The Journal of ARSYM

A Publication of Students' Research of the
Annual Research Symposium in Management

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*Annual **R**esearch **S**ymposium in **M**anagement*

The Journal of ARSYM (JARSYM) is a refereed journal published bi-annually by the Faculty of Business Studies & Finance, Wayamba University of Sri Lanka. The aim of the JARSYM is to disseminate high-quality research findings on a variety of timely topics generated by the undergraduate researchers in the Wayamba University of Sri Lanka. Furthermore, it opens up avenues for the undergraduates involved in the industry to share their inventions, state-of-the-art discoveries and novel ideas. The main philosophy behind the JARSYM is to enhance the research culture within the faculty, thereby within the Wayamba University. All research articles submitted are double blind reviewed prior to publishing. Views expressed in the research articles are not the views of the Faculty of Business Studies and Finance, Wayamba University of Sri Lanka or the Editorial Board.

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Aims and Scope

The Journal of ARSYM (JARSYM) is a refereed bi-annual journal committed to publish undergraduate research papers of the Faculty of Business Studies and Finance, Wayamba University of Sri Lanka. The JARSYM publishes theoretical and empirical papers spanning all the major research fields in business studies and finance. The aim of the JARSYM is to facilitate and encourage undergraduates by providing a platform to impart and share knowledge in the form of high quality and unique research papers.

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Impact of Demographic Factors, Culture and Financial Literacy on Investment Behavior: With Special Reference to Government School Teachers in Gampaha District, Sri Lanka

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Abstract

School teachers play multi-dimensional key roles to build the nation by uplifting the lives of the younger generation. Therefore, the impact of a teacher on society is vital in every aspect. Usually, teachers serve as role models, mentors, facilitators, and, most significantly, nation-builders in a variety of ways, and more often, students follow their teacher's behaviour. This study aimed to analyse the degree and impact of demographic factors, culture, and financial literacy on the investment behaviour of government school teachers in Sri Lanka. The population of this study was the advanced-level commerce teachers in Gampaha district. In this study, 100 respondents have been conveniently selected based on judgment (n = 100). Data was collected using a well-designed, pretested, and validated online questionnaire. The collected data were analyzed using the IBM SPSS Statistics 23 version. Correlation analysis, One-Way ANOVA, Independent sample t-tests, and frequency distribution are used to identify the investment behaviour of school teachers and underlying triggers for the same. Findings demonstrate that bank deposits, property, buildings, vehicles, and other fixed assets, as well as life insurance and pension plans, and jewellery are the most popular investment options among the teachers. The safety, profitability, initial investment, and investment liquidity of the investment are regarded as the essential expectations in selecting an investment opportunity.

Keywords: Culture, Demographics Factors, Financial Literacy, Investment Behaviour, School teachers

1 INTRODUCTION

1.1.   Background of the Research

The sustained economic growth of any country depends on the investments of a county. Purchase of any asset or financial product expecting future returns can be described as investments. An individual investor compares the returns that the investor may gain by consuming funds at present, against the returns that the investor may gain by investing funds foregoing consumption, with the expectation of a greater return in the future. In simple terms, allocating funds on different investment avenues at present expecting future benefits is known as investments. Investment avenues are the different ways that a person can invest his excess funds. Capital market instruments, money market instruments, mutual funds, insurance policies, real estate, bank and post office deposits, and jewellery are different types of investment avenues.

Another concept that goes hand in hand with investments is the concept of savings. According to Keynesian Economics, savings means keeping the remaining amount after the expenses in a specific period. Savings can be used to increase a person's income through investing in different investment avenues. Before making any investment decision a person should have vast knowledge in investments and different investment avenues. That is an investor should consider the interest rates, inflation rate, time value of money, opportunity costs, risk and return, etc. when investing in different investment avenues to maximize wealth. Therefore, the education that a person receives plays a vital role when making effective investment decisions. When it comes to the education that a person receives, the knowledge that a person gains from teachers are of paramount importance.

Teachers have a responsibility for the development of the nation. The proficiencies of a teacher determine the quality of education. The quality of life of a teacher is influenced by income, consumption, savings, and investments. These factors also determine the standard of living and in turn, will influence the profession and the education system.

