



EXPLORING FINANCIAL PERSPECTIVES: INVESTMENT PATTERNS AMONG STUDENTS AND EDUCATORS AT SWASTIKA NATIONAL BUSINESS SCHOOL

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ABSTRACT

This study delves into the dynamic landscape of investment behaviours among students and teachers at Swastika National Business School. Focusing on understanding the financial decisions made by these key stakeholders, our research employs a comprehensive survey methodology to gather insights into investment preferences, risk tolerance, and the factors influencing their investment choices. Through a nuanced analysis, we aim to unveil the intricate interplay between financial literacy, investment knowledge, and individual risk appetites, shedding light on the diverse strategies employed within the academic community. The findings from this study can provide valuable insights into financial education and practical implications for enhancing investment literacy programs within educational institutions. As the economic landscape continues to evolve, this research serves as a timely exploration into the investment mind-set of those shaping the future business leaders. It underscores the importance of fostering a financially savvy academic community.

INTRODUCTION

Investment behaviour refers to the decisions and actions individuals or entities undertake when allocating their resources, such as money or assets, to different investment opportunities. It encompasses the choices made regarding where and how to invest, the level of risk one is willing to accept, and the timeframe for investment. Investment behaviour can vary widely, influenced by risk tolerance, financial goals, market conditions, and economic outlook. Understanding and analysing investment behaviour is essential for making informed financial decisions, managing risk, and achieving investment objectives.

Teaching is a widely esteemed profession worldwide. Teachers play a crucial role in society, especially in developing countries like India, as they shape the future through education. A teacher's competence significantly impacts the quality of education. Various factors determine a teacher's professional growth, and one of the critical factors is their quality of life.

A teacher's quality of life is closely associated with their living standard, including material possessions such as homes, cars, and jewellery. Additionally, the ability to allocate resources for entertainment, health, education, and various life experiences affects their standard of living. These financial decisions are linked to income, consumption, savings, and investment. The monetary behaviour of teachers, in turn, profoundly impacts

their quality of life and subsequently affects their performance in their profession and the education system as a whole. Therefore, researching to understand and improve the financial behaviour of teachers becomes a crucial aspect of educational reform.

Students' behaviour regarding money and investment is crucial as it directly shapes their financial future and influences broader economic stability. By instilling responsible investment behaviour and financial literacy in students, we empower them to make informed financial decisions, ensure long-term financial stability, and contribute to economic growth. Students who grasp the principles of investment are more likely to accumulate wealth, prepare for retirement, and reduce financial stress, ultimately benefiting both individual well-being and society.

The purpose of studying the behaviour of teachers and students in the context of investment is twofold. For teachers, it aims to assess how their financial behaviour and knowledge influence their ability to effectively impart investment education to students, thereby impacting the quality of financial education in the classroom. For students, the objective is to understand their investment behaviour, as it directly shapes their financial future. By evaluating and enhancing the investment behaviour of both teachers and students, we can ensure that students receive valuable financial education and are better prepared to



make informed investment decisions, ultimately contributing to their long-term financial well-being and overall economic stability.

METHODOLOGY

In conducting this case study, the methodology employed was centred on the collection and analysis of qualitative data to delve into the perspectives of both teachers and students regarding investments across different fields. The primary data-gathering method involved in-person interviews featuring a structured question-answer section. Nine teachers and nine students actively participated in these interviews, carefully selected from a pool of teachers and students engaged in diverse forms of investments for the research study.

The backdrop of the study is SNBS College, a recently established institution with a relatively modest student population and a restricted number of lectures. Within the staff of 13 members, data was gathered explicitly from 12 individuals, and among 120 students, the data was collected from 50 students actively investing their money in savings.

Additionally, it was noted that all students in the college are part-time workers in various companies. This information uniquely focuses on the financial habits of a subgroup of staff members dedicated to saving money.

To enhance the validity of the findings, a comparative analysis was conducted, drawing parallels and distinctions between the responses of teachers and students. This approach offered a more holistic understanding of their views on investments. The study outcomes were effectively presented using data visualization techniques, ensuring enhanced accessibility and comprehension. A comprehensive discussion of the findings took place within the broader context of investments, incorporating considerations of potential implications and recommendations for future research or practical applications.

