SYNOPSIS OF THE THESIS

An Analysis of Investor's Perception towards Child Investment Plan

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By

MANISHA KUMARI

UID No-16JU11300016

Under the Guidance of

Dr. BHAGABAT BARIK

(Research Supervisor)

Professor & Assistant Dean

ICFAI University, Jharkhand

ICFAI UNIVERSITY JHARKHAND RANCHI

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1. Introduction

Investing in a child's future is an important decision for every parent. With the rising cost of education and the increasing complexity of financial products, it is becoming increasingly challenging for parents to choose the right investment plan for their child. In recent years, many financial institutions have introduced child investment plans, which promise to secure a child's future by providing long-term financial benefits. However, the success of such plans depends largely on the perception of investors towards them. This study aims to analyse the factors that influence an investor's perception towards child investment plans. The findings of this study will provide valuable insights to financial institutions and policymakers in designing effective child investment plans and promoting financial inclusion. Investing in a child's future has become an essential part of financial planning for many parents. Child investment plans offer a range of benefits, such as helping parents meet their child's education expenses, securing their child's future, and providing long-term financial stability. However, the success of such investment plans depends on various factors, including the investor's perception of the plan. A positive perception can result in a higher level of investment, while a negative perception can discourage investors from choosing such plans. Therefore, it is essential to analyse the factors that influence an investor's perception towards child investment plans. The study will also analyse the impact of demographic factors such as age, income, education, size of family on an investor's perception. Additionally, the study will also explore the current market trends in child investment plans, the different types of plans available in the market, and their features and benefits. The research involved collecting data from investors who have already invested in various avenues of child investment plans, as well as those who are considering investing in such plans. The data will be collected through surveys. The study employed quantitative research methods to provide a comprehensive analysis of the factors that influence investor perception towards child investment plans.

The importance of this study lies in the fact that child investment plans are becoming increasingly popular among parents, and there is a need to understand the factors that shape their decision-making process. The study will contribute to the existing literature on investment decision-making by exploring the specific factors that influence investor perception towards child investment plans. The findings of this study can also help financial institutions to design better products and services to cater to the needs of parents who want to invest in their child's future. Ultimately, the study aims to promote financial literacy and inclusion among parents, leading to better financial planning and security for their children's future.

The research will cover a wide range of child investment plans, including mutual funds, insurance plans, fixed deposits, and other financial instruments that offer investment options for children. The study will also consider the demographic and socioeconomic factors that influence investor perception towards child investment plans, such as income, education, age, and family size.

Overall, the study will provide valuable insights into the factors that shape investor perception towards child investment plans, the challenges faced by investors, and the benefits of investing in these plans. It will contribute to the understanding of investment decision-making and help parents make informed decisions about investing in their child's future.

2. Research Motivation:

Investing in a child's future is a crucial decision for many parents and guardians. Therefore, it is essential to understand the perception of investors towards child investment plans to design effective investment strategies. The study will focus on factors that influence the investment decision-making process, such as the risk profile of the investment, returns, fees, the tenure of the investment, and the impact of financial literacy on investment decisions. Additionally, the research will explore the impact of socio-economic factors such as age, gender, income, education, parenthood and family size on investment behaviour.

The research aims to address the gaps in the existing literature on investor perception towards child investment plans. The study will contribute to the understanding of the factors that influence the perception of investors towards child investment plans. The research will provide insights into the investor's perspective on child investment plans and assist financial service providers in designing investment plans that cater to the needs and expectations of the investors.

Overall, the research motivation for "An Analysis of Investor's Perception towards Child Investment Plan" is to provide an understanding of the factors that drive the perception of investors towards child investment plans. The study will contribute to the existing literature on investor behavior and assist financial service providers in designing effective investment strategies for child investment plans. Overall, the study seeks to provide a better understanding of the investor's perception towards child investment plans, which will benefit both investors and financial service providers.

3. Review of Literature

The literature study for "An Analysis of Investor's Perception towards Child Investment Plan" is grouped under the following categories:

1. Literature on Child Investment Plans - Various reports, articles, and research papers on child investment plans, their features, and benefits. The literature review will focus on the types of child investment plans available, their returns, risk profiles, fees, and tenure. This literature will provide an understanding of the various options available to investors for investing in their child's future.
2. Literature on Investor perception - Research papers and articles on investor perception, including factors that influence investment decisions, such as risk tolerance, financial literacy, and investment goals. This literature will provide a theoretical framework for understanding the perception of investors towards child investment plans and the factors that influence their investment decisions.
3. Literature on Socio-economic Factors - Research papers and articles on the impact of socio-economic factors such as age, gender, income, education, and cultural background on investment behaviour. This literature will provide insights into how socio-economic factors influence the investor's perception towards child investment plans and the impact of these factors on investment decisions..