In this research, the perception of demographic factors, financial literacy, and culture towards the investment behaviour of government teachers in Sri Lanka was observed and evaluated. Investment behaviour is defined as "how the investors decide, forecast, examine and review the procedures for decisions regarding investments. According to the School Census Report 2017 issued by the Ministry of Education of Sri Lanka, there are 241,591 government teachers in Sri Lanka. In this research, a total of 100 government teachers who teach advanced level commerce

subjects in Gampaha district were observed to identify their behaviour in making investment decisions. Teachers of commerce had been selected specifically as they are the group who are equipped with financial literacy and as they can easily get access to investment opportunities. Also, these concepts could be easily transmitted to the younger generations via teachers. Perception of demographic factors, financial literacy, and culture towards investment behaviour was focused and evaluated in both qualitative and quantitative data analysis methods.

1.2. Problem Statement

In Sri Lanka, there is a low tendency of school leavers to invest in different investment avenues. One of the root causes for this is the lack of knowledge about investments and investment avenues. On the other hand, the primary source of education of any person is the knowledge received at school. The major education providers at schools are the teachers. To educate students about investments and investment avenues, teachers should have in-depth knowledge about investments. Teachers who have in-depth knowledge of investments have a higher tendency to invest in different investment avenues. In this research, the impact of demographic factors, culture, and financial literacy on the investment behaviour of government teachers in Sri Lanka was investigated.

1.3. Significance of the Research

Investments are very important as Sri Lanka is a developing country. Therefore, identifying the impact of extraneous factors on investments is essential to parties who are ruling, controlling, and governing the country's economy. Since teachers are the guarantors of the education of future generations, identifying the investment behaviour of teachers is important for the development of the education system. The purpose of education is to develop cognition, attitudes, and skills. If a student has sound cognition and skills towards investments, it would be easy to build citizens with positive attitudes towards the development of the country.

Investment behaviour has a great significance to an individual's future investment decisions and those investment decisions may depend on many demographic factors such as age, gender, marital status, monthly income, culture, and financial literacy. This could be applied to teachers as well since they play a major role in society which could have a lasting impact.

Teachers' investment behaviour differs from other individuals' investment behaviour as demographic factors affect the investment behaviour of teachers differently. The findings of this research would be important for the researchers, and

the policymakers on investment behaviour of government teachers in Sri Lanka has not been conducted before.

1.4.   Research Questions

- How do teachers that belong to different demographics make investment decisions?
    - How do teachers in different age categories make investment decisions?
    - How do teachers in different income levels make investment decisions?
    - How do male and female teachers make investment decisions?
    - How do married and single teachers make investment decisions?

- How do teachers with different educational qualifications make investment decisions?
- How do teachers who belong to different cultures make investment decisions?

These are the problems that were investigated and analyzed throughout the research.

1.5.   Research Objectives

1.5.1.   General objective

The general objective of this study was to analyze the impact of demographic factors, financial literacy, and culture on the investment behaviour of government teachers in Sri Lanka.

1.5.2.   Specific objectives

i.   To identify the investment behaviour of teachers based on their age.
ii.   To identify the investment behaviour of teachers based on their monthly income.
iii.   To identify the investment behaviour of teachers based on their gender.
iv.   To identify the investment behaviour of teachers based on their marital status.
v.   To identify the investment behaviour of teachers based on their educational qualifications.
vi.   To identify the investment behaviour of teachers based on their culture.

2 LITERATURE REVIEW

2.1. Defining Investments

Investment can be defined as forgoing current consumption and allocating those funds on different investment avenues with the expectation of a favourable return in the future. Since investments are important to every country, much researches have been done about Investments. Among them, some definitions about Investments are as follows.