In addressing potential limitations, such as sample size or biases, the methodology remained transparent and acknowledged these constraints. The entire process culminated in creating a thorough case study report, providing valuable insights into the viewpoints and encounters of teachers and students concerning investments in various fields.

Table 1: Features of investment Avenues

Investment Avenues	Risk	Return/Current Yield	Capital appreciation	Liquidity/Marketability	Tax benefits
Post office	Low	Moderate	High	High	Moderate
Bank deposit	Low	Low	Nil	High	Moderate
LIC	Nil	Nil	Low	Low	Moderate
Gold	Low	Nil	High in Long term	Moderate	Nil
Shares	High	Low	High	High	High
Property/Real estates	Low	Low	High in long term	Moderate	Changes according to rules

Table 2: Demographic profile of Respondents (Teachers)

STATUS	RESPONDENTS	PERCENTAGE (%)
Female	12	100
Total	12	100
Age		
Below 24 years	02	17
25 to34 Years	02	17
35 to44 Years	03	25
45 to54 Years	02	16
Above 55 years	03	25
Total	12	100
Education Qualification		
PG	10	83
Doctorate	02	17
Total	12	100
Marital status		
Married	09	75
Unmarried	03	25
Total	12	100
Monthly Income		
20,000-24,000	07	58
25,000-29,000	04	34
Above 30,000	01	08
Total	12	100



Objectives of Saving		
Child Education	02	17
Retirement	03	25
Marriage of Children/for self	05	41
Health care	02	17
Total	12	100
Percentage of Saving in their total income		
Less than 25%	05	42
More than 25%	04	33
More than 50%	03	25
Total	12	100
Mode of major investment		
Bank deposits	01	08
Shares, Debentures	01	08
Property / Real Estate	02	17
Gold Scheme	03	25
Post Office Schemes	02	17
Mutual Funds	01	08
Insurance(LIC)	02	17
Total	12	100
Frequency of investment		
Monthly	08	66
Quarterly	02	17
Once in 6 months	02	17
Total	12	100
Purpose of investment		
Income	04	33.5
Tax saving	01	08
Savings growth	03	25
Liquidity	04	33.5
Total	12	100

Table 2 illustrates that the entire respondent pool comprises females. Among these, 25% fall within the age range of 35-44 years, while an equivalent percentage exists for those above 55 years. Additionally, 15-34-year-olds constitute 17% of respondents, and 45-55-year-olds make up 16% of those engaged in investments. In terms of educational qualifications, 83% of respondents have completed only postgraduate studies, while the remaining 17% hold doctorates. Married female teachers exhibit a savings pattern where 75% save, while the remaining 25% choose to invest. When considering income brackets, teachers earning between 20,000-24,000 save 58%, those earning 25,000-29,000 save 34%, and those earning above 30,000 allocate 8% to savings. Examining the motives

behind savings, 17% save for children's education, 25% for retirement, 41% for marriage and personal purposes, and 17% for healthcare. Regarding the percentage of total savings from income, 42% save less than 25%, 33% save more than 25%, and 25% save more than 50%. Concerning investment preferences, 25% of teachers invest in gold, 17% in property, post office, and insurance, and 8% in bank deposits, shares, and mutual funds. The investment frequency indicates that 66% invest monthly, 17% invest quarterly, and 6% invest once in 6 months. Lastly, the purposes of investment include 33.5% for income and liquidity, 25% for savings, and 8% for tax savings among teachers.



