | SA | D | U | A |
| My parents are good example for me when it comes to money management | <i>n</i> | 11 | 60 | 8 | 40 | 11 | 71 | 8 | 51 |
| | % | 9 | 46 | 6 | 31 | 9 | 55 | 6 | 39 |
| I always talk about money management with my parents | <i>n</i> | 12 | 68 | 11 | 32 | 7 | 80 | 11 | 39 |
| | % | 9 | 52 | 9 | 25 | 5 | 62 | 9 | 30 |
| It's a good thing to ask my parents to keep hold of my money sometimes to help me save | <i>n</i> | 12 | 69 | 13 | 29 | 7 | 81 | 13 | 36 |
| | % | 9 | 53 | 10 | 22 | 5 | 62 | 10 | 28 |
| My parents are proud of me for saving | <i>n</i> | 14 | 61 | 13 | 32 | 10 | 75 | 13 | 42 |
| | % | 11 | 47 | 10 | 25 | 8 | 58 | 10 | 32 |
| I appreciate it when my parents give me advice about what to do with my money | <i>n</i> | 12 | 61 | 10 | 40 | 7 | 73 | 10 | 47 |
| | % | 9 | 47 | 8 | 31 | 5 | 56 | 8 | 36 |
| Saving is something I do regularly because my parents wanted me to save when I was little | <i>n</i> | 12 | 53 | 15 | 40 | 10 | 65 | 15 | 50 |
| | % | 9 | 41 | 12 | 31 | 8 | 50 | 12 | 39 |

Source: - Survey Data, 2017

4.5.3. Peer Influence

The most frequently observed category of As far as I know, some of my friends regularly do save with a saving account was agree ($n = 60, 46\%$). And hence according to most of the respondents ($n = 67, 52\%$), the friends of the respondents regularly do save with a saving account. The most frequently observed category of I always discuss about money management issue (saving) with my friends was disagree ($n = 63, 48\%$). And hence according to most of the respondents ($n = 75, 58\%$), they disagree that they always discuss about money management issue (saving) with their friends. he most frequently observed category of I always compare the amount of saving and spending with my friends was disagree ($n = 66, 51\%$). And hence according to most of the

respondents ($n = 68, 52\%$), they disagree with the idea that they always compare the amount of saving and spending with their friends. The most frequently observed category of I always involve in money spending activities with friends was agree ($n = 69, 53\%$). And hence according to most of the respondents ($n = 78, 60\%$), they agree with the idea that they always involve in money spending activities with friends.

Table 11 Peer Influence

| | | Five Scale | | | | | Three Scale | | |
|---|----------|------------|----|---|----|----|-------------|---|----|
| | | SD | D | U | A | SA | D | U | A |
| As far as I know, some of my friends regularly do save with a saving account. | <i>N</i> | 12 | 47 | 4 | 60 | 7 | 59 | 4 | 67 |
| | % | 9 | 36 | 3 | 46 | 5 | 45 | 3 | 52 |
| I always discuss about money management issue (saving) with my friends. | <i>N</i> | 12 | 63 | 2 | 46 | 7 | 75 | 2 | 53 |
| | % | 9 | 49 | 2 | 35 | 5 | 58 | 2 | 41 |
| I always compare the amount of saving and spending with my friends. | <i>N</i> | 2 | 66 | 4 | 46 | 12 | 68 | 4 | 58 |
| | % | 2 | 51 | 3 | 35 | 9 | 52 | 3 | 45 |
| I always involve in money spending activities with friends | <i>N</i> | 2 | 45 | 5 | 69 | 9 | 47 | 5 | 78 |
| | % | 2 | 35 | 4 | 53 | 7 | 36 | 4 | 60 |

Source: - Survey Data, 2017

4.5.3. Self-Control

The most frequently observed category of I don't save, because I think it's too hard was disagree ($n = 70, 54\%$). And hence according to most of the respondents ($n = 75, 58\%$), they disagree with the idea they don't save, because they thought it's too hard to save. The most frequently observed category of When I get money, I always spend it immediately (within 1 or 2 days).was disagree ($n = 65, 50\%$). And hence according to most of the respondents ($n = 70, 54\%$), they disagree with the idea that when they get money, they always spend it immediately (within 1 or 2 days). The most frequently observed category of I see it, I like it, I buy it" describes me was

disagree ($n = 64, 49\%$). And hence according to most of the respondents ($n = 70, 54\%$), they disagree with the idea that “I see it, I like it, I buy it” describes them very well.

