



Knowledge and Awareness Regarding Stock Market Participation among Undergraduate Dental Students

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ABSTRACT

Aim: To compare dental scholars' research to find out how well-informed and involved students are in the stock market. Students who have some background in the stock market are more probable to have a good grasp of personal finance and to make prudent financial choices on the road, according to the research. Students might get a feeling of agency and mastery over their own financial destiny by investing in the stock market.

We can, however, state that students should not engage in the stock market without first fully comprehending the dangers of doing so and then proceed with extreme care and a focus on the long term. According to the research, college students would be well-served by programs that teach them about money and the stock market.

Keywords: Awareness, Correlation, Mean, Participation, Stock Market, Standard Deviation.

Introduction

An essential tool for gauging a nation's economic health is the stock market. The open market for buying and selling shares by investors; is sometimes referred to as the "economic mirror" or "heartbeat of the economy" due to its reflection of the state of a country's economy.

It is often believed that investors are the most fundamental and consequential part of the

securities market. Consequently, capturing and retaining their interest in the securities market depends on their education and expertise.

To fully grasp the many facets, uses, and functions of money and financial services, one must possess a solid foundation of financial literacy and have access to relevant information. People in today's world need to know how to manage their money if they want to choose the best payment option and

deal with banks. The stock market, financial literacy, product attitudes, and global procurement have all been the subject of many global studies. Managing one's money, taking out loans, saving, and investing all need a certain level of financial literacy.

Less knowledge about personal finance has caused a lot of issues for today's youth. They don't know much about money, the trends in various markets, or how to make smart investments.

The overarching purpose of this research is to recognize factors which motivate students to take part in exchange programs and to compare the perspectives of individuals of various sexes and educational backgrounds on the value of such programs to pass judgment.

The evolution of financial markets together with changes in demographics, economics, and politics have raised the profile of financial education in the last few years. Both the sophistication of financial markets and the frequency of new product introductions are increasing. Numerous businesses, including as online banks, brokerage houses, and community-based groups, have made a variety of savings and lending products easily accessible to customers.

If students are prepared to handle their own money, that is the question the poll seeks to answer. Do they know enough about money and have enough education? Students, who are the intended audience, are underrepresented in the research on this issue. Nobody can make sound financial judgments if they aren't familiar with the financial markets, according to the research.

Since students are exposed to several financial markets on a daily basis, this study should investigate how they view the strength of the stock

market. When students don't know enough about the stock market, it may effect many things. This study explains why students don't invest in the stock market and how they feel about it after discussing it. Using a methodology that takes a number of things into account, it investigates why students don't put their money into the stock market.

Methodology

a) Study design and area: A cross-sectional study was carried out at the tertiary care teaching hospital Khammam.

b) Study Population: The health care students including those of III year IV year and Interns who responded to the offline paper print questionnaire survey.

c) Study Instrument: A self-administered questionnaire was designed based on knowledge attitude and awareness of the advanced technology and had a total of 15 questions. Each participant has to fill in their demographic data like Name, age, and year of study. Participants had to select one option from the answers provided against questions the questions were based on knowledge attitude and awareness among dental students.

d) Pilot Study: A pilot study was conducted on a group of students to assess the validity and reliability of the study.

e) Sampling Method: The sampling method used is a convenience method.

f) Inclusion Criteria: The students who were interested in the study and who were willing to participate.

g) Exclusion Criteria: students who are not willing to participate.

h) Statistical Analysis: Data from the filled questionnaire was collected in a tabular form in an Excel worksheet and evaluated for analysis. The analysis was performed by SSPS version 29.

Results

	N	Minimum	Maximum	Mean	Std. Deviation
Age	245	2	26	22.13	1.638

Gender		N	Percent	Valid Percent	Cumulative Percent
Valid	MALE	84	34.3	34.3	34.3
	FEMALE	161	65.7	65.7	100.0
	Total	245	100.0	100.0	

Year of Study		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	III BDS	72	29.4	29.4	29.4
	IV BDS	99	40.4	40.4	69.8
	INTERNS	74	30.2	30.2	100.0
	Total	245	100.0	100.0	

Distribution and comparison of responses based on gender

Item	Response	Males		Females		Chi-Square value	P value	Total	
		N	%	n	%			n	%
Q1	1	78	39.4	120	60.6	13.915	0.003*	198	80.8
	2	4	23.5	13	76.5			17	6.9
	3	0	0	15	100			15	6.1
	4	2	13.3	13	86.7			15	6.1
Q2	1	49	39.6	78	61.4	8.445	0.038*	127	51.8
	2	31	36.5	54	63.5			85	34.7
	3	3	13	20	87			23	9.4
	4	1	10	9	90			10	4.1
Q3	1	30	33	61	67	5.698	0.127	91	37.1
	2	50	39.1	78	60.9			128	52.2
	3	3	18.8	13	81.2			16	6.5
	4	1	10	9	90			10	4.1
Q4	1	25	27.8	65	72.2	12.493	0.006*	90	36.7
	2	53	44.2	67	55.8			120	49
	3	5	23.8	16	76.2			21	8.6
	4	1	7.1	13	92.9			14	5.7
Q5	1	21	30	49	70	10.422	0.015*	70	28.6
	2	55	42.6	74	57.4			129	52.7
	3	6	18.2	27	81.8			33	13.5
	4	2	15.4	11	84.6			13	5.3
Q6	1	24	29.6	57	70.4	9.978	0.019*	81	33.1