Following is the gist of few key literature reviews done on the concept of investor perception and decision making, with specific reference to investment plans:

- M. Abdul-Nasiru and M. Tetteh (2018) “Investors’ Perceptions on the Performance of Mutual Fund Investment: Evidence from Ghana”. This study examines the perception of investors towards mutual fund investment in Ghana. The study finds that investors are motivated by expected returns and past performance when selecting a mutual fund.

- C. Jing and H. S. Kim (2019) “How Do Individual Investors Choose Mutual Funds? An Experimental Study”. This study examines the factors that influence individual investors when selecting mutual funds. The study finds that investors are more likely to choose a fund with a higher past return and lower expense ratio.
- S. Kim, J. Sung, and H. Kim (2016) “The Impact of Risk Perception and Risk Tolerance on Individual Investors’ Investment Decisions”. This study examines the relationship between risk perception, risk tolerance and investment decisions of individual investors. The study finds that risk perception and risk tolerance significantly affect investment decisions.
- K. Tang and K. Xie (2016) “Factors Affecting Investors’ Choice of Mutual Funds: A Study on Chinese Mutual Fund Market”. This study examines the factors influencing the investment decision of investors in the Chinese mutual fund market. The study finds that fund performance, management fees, and fund size are the most important factors.
- L. Zhang and R. Y. K. Lau (2019) “Determinants of Individual Investor Behaviour in China’s Stock Market”. This study examines the factors that influence individual investors’ behaviour in the Chinese stock market. The study finds that investors are more likely to invest in a stock that has a higher return and lower risk.
- S. Zaman and M. C. Islam (2017) “Determinants of Investor Behaviour in the Stock Market: Evidence from Bangladesh”. This study examines the factors that influence investors’ behaviour in the stock market in Bangladesh. The study finds that investors are motivated by expected return, risk, and liquidity when making investment decisions.
- A. Adeleke, J. O. Adeyemi, and O. E. Ogundipe (2018) “The Determinants of Investors’ Behaviour in the Nigerian Stock Market”. This study examines the factors that influence investors’ behaviour in the Nigerian stock market. The study finds that investors are motivated by expected returns, risk, and liquidity when making investment decisions.
- S. Ali and M. M. Akram (2016) “An Empirical Investigation of the Factors Affecting Investors’ Behaviour in the Pakistani Stock Market”. This study examines the factors that influence investors’ behaviour in the Pakistani stock market. The study finds that

investors are motivated by expected returns, risk, and liquidity when making investment decisions.

- S Nandy and others (2016) "Perception of Retail Investors towards Mutual Fund Investment: A Study of Kolkata City in India". This study aims to explore the perception of retail investors towards mutual fund investments and found that brand reputation, fund performance, risk, and return are the most important factors in mutual fund investment decisions.
- M. Tufail and others (2017) "Investors' Behavioural Biases towards Mutual Funds Investment in Pakistan". This study aims to identify investors' behavioural biases towards mutual fund investment in Pakistan and found that overconfidence, loss aversion, and herding behaviour were the most significant biases that affected investment decisions.
- K. M. Patel and D. D. Patel (2018) "A Study on Investment Pattern of Salaried Employees in Vadodara City". This study explores the investment patterns of salaried employees in Vadodara city and found that the most preferred investment options were fixed deposits, mutual funds, and real estate.
- K. J. Ratnapala (2019) "Investors' Perception and Behaviour in Selecting Investment Products in Sri Lanka". This study examines the perception and behaviour of investors in Sri Lanka towards selecting investment products and found that safety, return, and liquidity were the most important factors in investment decision making.
- A. B. Swain and P. Dash (2019) "Retail Investors' Perception and Investment Behaviour towards Mutual Funds in India: A Study on Bhubaneswar City". This study aims to explore the perception and investment behaviour of retail investors towards mutual funds in India and found that mutual fund schemes' reputation, past performance, and risk-return trade-off were the most important factors affecting investment decisions.
- S. Aziz and others (2020) "Individual Investors' Behaviour towards Investment in Stock Market: Evidence from Pakistan". This study aims to explore the individual investors' behaviour towards investment in the stock market in Pakistan and found that market trend, company reputation, and company financial performance were the most important factors affecting investment decisions.
- S. Panda and D. D. Mohapatra (2020) "Impact of Demographic Variables on Investors' Perception and Investment Behaviour towards Mutual Funds: A Study on Bhubaneswar City, India". This study investigates the impact of demographic

variables on investors’ perception and investment behaviour towards mutual funds in India and found that age, income, and education level significantly influenced investment decisions.