Table3: Demographic profile of Respondents (Students)

STATUS	RESPONDENTS	PERCENTAGE (%)
Gender		
Male	28	56
Female	22	44
Total	50	100
Education Qualification(BBA/B Com)		
1 st year	15	30
2 nd year	19	38
3 rd year	16	32
Monthly Income		
5,000-10,000	16	32
10,000-15000	22	44
Above 15,000	12	24
Total	50	100
Objectives of Saving		
Education purpose	14	28
Business purpose	18	36
Savings	16	32
Health care	02	04
Total	50	100
Percentage of Saving in their total income		
Less than 25%	14	28
More than 25%	19	38
More than 50%	17	34
Total	50	100
Mode of investment		
Bank deposits	22	44
Shares, Debentures	08	16
Property / Real Estate	04	08
Post Office Schemes	08	16
Mutual Funds	06	12
Insurance(LIC)	02	04
Total	50	100
Frequency of investment		
Monthly	41	82
Quarterly	09	18
Total	50	50
Purpose of investment		
Regular Income	14	28
Long term Savings	22	44
Liquidity	14	28
Total	50	100

Table 3 provides insights into various aspects of investment and savings among different groups. Here's a summarized interpretation:

It may be noted here that the students responded are all on parttime employment and hence have individual income. Investment by Gender: 56% of males and 44% of females are involved in investment activities. Investment by Academic Year: 38% of 2nd-year students, 32% of 1st-year students, and 30% of 1st-year students are engaged in different modes of investment. Income Distribution: 44% of students earn 10,000-15,000 monthly income, 32% earn 5,000-10,000, and 24% earn above 15,000. Purpose of Savings: 36% of

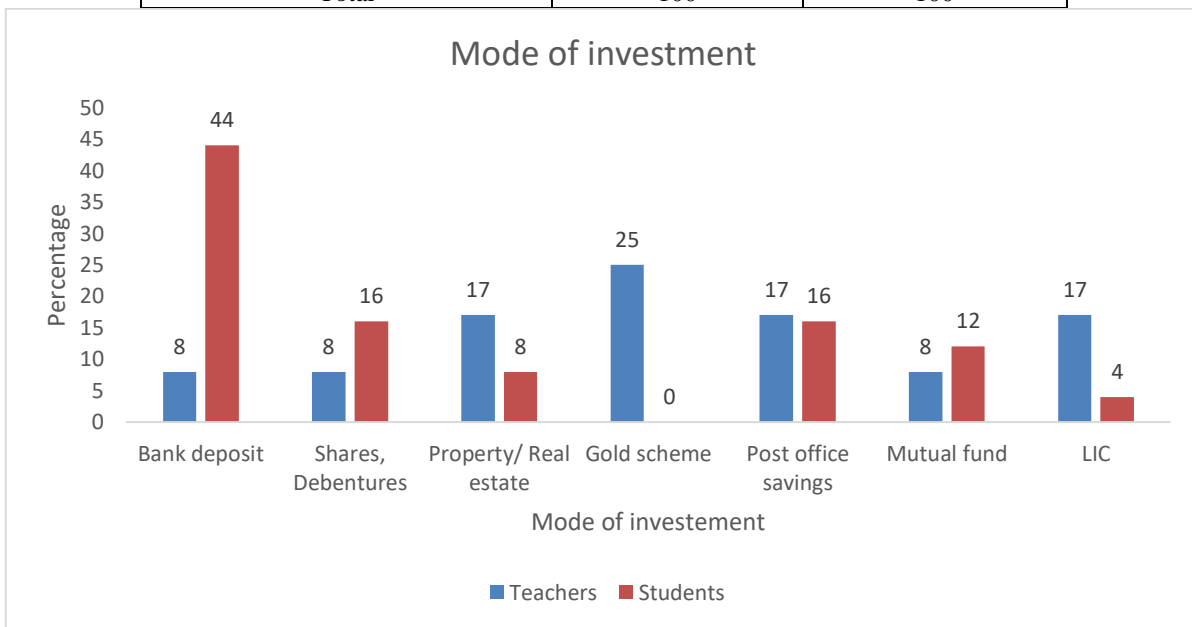
students save for business, 32% for general savings, 28% for education, and 4% for healthcare. Savings Percentage: 25% of students save less than 25% of their total income, 38% save more than 25%, and 34% save more than 50%. Modes of Investment: 44% prefer bank deposits, 16% choose shares and post office, 8% invest in property, 12% in mutual funds, and 4% in LIC. Teachers' Investment Behaviour: 82% of teachers invest monthly, while 18% invest quarterly. Purpose of Teacher's Investment: 28% of people invest for income and liquidity, while 44% of teachers invest for savings. The table provides a comprehensive overview of the investment and savings patterns among different groups, offering insights into



gender-based, academic year-based and income-based variations.