	2	56	41.8	78	58.2			134	54.7
	3	3	13.6	19	86.4			22	9
	4	1	12.5	7	87.5			8	3.3
Q7	1	27	38	44	62	6.714	0.082	71	29
	2	49	37.7	81	62.3			130	53.1
	3	7	21.2	26	78.8			33	13.5
	4	1	9.1	10	90.9			11	4.5
Q8	1	24	34.8	45	65.2	5.352	0.148	69	28.2
	2	56	37.6	93	62.4			149	60.8
	3	3	16.7	15	83.3			18	7.3
	4	1	11.1	8	88.9			9	3.7
Q9	1	22	31.9	47	68.1	7.245	0.064	69	28.2
	2	56	40	84	60			140	57.1
	3	5	17.9	23	82.1			28	11.4
	4	1	12.5	7	87.5			8	3.3
Q10	1	20	29.4	48	70.6	13.179	0.004*	68	27.8
	2	59	42.8	79	57.2			138	56.3
	3	4	14.3	24	85.7			28	11.4
	4	1	9.1	10	90.9			11	4.5
Q11	1	21	35	39	65	9.330	0.025*	60	24.5
	2	55	40.4	81	59.6			136	55.5
	3	7	16.7	35	83.3			42	17.1
	4	1	14.3	6	85.7			7	2.9
Q12	1	32	40.5	47	59.5	10.273	0.016*	79	32.2
	2	45	37.8	74	62.2			119	48.6
	3	6	17.6	28	82.4			34	13.9
	4	1	7.7	12	92.3			13	5.3
Q13	1	20	30.8	45	69.2	6.058	0.109	65	26.5
	2	58	39.2	90	60.8			148	60.4
	3	5	23.8	16	76.2			21	8.6
	4	1	9.1	10	90.9			11	4.5
Q14	1	49	38.9	77	61.1	7.779	0.051*	126	51.4
	2	30	35.3	55	64.7			85	34.7
	3	4	21.1	15	78.9			19	7.8
	4	1	6.7	14	93.3			15	6.1
Q15	1	19	30.2	44	25.7	13.363	0.004*	63	25.7
	2	63	41.2	90	58.8			153	62.4
	3	1	6.2	15	93.8			16	6.5
	4	1	7.7	12	92.3			13	5.3

P≤0.05 is statistically significant

Distribution and comparison of responses based on year of the study

Item	Response	III BDS		IV BDS		INTERN		Chi-Value	P-Value	Total	
		N	%	n	%	n	%			N	%
Q1	1	56	28.3	74	37.4	68	34.3	14.101	0.029*	198	80.8
	2	4	23.5	11	64.7	2	11.8			17	6.9
	3	4	26.7	7	46.7	4	26.7			15	6.1
	4	8	53.3	7	46.7	0	0			15	6.1
Q2	1	22	17.3	53	41.7	52	40.9	28.850	0.001*	127	51.8
	2	37	43.5	34	40	14	16.5			85	34.7
	3	7	30.4	8	34.8	8	34.8			23	9.4
	4	6	60	4	40	0	0			10	4.1
Q3	1	14	15.4	35	38.5	42	46.2	25.294	0.002*	91	37.1
	2	47	36.7	51	39.8	30	23.4			128	52.2
	3	7	43.8	7	43.8	2	12.5			16	6.5
	4	4	40	6	60	0	0			10	4.1
Q4	1	17	18.9	27	30	46	51.1	34.158	0.003*	90	36.7
	2	40	33.3	57	47.5	23	19.2			120	49
	3	7	33.3	9	42.9	5	23.8			21	8.6
	4	8	57.1	6	42.9	0	0			14	5.7
Q5	1	14	20	22	31.4	34	48.6	20.383	0.02*	70	28.6
	2	41	31.8	56	43.4	32	24.8			129	52.7
	3	10	30.3	15	45.5	8	24.2			33	13.5
	4	7	53.8	6	46.2	0	0			13	5.3
Q6	1	16	22.5	21	29.6	34	47.9	16.967	0.009*	71	29
	2	39	30	60	46.2	31	23.8			130	53.1
	3	12	36.4	13	39.4	8	24.2			33	13.5
	4	5	45.5	5	45.5	1	9.1			11	4.5
Q7	1	19	23.5	23	28.4	39	48.1	22.851	0.001*	81	33.1
	2	40	29.9	64	47.8	30	22.4			134	54.7
	3	8	36.4	10	45.5	4	18.2			22	9
	4	5	62.5	2	25	1	12.5			8	3.3
Q8	1	12	17.4	21	30.4	36	52.2	25.779	0.001*	69	28.2
	2	49	32.9	65	43.6	35	23.5			149	60.8
	3	6	33.3	9	50	3	16.7			18	7.3
	4	5	55.6	4	44.4	0	0			9	3.7
Q9	1	18	26.1	19	27.5	32	46.4	16.601	0.11	69	28.2
	2	40	28.6	66	47.1	34	24.3			140	57.1
	3	10	35.7	10	35.7	8	28.6			28	11.4
	4	4	50	4	50	0	0			8	3.3
Q10	1	15	22.1	19	27.9	34	50	25.253	0.00*	68	27.8
	2	44	31.9	59	42.8	35	25.4			138	56.3
	3	7	25	18	64.3	3	10.7			28	11.4
	4	6	54.5	3	27.3	2	18.2			11	4.5