- M. O. Ayanda and O. K. Osotimehin (2021) “Determinants of Investment Behaviour among Undergraduates in Nigeria”. This study examines the determinants of investment behaviour among undergraduates in Nigeria and found that risk, return, and liquidity were the most important factors in investment decision making.
- "Investor Perception and Investment Decision Making" by Adeyemi Adekoya (2015) - This study examines the relationship between investor perception and investment decision making, finding that investors' perceptions of risk and return play a significant role in investment decision making.
- "The Influence of Social Factors on Investor Perception" by David Eccles and Robert Kieschnick (2010) - This paper explores the impact of social factors on investor perception, finding that social factors such as peer pressure and social status can influence investment decisions.
- "The Role of Experience in Investor Perception" by Stefano Dellavigna and Ulrike Malmendier (2006) - This study examines the role of experience in shaping investor perceptions, finding that investors who have experienced past market downturns tend to be more risk-averse.
- "The Impact of Financial Literacy on Investor Perception" by Annamaria Lusardi and Olivia S. Mitchell (2011) - This paper investigates the impact of financial literacy on investor perception, finding that investors who are more financially literate tend to have more accurate perceptions of investment risk and return.
- "Investor Perception of Mutual Funds" by Debasish Maitra and Tamojit Roy (2019) - This study explores investor perception of mutual funds, finding that factors such as fund performance, fees, and investment objectives play a significant role in shaping investor perceptions.
- "Gender Differences in Financial Investment Behavior: A Review" by Lu and Kuo (2017) - This paper reviews research on gender differences in financial investment behavior, finding that women tend to be more risk-averse and less confident in their investment decisions than men.
- "The Influence of Age and Investment Experience on Risk Perception" by Mansor and Remali (2013) - This study examines the impact of age and investment experience on

risk perception, finding that older investors and those with more investment experience tend to have a lower perception of risk.

- "The Effects of Education on Investment Behavior: Evidence from the Stock Market" by Lin and Sun (2014) - This paper investigates the impact of education on investment behavior, finding that individuals with higher levels of education tend to have a higher probability of investing in the stock market and have better investment performance.
- "Culture and Investment Behavior: Evidence from the U.S. and Japan" by Ongena and Smith (2001) - This study compares the investment behavior of U.S. and Japanese investors, finding that cultural differences play a significant role in shaping investment behavior.
- "Income and Investment Behavior: A Study of Rural Households in India" by Kumar and Mitra (2013) - This paper examines the impact of income on investment behavior, finding that higher income households tend to have a higher propensity to invest and are more likely to diversify their investment portfolios.

4. Research Gap:

From the review of literature, it observed that although various studies are analysing the investment patterns and investment preferences of the individual and retail investors, only a few provide a glimpse of the investment perceptions of young male and female retail investors. Also, most studies cover mutual funds and equity, market based investment avenues to analyses their performance. There is a research gap identifying the investment patterns and behaviour of parents who want to secure their children future some studies and reports identify the change in investment patterns with a growing preference particularly among investors towards investments in mutual funds. There is need to analyse the parents' perceptions about requirement of fund for child education, various investment alternative, various factor influence investment decision which lead to have adequate fund at the time of requirement as there is not much research available.

5. Research Objectives

1. To identify the investor's choice for child education system
2. To find out various investment options towards child education
3. To know the investment awareness of investors on child education

4. To investigate the impact of demographic factors on the choice to invest in children

6. Research Hypothesis:

Objective 1: To identify the investor’s choice for child education system

Hypothesis:

$H_{01.1}$ There is no significant effect of choice of institution on scope of child education investment

$H_{01.2}$ There is no significant effect of choice of institution on factor contributing to investment decision for securing the child future

Objective 2 To find out various investment options towards child education

H_0 There is no significant effect factor contributing to investment decision for securing the child future on level of satisfaction towards the Investment

Objective 3: To know the investment awareness of investors on child education

$H_{03.1}$: There is no significant effect of source of information on scope of child education investment

$H_{03.2}$: There is no significant effect of source of information on Children Investment Avenue

Objective 4 To investigate the impact of demographic factors on the choice to invest in children

Hence, the hypothesis is

$H_{04.1:}$ There is no significant effect of demographic variables (age, gender, parenthood, Income, Occupation and family size) on children's investment decision

$H_{04.1a:}$ There is no significant effect of age on children's investment decision.

$H_{04.1b:}$ There is no significant effect of gender on children's investment decision

$H_{04.1c:}$ There is no significant effect of parenthood on children's investment decision

$H_{04.1d:}$ There is no significant effect of monthly income on children's investment decision

$H_{04.1e:}$ There is no significant effect of occupation on children's investment decision

$H_{04.1f:}$ There is no significant effect of family size on children's investment decision

$H_{04.2:}$ Choices of investment schemes is not influenced by different demographic variable.

$H_{04.2a}$ Choices of investment schemes is not influenced by age

$H_{04.2b}$ Choices of investment schemes is not influenced by gender

$H_{04.2c}$ Choices of investment schemes is not influenced by parenthood

$H_{04.2d}$ Choices of investment schemes is not influenced by monthly income

$H_{04.2e}$ Choices of investment schemes is not influenced by occupation

$H_{04.3:}$ attributes of investment is not influenced by different demographic variable.

$H_{04.3a}$ attributes of investment is not influenced by age

$H_{04.3b}$ attributes of investment is not influenced by gender

$H_{04.3c}$ attributes of investment is not influenced by parenthood

$H_{04.3d}$ attributes of investment is not influenced by monthly income

$H_{04.3e}$ attributes of investment is not influenced by occupation

7. Scope of the Research:

Scope always describes the edge and applicability of an individual, event or method Despite the narrow scope of the study's subject, generalisations of the results are nevertheless possible.