The most frequently observed category of “Just do it” describes the way I buy things was disagree ($n = 62, 48\%$). And hence according to most of the respondents ($n = 67, 52\%$), they disagree with the idea that “Just do it” describes the way they buy things. The most frequently observed category of “Just do it” describes the way I buy things was disagree ($n = 62, 48\%$). The most frequently observed category of “Buy now, think about it later” describes me was disagree ($n = 62, 48\%$). The most frequently observed category of I always failed to control myself from spending money was disagree ($n = 65, 50\%$). The most frequently observed category of When I set saving goals for myself, I rarely achieve them was disagree ($n = 62, 48\%$). The most frequently observed category of I am more concerned with what happens to me in short run than in the long run was disagree ($n = 60, 46\%$).

Table 12 Self-Control

| | | Five Scale | | | | | Three Scale | | |
|--|----------|------------|----|---|----|----|-------------|---|----|
| | | SD | D | U | A | SA | D | U | A |
| I don't save, because I think it's too hard. | <i>n</i> | 5 | 70 | 2 | 44 | 9 | 75 | 2 | 53 |
| | % | 4 | 54 | 2 | 34 | 7 | 58 | 2 | 41 |
| When I get money, I always spend it immediately (within 1 or 2 days). | <i>n</i> | 5 | 65 | 2 | 49 | 9 | 70 | 2 | 58 |
| | % | 4 | 50 | 2 | 38 | 7 | 54 | 2 | 45 |
| “I see it, I like it, I buy it” describes me. | <i>n</i> | 5 | 64 | 2 | 50 | 9 | 69 | 2 | 59 |
| | % | 4 | 49 | 2 | 39 | 7 | 53 | 2 | 45 |
| “Just do it” describes the way I buy things. | <i>n</i> | 5 | 62 | 4 | 50 | 9 | 67 | 4 | 59 |
| | % | 4 | 48 | 3 | 39 | 7 | 52 | 3 | 45 |
| “Buy now, think about it later” describes me. | <i>n</i> | 5 | 62 | 4 | 50 | 9 | 67 | 4 | 59 |
| | % | 4 | 48 | 3 | 39 | 7 | 52 | 3 | 45 |
| I'm easily attracted by lure. | <i>n</i> | 2 | 62 | 4 | 50 | 12 | 64 | 4 | 62 |
| | % | 2 | 48 | 3 | 39 | 9 | 49 | 3 | 48 |
| I always failed to control myself from spending money. | <i>n</i> | 2 | 65 | 6 | 48 | 9 | 67 | 6 | 57 |
| | % | 2 | 50 | 5 | 37 | 7 | 52 | 5 | 44 |
| When I set saving goals for myself, I rarely achieve them. | <i>n</i> | 2 | 62 | 2 | 55 | 9 | 64 | 2 | 64 |
| | % | 2 | 48 | 2 | 42 | 7 | 49 | 2 | 49 |
| I am more concerned with what happens to me in short run than in the long run. | <i>n</i> | 2 | 60 | 2 | 57 | 9 | 62 | 2 | 66 |
| | % | 2 | 46 | 2 | 44 | 7 | 48 | 2 | 51 |

Source: - Survey Data, 2017

According to the interviewees the factors affecting the saving behavior of them were unemployment, bad friendship, poor parental socialization, and poor governmental credit or attentions given to the youths.

4.6. Relationship between Demographic Profile and Saving Behavior

Spearman correlation analysis

A Spearman correlation analysis was conducted between Demographic profile and saving behavior. Cohen's standard was used to evaluate the strength of the relationship, where coefficients between .10 and .29 represent a small effect size, coefficients between .30 and .49 represent a moderate effect size, and coefficients above .50 indicate a large effect size (Cohen, 1988). A Spearman correlation requires that the relationship between each pair of variables does not change direction (Conover & Iman, 1981). This assumption is violated if the points on the scatterplot between any pair of variables appear to shift from a positive to negative or negative to positive relationship.

