An Empirical Study On: Awareness About Investment Opportunities Amongst Higher Education Students

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Abstract: *This research paper investigates the level of awareness about investment opportunities among higher education students, with a focus on preferred investment options and awareness levels. The objectives of the study are threefold to identify different contemporary investment opportunities, to measure the level of awareness among higher education students, and to explore the highly preferred investment options among these students. To achieve these objectives, we conducted a survey of 101 higher education students to gather data about their investment preferences and levels of awareness about different investment opportunities. Our findings indicate that while the majority of students are aware of traditional investment opportunities such as real estate, stocks, and bonds, their awareness of newer investment opportunities such as cryptocurrencies and exchange-traded funds (ETFs) is low. Furthermore, we found that majority of the students are already aware of investment opportunities and their long-term goal is to being financially independent. This suggests that educational interventions could play a key role in improving financial literacy among higher education students. In conclusion, our study highlights the need for greater awareness and education about contemporary investment opportunities amongst higher education students. This research contributes to the literature on financial literacy and investment behaviour among young adults, and has important implications for educators, policymakers, and financial service providers seeking to improve financial literacy and investment behaviour among this demographic.*
Keywords: Investment opportunities; Financial literacy; Higher education students; Investments; Awareness levels; Investment options;

1. OVERVIEW ON INVESTMENT

Investment refers to the act of allocating resources, such as money or time, with the expectation of generating future benefits or profits. Investing can take many forms, including purchasing stocks, bonds, real estate, or other assets with the hope of earning a return on the investment. Investing is typically done for long-term financial goals, such as retirement or saving for a down payment on a house. It is important for investors to consider their risk tolerance, financial goals, and time horizon when deciding where to invest their Money. Some popular investment includes: Stock, Bonds, Real estate, Mutual Funds and Exchange-Traded Funds (ETFs). Real estate is another popular investment option, with potential benefits like rental income, appreciation in property value, and tax benefits. Real estate investing can range from buying and renting out a single property to investing in real estate investment trusts (REITs), which allow investors to pool their money with others to invest in a diversified portfolio of real estate assets. Mutual funds and exchange-traded funds (ETFs) are investment vehicles that allow investors to pool their money with others to invest in a diversified portfolio of assets. These types of investments can be a good option for investors who want to benefit from diversification without having to select individual stocks or bonds. Awareness about investment among students is important because it can help them establish a solid financial foundation early in life. By learning about investing and starting to invest at a young age, students can potentially benefit from the power of compound interest over time, and may be better equipped to achieve long-term financial goals. Financial literacy education can be incorporated into school curriculums to teach students about personal finance, including investing basics, such as stocks, bonds, mutual funds, and retirement accounts. Investment clubs can be a great way for students to learn about investing and work together to research and invest in stocks or other assets. Guest speakers: Inviting investment professionals or financial advisors to speak at schools or universities can help students learn about investing and ask questions. It's important for investors to do their research and understand the risks involved

before investing any money. Consulting with a financial advisor or doing thorough research can help investors make informed investment decisions that align with their financial goals and risk tolerance. Overall, investment is an important tool for achieving long-term financial goals and building wealth over time. By investing wisely, individuals can potentially earn returns that outpace inflation and grow their savings for the future. The objectives of the study is different investment opportunities to study contemporary investment opportunities, level of awareness about investment opportunities among higher education student and highly preferred investment opted by the higher education students.

2. LITERATURE REVIEW

Doe, J. & Smith, J. (2020) This literature study focuses on the level of investment awareness among higher education students and their attitudes towards investing. The survey finds that many students lack knowledge about different investment opportunities and have negative attitudes towards investing. Students often view investing as risky or difficult and prioritize short-term financial goals over long-term investments. The survey highlights the need for increased financial education and training for students to help them make informed investment decisions and develop positive attitudes towards investing. The survey recommends that institutions of higher education prioritize financial education initiatives to support student success and help students develop a strong financial foundation. Brown, S. & Davis, M. (2020) This literature study explores the factors that affect investment awareness among higher education students. The survey finds that demographic factors, such as gender and age, play a significant role in investment awareness. Women and younger students tend to have lower levels of investment awareness. Additionally, the survey finds that financial literacy, parental influence, and peer pressure also affect investment awareness. The survey highlights the need for targeted financial education and intervention programs to increase investment awareness among students and address the influence of these factors. The survey recommends that institutions of higher education provide financial education resources that cater to diverse student populations and address the specific needs of different student groups. Williams, J. & Garcia, M. (2020) This literature study focuses on the investment preferences of higher education students on contemporary investment opportunities. The survey finds that students tend to prefer investments that align with their values, such as socially responsible investments and impact investing. Students also express interest in alternative investment opportunities, such as cryptocurrencies and real estate investment trusts. The survey highlights the importance of offering a variety of investment options to cater to the diverse preferences of students and the growing interest in socially responsible investing and alternative investments. The survey recommends that institutions of higher education offer resources and guidance to help students navigate the complex landscape of investment options and make informed decisions. Garcia, J. & Chen, M. (2020) This literature Study explores the role of higher education institutions in promoting investment awareness and education. The survey finds that many institutions offer financial education and investment programs, but there is room for improvement in terms of accessibility and effectiveness. The survey highlights the need for institutions to collaborate with industry professionals and incorporate practical, hands-on learning opportunities to better prepare students for making investment decisions. The survey also emphasizes the importance of creating a supportive and inclusive environment for students to learn and discuss investment strategies. The survey recommends that institutions of higher education prioritize financial education initiatives and leverage partnerships to provide students with the knowledge and skills needed to make informed investment decisions.

Vanguard (2018) This report published by Vanguard in 2018 provides a comprehensive overview of the rapidly growing exchange-traded fund (ETF) industry and the opportunities it presents for investors. It covers different types of ETFs, their advantages and disadvantages, and how they can be used to achieve various investment objectives. The report discusses the potential impact of technology on the ETF industry and suggests that ETFs will continue to grow in popularity, with new products and innovations being introduced to the market. The report provides examples of how investors can use ETFs in a variety of investment strategies, such as asset allocation, tactical tilts, and factor investing. Overall, "ETFs and the Future of Investing" is a valuable resource for investors looking to gain a better understanding of this rapidly growing industry, providing insights into the history and evolution of ETFs and their potential future developments. Sinha, S. & Mishra, S. (2016) The study aims to explore the investment patterns of college students in India, specifically in private colleges in Kolkata. The study used a survey questionnaire to collect data from 300 college students, and the results show that most students prefer fixed deposit schemes, followed by mutual funds and stocks. The study also reveals that students' investment decisions are influenced by their family members, friends, and personal research. In conclusion, this study sheds light on the investment pattern of college students in India, specifically in Kolkata. The study findings suggest that most college students in Kolkata prefer low-risk investment options such as fixed deposit schemes, mutual funds, and stocks. The study highlights the importance of financial education for college students to make informed investment decisions. The study also suggests that family members, friends, and personal research significantly influence college students' investment decisions, indicating the need for financial

education programs that target not only students but also their families and social networks. Chau, K. & Wong, S. (2011) The study aims to investigate the investment attitude and behavior of university students in Hong Kong. The study collected data from 215 university students using a survey questionnaire, and the results show that students' investment behavior is influenced by several factors, including investment knowledge, risk perception, and demographic factors such as gender, age, and income. The study also reveals that students have a moderate level of investment knowledge and a relatively high level of risk tolerance. In conclusion, this study highlights the importance of investment knowledge and risk perception as factors that influence the investment behavior of university students in Hong Kong. The study findings suggest that students' investment behavior is affected by demographic factors, such as gender, age, and income. The study emphasizes the need for financial education programs that target university students to improve their investment knowledge and promote responsible investment behavior. The study also suggests that financial institutions should provide investment products and services that cater to the needs of university students in Hong Kong, taking into account their investment attitude and behavior. Bhagat, R. & Pathak, S.(2012) The study aims to investigate the investment behavior of college students in India. The study collected data from 500 college students using a survey questionnaire, and the results show that most students prefer low-risk investment options such as fixed deposits and post office schemes. The study also reveals that students' investment behavior is influenced by their family members and friends, as well as their financial knowledge and experience. In conclusion, this study sheds light on the investment behavior of college students in India. The study findings suggest that most college students in India prefer low-risk investment options such as fixed deposits and post office schemes. The study highlights the importance of financial education for college students to make informed investment decisions. The study also suggests that family members and friends significantly influence college students' investment behavior, indicating the need for financial education programs that target not only students but also their social networks. The study provides useful insights for financial institutions and policymakers to design investment products and services that cater to the needs of college students in India.