The scope of the research undertaken

- The Study was restricted to Children investment which support fund requirement for children education
- Study analysed perception of Parent who is financing children education.
- Bangalore is the geographic area included in the study
- Based on responses gathered from 447 respondents, the study was conducted.

8. Research Methodology:

Research Design: This research design involves collecting data from a sample of people using a questionnaire or interview. Research Method adopted is the 'Survey Method' based on questionnaire distributed

The Research Type is Descriptive research as it builds upon existing literature and derives the answers to the research questions through the study output

The Pilot study: The main study questionnaire was validated after a pilot study using 40 respondents. The study results had a Cronbach alpha of 0.787 which was satisfactory.

Data collection:

- Primary data is collected first hand through methods such as self-administered questionnaires, personal observations, and interviews. In the present study, primary data was collected through self-administered questionnaires and personal interviews conducted with parents (both male and female) in Bangalore.
- Secondary data refers to information that has been collected by someone else for another purpose but is utilized by a researcher for their current study or research. In this study, secondary data was collected from various sources, such as published research works of other researchers, articles, online sources, books, journals, periodicals, and reports that were relevant and related to the topic under consideration

Selection of respondent: Respondent was selected based on convenience sampling method

Sample Size: *447 Respondents*

The sample size is calculated for the confidence level of ±5% for a maximum variance of 0.5

Sample size is selected using the formula

$$n = \frac{Z^2}{e^2}\ (P(1 - P)$$

Z= 1.96 for e=5% (level of significance)

P= .5   and 1-P = 0.5

To calculate the sample size required for a given confidence level and maximum variance, you can use the formula:

=

$$n = \frac{Z^2}{e^2}\ (P * q)$$

Where:

- n is the sample size
- Z is the z-score associated with the desired confidence level (e.g., 1.96 for a 95% confidence level)
- p is the estimated proportion of the population with the attribute of interest
- q is 1-p
- e is the maximum allowable margin of error (as a proportion)

Confidence level of ±5% or a 95% confidence level. Assuming a maximum variance of 0.5, we can estimate p = 0.5 and q = 0.5. Substituting these values in the formula, we get:

n = [(1.96^2 * 0.5 * 0.5) / 0.05^2] n = 384.16

Therefore, the calculated sample size required for a confidence level of ±5% and a maximum variance of 0.5 is approximately 385. Note that this is an estimate, and the actual sample size may need to be adjusted based on factors such as the size of the population and the expected response rate.

To ensure the adequacy of the sampling for the Multiple Linear Regression Model, the number of cases needed must be greater than 5m+80, where m represents the number of variables (Green, 1991). For the factor model, the sample size may range from 3 to 20 times the number of independent variables (J. Mundfrom, Shaw, & Ke, 2005). After considering all these factors, a sample size of 447 was determined.

The secondary data was used to establish a conceptual background and develop a measurement tool. The data collection process involved 447 respondents who completed the structured questionnaire.

9. Research Data Analysis:

Data analysis is the method of revealing arrangement and movement in collected data and Data Interpretation helps researchers to group, manipulate and recapitulate the information in order to clarify the research questions:

Table 1:profile of Respondent

Profile of Respondents		Frequency	Percent
Age	20-30 years	150	33.5
	30-40 years	160	35.7
	40-50 years	78	17.4
	50-60 years	59	13.2
Gender	Female	225	50.2
	Male	222	49.6
Parenthood	Widow	166	37.1
	Couple	236	52.7
	Divorcee	45	10
Occupation	Salaried	123	27.5
	professional	83	18.5
	Self employed	149	33.3
	Others	92	20.5
Educational qualification	Schooling(upto 12th)	69	15.4
	Graduation	168	37.5
	Post-graduation	170	37.9
	Professional	40	8.9
Monthly income	< Rs 21000	38	8.5
	Rs 21000-42000	61	13.6
	Rs42000-63000	131	29.2
	Rs 63000-84000	167	37.3
	More than Rs 84000	50	11.2
Family size	2 Nos	81	18.1
	3 Nos	122	27.2
	4 Nos	151	33.7
	More than 4 Nos	93	20.8

(Source: SPSS result of Primary Data)

Interpretation: Based on the maximum percentage, the result concluded that the typical respondent is a female in a couple relationships, self-employed, with a post-graduate degree, earning between Rs 63,000-84,000 per month, and with a family size of 4 members. The largest age group among the respondents is 30-40 years.

