



A Study of Risk Taking Behaviour of Adolescent Students in Relation to Emotional Intelligence

DR. SURESHCHANDRA R. JOSHI

Associate Professor & Head,
B.K.K.P.S.M. Post Graduate College of Education, Palanpur
Gujarat (India)

Abstract:

The present study is conducted on risk taking behaviour of adolescent student in relation to emotional intelligence considering the assumption that emotional intelligence can help students to take risks that lead to intellectual growth. Two hundred students studying in senior secondary classes of Palanpur city constituted the sample for the study. Tool prepared by Dr. Y.K Gupta was used for measuring risk taking behaviour and emotional intelligence. Product moment coefficients of correlation were calculated to test the hypotheses. The results of the study reveal that there is positive relationship between emotional intelligence and risk taking behaviour of adolescent boys were as girls contradict that result. Result also shows that students having high emotional intelligence are high risk takers where as average and low emotionally intelligent students are showing no risk taking behaviour in learning environment.

Keywords: Adolescent, Behaviour, Emotion, Risk, Intelligence

1. Introduction

Risk taking is the willingness to make mistakes, advocate unconventional or unpopular positions, or tackle extremely challenging problems without obvious solutions, such that one's personal growth, integrity or accomplishments are enhanced.

The very nature of learning requires risk taking. A small child would never learn to walk, talk or socially interact without taking risks, experiencing successes and failures and then monitoring and adjusting accordingly.

Quantum leaps in learning, solving problems, inventing new products and discovering new phenomena require risk taking. Risk taking within the learning environment requires a willingness to think deeply about a subject or problem, share that thinking with others to hear their perspectives, listen to their critiques ' and then build on those experiences toward a solution or solutions (Dweck, 2000; Weiner, 1994). Too often, students are engaged in learning activities that focus on the "right answers". Instead, students should be encouraged to engage in discussions about numerous approaches and potential solutions to a problem (Brophy, 1998; Vispoel & Austin, 1995).

The role of emotion in education just as in other fields has largely been ignored. Recent development (Weiss 2000) has shown that there is a strong linkage between emotion and reason, feelings and thoughts. Research evidence linking emotional intelligence to academic success has been established in a number of studies (e.g. Brackett 2006; Brackett, Lopez, Ivceive, Mayer and Salovey 2004 and Marques, Martin and Brackett 2006).

Academic success of observed by many researchers that risk taking behaviour plays an important role to build up intellectual growth. Byrness (2003) indicated that decision making can be improved by giving metacognitive insight into the nature of risk taking behaviour of teenagers. Laurence Stelnberg (2003) conducted that risk taking behaviour influences judgment and decision making and that is affected by a range of cognitive, emotional and social factors. Ozer's (2005) found that adolescents who report feeling more connected to school shows lower level of emotional distress, risk behaviour and aggression. Lynn (1997) suggested that risk taking can be accelerated in one area-social, physical, intellectual, artistic or sexual. GrotZer (2007) revealed that supporting environment accelerate risk taking in learning.

In order to take risks that lead to intellectual growth, students must be in environments that they perceive to be safe-places in which to share ideas, reflecton and discuss perspectives and learn new things. Research shows that students learn more when they are engaged in intellectually stimulating assignments where. They engage in meaningful, intellectually stimulating work in which they construct knowledge (Newmann 1996, Newmann et al 2001). These researches applied to all students regardless of socio-economic status ore prior academic achievement.

2. Emergence of Problem

In present scenario risk taking behaviour is considered as a part personality. Emotions and feelings play an important role in the personality development. Emotional intelligence refers to the ability to recognize, monitor and regular feelings, ideas and emotions in us and in others. Emotional intelligence gives us oppportunity to position ourselves to be with people and our environment. One can understand what makes incompatible with certain people or works and learn ways to deal with natural difficulties. In view of risk taking behaviour. It is assumed that emotionally intelligent students are more motivated towards their risk taking activities because motivation helps them to take risk intelligently. Thus emotional intelligence can help students to take risk that lead to intellectual growth. This explanation motivated researcher to conduct the present study on risk taking behaviour in relation to emotional intelligence of adolescent students.

3. Objectives

To study the relationship between emotional intelligence and risk taking behaviour of boys and girls are studying in senior secondary classes.

