



RISK TAKING BEHAVIOUR OF SECONDARY SCHOOL STUDENTS IN RELATION TO EMOTIONAL INTELLIGENCE

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Abstract

The present study has been conducted to investigate the risk taking behaviour of Secondary School Students in relation to their Emotional Intelligence. The study was made on a random sample of two hundred Secondary School Students, with equal number of males and females, from senior secondary and high schools of Kotkapura city in Faridkot district of Punjab. RTQ by Sinha and Arora (1982) and Mangal Emotional Intelligence Inventory by Mangal and Mangal (2004) were used to collect the data. The analysis of data revealed no significant difference in the risk taking behaviour and emotional intelligence of Secondary School Students males and females. The investigators also observed that there was significant correlation between risk taking behaviour and emotional intelligence.

Keywords: Risk taking behaviour, Emotional intelligence, Secondary School Students.



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Introduction

The main aim of education is to modify the behaviour of the child according to its needs and expectations of the society. Behaviour is modified at home and in society. It is the way we react to the situations. Behaviour is composed of many attributes. Two of these attributes are risk taking behaviour and emotional intelligence. Our behaviour is to a great degree dependent upon our own risk taking behaviour and emotional intelligence.

Risk Taking Behaviour is that behaviour in which the individual exposes himself or herself to the possibilities of bodily injury or death. Although risk taking behaviour applies to both necessary and unnecessary risks, personal orientations towards risk taking are formed from one's experiences in life. Successes, failures and one's perceptions about what one has to gain or lose. As one becomes more and less secure, one's risk taking orientations may

change, the degree to which one's associations supporting risk taking behaviour also influences this orientation.

There are four categories of risks. One category of risk entails financial gambler, taking chances where financial gain is involved, such as stocks, land investments or gambling, and also in terms of job security or other form of speculation on one's own future. A second category is concerned with taking chances in situations involving bodily harm or physical risk to a person, and may be labelled physical risk taking. Third dimension involves taking chances in situation in which normative ethical values are involved and may be called ethical risk taking. Finally there is social risk taking which involves situation in which the esteem of a person in the eye of others is at stake.

People can change their styles in that they can decide whether or not to take more risk and to try out new ideas and behaviour. This is easiest to do if one can also place oneself in a supportive environment.

Collins English Dictionary (2002) explains Risk as:

1. The possibility of incurring misfortune or loss.
2. Undertaking an action without regard to the possibility of danger involved in it.

Types of Risk Taking Behaviour

There are two types of risk taking behaviour:

Healthy: Healthy risk taking is a positive tool in adolescents' life for discovering, developing and consolidating their identity; e.g. physically active, creative and social.

Unhealthy: Unhealthy risk taking is a negative experience of adolescents for discovering their identity e.g. drunkards, gamblers, delinquent personalities.

Hence risk taking behaviour refers to the tendency to engage in behaviour that has the potential to be harmful or dangerous, at the same time providing the opportunity for some kind of outcome that can be perceived as positive.

The term- *Emotional Intelligence* refers to the ability to identify, express and understand emotions; to assimilate emotions into thought; and to regulate both positive and negative emotions in self and in others.

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Until recently, we have been led to believe that a person's 'general intelligence measure' as IQ or intelligence quotient is the greatest predictor of success in any walks of life-academic, social, vocational or professional. However, researches and experiments conducted in the 90's onwards have tried to challenge such over-dominance of the intelligence and its measure - intelligence quotient (IQ) by replacing it with

the concept of emotional intelligence and its measure - emotional quotient (EQ). Emotional intelligence is the ability to understand emotions and their causes, the capability to effectively regulate these emotions in self and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situation. In simple terms, EQ can be defined as knowing what feels good, what feels bad and how to get from bad to good.

The emotionally intelligent person is skilled in four areas - identifying emotions, using emotions, understanding emotions and regulating emotions.

According to Goldman (1995) emotional intelligence is “Managing feelings so that they are expressed appropriately and effectively, enabling people to work together smoothly toward their common goals”.

Dali Singh (2003) is of the view that emotional intelligence consists of psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity which motivate an individual to manage and lead others as well as empathize with them.

National Level Interactive workshop organized by the Chamber of Commerce and Industry in New Delhi in 2002 to discuss the theme -*Emotional Intelligence at Work*, considered emotional intelligence as consisting of three Emotional dimensions are Competency, Emotional maturity and Emotional sensitivity.