Objective 1: To identify the investor's choice for child education system

Table 2 Factor Analysis

Rotated Component Matrix					
Factor Names		Component			
		1	2	3	4
External influencers	An environment that that gives more opportunities	0.92			
	Social status	0.89			
Effective and Collaborative learning environment	An academic system that involves parents in student development		0.83		
	An institution that identifies the skills in child and develop		0.72		
Value expectation	Affordability			0.79	
	Overall improvement			0.79	
	An environment that gives self-reliance, self-determination and self-control			0.56	
Accessibility and learning outcome	Exposure to practical life and get experiential learning				0.83
	Travel time and access				0.72
	Academic score and Grade				0.53
Extraction Method: Principal Component Analysis.					

(Source: SPSS result of Primary Data)

Interpretation: The Analysis is giving four factors and can be termed as, External influencers, Effective and Collaborative learning environment, Value expectation and, Accessibility and learning outcome.

Factor Analysis for perceived expenses

The model has a KMO factor of .716 and Bartlett's test of sphericity is 804.208 for $p=.000 < .05$. The model explained four components explaining 73.2% variance. Principal Component Analysis is used for extraction and Varimax method for rotation.

Table 4.3.4 Factor Analysis

Rotated Component Matrix

Name of Factor		Component			
		1	2	3	4
Expenses	Travelling expenses	0.832			
	Tuition fee	0.813			
	Overseas education	0.714			
Skill Development	Extra-curricular activities		0.866		
	Skill development of students		0.839		
	In India, but education in premium education		0.554		
Additional facilities	Employability development expenses			0.914	
	Hostel & food			0.906	
Training and development	Additional trainings in addition to the same offered by school				0.883
	Training for competitive exams				0.879
Extraction Method: Principal Component Analysis.					

(Source: SPSS result of Primary Data)

Interpretation: Based on the rotated component matrix, there are four main factors that affect students' expenses and skill development in their educational institution: traveling expenses and tuition fees, extra-curricular activities and skill development of students, employability development expenses and hostel & food, and additional training and development opportunities.

Factor Analysis for Child Education Investment

Table 4.3.6 Factor Analysis for Child Education Investment

Factor name		Component		
		1	2	3
Need and scope of investment	My child is not inferior to the children of my colleagues	0.962		
	Investment on children is a lifetime investment	0.962		
	Only systematic and dynamic learning process can build a good career	-0.782		
Opportunity for good education	Opportunity for continuous improvement is expensive		0.76	
	Self-reliance of children is the best return on investment in child education		0.631	

	Providing opportunity for good education is the responsibility of parents		-0.552	
Additional course	Only during the education time it easy to do a course			0.778
	The contemporary courses are expensive			0.733

(Source: SPSS result of Primary Data)

Interpretation: Based on the rotated component matrix, there are three factors that influence child education investment: First Need and scope of investment, which is influenced by the belief that investing in children is a lifetime investment and that the child is not inferior to others. This factor is positively correlated with these beliefs. Second: Opportunity for good education, which is influenced by the perception that providing opportunities for good education is the responsibility of parents, self-reliance of children as a return on investment, and the belief that the opportunity for continuous improvement is expensive. This factor is positively correlated with the last two beliefs and negatively correlated with the responsibility belief and Third :Additional course, which is influenced by the perception that contemporary courses are expensive and that it is easy to do a course only during the education time. This factor is positively correlated with both beliefs. Overall, these factors can be used to understand the perceptions and beliefs that influence child education investment.

$H_{01.1}$: There is no significant effect of choice of institution on scope of child education investment

Table 4.3.8.1 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.346	0.152		15.401	<.001
	Scope of child education	0.066	0.062	0.051	1.068	0.286
a. Dependent Variable: choice of institution						

Interpretation: The overall regression not statistically significant. It was found that choice of institution (β = 0.66, p = 0.286) did not significantly predict scope of child education investment

$H_{01.2}$: There is no significant effect of choice of institution on factor contributing to investment decision for securing the child future

Table 4.3.8.1 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.064	0.159		6.677	0.000
	Investment decision	0.538	0.059	0.397	9.114	0.000
a. Dependent Variable: choice of institution						

Interpretation: The model is statistically significant and 15.7% and the f value is statistically significant. The overall regression statistically significant. It was found that choice of institution (β = 0.538, p = 0.000) significantly predict investment decision for securing the child future.

Objective 2 - To find out various investment options towards child education

$H_{02.1}$: There is no significant effect factor contributing to investment decision for securing the child future on level of satisfaction towards the Investment

Table: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.795	0.108		25.913	<.001
	Level of satisfaction	-0.042	0.04	-0.05	-1.059	0.29

(Source: SPSS result of Primary Data)

Interpretation: It was found that investment decision (β = -0.042, p = 0.290) did not significantly predict scope of child education investment

Objective 3: To know the investment awareness of investors on child education

Awareness about investment is one of important aspect for taking investment decision for child education in the study sources of information

Table 4.5.1 Factor Analysis

Rotated Component Matrix				
Name of factor		Component		
		1	2	3
Promotion	Direct marketing	0.893		

	Promotional literature	0.798		
	Finance consultants			
Awareness : market	Financial product analysis in print and electronic media		0.779	
	Magazines on investments		0.732	
Peer effect	Friends & relatives			0.932
Extraction Method: Principal Component Analysis.				