4. Hypotheses

The following hypotheses were tested.

Ho₁ There exists no significant relationship between emotional intelligence and risk taking behaviour of adolescent Students.

Ho₂ There exists no significant relationship between emotional intelligence and risk taking behaviour adolescent Boys.

Ho₃ There exists no significant relationship between emotional intelligence and risk taking behaviour adolescent Girls.

Ho₄ Students experiencing less, average and high emotional intelligence do not differ from one another on risk taking behaviour.

5. Design of the Study

The study employees descriptive survey research design to carry out the investigation. In this the investigator tries to find out relationship between risk taking behaviour and emotional

intelligence of adolescent students. The study also intends to find out relationship between the two variables with respect to students experiencing less, average and high emotional intelligence.

6. Sample

Random sample technique was used to get the sample of 200 adolescent students studying in XI and XII classes from different senior secondary schools of Palanpur city of Gujarat state. The sample consists 100 boys and 100 girls. Q1 and Q3 of emotional intelligence scores were calculated to divide the sample into less, average and high emotionally intelligence groups.

7. Tool Used

Toll prepared by Y.K. Gupta was used for measuring risk taking behaviour and test of emotional intelligence developed by K. C. Mishra was used to measure emotional intelligence of adolescent students.

8. Collection of Data

The researcher collected the data in person by visiting 5 representative granted senior secondary schools of Palanpur city. The students took 30-30 minutes each to complete test of risk taking behaviour and emotional intelligence scale.

9. Analysis of Data

The collected data were classified, tabulated and subjected to statistical analysis using product moment coefficient of correlation.

10. Result and Discussion

Table 1
Relationship between emotional intelligence and Risk Taking Behaviour

Sr.	Group	N	Co eff. of Correlation
1	Students	200	.4562*
2	Boys	100	.6701*
3	Girls	100	.2136

*** Significant at .01 Level**

Observation of table 1 shows that the coefficient of correlation between emotional intelligence and risk taking behaviour of adolescent students is .4562. it is significant at .01 level. This means that there is positive relationship between emotional intelligence and risk taking behaviour of adolescent students. Observation of table 1 shows that coefficient of correlation between emotional intelligence and risk taking behaviour of adolescent boys is .6701 and that of girls is 0.2136.

The value .6701 is significant at .01 level where as value .2136 is not significant at .05 level. It means that there is positive relationship between emotional intelligence and risk taking behaviour of boys, where as there is no relationship between emotional intelligence and risk taking behaviour of adolescent Girls.

Table 2
Relationship between emotional intelligence and Risk Taking Behaviour for groups of students differing with respect to emotional intelligence

Sr.	Group	N	Coeff. of Correlation.
1	Students with high emotional Intelligence	48	.6234*
2	Students with Average emotional Intelligence	106	.1352
3	Students with low emotional Intelligence	46	.0734

* Significant at .01 Level

Observation of table 2 shows that the value of coefficient of correlation between emotional intelligence and risk taking behaviour of students with high emotional intelligence is .6234. It is significant at .01 level. This means that there is positive relationship between emotional intelligence and risk taking behaviour of students with high emotional intelligence.

Observation of table 2 also shows that value of coefficient of correlation between emotional intelligence and risk taking behaviour of students with average emotional intelligence and less emotional intelligence are .1352 and .0734 respectively. These values are not significant at .05 level. This means that there is no relationship between emotional intelligence and Risk taking behaviour for average emotionally and low emotionally intelligent students.

11. Conclusion

Result shows that students having high emotional intelligence are high risk takers where as average and low emotionally intelligent students are showing no risk taking behaviour. The very nature of learning requires risk taking and this behaviour can be developed by inculcating the practices that increases emotional intelligence. The research findings the results of Byrnes (2003) and steinberg (2003) that there is positive correlation among risk taking behaviour and cognitive, emotional and social factors of adolescent students. Findings also support the result of Lynn (1997), Grotzer (2007) that supporting environment (Social, cognitive and emotional) accelerates risk taking in learning. Conclusively it can be stated that learning in true sense requires risk taking behaviour and it can be developed by inculcating the practices that increase the emotional maturity of teenagers.

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