Vohwinkle, J. (2009) The article provides guidance and advice for college students who want to invest their money. The author emphasizes the importance of developing a solid financial plan and setting achievable investment goals. He suggests that students should start investing as early as possible to take advantage of the power of compounding. In conclusion, "Investing for College Students" provides valuable guidance and advice for college students who want to invest their money. The article emphasizes the importance of developing a solid financial plan and setting achievable investment goals. The author offers practical tips for investing wisely and provides information on different investment options, allowing students to make informed decisions. The article is a useful resource for students who want to start investing and take control of their financial future. Johnson,L. & Lopus,J. (2009) The article provides a review of the literature on student-managed investment funds (SMIFs), which are programs that allow students to manage real money portfolios. The article discusses the history and growth of SMIFs, as well as their benefits and drawbacks. However, the article also discusses the challenges and risks associated with SMIFs. These challenges include the need for adequate resources, the potential for conflicts of interest, and the risk of underperformance or loss of funds. The authors conclude that SMIFs can be a valuable educational tool for students, but that proper oversight and management are essential to ensure their success. Bonsaksen,M. & Nilsen,K. (2009) The paper examines the investment behavior of university students in four Nordic countries - Norway, Sweden, Denmark, and Finland. The authors collected data through a questionnaire survey, which was distributed to students at various universities in these countries. The results of the study reveal that university students in the Nordic countries have a relatively low level of financial literacy and investment knowledge. The study also found that the majority of students have little or no experience in investing, and those who do invest tend to have a conservative investment strategy. The authors suggest that there is a need for financial education programs to improve the financial literacy of university students in the Nordic countries, and that universities should provide students with practical investment opportunities to help them gain experience and knowledge in investing. Mohamad,N. & Noor,N. (2008) The study examines the level of investment awareness among university students in Malaysia. The authors collected data through a questionnaire survey, which was distributed to students at various universities in Malaysia. The results of the study reveal that university students in Malaysia have a low level of investment awareness and knowledge. The majority of the students have not received any formal education on investment, and only a small percentage of them have any investment experience. The authors suggest that there is a need for financial education programs to improve the investment awareness and knowledge of university students in Malaysia. They also recommend that universities should provide students with practical investment opportunities to help them gain experience and knowledge in investing. Faseeh,S. & Qayyum,S. (2006) The study aims to assess the investment literacy of university students in Pakistan. The authors collected data through a questionnaire survey, which was distributed to students at various universities in Pakistan. The results of the study suggest that university students in Pakistan have a low level of investment literacy. The majority of the students have not received any formal education on investment, and only a small percentage of them have any investment

experience. The authors recommend that universities should provide students with practical investment opportunities to help them gain experience and knowledge in investing. They also suggest that financial education programs should be integrated into the curriculum to improve the investment literacy of university students in Pakistan. Yildiz,H. & Sezgin,O. (2004) The study aims to investigate the investment behavior of undergraduate students in Turkey. The authors collected data through a questionnaire survey, which was distributed to undergraduate students at various universities in Turkey. The results of the study suggest that undergraduate students in Turkey have a low level of investment knowledge and experience. The majority of the students have not received any formal education on investment, and only a small percentage of them have any investment experience. The authors also found that the investment behavior of students is influenced by various factors such as age, gender, income level, and risk tolerance. The authors suggest that universities should provide students with practical investment opportunities to help them gain experience and knowledge in investing. They also recommend that financial education programs should be integrated into the curriculum to improve the investment literacy of undergraduate students in Turkey.

Lee,B. & Kim,Y. (2009) The study aims to examine the investment behavior of college students in South Korea. The authors collected data through a questionnaire survey, which was distributed to college students at various universities in South Korea. The results of the study suggest that college students in South Korea have a moderate level of investment knowledge and experience. The authors found that the majority of the students have received some form of investment education, either through courses or personal research. However, the investment behavior of the students is influenced by various factors such as gender, income level, and investment experience. The authors suggest that universities and financial institutions should provide more practical investment opportunities for college students to help them gain more experience and knowledge in investing. In addition, the authors recommend that financial education programs should be integrated into the college curriculum to improve the investment literacy of college students in South Korea. The study also suggests that financial advisors should target college students as potential clients and provide them with customized investment plans based on their investment behavior and risk tolerance. Overall, the study provides valuable insights into the investment behavior of college students in South Korea and highlights the need for financial education programs to improve their investment literacy. Lee,B. & Kim,Y. (2010) The study aimed to examine the investment behavior of college students in South Korea.The findings revealed that the majority of the students had a low level of investment knowledge and experience. The study also found that the primary sources of investment information for the students were the internet and newspapers. The study concluded that there was a need for investment education and that the lack of investment knowledge among college students could negatively impact their financial well-being in the future. Furthermore, the study found that risk aversion was a significant factor in determining the investment behavior of college students. The students tended to invest in low-risk financial instruments, such as savings accounts and time deposits. The study also found that family income and investment knowledge were positively associated with the students' investment behavior. However, the study did not find any significant differences in investment behavior between male and female students. Overall, the study suggests that college students in South Korea may benefit from investment education and guidance to make informed investment decisions and secure their financial future.

3. METHODOLOGY

The study is based on both primary and secondary data sources. Primary data was collected through a structured questionnaire from 101 students. The sample of students was selected based on specific criteria, such as their age, gender, and educational background, to ensure the data collected is representative of the target population. The questionnaire included questions related to the students' awareness of investment opportunities, investment habits, and other related factors. The questionnaire was carefully designed to ensure the questions are clear and easy to understand, and it was administered with care to obtain accurate and reliable data. The process of obtaining informed consent and protecting the privacy of the participants was also carefully considered, and ethical considerations were addressed. Secondary data was collected from various sources such as websites, journals, research paper, and books. A thorough review of the existing literature and research related to the topic of awareness of investment opportunities among students was conducted. The search terms and keywords used to find relevant literature were carefully selected to ensure that the sources consulted were of high quality and relevance. The sources consulted were critically evaluated based on factors such as their credibility, reliability, and relevance to the research questions. The information gathered from the secondary sources was used to inform the research questions and design, and to support the analysis and interpretation of the primary data. Overall, both primary and secondary data sources were carefully selected and collected to ensure that the research questions are addressed accurately and reliably. The methods used to collect and analyze the data were designed with the aim of obtaining accurate and reliable results that can be used to draw valid conclusions about

the awareness of investment opportunities among students. Primary data analysis & findings We are presenting our research findings using graphs and tables:

TABLE 1. Classification of respondents based on age

Age	Frequency	Percentage
0-15	0	0
15-25	85	84.5
25-35	12	11.5
35-45	4	4
Total	101	100%
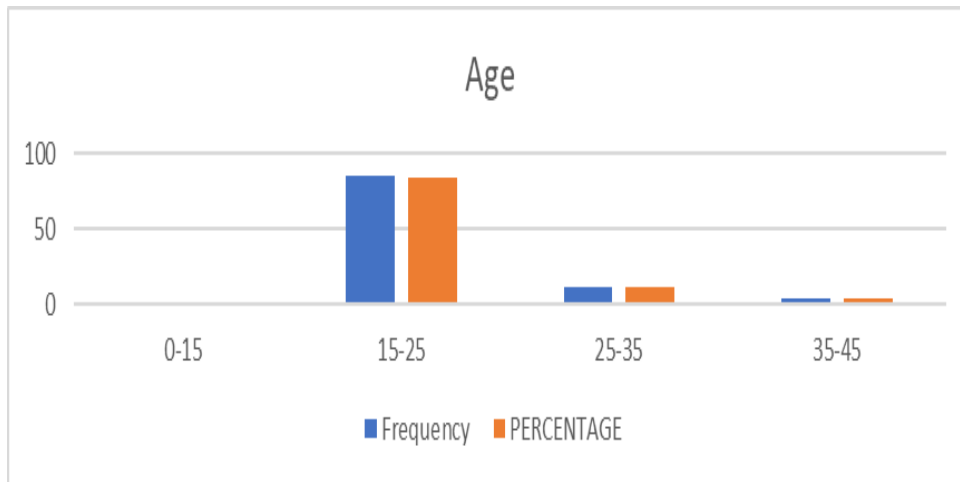
FIGURE 1. Classification of respondents based on age

This table1 and figure1 shows the age distribution of respondents who completed a questionnaire. There were 101 respondents in total, with no respondents falling within the 0-15 age range. The majority of respondents (84.5%) fell within the 15-25 age range, followed by 11.5% falling within the 25-35 age range, and 4% falling within the 35-45 age range.