Table 01: **Definitions of Investments**

Source	Definition
Geoffrey A. Hirt & Stanley B. Block (2009) Fundamentals of Investment Management, 8th Edition, Tata Mcgraw Hill	Commitment of current funds in anticipation of receiving a larger future flow of funds. The investor hopes to be compensated for forgoing immediate consumption, for the effects of inflation, and for taking a risk.
Jones, C.P., 1999. Investment Analysis and Management, John Willey and Sons. Inc, New York.	An investment can be defined as the commitment of funds to one or more assets that will be held over some future period.
Virani, V., 2013. Saving and Investment Pattern of School Teachers–A Study with Reference to Rajkot City, Gujarat.	Investment is the utilization of resources to increase income or production output in the future
Achar, A., 2012. Saving and Investment Behaviour of Teachers, An empirical study. International Journal of Physical and Social Sciences	Investment refers to the increase in real capital, which leads to the generation of income. It is the addition to the existing stock of capital assets and leads to capital formation.
Hassett, K.A., 2008. Investment. The Concise Encyclopedia of Economics.	Investment means the deployment of time, energy, or other resources to earn profitable returns in the form of interest, income, or appreciation of the instruments. From the viewpoint of economics, investment is the accumulation of newly produced entities such as inventories, equipment, buildings, etc. On the other hand, finance experts treat the investment as the purchase of an asset with the expectation of profits and/or capital appreciations.

http://www.investorwords.com/2599/investment.html	Investment is the purchase of a financial product or other items of value with an expectation of favourable future returns. In general terms, investment means the use of money in the hope of making more money.

2.1.1. Savings vs Investments

Savings and investments are terms that are interchangeable with each other. Yet, as per the literature, there are some uniques differences too. For instance, Emon Kalyan Chowdhury (2016) researched investment behaviour among working women in Chittagong and confirmed that savings and investments are correlated. According to Emon, savings creates new investments and benefit the economy in the long run by improving the standard of living.

Investment is one of the foremost concerns of every individual investor as their small savings of today is to meet the expenses of tomorrow (Suman and Sabat 2012). According to the Concise Encyclopedia of Economics, savings mean different things to different people. Some people treat savings as depositing money in a bank and some others consider savings as buying stocks or contributing to a pension plan. At its most basic level, saving is the act of putting money aside in a secure place for future use. in other words, saving means consuming less in the present to consume more in the future. Investing entails putting money into assets such as stocks, mutual funds, and real estate in the hopes of seeing your money grow (Deepika, and Sushil, 2019; Sachin, Kavidayal, and Krishna, 2019).

There are different views on savings and investments; Classical View, Keynesian View, Robertsonian Approach, Swedish Approach & Monetarist View (Thomas, 1980; Tsiang, 1980; Pascal, 2021). The classical view believes that saving and investment are always equal in a fully employed economy. According to them, saving and investment is a function of the rate of interest. In a period where full employment is not achieved, it is apparent that savings and investments are not equal and they can be brought to equality through the mechanism of interest rate. As a result of an increase in the rate of interest, saving rises and investment decline.

On the contrary, with a fall in the rate of interest, saving falls and investment increases. In a situation where saving is less than investment, an increase in the rate of interest will result in a decrease in investment, and an increase in saving till saving equals investment.

According to Keynesian economics, when a person's consumption expenditure is subtracted from his disposable income earned, the amount which is remaining is known as savings. The amount of money that is remaining after incurring personal expenses can be positive for financially sensible people. Meanwhile, there will be no money left for savings for people who depend on credit and loans to get by. Savings can be used to increase income through investing in different investment vehicles.

Robertson uses period analysis to explain savings (Clarence Barber, 1953). According to him, savings is the difference between yesterday's income and current consumption expenditure. Current income consists of current consumption and current investment.

The Swedish economists Ohlin, Lundberg, Lindahl, and Myrdal have defined saving and investment in ex-ante and ex-post senses (William Miller, 1952; Hans-Michael, 2021). Ex-ante magnitudes are anticipated, desired, expected, or planned, while ex-post magnitudes are actual or realized. Thus, ex-ante saving and investment are those which people plan or desire to make. On the other hand, ex-post saving and investment are those which people actually make.

In a Monetarist sense, savings is the total rate at which units of account exceed expenditures, and are accumulated as a unit of account balances with financial intermediaries or sometimes hoarded as currency (David Fand, 1970). Investment is the rate at which financial intermediaries and others expend on items intended to end up as capital that directly creates value, i.e. physical capital, durable goods, human capital, etc.

2.1.2. Investment avenues

Different investment alternatives are known as investment avenues. According to the needs and requirements of the investor, an investor chooses different types of investment alternatives. Before investing in these investment alternatives, analyzing the terms of their risk, return, term, convenience, liquidity, etc. is important.