Q11	1	11	18.3	18	30	31	51.7	26.188	0.001*	60	24.5
	2	39	28.7	65	47.8	32	23.5			136	55.5
	3	17	40.5	14	33.3	11	26.2			42	17.1
	4	5	71.4	2	28.6	0	0			7	2.9
Q12	1	16	20.3	32	40.5	31	39.2	10.763	0.096	79	32.2
	2	39	32.8	51	42.9	29	24.4			119	48.6
	3	10	29.4	12	35.3	12	35.3			34	13.9
	4	7	53.8	4	30.8	2	15.4			13	5.3
Q13	1	15	23.1	18	27.7	32	49.2	20.107	0.003*	65	26.5
	2	47	31.8	63	42.6	38	25.7			148	60.4
	3	5	23.8	12	57.1	4	19			21	8.6
	4	5	45.5	6	54.5	0	0			11	4.5
Q14	1	35	27.8	48	38.1	43	34.1	13.320	0.038*	126	51.4
	2	22	25.9	37	43.5	26	30.6			85	34.7
	3	5	26.3	10	52.6	4	21.1			19	7.8
	4	10	66.7	4	26.7	1	6.7			15	6.1
Q15	1	11	17.5	21	33.3	31	49.2	20.238	0.003*	63	25.7
	2	47	30.7	66	43.1	40	26.1			153	62.4
	3	7	43.8	7	43.8	2	12.5			16	6.5
	4	7	53.8	5	38.5	1	7.7			13	5.3

$P \leq 0.05$ is statistically significant

Discussion

We may infer a lot about students' knowledge of and engagement with the stock market from these survey findings. Lovely Professional University, Phagwara students are the subjects of this research. The survey found that although most students have a good grasp of stock market basics and are actively investing, a small percentage of respondents were only vaguely familiar with the concept. A large portion of the participants are enrolled in courses offered by the institution.

Results show that although 32% of people are ambivalent about their large-cap stock investments, 48.9% are in agreement with this strategy on Equity. While 19.8% are in complete agreement, only 3.1% and 3.8% of respondents are in complete disagreement about their investment in large-cap equities, respectively. The majority of respondents in the research feel confident in their decision to invest in large-cap stocks, even after taking into account all the potential risks associated with this strategy. In contrast, 25.4% of

respondents are agnostic on their small-cap stock investments, whereas 48.5% and 17.7% of respondents are in agreement, respectively. Nevertheless, when asked about their small-cap stock investments, 6.9% and 1.5% of respondents, respectively, strongly disagreed and disagreed. Despite being aware of the potential dangers, the majority of respondents still feel confident in their decision to invest in small-cap companies, according to the report.

A large portion of the participants are young adults (those between the ages of 22 and 26), which is indicative of their high level of financial literacy and their engagement with the stock market, according to the research. Equally notable is the significant increase in female involvement. Millennials and Gen Zers are more invested in the stock market than earlier generations. Additionally, the fact that 66% of respondents favor intraday transactions shows that this generation is more risk-taking. So, we know that people of various ages and genders see the stock

market differently, and that this affects the way they invest.

Conclusion

According to our findings from studying "Awareness and participation in the stock market among students," both of these factors have changed significantly in recent years. Nonetheless, a number of respondents exhibited a lack of engagement owing to the inherent dangers of the financial markets. Due to the high level of market risk, even those with a little understanding of the issue did not invest in the stock market. Some students were motivated to participate in the stock market since the institution offered programs and courses linked to it. The kids were also encouraged and helped in setting up a Demat account via stock investing platforms like Zerodha, Upstocks, and One-Angel.

Students with a sufficient understanding of the stock market were diversifying their holdings among large- cap, mid-cap, and small-cap businesses. Additionally, there was considerable enthusiasm among the students for day trading stocks. Investments are a good idea for students who don't have much experience with the stock market. Society as a whole has to educate itself so that all individuals are prepared to invest in the stock market in the real world.

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