4.6.1. Relationship between Demographic Profiles and Saving Behavior

Table 13 Relationship between Demographic Profile and Saving Behavior

| | | Have a habit of Saving |
|-----------------------------------|---------------------|------------------------|
| Age | Pearson Correlation | -0.166 |
| | Sig. (2-tailed) | 0.058 |
| Gender | Pearson Correlation | .224* |
| | Sig. (2-tailed) | 0.01 |
| Marital status of the respondents | Pearson Correlation | -0.023 |
| | Sig. (2-tailed) | 0.793 |
| Whom do you live with | Pearson Correlation | 0.118 |
| | Sig. (2-tailed) | 0.183 |
| family size | Pearson Correlation | -.241** |
| | Sig. (2-tailed) | 0.006 |
| Highest Level of Education | Pearson Correlation | -.335** |
| | Sig. (2-tailed) | 0 |
| occupation | Pearson Correlation | .297** |
| | Sig. (2-tailed) | 0.001 |
| Monthly income | Pearson Correlation | -0.152 |
| | Sig. (2-tailed) | 0.085 |
| Have a habit of Saving | Pearson Correlation | 1 |
| | Sig. (2-tailed) | |

Age and Saving Habit

There was no significant relationship between pairs of variables age and saving habit. The correlation coefficient is -0.16 which is a small effect size and this shows that there is no correlation between the two variables.

Gender and Saving Habit

There was a significant positive correlation between Gender and Have Habit of Saving ($r_s = 0.22, p = .010$). The correlation coefficient between Gender and Have Habit of Saving was 0.22 indicating a small effect size. This indicates that as Gender tends to change from female to male, saving habit tends to increase. There was a significant positive correlation between Gender and

rate of saving habit ($r_s = 0.22, p = .012$). The correlation coefficient between Gender and rate of saving habit was 0.22 indicating a small effect size. This indicates that as Gender tends to change from female to male, rate of saving habit tends to increase. This means females have less saving habit than males.

Who Live With and Saving Behavior

There was a significant positive correlation between who the respondents Live With and Have Habit of Saving ($r_s = 0.39, p < .001$). The correlation coefficient between who the respondents live with and Have Habit of Saving was 0.39 indicating a moderate effect size this indicates that as who the respondents live with tends to change from Alone to Parent/s, Sibling/s, Friend/s, Wife/husband, Child/Children, Have Habit of Saving tends to increase. There was a significant positive correlation between who the respondents live with and rate of saving habit ($r_s = 0.30, p < .001$). The correlation coefficient between who the respondents live with and rate of saving habit was 0.30 indicating a small effect size. This indicates that the proportion of the money they save and who the respondents live with have significant relation.

Number of Economical Dependents and Saving Behavior

There was a significant negative correlation between number of dependents on the respondent and having saving habit ($r_s = -0.29, p < .001$). The correlation coefficient between number of dependents on the respondent and having saving habit was -0.29 indicating a small effect size. This indicates that as number of dependents on the respondent increases, having saving habit tends to decrease. There was a significant negative correlation between number of dependents on the respondent and rate of saving habit ($r_s = -0.31, p < .001$). The correlation coefficient between number of dependents on the respondent and rate of saving habit was -0.31 indicating a moderate effect size. This indicates that as number of dependents on the respondent increases, rate of saving habit tends to decrease. There was a significant positive correlation between number of dependents on the respondent and percent of the money they save ($r_s = 0.39, p < .001$). The correlation coefficient between number of dependents on the respondent and percent of the

money they save was 0.39 indicating a moderate effect size. This indicates that as number of dependents on the respondent increases, percent of the money they save tends to increase.

Table 14 Saving Habit Vs Number of dependents

| Variable | 1 | 2 | 3 | 4 |
|---|---------|---------|---------|---|
| 1. number of dependents on the respondent | - | | | |
| 2. having saving habit | -0.29* | - | | |
| 3. rate of saving habit | -0.31** | 0.86** | - | |
| 4. percent of the money they save | 0.39** | -0.92** | -0.86** | - |

**the variables are highly significant ($p < 0.01$)

*the variables are significant ($p < 0.05$)

Source: - Survey Data, 2017

Occupation and Saving Habit

There was a significant positive correlation between occupation and having saving habit ($r_s = 0.26, p = .003$). The correlation coefficient between occupation and having saving habit was 0.26 indicating a small effect size. This indicates that as occupation changes from being unemployed to employed then to be self-employed and then to businessman or woman, having saving habit tends to increase. There was a significant positive correlation between occupation and rate of saving habit ($r_s = -0.22, p = .010$). The correlation coefficient between occupation and rate of saving habit was 0.22 indicating a small effect size. This indicates that as occupation changes from being unemployed to employed then to be self-employed and then to businessman or woman, rate of saving habit tends to decrease. There was a significant positive correlation between occupation and percent of the money they save ($r_s = 0.31, p < .001$). The correlation coefficient between occupation and percent of the money they save was 0.31 indicating a moderate effect size. This indicates that as occupation changes from being unemployed to employed then to be self-employed and then to businessman or woman, percent of the money they save tends to increase.