As a result of the development of the theories of investment activities, investors focus their attention on different alternatives of investment. According to the traditional investment conception, the investors think that they can decrease the risk just by increasing the number of investment instruments they have without considering the relations between the yields of investment instruments (Demirtaş and Güngör, 2004). However, they are not enlightened about how the risk related to

investments will be measured. The mean values of yields realized in the past are defined as expected returns (Reilly and Ve Brown, 1999).

The study carried out by Markowitz in 1952 named "portfolio selection" pioneered the development of new theories in this field (Cihangir et al., 2008). Markowitz emphasized that the quality of a portfolio will be different from the quality of individual assets within it. Thus, the combined risk of the portfolio taken separately is not the same risk of each investment alternative together. In Harry Markowitz's opinion, the risk can be reduced considerably with reverse correlations among the investment instruments as well as by diversifying the investment instruments available in the investors' portfolio (Çetin, 2007).

Due to the benefits of a well-diversified portfolio such as risk reduction, enhanced return, avoiding obsolescence, etc. investors are concerned about the different investment avenues. According to "Alternative Investments: A Primer for Investment Professionals" by Donald Chambers, Keith Black, and Nelson Lacey, CFA, published in 2018 there are four broadest and largest categories of alternative investments: hedge funds, private equity, real assets, and structured products. Hedge funds are investment pools that are typically privately organized and invest principally in publicly traded assets, such as stocks, bonds, currencies, commodities, and derivatives. Private equity includes the common stock, preferred stock, and (in some cases) debt securities of firms that are not publicly traded and that have equity-like risk exposures. Real assets include real estate, infrastructure, commodities, natural resources, tangible assets, such as land, farmland, and timber, and intellectual property, such as patents and copyrights. Structured products include various types of collateralized debt obligations and other derivatives.

2.1.3. Behavioral aspect of Investments

Investment behaviour is defined as how the investors judge, predict, analyze and review the procedures for decision making, which includes investment psychology, information gathering, defining and understanding, research, and analysis. The whole process is "Investment Behaviour" (Slovic, 1972, Alfredo and Vicente, 2010).

According to Achar (2012), who studied on —Saving and Investment Behaviour of Teachers - An empirical study, the preference shown by an investor in choosing a particular instrument is called investment behaviour. The process of investment commences with surplus income, which includes operating and non-operating earnings.

2.2. Perception of Demographic Factors towards the Investment Behaviour

The investment behaviour of investors is influenced by many factors such as demographic factors, sociological factors, economic factors, etc. Out of these factors, the impact of demographic factors on investment behaviour is significant.

Demographic factors are used to define the characteristics of a population. Commonly evaluated demographic factors include age, gender, marital status, income, etc. Based on previous researches, demographic factors play a major role in influencing the investment behaviour of an individual.

Table 02: Demographic Factors and Investment Behaviour

Research	Findings
Shanmugasundaram, V., Balakrishnan, V. and Zafar, M., 2011. Impact of lifestyle characteristics in investment decisions.	Demographic factors influence the investors' investment decision
Patil, S. and Nandanwar, K., 2015. Individual investment behaviour.	Individual investors' buying behaviour is influenced by various factors such as social, economic, psychological & demographic factors.
Geetha, S.N. and Vimala, K., 2014. Perception of household individual investors towards selected financial investment avenues (with reference to investors in Chennai city).	Changes in demographic factors such as age, income, education, and occupation influenced the investment avenue preference.

Source: Survey data

2.3. Influence of Culture on the Investment Behaviour

People are divided based on their shared physical characteristics such as facial features, skin colour, and hair texture or cultural characteristics like nationality, tribal affiliation, religion, language, and traditions. In Sri Lanka many cultures can be identified; Sinhalese, Sri Lankan Tamils, Sri Lankan Moors, Indian Tamils, Sri Lankan Malays, Burghers, and others.

Many studies conclude that the culture of individuals impacts investment behaviour. However, there are very few researches conducted before to evaluate the impact of culture on investment behaviour in Sri Lanka.

Table 03: Influence of Culture towards the Investment Behaviour

Research	Findings
Bertaut, C.C. and Starr, M., 2000. Household portfolios in the United States.	White households are more likely to own stocks than non-White households.
Yao, R., Gutter, M.S. and Hanna, S.D., 2005. The financial risk tolerance of Blacks, Hispanics, and Whites. Journal of Financial Counseling and Planning	Blacks and Hispanics are less likely to be willing to take some financial risk but more likely to be willing to take substantial financial risk than Whites, after controlling for the effects of other variables.
Gutter, M.S., Fox, J.J. and Montalto, C.P., 1999. Racial differences in investor decision-making.	White households are more likely to own risky assets than Black households, but the effect of race could be somewhat explained through race's relationships to other determinants of risk tolerance, specifically the presence of children and household size, both indicators of the life cycle stage.