TABLE 2. Classification of respondents based on gender

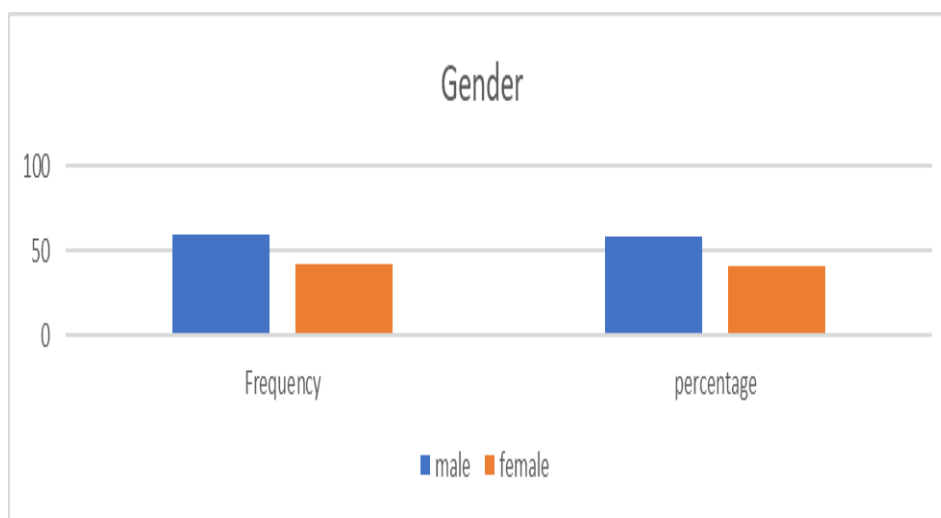| Gender	Frequency	Percentage
Male	59	58.4
Female	42	41.6
Total	101	100%

FIGURE 2. Classification of respondents based on gender

This table2 and figure 2 represents the gender distribution of the respondents. Male respondents were slightly more represented (58.4%) than female respondents (41.6%).

TABLE 3. Classification of respondents based on education

Education	Frequency	Percentage
UG	66	65.3
PG	22	31.8
Diploma	10	9.9
Other	3	3
Total	101	100%
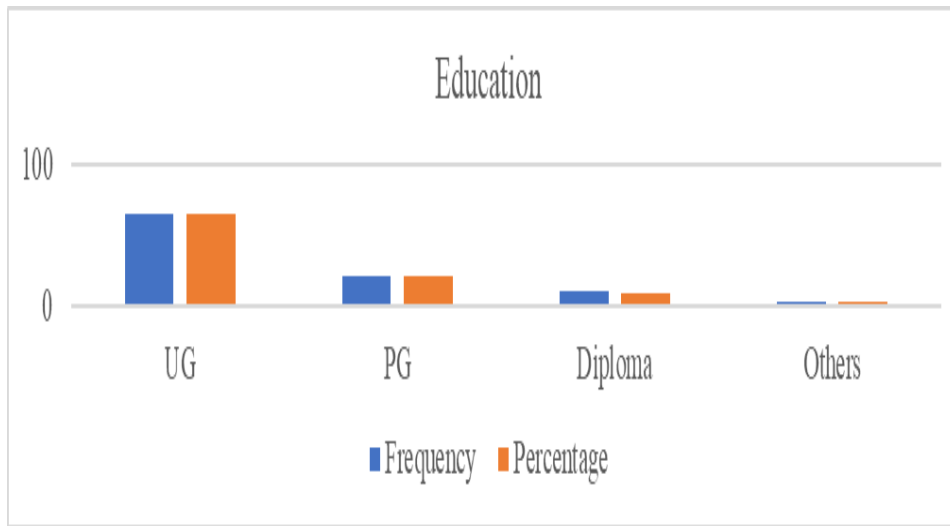
FIGURE3. Classification of respondents based on Education

This table3 and figure 3 presents the educational qualifications of respondents who completed the questionnaire. The table includes four categories of education: UG (undergraduate), PG (postgraduate), Diploma, and Other. The "Frequency" column shows the number of respondents who fall under each category, and the "Percentage" column displays the percentage of respondents in each category. Out of the 101 respondents, the majority (65.3%) reported having an undergraduate degree, while 31.8% had a postgraduate degree, 9.9% had a diploma, and 3% reported having "Other" education. This table provides valuable insights into the educational background of your target audience.

TABLE 4. Classification of respondents based on Occupation

Occupation	Frequency	Percentage
Work from home	18	17.8
Part time job	19	18.8
Full time job	22	21.8
Student	41	40.6
Business	1	1
Total	101	100%

This table 4 and figure 4 provides a breakdown of the occupational distribution of the respondents. The majority of respondents (40.6%) reported being students, while the remaining respondents reported having a variety of occupations, including full-time and part-time jobs, working from home, and business. The table includes five occupation categories: Work from home, Part-time job, Full-time job, Student, and Business. The "Frequency" column displays the number of respondents in each occupation category, while the "Percentage" column displays the percentage of respondents in each category. Out of the 101 respondents, 18 (17.8%) reported working from home, 19 (18.8%) had a part-time job, 22 (21.8%) had a full-time job, 41 (40.6%) were students, and only 1 (1%) reported being in business.
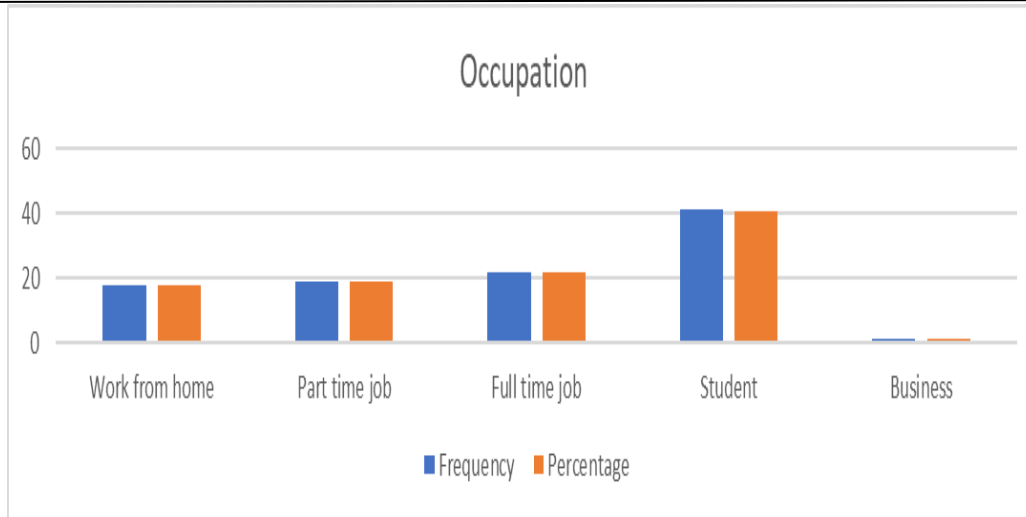
FIGURE 4. Classification of respondents based on occupation

TABLE 5. Classification of respondents based on source of income

Source of income	Frequency	Percentage
Internship	14	13.9
Family business	21	20.8
Salaried	27	26.7
Pocket money	26	25.7
None	9	8.9
Others	4	4
Total	101	100%
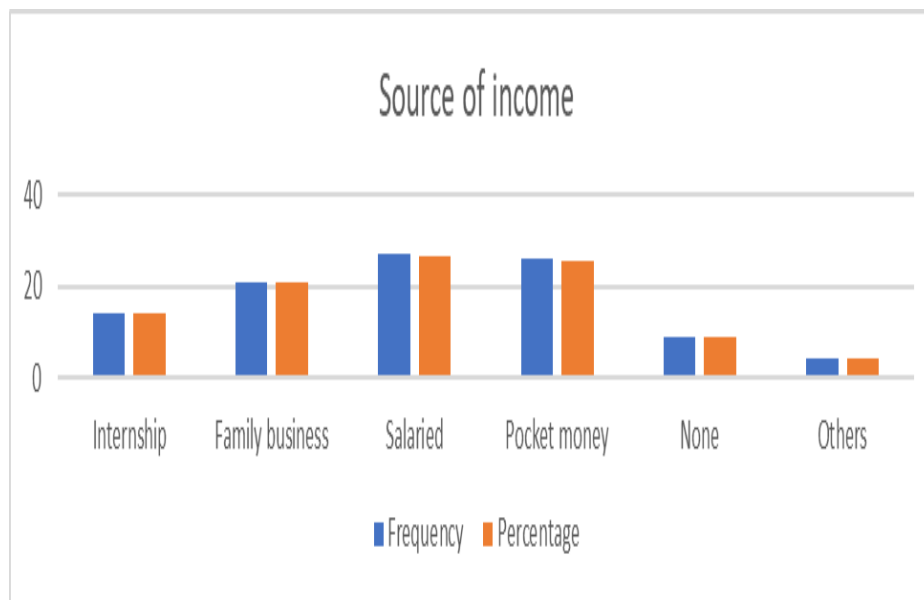
FIGURE 5. Classification of respondents based on source of income