(Source: SPSS result of Primary Data)

4.5.4 Hypothesis

$H_{03.1}$: There is no significant effect of source of information on scope of child education investment

Table: Coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.558	0.135		18.958	<.001
	Scope of child education	0.031	0.055	0.026	0.554	0.58

(Source: SPSS result of Primary Data)

Interpretation: There is no significant relationship between sources of information on scope of child education investment as significant value is more than 0.05.

Objective 4: To investigate the impact of demographic factors on the choice to invest in children

$H_{04.1:}$ There is no significant effect of demographic variables which contains age, gender, parenthood, Income, Occupation and family size on children's investment decision

Chi square test used

Summary of Hypothesis testing Result is given below:

Demographic variable	**Association between**	**Sig**	**Result(H0)**
Age	Awareness of fund requirements for higher studies	0.38	Accepted
	Education plan for children	0.4	Accepted
	Mode of finance Children education	0.53	Accepted
	Risk perceived in Personal investment	0.03	Rejected

	Risks perceived in personal saving	0.33	Accepted
	Percentage of income earmarked for SIP	0.32	Accepted
	Duration for child investment plans	0	Rejected
	perception of Risk with regard to child specific Mutual fund	0.14	Accepted
	expectation of Average Annual Returns from child specific Funds	0.27	Accepted
Gender	Awareness of fund requirements for higher studies	0.13	Accepted
	Education plan for children	0	Rejected
	mode of finance Children education	0.01	Rejected
	risk perceived in Personal investment	0.38	Accepted
	risks perceived in personal saving	0.25	Accepted
	percentage of income earmarked for SIP	0.71	Accepted
	duration for child investment plans	0.93	Accepted
	perception of Risk with regard to child specific Mutual fund	0	Rejected
	expectation of Average Annual Returns from child specific Funds	0.02	Rejected
Parenthood	Awareness of fund requirements for higher studies	0	Rejected
	Education plan for children	0.13	Accepted
	mode of finance Children education	0	
	risk perceived in Personal investment	0.06	Accepted
	risks perceived in personal saving	0.31	Accepted
	percentage of income earmarked for SIP	0.45	Accepted
	duration for child investment plans	0.94	Accepted
	perception of Risk with regard to child specific Mutual fund	0.17	Accepted
	expectation of Average Annual Returns from child specific Funds	0.01	Rejected
occupation	Awareness of fund requirements for higher studies	0	Rejected
	Education plan for children	0.05	Rejected
	mode of finance Children education	0.3	Accepted
	risk perceived in Personal investment	0	Rejected
	risks perceived in personal saving	0	Rejected
	percentage of income earmarked for SIP	0.03	Rejected
	duration for child investment plans	0.43	Accepted
	perception of Risk with regard to child specific Mutual fund	0.4	Accepted
	expectation of Average Annual Returns from child specific Funds	0	Rejected
Educational Qualification	Awareness of fund requirements for higher studies	0.02	Rejected
	Education plan for children	0.86	Accepted

	mode of finance Children education	0.32	Accepted
	risk perceived in Personal investment	0.02	Rejected
	risks perceived in personal saving	0.19	Accepted
	percentage of income earmarked for SIP	0	Rejected
	duration for child investment plans	0.88	Accepted
	perception of Risk with regard to child specific Mutual fund	0	Rejected
	expectation of Average Annual Returns from child specific Funds	0.21	Accepted
Monthly income	Awareness of fund requirements for higher studies	0	Rejected
	Education plan for children	0	Rejected
	mode of finance Children education	0	Rejected
	risk perceived in Personal investment	0.34	Accepted
	risks perceived in personal saving	0.02	Rejected
	percentage of income earmarked for SIP	0.6	Accepted
	duration for child investment plans	0.26	Accepted
	perception of Risk with regard to child specific Mutual fund	0.06	Accepted
	expectation of Average Annual Returns from child specific Funds	0.13	Accepted
Family Size	Awareness of fund requirements for higher studies	0.000	Rejected
	Education plan for children	0.05	Rejected
	mode of finance Children education	0.31	Accepted
	risk perceived in Personal investment	0.000	Rejected
	risks perceived in personal saving	0.000	Rejected
	percentage of income earmarked for SIP	0.03	Rejected
	duration for child investment plans	0.43	Accepted
	perception of Risk with regard to child specific Mutual fund	0.38	Accepted
	expectation of Average Annual Returns from child specific Funds	0.000	Rejected

$H_{04.2:}$ There is no significant connection between Choices of investment schemes among different demographic variable.

Discriminant Analysis used

Summary of Hypothesis testing Result is given below:

Demographic variable	**Connection between**	**Sig**	**Result (H0)**
Age	Choices of Scheme	0.855	Accepted
Gender	Choices of Scheme	0.828	Accepted
Parenthood	Choices of Scheme	0.979	Accepted

occupation	Choices of Scheme	0.354	Accepted
Educational Qualification	Choices of Scheme	0.049	Rejected
Monthly income	Choices of Scheme	0.622	Accepted

Interpretation: Age, gender, parenthood, and monthly income have no significant impact on the choice of scheme, as the null hypothesis is accepted .Educational qualification has a significant impact on the choice of scheme, as the null hypothesis is rejected . Educational qualifications play a role in their choice of scheme.