Table 15 *Correlation Matrix among occupation and Saving Habit*

| Variable | 1 | 2 | 3 | 4 |
|--|------|-------|-------|---|
| 1. occupation | - | | | |
| 2. having saving habit | 0.26 | - | | |
| 3. rate saving habit | 0.22 | 0.86 | - | |
| 4. percent of the money the respondents save | 0.31 | -0.92 | -0.86 | - |

**the variables are highly significant ($p < 0.01$)

*the variables are significant ($p < 0.05$)

Source: - Survey Data, 2017

Additional Work and Saving Habit

There was a significant positive correlation between having additional work and percent of the money the respondents save ($r_s = 0.20$, $p = .020$). The correlation coefficient between having additional work and percent of the money the respondents save was 0.20 indicating a small effect size. This indicates that as the respondents have additional work, percent of the money the respondents save tends to increase.

Table 16 *Correlation Matrix among having additional work, and having saving habit*

| Variable | 1 | 2 | 3 | 4 |
|--|--------|---------|---------|---|
| 1. having additional work | - | | | |
| 2. having saving habit | -0.12* | - | | |
| 3. rate saving habit | -0.11* | 0.86** | - | |
| 4. percent of the money the respondents save | 0.20* | -0.92** | -0.86** | - |

**the variables are highly significant ($p < 0.01$)

*the variables are significant ($p < 0.05$)

Source: - Survey Data, 2017

There was a significant positive correlation between monthly income and saving habit ($r_s = 0.22$, $p = .012$). The correlation coefficient between monthly income from salary and percent of the money the respondents save was 0.22 indicating a small effect size. This indicates that as monthly income increases, percent of the money the respondents save tends to increase.

Table 17 Correlation Matrix between monthly income and having saving habit

| Variable | 1 | 2 |
|-------------------------------|-------|---|
| 1. monthly income from salary | - | |
| 2. Saving Habit | 0.22* | - |

Source: - Survey Data, 2017

4.6.2. Relationship between Factors and Saving Behavior

Table 18 Correlation Matrix

| Correlations | | | | | | |
|------------------------|---------------------|------------------------|--------------------|------------------------|----------------|--------------|
| | | Have a habit of Saving | Financial Literacy | Parental Socialization | Peer Influence | Self-control |
| Have a habit of Saving | Pearson Correlation | 1 | .738** | .590** | -.547** | .834** |
| | Sig. (2-tailed) | | 0.000 | 0.000 | 0.000 | 0.000 |
| Financial Literacy | Pearson Correlation | .738** | 1 | .866** | .514** | -.888** |
| | Sig. (2-tailed) | 0.000 | | 0.000 | 0.000 | 0.000 |
| Parental Socialization | Pearson Correlation | .590** | .866** | 1 | .267** | -.773** |
| | Sig. (2-tailed) | 0.000 | 0.000 | | 0.002 | 0.000 |
| Peer Influence | Pearson Correlation | -.547** | .514** | .267** | 1 | -.435** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.002 | | 0.000 |
| Self-control | Pearson Correlation | .834** | -.888** | -.773** | -.435** | 1 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | |

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

There was a significant positive correlation between financial literacy and saving habit ($r_s = 0.738$, $p < 0.01$). The correlation coefficient between financial literacy and saving habit was

0.738 indicating a large effect size. This indicates that as the financial literacy of the respondents increased, saving habit tends to increase.

The regression analysis also showed the same result which is shown in the following table. The correlation coefficient 0.738 indicates that there is a high correlation between the two variables.

Table 19 Linear Correlation Coefficient between Financial Literacy and Saving Habit

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .738 ^a | .545 | .542 | .03879 |

a. Predictors: (Constant), Financial Literacy

There was a significant positive correlation between Parental Socialization and saving habit ($r_s = 0.59, p < 0.01$). The correlation coefficient between Parental Socialization and saving habit the respondents save was 0.59 indicating a large effect size. This indicates that as the Parental Socialization of the respondents increased, saving habit tends to increase.

The linear Analysis result also showed that there is a strong evidence that the two variables are correlated.

Table 20 Linear regression between parental socialization and saving habit

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .590 ^a | .348 | .343 | .40555 |

a. Predictors: (Constant), Parental Socialization

There was a significant negative correlation between peer influence and saving habit ($r_s = -0.547, p < 0.01$). The correlation coefficient between peer influence and saving habit of the respondents

save was -0.547 indicating a large effect size. This indicates that as the peer influence of the respondents increases, saving habit tends to decrease.