Source: Survey data

According to the above findings, different cultures affect investment decisions differently.

2.4. Influence of Financial Literacy on the Investment Behaviour

Financial literacy is the ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing. Further, financial literacy helps individuals become self-sufficient so that they can achieve financial stability.

Many studies reveal that financially literate people can make sound investment decisions when compared to people with low financial literacy.

Table 04: Influence of Financial Literacy on the Investment Behaviour

Research	Findings
Chen, H. and Volpe, R.P., 1998. An analysis of personal financial literacy among college students.	The improvement of education in financial management significantly correlates with decision-making on critical investment issues.
	Participants with less knowledge tend to hold wrong opinions and make incorrect decisions in the areas of general knowledge, savings, and borrowing and investments. Highly financially illiterate participants incline to make implausible decisions in terms of managing their finance.
Bhushan, P., 2014. Relationship between financial literacy and investment behaviour of salaried individuals.	Investors need to have the financial literacy to understand the risk and return associated with the financial products so that the right decision is taken regarding investment avenues available in the market.
	High Financial Literacy Group showed a preference for mutual funds, stock market, debentures, life insurance, PPF, pension funds, bonds, and commodity market as compared to Low Financial Literacy Group who primarily invested in traditional and safe financial products.
Becki, I. and Usul, H., 2001. Financial Problems and Solutions of Small and Medium-Sized Businesses in Lakes' Area.	Compared to managers and bank employers, housewives cannot appraise financial reports of the firms and hence make wise financial decisions. Similar to knowledge, education level makes a difference in making investment decisions. Meanwhile, postgraduate individuals have enough information which could direct them to analyze financially.

Source: Survey data

As revealed in the above studies, it is evident that financial literacy plays a major role when investors make investment decisions.

As stated elsewhere, the objective of this study is to identify the impact of demographic factors, financial literacy, and culture on the investment behaviour of government teachers in Gampaha district, Sri Lanka. Accordingly, the following conceptual framework was constructed based on the existing literature.
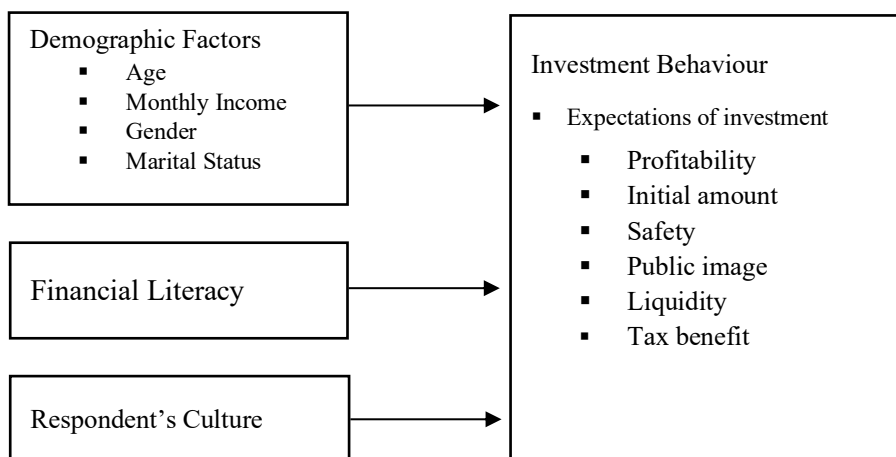
Figure 01: **Conceptual Framework**

3. METHODOLOGY

In this study, a total of 100 teachers, who teach commerce subjects for the G.C.E. (Advanced Level) in Gampaha district have been selected based on judgment. Each respondent was treated as a separate sampling unit, and they were asked to complete a standardized questionnaire. Initially, 125 respondents were issued questionnaires, 18 of whom did not respond, and 8 were incomplete.

Both quantitative and qualitative data were used to achieve the objectives of this research. A questionnaire was used for primary data collection. The questionnaire was prepared in English and both open-ended and close-ended questions were included in the questionnaire.

