



## A STUDY OF RISK TAKING BEHAVIOUR OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR ANXIETY

C. Prabakaran<sup>1</sup> and Dr. N. Balakrishnan<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Psychology, Annamalai University.

<sup>2</sup>Assistant Professor. Department of Psychology, Annamalai University.

### ABSTRACT

*In order to understand the a study of risk taking behavior of higher secondary students in relation to their anxiety of the present study was designed. Total numbers of 300 included were high school students and they were selected using simple random sampling. The type of schools of the study is demographic variables. Standardized and revalidated tools namely Risk taking behaviour (Validated by the Investigator) and Taylor's Anxiety Scale were use to collect data from the scale of the Likert. Statistical techniques namely descriptive and differential analysis were used. Result of the study revealed that It is concluded that there is a significant difference between the mean Risk taking behaviour scores of Boys, Girls and Co- Education higher secondary school students studying in schools.*



**KEYWORDS:** Risk taking behavior, anxiety and higher secondary students.

### INTRODUCTION

#### Risk Taking Behaviour

The word "risk" is defined as the possibility that something unlikable or unwelcome will happen as a result of a particular action. However, when we think about adolescence, taking risks is more multipart. Parents often think of risky behaviours as underage drinking, using drugs, or early sexual involvement. Parents also need to remember that risk-taking can be both negative and positive. Youth can learn and grow from taking risks. Much will depend on the "when, where, and what" of the risks in which teens might participate.

#### Anxiety

The word Anxiety is derived from a Greek root meaning "to press tight" or to "strangle". The latin word anxious and its derivatives imply narrowness and constriction usually; with discomfort. It denotes distress, disquiet and sadness rather than the uncertainty and fear denoted by the contemporary English word anxious. Anxiety is an unpleasant feeling of generalized fear and apprehension. Often of unknown origin, accompanied by physiological symptoms. This feeling may be triggered by the anticipation of danger, either from thoughts (internal) or from one's environment (external). According to Hall (1974) anxiety is a painful experience which is produced by excitation in the internal organs of the body.

### NEED AND IMPORTANCE OF THE STUDY

Risk taking behaviour is concerned with the knowledge gained organization skills developed in the school environment and usually assessed by test scores or marks assigned by teachers to the performance made by students. The essence of achievement is that one makes one's own plan, future expectation and to

achieve a standard of excellence in action. Most of the commissions that went into the questions of reforming the country's educational system have stressed the urgent need for improving the quality of education. It is widely accepted that the function of educational research is to identify the problem that confront educational research and academic excellence of higher secondary students. It is important that in all learning situations one gains appropriate skills, abilities and competencies which determine the academic results. Today the life has become more competitive and challenging and people are more concerned with best performance. Achievement, Hence we assume that, any behaviour that is learned may come within the scope of Anxiety. Anxiety has three important elements. They are a belief or opinion about an idea, feelings about that idea and a tendency to act towards that idea in certain ways. These anxiety come from the culture in which an individual grows, the people who raised the individual, and those with whom the individual is associated with, for example the peers. All these shape an individual's anxiety. It is generally believed that risk taking behaviour of students is influenced by number of factors like anxiety, etc,.

### STATEMENT OF THE PROBLEM

Risk-taking behaviours have been the subject of much speculation, from Sigmund Freud's belief that dare-devil stunts arise out of humans' innate "death drive," to some modern psychologists' view that dangerous activities can make us feel more alive. In general, we think of risky behaviour as encompassing activities only a handful of courageous, or "crazy," people would attempt, including skydiving, rock climbing, cliff jumping, or other dramatic exploits. In reality, though, risk-taking behaviours also include more mundane acts, like having unprotected sex, gambling, robbing banks, and taking drugs. The reasons for these behaviours are complex, although not mysterious, and can mean different things to different people. In general, though, as poet Robert Browning wrote, "Our interest's on the dangerous edge of things." The present study is entitled "A study of risk taking behaviour of higher secondary students in relation to anxiety".

### OBJECTIVE

1. To study the significance of the difference in respect of risk taking behaviour, of higher secondary students with respect to the following sub samples
  - a. Type of school – Boys/ Girls/ Co- Education

### HYPOTHESIS

1. There is no significant difference in risk taking behavior of higher secondary students with respect to the following sub samples
  - a. Type of school – Boys/ Girls/ Co- Education

### TOOLS USED

1. Risk taking behaviour (Validated by the Investigator)
2. Taylor's Anxiety Scale

### METHOD OF STUDY

It has been decided to use Normative Survey Method for the study. The present study intends to find out the Risk Taking Behaviour of Higher Secondary Students of Schools in Relation to Anxiety. The studies also thrash some light on the relationship between Psychological variables and its effect upon risk taking behaviour of the students. In this research the population consists of all the school students studying in located in Cuddalore District.

### SAMPLE OF THE STUDY

Sampling procedure depends upon the research facilities available. It should not be a biased one. The sample was selected by using the simple random sampling technique. The sample includes 300 higher secondary school students those who are studying in higher secondary school in Cuddalore District only.

### RESULT AND DISCUSSION

There is no significant difference between the mean Risk taking behaviour scores of Boys, Girls and Co- Education higher secondary school students studying in schools. The details of the calculation are given in the Table -1.. The 't' value is found to be 12.919, which is significant at the 0.05 level. Therefore the null hypothesis is rejected.

**Table -1: Comparison of Risk taking behaviour between School higher secondary school students with regard to type of school**

Type of School	N	Mean	SD	F- value	Level of Significance	Significant/ Not Significant
Boys	112	153.07	35.82	12.919	0.05	Significant
Girls	123	136.01	42.14			
Co-education	65	147.57	38.52			

It is concluded that there is a significant difference between the mean Risk taking behaviour scores of Boys, Girls and Co- Education higher secondary school students studying in schools. Boys higher secondary school students have higher Risk taking behaviour than the girls and co-education higher secondary school students.

### CONCLUSION

The level of risk taking behaviour and anxiety is average. Boys higher secondary school students have higher Risk taking behaviour than the girls and co-education higher secondary school students.

### REFERENCE

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