The linear Analysis result also showed that there is a strong evidence that the two variables are negatively correlated and it is shown in the table below.

Table 21 Linear regression between peer influence and saving habit

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .547 ^a | .299 | .293 | .42070 |

a. Predictors: (Constant), Peer Influence

There was a significant negative correlation between self-control and saving habit ($r_s = 0.834, p < 0.01$). The correlation coefficient between monthly self-control and saving habit was 0.834 indicating a large effect size. This indicates that as the self-control of the respondents increases, saving habit tends to decrease.

The linear Analysis result also showed that there is a very strong evidence that the two variables are positively correlated and it is shown in the table below.

Table 22 Linear regression between peer influence and saving habit

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .834 ^a | .695 | .693 | .27728 |

a. Predictors: (Constant), Self-Control

CHAPTER FIVE

5. CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the Findings

Most of the respondents have knowledge of bank services and packages. The respondents were asked whether they know the bank services and packages most of them did know the services and the packages, however very significant amount of the respondent youths didn't know the services and the packages provided by the banks or saving institutions. Regarding their knowledge about the advantages and the risks of bank services most of them showed that they don't know it. This means most of the respondents don't know the risks and advantages of the bank services and packages and most of them don't use bank services from which some of them know the banking services and packages with their advantages and risks.

The most frequently observed category of I have better understanding of how to invest my money was agree side (46% for agree and 9% for strongly agree). And hence according to most of the respondents (55%) they have better understanding of how to invest their money. But significant number of them ($n = 59$, 45%) don't know how.

Most of the respondents don't save money but it is not because they thought it's too hard to save. When they get money, they don't always spend it immediately (within 1 or 2 days). "I see it, I like it, I buy it" don't describe them well. "Just do it" don't describe them also they buy things. When I set saving goals for myself, I rarely achieve.

5.2. Conclusion

Most of the youths of Yeka sub city do not have a saving habit. There is a less rate of saving habit in the study are. The percent of the money they save is very less.

Most of the youths prefer banks and financial institutions to save their money. And those who save saved their money in banks. In order to save the respondents (most of them actually) most often compare prices before they make a purchase, often consider whether the real necessity before I make a purchase and careful monthly budget were agree and disagree and the respondents don't have money available in the event of emergency and they a little bit plan to reduce my expenditure some of them save to achieve certain goals.

As of most of the youths of Yeka sub-city they don't have a very clear idea of their financial needs during retirement, the habit of financial records for their income and expenditure, have little or no difficulty in managing my money, have the ability to prepare my own weekly (monthly) budget, have the ability to prepare my own weekly (monthly) budget. And hence they have very small financial literacy.

According to most of the respondents the parents of the respondents are not good example for them when it comes to money management, they don't always talk about money management with their parents. It's not a good thing to ask my parents to keep hold of my money sometimes to help me save and they don't appreciate when their parents give them advice about what to do with their own money. Most of them don't save because their parents don't wanted them to save when they were little.

It is good that the friends of the respondents regularly do save with a saving account. But the friends, they don't always discuss about money management issue (saving) with their friends, and they don't compare the amount of saving and spending with their friends but instead they friends involved in money spending activities with friends.

There was a significant positive correlation between saving habit and each of the variables gender, who the respondents live with, occupation, having additional work, financial literacy,

parental socialization, and self-control. And there was a significant negative correlation between saving habit and each of the variables number of economic dependents, peer influence. There were no any significance between the other demographic profiles and saving habit.

5.3. Recommendations

For the Youths

The youths of Yeka sub-city and hence the youths of the country should have a habit of saving, the habit of saving what they don't use today for tomorrow exercising it starting today deciding to save for tomorrow. They better practice it as they get the money to save and better to prepare themselves for a better performance and good rate of saving. Most of the youths prefer banks and financial institutions to save their money. But still there are youths who would like to save at home so that they may use it any time they want to. It would be better for the youths to save in the financial institutions in which the money is away from them

It is good for the youths to compare prices before they make a purchase, to consider whether the real necessity before they make a purchase and budget careful monthly budget, to have money available in the event, plan to reduce their expenditure, and achieve certain goals to be motivated for saving.

Significant numbers of the youths in the study area don't have knowledge of bank services and packages. It is better for the youths to update themselves with the current technological bank services and packages using different sources of information such as promotions through broadcasting media. Most of the youths in the study area also don't know the advantages and the risks of bank services. It would be good to have detail information about the advantages and the risks of the bank services and packages before using them and this might be the cause for most of them not to use bank services.