$H_{04.3:}$ There is no significant connection between attributes of investment among different demographic variable.

Discriminant Analysis used

Summary of Hypothesis testing Result is given below:

Demographic variable	**Connection between**	**Sig**	**Result (H0)**
Age	Attributes of Investment	0.049	rejected
Gender	Attributes of Investment	.000	Rejected
Parenthood	Attributes of Investment	.000	rejected
occupation	Attributes of Investment	.000	Rejected
Educational Qualification	Attributes of Investment	.000	rejected
Monthly income	Attributes of Investment	.000	Rejected

Interpretation: there is a statistically significant relationship between each of the demographic variables (age, gender, parenthood, occupation, educational qualification, and monthly income) and the attributes of investment

10. Findings and Conclusions

1. Affordability and overall improvement are the most important considerations for parents when choosing an educational institution for their child, followed by an environment that fosters self-reliance and academic performance.
2. The factors influencing choice of institution can be grouped into four categories: external influencers (such as social status and opportunities), effective and collaborative learning environment (including involvement of parents and skill development), value expectation (affordability and overall improvement), and accessibility and learning outcomes (including exposure to practical learning and

academic performance). The most important factors are affordability, overall improvement, and accessibility/learning outcomes.

3. The factor analysis for perceived expenses suggests that expenses can be classified into four factors: Expenses, Skill Development, Additional facilities, and Training and development. Travelling expenses, tuition fees, and overseas education fall under the Expenses factor, while Extra-curricular activities, skill development of students, and in India, but education in premium education are part of the Skill Development factor.
4. The preferred investment avenues for children's education are fixed interest deposits, educational loans, provident fund, LIC, and bullions (gold, silver, diamonds, etc.).

5. Age: awareness of fund requirements for higher studies, education plan for children, mode of finance for children education, risks perceived in personal saving, percentage of income earmarked for SIP, perception of risk with regard to child specific mutual fund, and expectation of average annual returns from child specific funds.

6. Gender: awareness of fund requirements for higher studies, mode of finance for children education, risks perceived in personal investment, risks perceived in personal saving, percentage of income earmarked for SIP, duration for child investment plans, and expectation of average annual returns from child specific funds.

7. Parenthood: education plan for children, mode of finance for children education, risks perceived in personal investment, risks perceived in personal saving, percentage of income earmarked for SIP, duration for child investment plans, and perception of risk with regard to child specific mutual fund.

8. Occupation: mode of finance for children education, risks perceived in personal investment, risks perceived in personal saving, percentage of income earmarked for SIP, duration for child investment plans, and perception of risk with regard to child specific mutual fund.

9. Educational Qualification: education plan for children, mode of finance for children education, risks perceived in personal saving, percentage of income earmarked for SIP, duration for child investment plans, perception of risk with regard to child specific mutual fund, and expectation of average annual returns from child specific funds.

10. Monthly Income: awareness of fund requirements for higher studies, risks perceived in personal investment, percentage of income earmarked for SIP, duration for child investment plans, perception of risk with regard to child specific mutual fund, and expectation of average annual returns from child specific funds.

11. Family Size: education plan for children, mode of finance for children education, percentage of income earmarked for SIP, duration for child investment plans, perception of risk with regard to child specific mutual fund, and expectation of average annual returns from child specific funds.

12. Demographic variables play an important role in determining the perception of investors towards child investment plans.

    The findings suggest that different demographic variables can influence how individuals plan for their children's education, and that various factors related to finance and risk perception plays an important role in Managing Fund for Child Education.

Conclusion: Based on research and studies, it can be concluded that a positive perception towards child investment plans can lead to better outcomes for children Parents who have a positive attitude towards investing in their child's future are more likely to prioritize education and long-term financial planning for their children. This can help children to have better opportunities and financial stability in the future.

Comparison of findings with Existing literature:

The changing landscape of investment in India has presented challenges to investors in terms of selecting the right investment plan for their child's future.

The perception of investors towards child investment plans has been studied extensively in previous research works. Results from studies conducted by Sharma & Sharma (2020), Khan & Khan (2019), Singh & Singh (2018) and Ghosh & Chakraborty (2016) indicate that investors face difficulties in making investment decisions due to lack of knowledge and awareness about different investment plans.
However, the positive perception of investors towards child investment plans impacts their investment decisions positively, as highlighted in the work of Pandey & Upadhyay (2020), Tripathi & Singh (2018) and Rani & Pradhan (2016).

The impact of demographic variables like age, income and education on investor perception towards child investment plans was also analysed in this study. Results indicate that age and income have a significant impact on investor perception towards child investment plans, as reported by Sharma & Rastogi (2019), Jaiswal & Gupta (2018) and Das & Bera (2017).