Table 4: Features of Investment Avenues

Mode of Major Investment	Teachers	Students
Bank deposit	08	44
Shares, Debentures	08	16
Property/ Real estate	17	08
Gold scheme	25	Nil
Post office savings	17	16
Mutual fund	08	12
LIC	17	04
Total	100	100



Graph 1: Mode of investment of teachers and student

When comparing the investment mode in bank deposits, shares, and debentures, mutual fund students' involvement is more significant. On the other hand, property/ real estate, post office savings, and LIC teachers' involvement are more. Students are interested in something different than investing in gold. None of the students invested in gold.

DISCUSSION

Exploring the Financial Perspectives of Teachers and Students

In the realm of personal finance, the choices individuals make regarding investments are often shaped by many factors, including risk tolerance, financial goals, and knowledge. The narratives of teachers and students regarding their investment preferences provide a fascinating insight into the divergent approaches taken by these two groups.

Teachers' Pragmatic Approach: As custodians of knowledge, teachers showcase a pragmatic approach to financial planning. The predominant choice of savings accounts (SB) as a primary investment vehicle reflects the desire for liquidity and accessibility. The ability to withdraw funds swiftly in case of emergencies is deemed paramount by many teachers, highlighting the importance they place on financial security.

Furthermore, the transition from savings accounts to fixed deposits (FD) over time underlines a gradual shift toward long-term financial planning. The safety and assured returns offered by FDs align with the risk-averse nature of many teachers. Gold and Life Insurance Corporation (LIC) premiums emerge as popular choices, with teachers recognizing the tangible value of gold and the long-term security LIC policies offer.

However, the reluctance to venture into shares is notable. Often rooted in a perceived lack of knowledge, the apprehension points to an area where financial education could play a pivotal role. The belief that shares entail long-term commitments and are less liquid in emergencies echoes the conservative sentiment prevalent among teachers.

A notable exception emerges in the form of a teacher who ventured into the stock market. Her success story, transitioning from investing in shares to establishing a fast-moving consumer goods mart, highlights the potential rewards of strategic financial risk-taking. This case is a testament to the transformative power of informed investment decisions and entrepreneurial endeavours.



Students' Ventures into the Stock Market

In contrast to the conservative approach of teachers, students showcase a greater inclination towards risk-taking, particularly in the realm of shares. Varun's experience of successfully investing in shares and subsequently allocating the returns into a new business and a savings account reflects students' dynamic and opportunistic mind-set.

The motivation behind students' ventures into the stock market extends beyond financial gain. For students like Raghunandan, investing in shares and mutual funds is a means of acquiring an in-depth understanding of the complexities within the realm of finance. The emphasis on in-depth knowledge and the potential for significant rewards underscores a different set of priorities than their teaching counterparts.

Raghunandan's strategic approach, withdrawing shares and redistributing investments based on a nuanced understanding of long-term and short-term goals, exemplifies the capacity of students to synthesize financial knowledge gained during their academic journey.

Educational Intervention: Bridging the Knowledge Gap

The stark contrast in investment strategies between teachers and students underscores the potential benefits of financial education initiatives. Equipping teachers with a better understanding of the stock market and alternative investment avenues could empower them to make more informed decisions, fostering a sense of confidence in exploring diverse financial instruments.

Conversely, students could benefit from a comprehensive financial curriculum that imparts theoretical knowledge and emphasizes the practical aspects of managing investments. Bridging the knowledge gap between these two demographics could lead to a more holistic and informed approach to personal finance.

CONCLUSION

A rich tapestry of financial narratives lies in the dichotomy between teachers' prudence and students' venturesome spirit. The stories of success, caution, risk-taking, and conservatism collectively contribute to a nuanced understanding of individuals' diverse approaches to securing their financial futures.

As we overview through the intricate terrain of personal finance, the integration of financial education becomes imperative, fostering an economically stable society that is well-equipped to embrace the opportunities presented by the dynamic world of investments.