Significant number of the youths don't have better understanding of how to invest their money and most of the youths don't have a very clear idea of their financial needs during retirement, the habit of financial records for their income and expenditure, have little or no

difficulty in managing my money, have the ability to prepare my own weekly (monthly) budget, have the ability to prepare my own weekly (monthly) budget. It would be better if all the youths have better understanding of how to invest their money and own very clear idea of their financial needs during retirement through planning and budgeting for life and working for the plan and the financial budget that they fixed ones. It is good to have the habit of financial records for their income and expenditure, own the ability to prepare my own weekly (monthly) budget, have the ability to prepare my own weekly (monthly) budget. All together for the youths it is better to have a good financial literacy. And it would be better for the youths if they take trainings to raise their financial literacy.

The youths should not think it's too hard to save without even trying it. When they get money, it is better if they don't spend it immediately (within 1 or 2 days) and think about their saving. "I see it, I like it, I buy it" shouldn't describe them. It is better not to give a place for bad temper in managing money and is good if they have goals and work on achieving these goals.

Parents

Parents for most of the youths are not good example for them when it comes to money management. The parents don't talk about money management with their sons and daughters. And the youths have developed a perception of not believing parents to keep hold of my money to help me save and youths don't appreciate when their parents give them advice about what to do with their own money. It is better if the parents teach their children about money management, and financial management from the beginning. It is better if the parents build trust between their children and themselves. It is good if parents teach them to save starting when they are little.

Friends

It is better if the friends of the youths regularly save and encourage their friends to do the same. It would be better if friends always discuss about money management issue (saving) with their friends, and enter into positive competition in saving with their friends by comparing the amount of saving and spending with their friends. It is good for youths to have fun but it shouldn't be of

limits in financial management and time management. Always fun is like a nasty job and this should be hated by the youths. Instead they friends better be involved in money saving and encouraging a friend for saving.

Policy

It is better if the government have a policy for developing the saving habit of the youths. This policy better have a plan to create awareness of the society about saving habit. It is better if it is prepared for parents and for the youths. For the parents its goal better be how to increase the parenting style and increasing their children saving habit and for the youths it is better if the goal is to increase their saving habit.

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APPENDIX

Appendix A; Questionnaire

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS MA PROGRAM

The purpose of this Questionnaire is to gather data for the “YOUTH SAVINGS HABIT IN ADDIS ABABA, CASE STUDY: YEKA SUB CITY”. And its objective is as partial fulfillment for the Master’s degree offered by the Addis Ababa University. All the responses that you provide here are strictly confidential and will not be disclosed are assured of confidentiality of information to any one unless specifically authorized to do so by you - the respondent. Your true and honest and true cooperation is very essential to the success of this study. A cooperation extended by you is valuable. Please feel free to fill the questionnaire and Thank you in advance for our cooperation. Please put \surd mark to provide your response as appropriate.

Note: this Questionnaire focus only between 18-30 age youth .

With all best regards

Melaku Gizachew

0912370320

Part I: Questions related to demography of the respondents

1. Age _____
2. Gender
 - a) Male
 - b) Female
3. What is your marital status?
 - a) Non-married
 - b) Currently Married
 - c) Divorced
 - d) Widowed

Part II: Socio Economic Status of the respondent

4. Whom you are living with?
 - a) Alone
 - b) Parent/s
 - c) Sibling/s
 - d) Friend/s
 - e) Wife/husband
 - f) Child/Children
 5. What is the number of your family size under your economical responsibility (if there is)

 6. What is your highest level of educational?
 - a) No education
 - b) 1-8
 - c) 9-12
 - d) TVET
 - e) Diploma
 - f) First Degree
 7. Occupation
 - a) Unemployed
 - b) Employed
 - c) Self-Employed
 - d) Business wo/man
 8. Do you have additional part time work?
 - a) Yes
 - b) No
 9. What is your monthly income from:
 - a) Salary _____
 - b) Rent _____
 - c) Remittance _____
-
-

-
-
- d) Interest _____
 - e) Other specify _____

Part III: Questions Related to Saving Behavior of the Respondents

10. Do you have a habit of saving?

- a) Yes
- b) No

11. If yes how do you rate your saving habit is

- a) Excellent
- b) Very good
- c) Good
- d) Bad
- e) Very bad

12. What proportion of your income do you save in percent? _____

13. Which of the following places will you prefer to save your money? State in order of priority, 1 as the most preferred and 6 the least preferred.