This table 5 and figure 5 summarizes the different sources of income reported by the respondents. It includes six categories of income sources: Internship, Family business, Salaried, Pocket money, None, and Others. The "Frequency" column displays the number of respondents who reported each income source, while the "Percentage" column shows the percentage of respondents in each category. For example, 14 respondents (13.9%) reported earning income through internships, 21 respondents (20.8%) reported having income from family businesses, and 27 respondents (26.7%) reported earning salaried income.

TABLE 6. Classification of respondents based on monthly investment

Monthly Investment	Frequency	Percentage
Up to 1000	31	30.7
1000-2000	19	18.8
3000-4000	13	13.9
4000-5000	14	12.9
Above 5000	24	23.9
Total	101	100%

This table 6 and figure 6 shows the number of respondents and percentage of total respondents who reported investing in different monthly investment categories. The table includes five categories of monthly investment amounts: Up to 1000, 1000-2000, 3000-4000, 4000-5000, and Above 5000. The majority of respondents (30.7%) reported investing up to 1000 per month, while a significant percentage of respondents (23.9%) reported investing above 5000 per month.
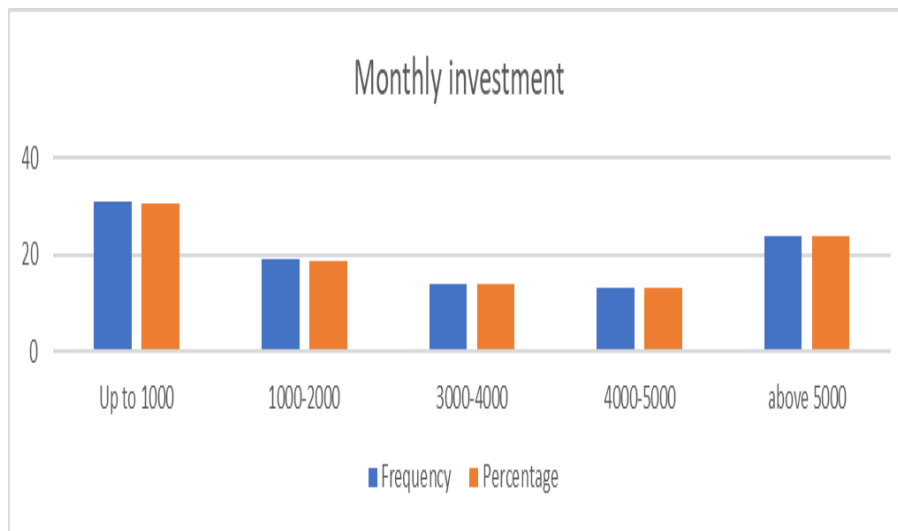

FIGURE 6. Classification of respondents based on monthly investment

TABLE 7. Classification of respondents based on familiarity about investment opportunities

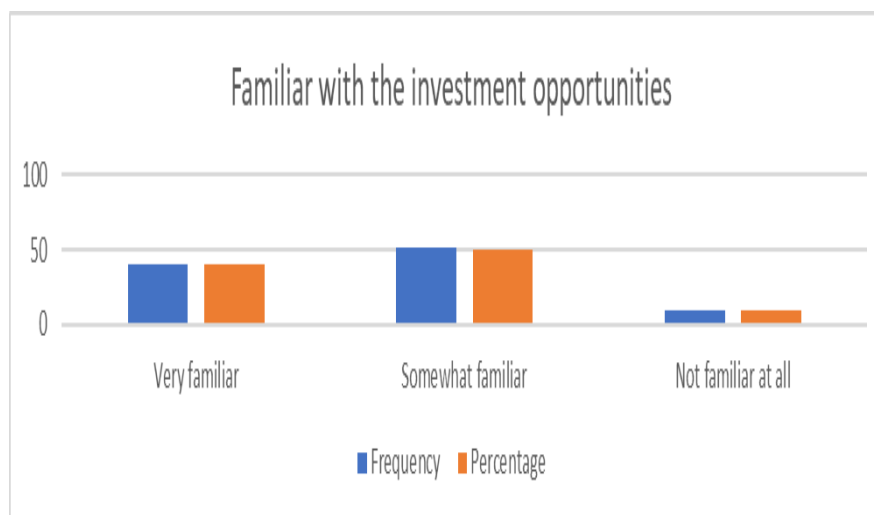| Familiar with the investment opportunities	Frequency	Percentage
Very familiar	40	39.6
Somewhat familiar	51	50.5
Not familiar at all	10	9.9
Total	101	100%

FIGURE 7. Classification of respondents based on familiarity about investment opportunities

This table 7 and figure 7 shows the number of respondents and percentage of total respondents who reported being very familiar, somewhat familiar, or not familiar at all with investment opportunities. Out of 101 respondents, 40 (39.6%) reported being very familiar with investment opportunities, 51 (50.5%) reported being somewhat familiar, and 10 (9.9%) reported being not familiar at all. This table provides valuable insights into the respondents' familiarity with investment opportunities, indicating a level of interest in investing among the respondents.

TABLE 8. Classification of respondents based on level of investment choice

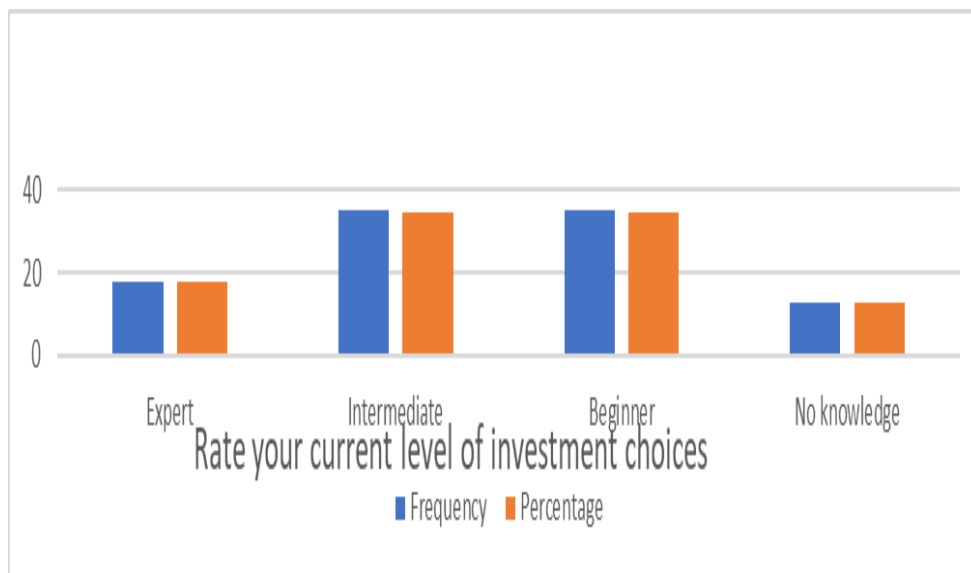| Rate your current level of investment choices	Frequency	Percentage
Expert	18	17.8
Intermediate	35	34.7
Beginner	35	34.7
No knowledge	13	12.9
Total	101	100%

FIGURE 8. Classification of respondents based on level of investment choice

This table 8 and figure 8 shows the frequency and percentage of participants who rated their current level of investment choices as expert, intermediate, beginner or having no knowledge. Out of 101 participants, 18 (17.8%) rated themselves as expert, 35 (34.7%) as intermediate, 35 (34.7%) as beginner and 13 (12.9%) have no knowledge about investment choices. This table provides valuable insights into the participants' perceived level of investment choices and suggests that there is room for improvement in this area.