To analyze the investment behaviour of teachers, questions were asked about the preferred investment pattern, investment amount, preferred investment duration, preferred investment avenues, and expectations of the investments from teachers. To identify the influence of demographic factors, financial literacy, and culture towards investment behaviour, opinions of teachers were collected by providing statements for each factor with liquored scale answers.

Before data collection, the questionnaire was pre-tested with a sample of five teachers. Based on the feedback received from the pre-test, drawbacks of the

previously made questionnaire were identified and amendments were made. Secondary data sources such as books and census reports were also used as information sources. Due to the "Covid-19" outbreak in the country, responses to the questionnaire were collected through google forms. Tables have been used to describe a variety of financial instrument performances.

The collected data were analyzed using the IBM SPSS Statistics 23 version. Various statistical techniques, namely Correlation analysis, One-Way ANOVA, Independent sample t-tests, and frequency distribution, have been applied.

Correlation analysis was done to identify the relationship between each demographic factor, financial literacy of the teachers, and culture of the teachers with the expectations of investments. To identify whether there is a significant difference in expectations of investments between the male and female teachers, married and single teachers, independent sample t-tests were used. Also, a One-way ANOVA analysis was used to identify whether there is a significant difference in expectations of investments among the teachers who belong to different ages, different income levels, different education levels, and different cultures.

4. RESULTS AND DISCUSSION

Table 5 shows the frequency analysis results of the selected sample. According to the survey, out of 100 respondents included in the sample, 40% are males and 60% are females. The majority of the respondents have accepted that they are married.

Table 05 a: Sample Profile

Gender	Frequency	%	**Marital Status**	Frequency	%
Male	40	40%	Married	84	84%
Female	60	60%	Single	16	16%
Total	100	100%	Total	100	100%
Mean		1.60	Mean		1.16
SD		0.492	SD		0.368

Source: Survey data

The bulk of responses (40%) were in the age category of 30-40 years, followed by the age categories of 40-50 years (35%), over 50 years (13%), and below 30 years (12%). The monthly income of these teachers has ranged from less than Rs.30,000 to more than Rs.50,000. (Refer to Table 05.b).

Table 05 b: Sample Profile

Teacher's Age	Frequency	%	Monthly Inc (Rs)	Frequency	%
Below 30 Years	12	12%	Below 30,000	-	0%
30 - 40 Years	40	40%	30,000 to 40,000	33	33%
40 - 50 Years	35	35%	40,000 to 50,000	43	43%
Above 50 Years	13	13%	Above 50,000	24	24%
Total	100	100%	Total	100	100%
Mean		2.49	Mean		2.91
SD		0.870	SD		0.753

Source: Survey data

As revealed by Table 5 (c), the educational qualifications of these teachers ranged from Diplomas to Master's Degrees. But only 2% of teachers accepted that their highest educational qualification was a diploma. The majority (98%) have obtained either a degree (77%) or a post-graduate degree (21%). According to their race, 85 per cent were Sinhalese.

Table 05 c: Sample Profile

Race	Frequency	%	Education Level	Frequency	%
Sinhalese	85	85%	Diploma	02	02%
Tamil	06	06%	Degree	77	77%
Muslim	06	06%	PG Diploma	09	09%
Other	03	03%	Master Degree	12	12%
Total	100	100%	Total	100	100%
Mean		1.27	Mean		2.31
SD		0.709	SD		0.706

Source: Survey data

The large majority of teachers (98%) accepted that they save some amount from their monthly income for future use. Teachers were requested to reveal their preferred investment pattern. Out of 98 teachers, 56.1% stated that they preferred fixed monthly income earing investments. When considering the percentage of

investment from the monthly income of the respondents, the majority (55%) acknowledged that they invest 10% to 25% of their monthly income.

The teacher's investment preferences were measured on a 5-point scale. According to the findings the most preferred to invest avenues are bank deposits ($\bar{x} = 4.54$, SD = 0.744), land, building, vehicle & other fixed assets ($\bar{x} = 4.21$, SD = 1.018), and the life insurance & pension schemes ($\bar{x} = 3.78$, SD = 1.088). Surprisingly, they have identified investing in jewelry as the fourth preferred ($\bar{x} = 3.60$, SD = 1.198) investment opportunity and investing on shares & debentures as the fifth alternative ($\bar{x} = 3.27$, SD = 1.205) for their investments.