- a) Banks _____
- b) Credit union _____
- c) Iqqub _____
- d) Home _____
- e) trusted friend _____

14. Where do you usually save your money?

- a) Banks
- b) Credit union
- c) Iqqub
- d) Home
- e) Trusted Friend

15. How often do you save your money?

- a) Every time I get money
- b) Weekly
- c) Monthly
- d) Quarterly a year

Part V: Questions Related to Factors Affecting Saving Behavior

5=Strongly Agree, 4=Agree, 3=undecided, 2=Disagree, 1=Strongly Disagree

| | | 5 | 4 | 3 | 2 | 1 |
|-------------------------------|---|---|---|---|---|---|
| Financial Literacy | | | | | | |
| 25. | I have better understanding of how to invest my money | | | | | |
| 26. | I have a very clear idea of my financial needs during retirement | | | | | |
| 27. | I have the habit of financial records for my income and expenditure | | | | | |
| 28. | I have little or no difficulty in managing my money | | | | | |
| 29. | I have the ability to prepare my own weekly (monthly) budget | | | | | |
| Parental Socialization | | | | | | |
| 30. | My parents are good example for me when it comes to money management | | | | | |
| 31. | I always talk about money management with my parents | | | | | |
| 32. | It's a good thing to ask my parents to keep hold of my money sometimes to help me save | | | | | |
| 33. | My parents are proud of me for saving | | | | | |
| 34. | I appreciate it when my parents give me advice about what to do with my money | | | | | |
| 35. | Saving is something I do regularly because my parents wanted me to save when I was little | | | | | |
| Peer Influence | | | | | | |
| 36. | As far as I know, some of my friends regularly do save with a saving account. | | | | | |
| 37. | I always discuss about money management issue (saving) with my friends. | | | | | |
| 38. | I always compare the amount of saving and spending with my friends. | | | | | |
| 39. | I always involve in money spending activities with friends | | | | | |
| Self-Control | | | | | | |
| 40. | I don't save, because I think it's too hard. | | | | | |
| 41. | When I get money, I always spend it immediately (within 1 or 2 days). | | | | | |
| 42. | "I see it, I like it, I buy it" describes me. | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 43. | “Just do it” describes the way I buy things. | | | | | |
| 44. | “Buy now, think about it later” describes me. | | | | | |
| 45. | I’m easily attracted by lure. | | | | | |
| 46. | I always failed to control myself from spending money. | | | | | |
| 47. | When I set saving goals for myself, I rarely achieve them. | | | | | |
| 48. | I am more concerned with what happens to me in short run than in the long run. | | | | | |

Appendix B: In-depth Interview for Selected Youths in Yeka Subcity

1. Do you, your friends and your parents have a habit of saving? Explain in detail
2. What proportion of you earn do you save? Why?
3. How do you explain your potential to for saving?
4. Where do you save your money? Why? And how frequently do you save?
5. What type savings do you engage in?
6. Do you know that there are different bank services and packages and do you use them?
Could you tell me some of them?
7. What type of advantages and risks of saving money in different saving institutions do you know? Explain it to me in detail.
8. Tell me some of the challenges that affect your saving behavior or your friends saving behavior?
9. How do you tell about your financial literacy?
10. How do you express your parents’ position in your financial management and saving behavior?
11. How often and on what issues do you and your friends usually talk with regard to saving money?
12. Could you tell me your financial management system?

ሰ. የመጀመሪያ ዲግሪና ከዚያ በላይ

7. የሥራ ሁኔታ _____

8. የትርፍ ሰው ስራ አለህ/ሽ? ሀ. አዎ ለ. የለኝም

9. በወር ከሚከተሉት ምን ያህል ገቢ ያገኛሉ?

ሀ. ከደመወዝ _____ ለ. ከኪራይ _____

ሐ. ከዘመንድ ፣ ከጓደኛ ፣ ከቤተሰብ የሚላክ _____

መ. ከወለድ _____

ሠ. ሌላ ካለ ይግለፁ _____

10. የመቆጠብ ልምድ አለህ/ሽ? ሀ. አዎ ለ. የለኝም

11. የመቆጠብ ልምድህ እንዴት ነው?

ሀ. እጅግ በጣም ጥሩ ለ. በጣም ጥሩ ሐ. ጥሩ

መ. ጥሩ ያልሆነ ሠ. በጣም ጥሩ ያልሆነ

12. ከምታገኘው በፐርሰንት ምን ያህሉን ትቆጥባለህ/ሽ? _____

13. ለመቆጠብ የቱን ትመርጣለህ/ሽ? እንደምርጫህ ቅደም ተከተል ቁጥር ስጥ?