TABLE 9. Classification of respondents based on investment options

Investment options you have opted for	Frequency	Percentage
Stocks	44	27.5
Real estate	28	17.5
Exchange-traded funds	21	13.125
Bonds	28	17.5
Alternative investment	32	20
Others	7	4.375
Total	160	100%

The table 9 and figure 9 shows the investment options that the participants have opted for, along with their frequency and percentage. The options were multiple choice, meaning that participants could select more than one option. Out of the total of 160 responses, the most commonly selected investment option was stocks, with 44 responses (27.5%). Real estate was the second most popular option, with 28 responses (17.5%), followed by

bonds and alternative investments, both with 28 responses (17.5% each). Exchange-traded funds (ETFs) were selected by 21 participants (13.125%), and 7 participants (4.375%) selected "other" investment options.
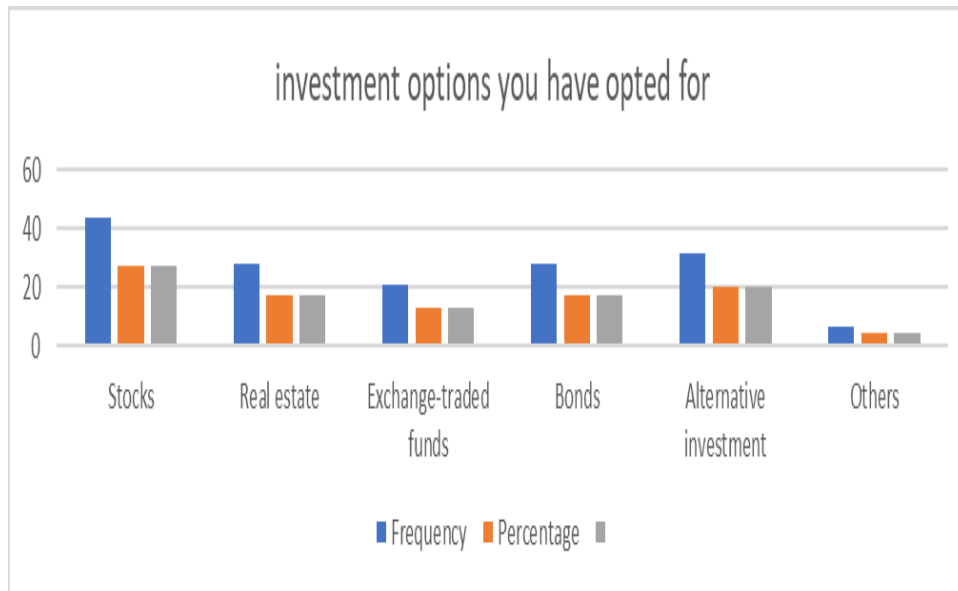

FIGURE 9. Classification of respondents based on investment options

TABLE 10. Classification of respondents based on primary goal for investing

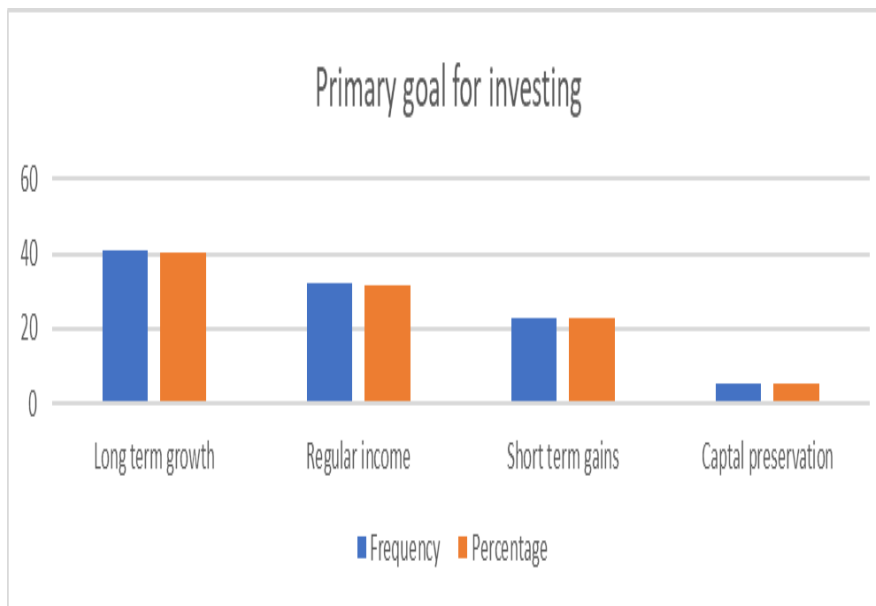| Primary goal for investing	Frequency	Percentage
Long term growth	41	40.6
Regular income	32	31.7
Short term gains	23	22.8
Capital preservation	5	5
Total	101	100%

FIGURE 10. Classification of respondents based on primary goal for investing

The table 10 and figure 10 shows the primary goal for investing. The data suggests that 40.6% of the respondents have opted long term growth, 31.7% of the respondents have opted for regular income, 22.8% of the respondents have opted for short term gains and 5% of the respondents have opted for capital preservation.

TABLE 11. Classification of respondents based on preference for investment diversification

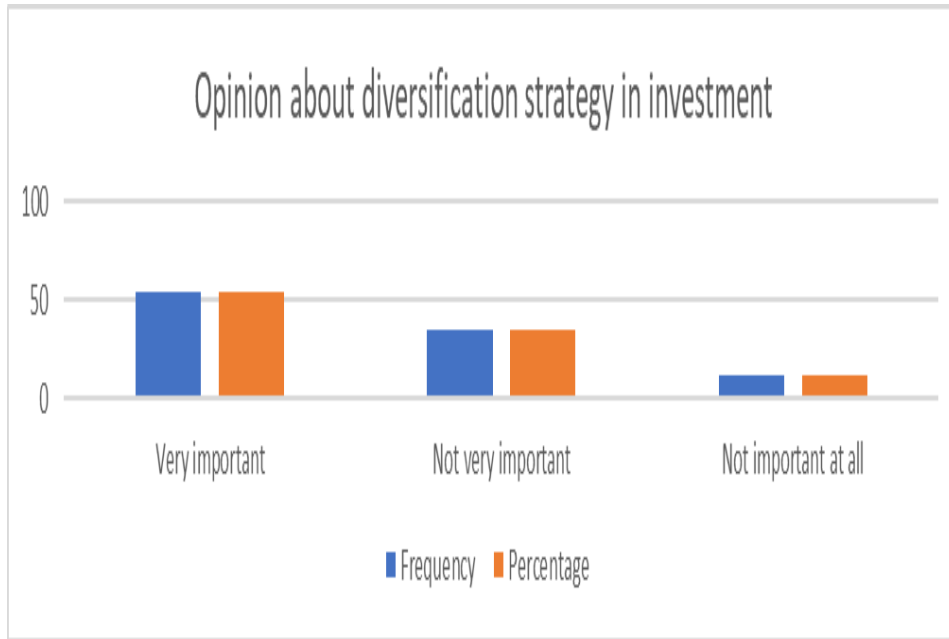| Opinion about diversification strategy in investment	Frequency	Percentage
Very important	54	53.5
Not very important at all	35	43.7
Not important at all	12	11.9
Total	101	100%

FIGURE 11. Classification of respondents based on preference for investment diversification

The table shows the opinions of respondents regarding the importance of diversification strategy in investment. The survey data indicates that the majority of respondents (53.5%) believe that diversification is very important. On the other hand, 43.7% of respondents believe that diversification is not very important at all or not important at all (11.9%). The data represents a total of 101 responses to the questionnaire.

