

# A Study on Saving and Investment Habits of Private Primary School Teachers in Vijayapur City

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**Abstract-** This study explores the saving and investment habits of private primary school teachers in Vijayapur City, Karnataka. Faced with challenges such as modest incomes, limited job security, and minimal financial benefits compared to their government counterparts, these teachers represent a financially vulnerable yet significant segment of the education sector. The research aims to understand their financial behavior, including saving patterns, investment preferences, and the factors influencing their decisions. Using a structured questionnaire and a sample of 100 teachers selected through random sampling, the study employs descriptive statistics and t-tests to analyze the data.

Findings reveal that a majority of teachers regularly save a portion of their income and prioritize saving for future financial goals such as education, emergencies, and retirement. They tend to favor traditional, low-risk saving methods like bank accounts, fixed deposits, and insurance policies over modern or high-risk investments. While many teachers seek expert advice and have some awareness of investment options, income constraints and limited financial literacy emerge as significant barriers to more diversified financial planning. The study concludes that while private primary school teachers in Vijayapur exhibit positive saving and investment habits, there is a pressing need for financial literacy programs and tailored financial products to enhance their economic stability and security. These insights can help policymakers and financial institutions design targeted interventions to support this important group of educators

**Keywords -** Saving habits, Investment habits, Private school teachers, Vijayapur City, Financial literacy, Income constraints, Low-risk investment, Financial planning.

## I. INTRODUCTION

In today's rapidly changing financial environment, the ability to manage personal finances effectively

has become essential for individuals across all professions. Among financial practices, saving and investing are considered the cornerstones for achieving long-term financial stability and security. However, the way people engage in these financial activities often varies depending on their income levels, job security, and financial awareness.

Private primary school teachers, particularly in cities like Vijayapur, Karnataka, represent a unique group within the education sector. Unlike government school teachers, private teachers often face irregular and modest salaries, limited job benefits, and less financial security. These challenges can significantly impact their ability to save and invest for the future. In Vijayapur city — home to many private schools — teachers work under varying financial conditions and often struggle to build stable financial plans.

This study is designed to explore and analyze the saving and investment habits of private primary school teachers in Vijayapur. It aims to understand how these teachers manage their finances, what saving and investment methods they prefer, and what challenges they face. Additionally, the study looks into their financial literacy and risk appetite, and examines whether their financial practices align with their long-term goals such as children's education, retirement, and financial security.

By addressing these aspects, the research intends to provide valuable insights for financial institutions, policymakers, and educators to develop better financial education programs and design suitable financial products. Ultimately, this study hopes to contribute to improving the financial well-being and stability of private primary school teachers, not only in Vijayapur but in similar settings across the country.

## II. REVIEW OF LITERATURE

1. Dr. S. Mathivannan and Dr. M. Selvakumar (2011) studied on saving and investment pattern of school teachers, A study with reference to Sivakasi Taluk, Tamil Nadu. The study concludes that today, the teaching community has stated realizing the importance of money and money's worth. They are initiated to prepare a budget for the proposed expenses and compare it with the actual expenses met by them, so that they are not influence by other tempting and fashionable expenses.

2. Dr. Dhiraj Jain and Parul Jain (2012) examine savings and investment pattern of school teachers a study with reference to Udaipur District, Rajasthan. The study concluded that in today's world money play vital role in one's life and that the importance of money has been started being recognized by the school teacher, s community. They know the importance of money so they are initiated themselves to prepare the budget and lessen down their expenses to meet the future consequences. It has been evident from the study that most of the school teachers are saving their money for the purpose of their children's education, marriage and as security after retirement.

3. Dr. Ananthapadmanabha Achar (2012) studied on saving and Investment Behavior of Teachers An empirical study. In the ultimate analysis individual characteristics of teachers such as age, gender, marital status, and lifestyle determined the savings and investment behavior of teaching community in the study region. In a more or less similar manner, their family characteristics such as monthly family income, stage of family life cycle, and upbringing status emerged as determinants of their savings and investment behavior.

4. Bhardwaj Rajesh, Rekh and Priyanka (2011), examine Analysis of Income and Savings Pattern of Government and Private Senior Secondary School Teachers. The study concluded that the major source of income of Government teachers is salary while tuition fee for private teachers. Mostly Government & Private teachers both used Bank Deposits and Life Insurance for investing their savings. Government school teachers received more perks in comparison to private teachers. The main objective of savings of Government teachers is an emergency and security while for private teachers is children education and purchase of consumer durable.

5. Javed Aslam (2023) studied the financial practices of teachers in Kolkata, West Bengal. He identified a strong preference for traditional savings tools such as savings accounts and fixed deposits,

with limited engagement in newer financial products like mutual funds or stocks. This study reveals the conservative nature of teachers' investment strategies, particularly in areas with lower financial literacy.

### III. OBJECTIVES OF THE STUDY

1. To investigate the saving habits of private primary school teachers in Vijayapur City.
2. To examine the investment preferences and the key factors influencing investment decisions among private primary school teachers in Vijayapur City.

### IV. HYPOTHESIS

- $H_1$ : There is a statistically significant saving habit among private primary school teachers in Vijayapur City.
- $H_0$ : There is no statistically significant saving habit among private primary school teachers in Vijayapur City.
- $H_1$ : There is a statistically significant investment habit among private primary school teachers in Vijayapur City.
- $H_0$ : There is no statistically significant investment habit among private primary school teachers in Vijayapur City.

#### Need of the Study

1. To understand the financial behavior patterns of private primary school teachers in Vijayapur City.
2. To assess the level of awareness about various saving and investment options among the teachers.
3. To analyze the factors influencing their saving and investment decisions.
4. To identify the challenges faced by teachers in managing their finances effectively.
5. To evaluate the role of income levels in shaping saving and investment habits.
6. To explore the impact of financial literacy on investment choices.