ሀ. በባንክ _____ ለ. ቁጠባ ተቋም _____

ሐ. እቁብ _____ መ. ቤት _____

ሠ. ታማኝ ጓደኛ _____

14. አብዛኛውን ጊዜ የምትቆጥበው የት ነው?

ሀ. በባንክ ለ. ቁጠባ ተቋም ሐ. እቁብ

መ. ቤት ሠ. ታማኝ ጓደኛ

15. በየምን ያህል ጊዜ ትቆጥባለህ?

ሀ. ብር ባገኘሁ ጊዜ ለ. በየሳምንቱ ሐ. በየወሩ መ. በሩብ ዓመት

የመስማማት ደረጃው:- ከተራ ቁጥር 16 እስከ 21 ላሉት ጥያቄዎች

በሳጥኑ ከተጠቀሰው ከ1 እስከ 5 አንዱን ምረጥ/ጩ

5 በጣም እስማማለሁ 4 እስማማለሁ 3 ሀሳብ የለኝም 2 አልስማማም 1 በጣም አልስማማም በማለት ግለፁ::

| | | | | | |
|------------------|---|--|--|--|--|
| 38 | የማጠፋውንና የምቆጥበውን ከጓደኞቼ ጋር አወዳድራለሁ | | | | |
| 39 | ከጓደኞቼ ጋር ገንዘብ አብረን እናጠፋለን | | | | |
| ራስን መቆጣጠር | | | | | |
| 40 | አልችልም ብዬ ስለማሰብ አልቆጥብም | | | | |
| 41 | ገንዘብ ሳገኝ ወዲያው አጠፋለሁ | | | | |
| 42 | “አየሁት፣ ወደድሁት፣ ገዛሁት” የምትለዋ አባባል እኔን ትገልጻለች | | | | |
| 43 | እቃ ስገዛ “አደርገው” የሚል ስሜት አለብኝ | | | | |
| 44 | “አሁን ግዛው በኋላ አስብ” አይነት ሰው ነኝ | | | | |
| 45 | በእቃ ውበት በቀላሉ እማረካለሁ | | | | |
| 46 | ሁሌም ገንዘብ አያያዝ አልችልበትም | | | | |
| 47 | ልቆጥብ ያሰብኩትና የምቆጥበው አይገናኝም | | | | |
| 48 | ከረዥም ጊዜ ይልቅ አጭር ጊዜ ላይ የሚደርስብኝ ያሳስበኛል። | | | | |

ቃለመጠየቅ ለተመረጡ የየካ ክፍለ ከተማ ወጣቶች

1. የሚያውቁት ጓደኛህ/ሽ እና የቤተሰብ አባል የመቆጠብ ልምድ አላቸው? እስቲ በዝርዝር ግለጽልኝ/ግለጭልኝ _____
2. ምን ያህል ከሚያገኙት ገቢ ይቆጥባሉ? ለምን? _____
3. የመቆጠብ አቅምዎ/ሽ ግለጥልኝ/ግለጭልኝ? _____
4. ገንዘብዎን የሚቆጥቡት የት ነው? ለምን? _____
5. የትኛውን የቁጠባ አይነት ይጠቀማሉ? እስቲ በዝርዝር ንገረኝ/ንገሪኝ _____
6. ስለተለያዩ የባንክ አገልግሎቶች ማእቀፎች ይጠቀማሉ? እባክህ/እባክሽ በዝርዝርዝ ሊነግሩኝ ይችላሉ? _____
7. ገንዘብዎን የቁጠባ ተቋማት ሲቆጥቡ ምን አይነት ጥቅሞች እና ጉዳዮች አሉት? እስቲ ጥቅምና ጉዳዩን በዝርዝር ንገረኝ/ንገሪኝ _____
8. የመቆጠብ ልምድዎ ላይ ያጋጠምዎት ችግሮች ካሉ ይጥቀሱልኝ? _____
9. ስለገንዘብ ያለዎት እውቀት ምን ያህል ነው? እስቲ በዝርዝር ንገረኝ/ንገሪኝ _____
10. ስለገንዘብ አጠቃቀም (አያያዝ) ያለህን/ሽን አጠቃላይ አስተያየት ብትነግረኝ/ ብትነግረኝ _____

ስለ ትብብርዎ አመሰግናለሁ