Factors considered in Investments

Respondents were requested to identify the key factors that are taken into account when they select an investment sources. These results are summarized in Table 06.

Table 06: Factors considered in Investments

Factor	Mean	SD	Factor	Mean	SD
Profitability	4.90	0.414	Initial amount	4.31	0.775
Safety	4.94	0.343	Public image	3.60	1.119
Liquidity	4.20	0.739	Tax benefit	3.73	0.763

Source: Survey data

Figures in Table 06 reveal that the safety ($\bar{x} = 4.94$, SD = 0.343) and the profitability ($\bar{x} = 4.90$, SD = 0.414) of the investment are considered the most important factors in picking an investment opportunity. The initial investment ($\bar{x} = 4.31$, SD = 0.775) and the liquidity ($\bar{x} = 4.20$, SD = 0.739) of investments are ranked as important factors.

Teacher's Demographic Factors and the Investment Behaviour

A frequency analysis was conducted to measure respondent's perception of the impact of demographic factors on investment behaviour. The findings are summarized in Table 07.

Table 07: Demographic Factors and the Investment Behaviour

Dimension	Mean	SD
There is a higher tendency among young people to make more investments	4.22	0.719
Young people prefer to get a higher risk considering more profit.	4.03	0.881
People above 50 years tend to get more benefits than the others	3.38	1,309
A person with insufficient income should not consider investment opportunities	1.70	1.087
A person who has a planned budget tend to invest more	3.85	0.957
When the income of a person increases, he/she should consider investing a large amount of money	4.38	0.599
Males tend to invest more than females	3.95	1.058
Males have more ability to gain benefits rather than females when it comes to investments	3.76	1.129
Poor guidance towards the investments is provided to females by the relevant authorities	3.28	1.280
A person's marital status motivates him/her to invest more	4.09	0.854
The support to make investments from the spouse is important to a person	4.38	0.776
The majority of married people focus on investments with a low risk	4.01	0.703

Source: Survey data

The figures in Table 07 indicates that the most of respondents agreed that when the income of a person increases, he/she should consider investing a large amount of money ($\bar{x}$ = 4.38). Also, encouragement from the spouse is important to make investments ($\bar{x}$ = 4.38). Most of the respondents believe that there is a higher tendency among young people to make more investments ($\bar{x}$ = 4.22).

Correlation between the Factors considered and Factors influenced in an investment decision

The correlation between investor's demographic factors, culture, financial literacy, and factors considered in investment decisions were measured and presented in Table 08.

Table 08: Correlation Analysis

	Age		Monthly Inc.		Gender	
	Correlation	Sig.	Correlation	Sig.	Correlation	Sig.
Profitability	0.137	0.173	0.068	0.502	-0.149	0.140

Safety	0.133	0.186	0.096	0.341	-0.084	0.407
Liquidity	0.019	0.852	-0.094	0.350	0.083	0.410
Initial Amount	0.177	0.078	0.204	0.042	-0.042	0.675
Public Image	-0.056	0.580	-0.043	0.670	-0.073	0.468
Tax Benefit	-0.027	0.790	0.115	0.253	0.032	0.750
	Marital Status		**Culture**		**Financial Literacy**	
	Correlation	Sig.	Correlation	Sig.	Correlation	Sig.
Profitability	-0.093	0.359	0.093	0.358	0.003	0.973
Safety	-0.003	0.975	0.026	0.799	-0.048	0.639
Liquidity	0.104	0.303	0.108	0.284	0.015	0.878
Initial Amount	-0.105	0.300	-0.062	0.540	0.118	0.242
Public Image	-0.015	0.885	-0.079	0.435	0.005	0.960
Tax Benefit	-0.024	0.809	-0.125	0.214	0.101	0.319

Source: Survey data

According to the correlation analysis, there is a weak positive relationship between the monthly income level of a teacher and his or her attitude about the initial amount when investing (r = .204, p = 0.042). All other results of correlation analysis have proven that there is no statistically significant relationship between the expectations of investors and each category of demographic factors, education qualifications, and cultures at a 5% significance level (p > .05).

One-way ANOVA analysis and independent sample T-Tests were employed to determine whether there is a significant difference of expectations from investments between each age group, income level, gender group, marital status, education level, and respondent's different culture. Findings are summarized in Table 09.