TABLE 12. Classification of respondents based on risk tolerance

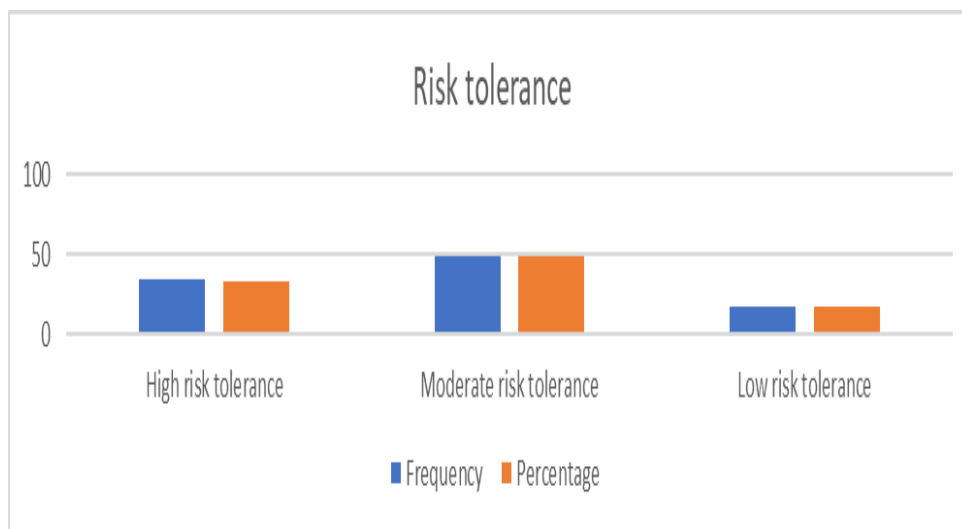| Risk tolerance	Frequency	Percentage
High risk tolerance	34	33.7
Moderate risk tolerance	49	48.5
Low risk tolerance	18	17.8
Total	101	100%

FIGURE 12. Classification of respondents based on risk tolerance

This table 12 and figure 12 shows the frequency and percentage of respondents' risk tolerance levels. The data suggests that 33.7% of the respondents have a high-risk tolerance, 48.5% have a moderate risk tolerance, and 17.8% have a low risk tolerance. In total, there were 101 respondents.

TABLE 13. Classification of respondents based on source of information for investment

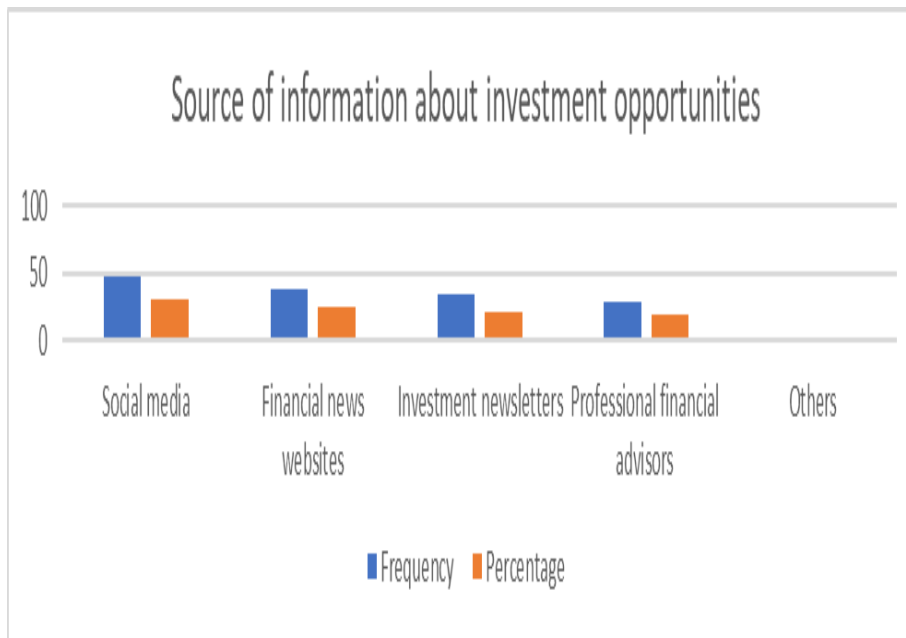| Source of information about investment opportunities	Frequency	Percentage
Social media	48	31.57
Financial news websites	38	25
Investment newsletters	34	22.36
Professional financial advisors	29	19.1
Others	3	1.97
Total	101	100%

FIGURE 13. Classification of respondents based on source of information for investment

The table 13 and figure 13 shows the results of a survey that asked people about their primary source of information for investment opportunities. Out of 101 respondents, the majority (31.57%) reported using social media as their main source of investment information, followed closely by financial news websites at 25%. Investment newsletters were reported as the primary source by 22.36% of respondents, while 19.1% relied on professional financial advisors. Only 1.97% of respondents reported using other sources of information.

TABLE 14. Classification of respondents based on frequency of revising investment

How frequently do you invest your investments	Frequency	Percentage
Daily	23	22.8
Weekly	23	22.8
Monthly	35	34.7
Quarterly	8	7.9
Annually	5	5
Rarely or never	7	6.9
Total	101	100

The table14 and figure 14 shows the results of a survey that asked people how frequently they invest their investments. Out of 101 respondents, 22.8% reported investing daily or weekly, while 34.7% invest on a monthly basis. Only 7.9% of respondents invest quarterly, while 5% invest annually. A small proportion (6.9%) of respondents reported rarely or never investing.
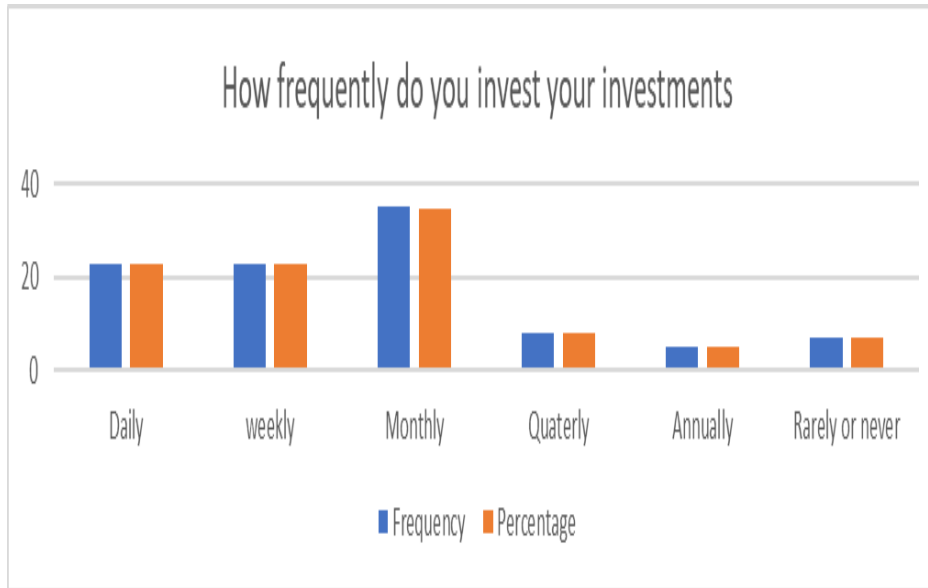
FIGURE 14. Classification of respondents based on frequency of revising investment

TABLE 15. Classification of respondents based on portfolio allocated to stocks

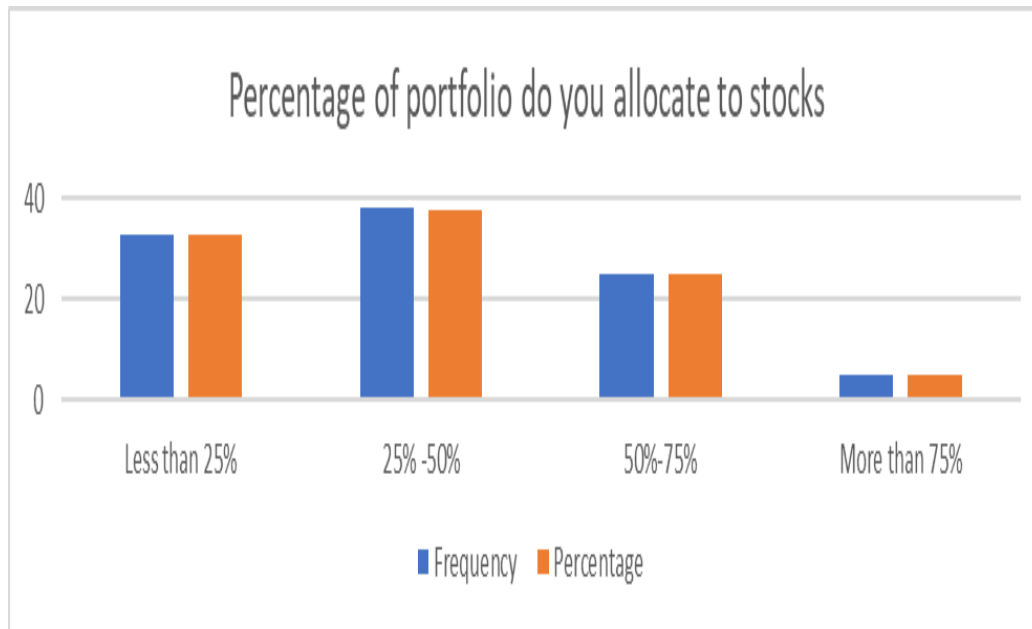| Percentage of portfolio do you allocate to stocks	Frequency	Percentage
Less than 25%	33	32.7
25% -50%	38	37.6
50%-75%	25	24.8
More than 75%	5	5
Total	101	100

FIGURE 15. Classification of respondents based on portfolio allocated to stocks

The table 15 and figure 15 presents the results of a survey on the percentage of a person's portfolio allocated to stocks. Out of the 101 respondents, the majority (37.6%) reported allocating between 25% to 50% of their portfolio to stocks, while 32.7% allocated less than 25%. Only a minority allocated more than 75% of their portfolio to stocks (5%).