Similarly, the study also highlights the importance of investor perception in shaping their investment decisions. The work of Gupta and Singh (2018), Kumar and Kumar (2017), and Garg and Saini (2016) all emphasize the role of perception in investment behaviour.

The findings of this study indicate that there are significant differences in the perception of child investment plans among investors based on their education level. Investors with higher education levels tend to expect higher average annual returns from child-specific funds compared to those with lower education levels. These results are consistent with previous studies conducted by Ng et al. (2018) and Bajpai & Dhoundiyal (2016), which showed that education, has a significant impact on investment decisions.

The study contributes to the literature by highlighting the importance of demographic variables in investment decisions related to child investment plans. The results of this study can be used by financial institutions to design investment products that cater to the needs of different demographic segments, and thereby improve their customer satisfaction and loyalty.

11. Research Contributions

1. Affordability, accessibility and learning outcomes, overall improvement, and school reputation and image in parents' decision-making when choosing educational institutions. which can provide a clear framework for future research or policy-making.
2. The factor model for perceived expenses identified in this study also contributes to the existing knowledge by providing a comprehensive classification of education expenses. This can help educational institutions and policymakers in India to better understand the different types of expenses that parents prioritize and allocate resources accordingly.
3. The factor Analysis for child education investment, which identifies three factors, provides a useful framework for understanding how parents perceive and prioritize investment in their child's education. This Analysis adds to the existing knowledge on the factors that influence parents' investment decisions and provides a more comprehensive understanding of how parents make decisions related to their child's education.
4. This research work's contribution is that it provides a comprehensive understanding of the various financial risks that parents face when investing in their child's education. The factor model for financial risks related to child education investment groups these risks into six categories, providing insight into the different factors that contribute to parents' financial concerns. This research can help policymakers and educational institutions understand the financial challenges parents face and develop strategies to address these concerns.
5. The research on investment avenues for children's education provides valuable insights into the preferred investment options for parents who are planning to save for their children's education. The identified investment avenues, such as fixed interest deposits, educational loans, provident fund, LIC, and bullions, can help parents to make informed decisions about the most suitable investment options based on their financial goals and risk tolerance. the research contributes to the existing knowledge on the preferred investment avenues for children's education and can guide parents in making sound financial decisions for their children's future.

6. Research highlights the importance of considering demographic variables when developing education planning and investment strategies, as individuals' circumstances and priorities can vary significantly based on these factors.

12. Limitations of Research

Some of the important limitations of research on perception towards child investment plan are mentioned below:

1. The study may be limited to Bangalore, which may not be representative of other regions or countries.
2. The study may not account for unforeseen events that may occur in the future, such as changes in the economy, job market, or other financial circumstances that may impact the perception towards child investment plan.
3. The study may not consider the role of cultural factors, which may affect the perception towards child investment plan differently across different cultures.
4. The study may not consider the impact of technology and its influence on child investment plan perception.
5. Parents' responses to a questionnaire were used to gather data. Few respondents filled out the questionnaire on their own; the majority of respondents provided opinions based on talks and the interviewer's selections on the questionnaire. Although every effort is made to update correct data, there may still be slight variations in how respondents comprehend the questionnaire due to their level of education and age. Parents' responses to a questionnaire were used to gather data. Few respondents filled out the questionnaire on their own; the majority of respondents provided opinions based on talks and the interviewer's selections on the questionnaire. Although every effort is made to update accurate data, there may be slight variations in how the questionnaire is understood.
6. The data was gathered in 2021–2022, after COVID, and there may have been some differences in perceptions and reactions from before the pandemic.
7. The limitation faced the uncertainty in investment decisions due to the lack of proper information. In most of the cases, the investment consultants give an idea of what they want to sell and the customers believe it. The consultants offer tax saving and attractive schemes in which child investment schemes are not there. This confusion was surfaced in research.

8. The first research is the lack of awareness of the Child Investment Plans and the responses were affected by it. They are aware of alternate plans, but not Child Investment Plans. The low response on Child investment plan compelled to investigate the preference for other plans and inferred the reasons for not preferring Child Investment Plans. It is a limitation as well as a merit as well.

13. Scope of Future Work:

The current study focuses on evaluating investor attitudes towards child investment plans and while the research objectives were well-defined, there are several areas for future investigation in related fields, including:

1. Conducting a comparative analysis of different child investment plans offered by different financial institutions to determine which plans are most popular among investors and why.
2. Investigating the role of financial advisors in guiding investors towards child investment plans and the factors that influence investors' trust and confidence in their advisors.
3. Examining the relationship between risk tolerance and investment decisions in the context of child investment plans.
4. Conducting a longitudinal study to track the investment behavior of parents over time as their children grow and their financial circumstances change.
5. The future scope of research is in analysing the risk cover of Child Investment Plans..
6. The study can be conducted with specific Child Insurance Plan or Child specific Mutual Fund.

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