#### Scope of the Study

1. The study covers private primary school teachers working within Vijayapur City limits.
2. It focuses on both male and female teachers across different age groups.
3. The study examines various saving instruments like bank deposits, recurring deposits, and post office schemes.

4. It includes investment avenues such as mutual funds, insurance, gold, and real estate.
5. It explores the influence of family responsibilities on financial decisions.

6. The study aims to capture both short-term and long-term financial goals of teachers.

## V. RESEARCH METHODOLOGY

Particulars	Details
Source of Data	1. Primary data (questionnaires) 2. Secondary data (articles, websites)
Primary Data	Collected from private primary school teachers in Vijayapur.
Secondary Data	Collected from research articles, journals, and finance websites.
Sampling Method	Simple random sampling in Vijayapur city.
Sample Size	100 private primary school teachers in Vijayapur.
Data Collection Tool	Structured questionnaire (10 Likert-scale questions: 5 on saving, 5 on investment).
Tools Used	1. Descriptive statistics (percentages, graphs) 2. T-test using SPSS software

Limitation of the study:-

- The study is limited to private school teachers within Vijayapura City only;
- The sample size is restricted to 100 respondents due to time and resource constraints.
- Data was collected through self-reported questionnaires, which may carry respondent bias.

## VI. DATA ANALYSIS AND INTERPRETATION

Variables	Status	Number of Respondent	Percentage
Age of the Respondent	1.Below 30 Years	31	31%
	2. 30-40 years	37	37%
	3.Above 40 years	32	32%
Gender of the Respondent	1.Male.	48	48%
	2.Female	52	52%
Monthly Income	1.Below 10,000	25	25%
	2.10,000-20,000	20	20%
	3.20,000-30,000	33	33%
	4.Above 30,000	33	33%
Education Qualification	1.Diploma	29	29%
	2.UG	35	35%
	3.PG	36	36%
Risk Taking ability in investment	1.Higher risk	10	10%
	2.Moderate Risk	30	30%
	3.Low Risk	35	35%
	4.Very low Risk	25	25%
Main Reason for saving money	1.Emergency Funds	40	40%
	2.Children Education	25	25%
	3.Retirement	20	20%
	4.Others	15	15%
Type of saving do you prefer	1.Bank saving Account	30	30%
	2.Fixed Deposit	25	25%
	3.Recurring Deposit	20	20%
	4.Investment (Stock/Mutual	10	10%

	funds)	10	10%
	5.Cash Saving at home	5	5%
	6. Others		

Test Analysis:-

	Test Value = 2					
					95% Confidence Interval of the Difference into	
	t	differentiation	Sig. (2tailed)	Mean of the Difference	Lower	Upper
Save portion of income	9.347	99	.000	.620	.49	.75
I save money for financial goal	11.314	99	.000	.680	.56	.80
I follow proper budget manage my saving	7.688	99	.000	.540	.40	.68
I think private school teacher face difficulty	7.989	99	.000	.560	.42	.70
I believe saving money is more important	8.802	99	.000	.600	.46	.74

Conclusion: - Since the p-value for all five statements is 0.000 (i.e.,  $p < 0.05$ ), we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ). This confirms that private Primary

school teachers in Vijayapur have statistically significant saving habits and a generally positive approach to managing their finances

One-Sample Test						
	Test Value = 2					
					95% Confidence Interval of the Difference	
	t	diff	Sig. (2tailed)	Mean Difference	Lower	Upper
I take expert advice before making decision	7.682	99	.000	.550	.41	.69
I proper tradionation investment options like fixed deposit	7.830	99	.000	.560	.42	.70
i investing gold or real estate a long term financial plan	8.181	99	.000	.550	.42	.68
I have knowledge about difference investment options	4.975	99	.000	.400	.24	.56
I invest in insurance policies as a financial security measure	9.940	99	.000	.640	.51	.77

Conclusion: - The One-Sample T-Test results show all four investment-related statements have p-values of 0.000 ( $p < 0.05$ ), indicating significant investment habits among private Primary school teachers in Vijayapura. Positive mean differences and high t-values confirm that teachers actively invest—prefer traditional options, seek expert advice, consider long-term assets like gold or real estate, and have investment knowledge.

Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This confirms that private Primary school teachers in Vijayapura city do exhibit statistically significant investment habits.

## VII. FINDINGS

- Age and Gender: Most teachers (37%) are over 40; gender is nearly equal (52% female, 48% male).

- Income: Income varies widely — 33% earn above ₹40,000, while 25% earn below ₹10,000.
- Education: Teachers have diverse qualifications — 36% postgraduates, 35% graduates, and 29% diploma holders.
- saving Habits: 72% save regularly, 75% save for future goals, and 66% follow a budget.
- Investment Behavior: 68% seek expert advice; 69% prefer safe investments like FDs and RDs; 65% choose gold/real estate.
- Financial Preferences: 73% invest in insurance; most prefer low or very low-risk options; main savings reasons are emergencies, education, and retirement.

### VIII. SUGGESTION

- Financial literacy programs are needed to improve teachers' understanding of investment options.
- Banks and financial firms should create saving and investment products suited to teachers' income levels.
- Efforts should be made to increase teachers' income to help them save more.
- Workshops can help promote regular saving and budgeting habits among teachers.

### IX. CONCLUSION:

- Private primary school teachers in Vijayapur demonstrate positive saving and investment habits.
- They are primarily motivated to save for emergencies and long-term goals like education and retirement.
- Teachers generally prefer traditional and low-risk investment options, indicating a conservative approach to financial management.
- Income constraints and the need for greater financial literacy are significant factors influencing their financial behavior.

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