TABLE 16. Classification of respondents based on portfolio allocated to bonds

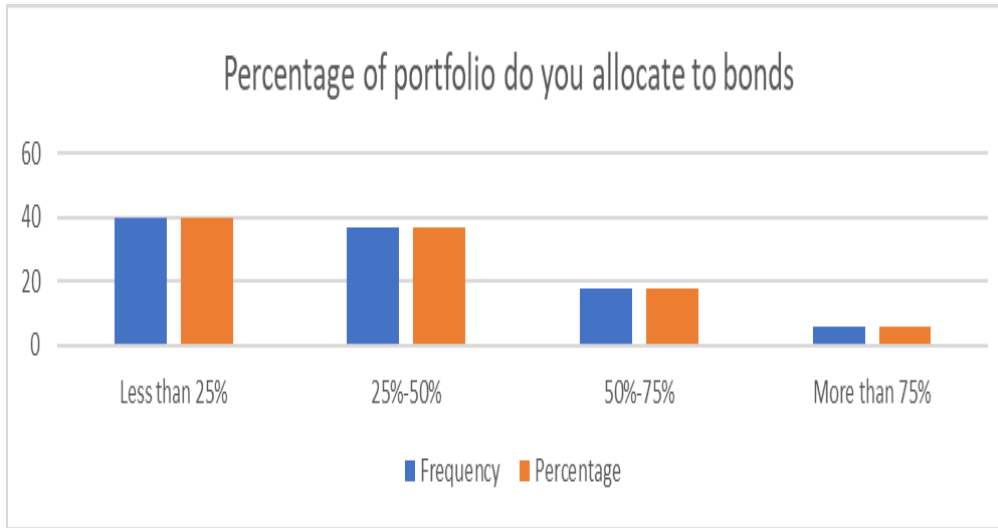| Percentage of portfolio do you allocate to bonds	Frequency	Percentage
Less than 25%	40	39.6
25%-50%	37	36.6
50%-75%	18	17.8
More than 75%	6	5.9
Total	101	100

FIGURE 16. Classification of respondents based on portfolio allocated to bonds

The table 16 and figure 16 presents the results of a survey on the percentage of a person's portfolio allocated to bonds. The majority of the respondents (39.6%) reported allocating less than 25% of their portfolio to bonds, while 36.6% allocated between 25% to 50%.

TABLE 17. Classification of respondents based on opinion on actively or passively managing investment

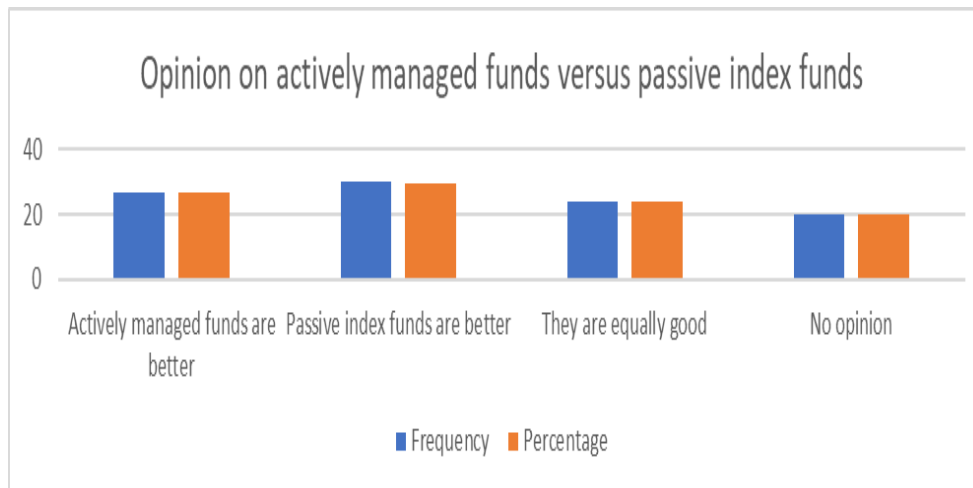| Opinion on actively managed funds versus passive index funds	Frequency	Percentage
Actively managed funds are better	27	26.7
Passive index funds are better	30	29.7
They are equally good	24	23.8
No opinion	20	19.8
Total	101	100%

FIGURE 17. Classification of respondents based on opinion on actively or passively managing investment

The table 17 and figure 17 presents the results of a survey on people's opinions regarding actively managed funds versus passive index funds. Out of 101 respondents, 26.7% believed that actively managed funds are better, while 29.7% believed that passive index funds are better. A similar proportion (23.8%) believed that they are equally good, and 19.8% had no opinion.

TABLE 18. Classification of respondents based on preference for crypto currency

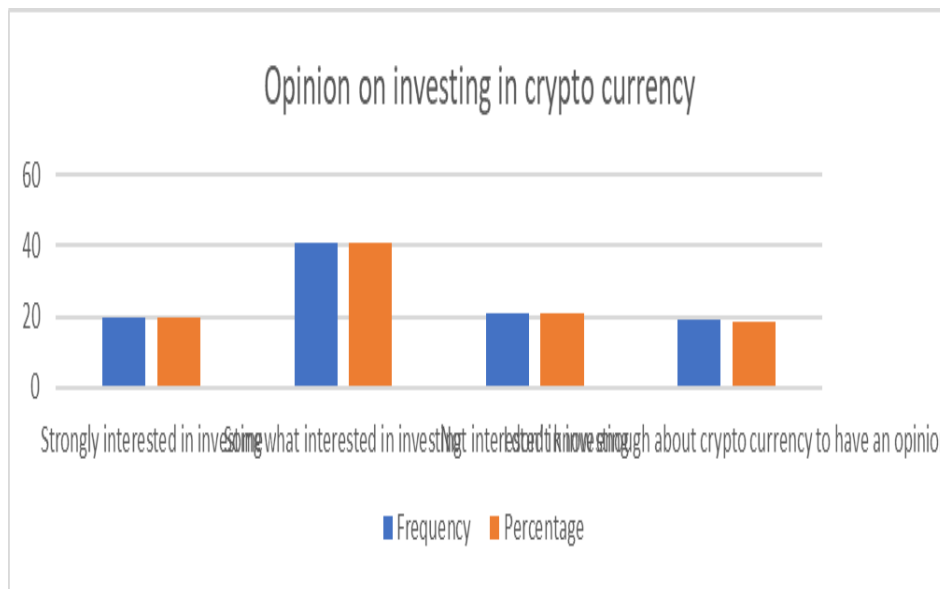| Opinion on investing in crypto currency	Frequency	Percentage
Strongly interested in investing	20	19.8
Somewhat interested in investing	41	40.6
Not interested in investing	21	20.8
I don't know enough about crypto currency to have an opinion	19	18.8
Total	101	100%

FIGURE 18. Classification of respondents based on preference for crypto currency

The table 18 and figure 18 shows the results of a survey on people's opinions regarding investing in cryptocurrency. Out of 101 respondents, 19.8% were strongly interested in investing, while 40.6% were somewhat interested. On the other hand, 20.8% were not interested in investing in cryptocurrency, and 18.8% did not know enough about it to have an opinion.