Table 09: One-Way ANOVA Analysis

	Age		**Monthly Inc.**		**Gender**	
	F Value	Sig.	F Value	Sig.	F Value	Sig.
Profitability	0.668	0.574	0.310	0.734	0.9471	0.003
Safety	0.987	0.402	0.514	0.600	2.836	0.095
Liquidity	0.866	0.462	0.494	0.612	0.176	0.676

Initial Amount	1.373	0.256	2.277	0.108	2.532	0.115
Public Image	1.918	0.132	0.095	0.909	1.448	0.232
Tax Benefit	1.567	0.202	1.620	0.203	0.554	0.458
	Marital Status		**Culture**		**Financial Literacy**	
	F Value n	Sig.	F Value	Sig.	F Value	Sig.
Profitability	2.117	0.149	0.336	0.800	1.244	0.298
Safety	0.001	0.978	0.279	0.840	2.225	0.090
Liquidity	0.167	0.683	1.432	0.238	2.599	0.057
Initial Amount	8.006	0.006	0.345	0.793	0.662	0.578
Public Image	0.066	0.798	2.078	0.108	0.295	0.829
Tax Benefit	4.032	0.047	0.829	0.481	0.866	0.462

Source: Survey data

According to the results, profitability expectation is different between males and females. And also married and single teachers' expectations of the initial amount required for investment and expectation of tax benefits were different. All other findings are not statistically significant at a 5% significance level. Therefore, it can be concluded that all other expectations of investment were not significantly different between the groups.

5. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this research was to investigate the impact of demographic factors, culture, and financial literacy on investment behaviour among the government school teachers in Gampaha district, Sri Lanka. According to the analysis, most of the teachers accept that young people tend to make more investments and prefer to get a higher risk considering more profits. Furthermore, data show that teachers assume that as a teacher's monthly pay rises, he or she will be exposed to a bigger investment scale. Also, the majority of teachers agreed that they preserve a portion of their monthly salary for future usage and that fixed monthly income-earning investments were preferable.

Bank accounts, property, buildings, vehicles, and other fixed assets, as well as life insurance and pension plans, are the most popular investment options among the teachers. They have chosen jewelry as their fourth favourite investment option, and shares and debentures as their fifth option.

The safety and profitability of the investment are regarded as the most essential expectations in selecting an investment opportunity when considering the investor's expectations. The initial investment and investment liquidity are seen as critical variables. Public perception and tax benefits were given less weight.

Gender is a complex character that is socially constructed. The findings of this research showed that there is a higher tendency among males to invest more than females. Some of the teachers of the sample accept that a lack of guidance is provided to females, and if proper guidance is provided, females would be motivated towards new investment opportunities.

Every individual, whether married or unmarried, is responsible for his or her financial situation. A married person, on the other hand, bears a disproportionately high level of obligation. The support between husband and wife to uplift their financial ability cannot be underestimated. The findings confirmed that married people focus on investments with a low risk to provide a sound financial environment for their family members.

Financial literacy is important to every person since it guides a person to have proper cognition and skills that are needed to manage money effectively. According to the opinion of the sample, an investor who is ready to update his knowledge and with vast life experience tends to invest more.

According to the correlation analysis, a teacher's monthly pay level and his or her attitude toward the initial amount when investing have a weak positive relationship. At a 5% significance level, all other correlation coefficients show that there is no statistically significant association between investor expectations and each category of demographic variables, academic qualifications, and cultures.

Profitability expectations differ between men and women, according to the findings. In addition, the expectations of married and single instructors in terms of the initial investment amount and tax benefits were different. At a 5% significance level, all other findings are not statistically significant. As a result, it may be stated that the groups' investment expectations were not considerably different.

Paying attention to recommendations and implementing possible and practical remedies for any phenomena that could be developed are vital for the development of a country. Sri Lanka is being a developing country, enhancing individual investment is vital in every aspect. To encourage investment among the new generations, school teachers can play a significant role. They should be trained how to invest, particularly in the capital market. Moreover, the government should establish authorities and institutions to educate young adults regarding investments.

Since bank deposits, life insurance, and pension schemes are famous among teachers, the government should encourage them to invest in the capital market. The banks could introduce special loans scheme for teachers who invest in the capital market

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