TABLE 19. Classification of respondents based on tax implication in the investment decision

Tax implication in your investment decisions	Frequency	Percentage
Very important	36	35.6
Somewhat important	32	31.7
Not very important	23	22.8
Not important at all	10	9.9
Total	101	100%

The table 19 and figure 19 shows the results of a survey on people's opinions regarding investing in cryptocurrency. Out of 101 respondents, 19.8% were strongly interested in investing, while 40.6% were somewhat interested. On the other hand, 20.8% were not interested in investing in cryptocurrency, and 18.8% did not know enough about it to have an opinion.
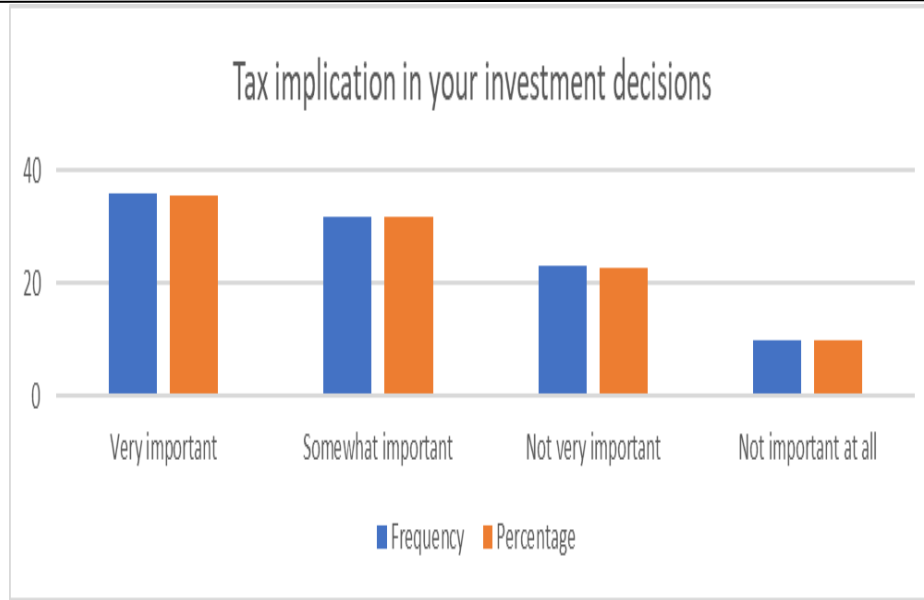
FIGURE 19. Classification of respondents based on tax implication in the investment decision

TABLE 20. Classification of respondents based on long term objective on investment

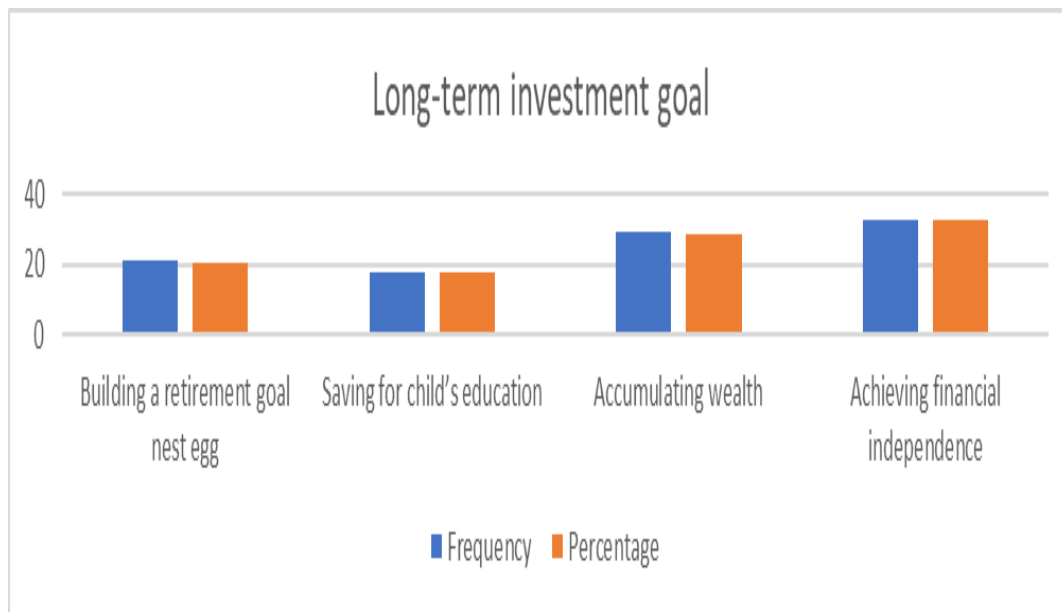| What is your long-term investment goal?	Frequency	Percentage
Building a retirement goal nest egg	21	20.8
Saving for child's education	18	17.8
Accumulating wealth	29	28.7
Achieving financial independence	33	32.7
Total	101	100%

FIGURE 20. Classification of respondents based on long term objective on investment

The table 20 and figure 20 indicate that while the majority of higher education students are aware of traditional investment opportunities such as real estate, stocks, and bonds, their awareness of newer investment options such as cryptocurrencies and ETFs is relatively low. Specifically, 43.6% of the students surveyed were aware of stocks as an investment opportunity, 31.7% were aware of alternative investments, 27.7% were aware of bonds and 27.7% students are aware of real estate. In contrast, only 20.8% of the students were aware of ETFs, and only 7% were aware of others. In terms of preferred investment options, the most popular investment options

among students were stocks (preferred by 27.5% of the respondents), alternative investment (preferred by 20%), bonds (preferred by 17.5%), real estate (preferred by 17.5%), ETFs (preferred by 13.125%), and others (preferred by 4.375%). The study also found that the majority of the students surveyed are already aware of investment opportunities, and also, they are indicating that they have already invested or plan to invest in the future. Furthermore, the study found that long-term financial independence was the primary goal for the majority of the students.

4. RESULT AND DISCUSSION

The findings of the study suggest that while traditional investment opportunities such as real estate, stocks, and bonds remain popular among higher education students, there is a lack of awareness about newer investment options such as ETFs and others. This may be due in part to the fact that these newer investment options are relatively new and not yet widely understood by the general public. However, given the potential benefits of these newer investment options, such as the potential for high returns and portfolio diversification, it is important for educational institutions to prioritize financial education and awareness-building initiatives in this area. By doing so, students will be better equipped to make informed investment decisions and potentially reap the benefits of a diversified investment portfolio. Moreover, the finding that the majority of students' long-term goal is to achieve financial independence highlights the importance of financial education and guidance for students. Educational institutions can play a critical role in providing financial education and guidance to help students achieve their financial goals and build a secure financial future. In conclusion, the results of this study underscore the importance of financial education and awareness-building initiatives for higher education students. By providing the necessary resources and guidance, educational institutions can help students make informed investment decisions, achieve their long-term financial goals, and build a secure financial future. Some of the newer investment types mentioned Cryptocurrencies are digital or virtual currencies that use cryptography for security and operate independently of a central bank. Examples of popular cryptocurrencies include Bitcoin, Ethereum, and Litecoin. The appeal of cryptocurrencies is their decentralization and potential for high returns, but they also come with high volatility and risk. ETFs are investment funds that trade on stock exchanges like stocks, and typically track an index or sector. ETFs offer diversification and lower fees compared to traditional mutual funds, making them a popular investment option. Peer-to-peer lending platforms connect investors with borrowers, allowing individuals to lend money and earn interest on their investment. Peer-to-peer lending offers potentially higher returns than traditional fixed income investments, but also comes with higher risk. Alternative investments are non-traditional investments such as private equity, hedge funds, or commodities, that may offer higher returns but also come with higher risk. Alternative investments are typically only available to accredited investors and require a higher minimum investment than traditional investments

4. CONCLUSION

The study on awareness about investment opportunities among higher education students is important because it sheds light on the level of financial literacy and investment knowledge among this group of individuals. The findings suggest that while traditional investment opportunities such as real estate, stocks, and bonds are well-known, there is a lack of awareness about newer investment options such as cryptocurrencies and ETFs. It is important for educational institutions to recognize this knowledge gap and provide resources to educate students about these newer investment options, as they may play an increasingly important role in investment portfolios in the future. By doing so, students will be better equipped to make informed investment decisions and potentially reap the benefits of a diversified portfolio. Moreover, the study highlights the importance of financial literacy and investment education in general. The fact that the majority of students' long-term goal is to achieve financial independence suggests that financial education is not only important for investment planning, but also for overall financial well-being. Educational institutions can play a crucial role in providing this education to students, equipping them with the knowledge and skills they need to make sound financial decisions throughout their lives. Overall, this study underscores the importance of financial education and awareness-building initiatives in helping higher education students achieve their financial goals and build a secure financial future.

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