The students studying in IX and X grades at Secondary schools are in the adolescence stage of life. Adolescence is a very delicate stage of life affected by ample distraction in the surrounding. This stage is in midterm from 14 years to 19 years. This is also the time when the child starts realizing his self concept.

Operational Definitions

Risk taking behaviour

Risk taking behaviour has been regarded as the action taken in a situation in which parameters of distribution of future events are fully known.

Emotional intelligence

Emotional intelligence is the accumulation of all cognitive, non-cognitive and non-physical capabilities, competencies and skills a person possesses, that help him to deal with the demands and pressure of everyday life.

Secondary School Students

The students studying in IX and X grades at Secondary schools and whose age group comes under adolescence period are the secondary school students in the present study.

Objectives of the Study

- To study the Risk Taking Behaviour of Males and Females Secondary School Students.
- To study the Emotional Intelligence of Males and Females Secondary School Students.
- To study the relationship between Risk Taking Behaviour and Emotional Intelligence of Secondary School Students across gender and in general.

Hypotheses of the Study

1. There is no significant difference between risk taking behaviour of Males and Females Secondary School Students.
2. There is no significant difference between emotional intelligence of males and Females Secondary School Students.
3. There is no significant relationship between risk taking behaviour and emotional intelligence of male Secondary School Students.
4. There is no significant relationship between risk taking behaviour and emotional intelligence of female Secondary School Students.
5. There is no significant relationship between risk taking behaviour and emotional intelligence of Secondary School Students in general.

Delimitations of the study

- The study was limited to urban school going Secondary School Students only.
- Secondary School Students from Kotkapura city were taken to study the problem.
- The present study was delimited to study the Risk Taking Behaviour of Secondary School Students in relation to Emotional Intelligence

Review of Related Literature

Kaur P. (2007) conducted a study of risk taking behaviour in relation to locus of control among adolescents, using random sampling procedure on a sample of 66 boys and 78 girls. It was found that there was no significant relationship between risk taking behaviour and locus of control among adolescents.

Kaur S. (2009) reported a similar study of adjustment and risk taking behaviour of sports students and amateur sports students (80 students). It was found that there was difference in adjustment, risk taking behaviour of sports students and amateur sports students.

Kaur R. (2010) conducted a study on risk taking behaviour in relation to stress among class IX students (100 students with equal number of male and female) and found that there was no significant relationship between risk taking behaviour and stress in them.

Todd (2007) studied 40 student teachers to explore the possibility of emotional intelligence to predict student teacher performance and found the two scores were related but not statistically significant.

Ashima (2008) studied emotional intelligence in relation to mental health and adjustment on a sample of 100 students of class IX revealed that emotional intelligence was significantly correlated with mental health and adjustment.

Singh (2009) studied the relationship of emotional intelligence with effectiveness of school teachers in teaching and showed that there was significant relationship between emotional intelligence and teacher effectiveness in both female and male secondary school teachers.

Design and Sample of the Study

The present study is a descriptive survey. It was conducted on a randomly selected sample of 200 Students from Secondary schools of Kotkapura city of District Faridkot.

Tools

1. Risk Taking Questionnaire (RTQ) by Sinha and Arora (1982) was applied.
2. Mangal Emotional Intelligence Inventory by Mangal and Mangal (2004) was used in the present study.

Statistical Techniques

1. Mean and Standard Deviation to study the nature of distribution of scores
2. Pearson's Coefficient of Correlation was applied to analyze the relationship between Risk Taking Behaviour and Emotional Intelligence
3. t-test to investigate the significance of difference between males and females in relation to Risk Taking Behaviour and Emotional Intelligence

The study was conducted in two phases. In Phase I the investigators classified the sample into two randomly selected equal numbers of male and female Secondary School Students. In the second phase of the investigation, the investigators measured the effect of emotional intelligence and risk taking behaviour of Secondary School Students. Significance between means was worked out to know the effect of sex difference in the parameters among Secondary School Students. t-ratio and co-efficient of correlation were also calculated.

Analyses and Interpretation

The gender based data generated during the investigation are conveniently grouped and presented in numbered and appropriately titled Tables (1-10) for convenience. Explanation and inferences on the table data are provided below each table.

Table -1: Showing Frequency Distribution and Levels of Risk Taking Behaviour of Male Secondary School Students

Scores	Frequency	Percentage	Category
150 and above	69	69%	High risk- takers
80-149	31	31%	Moderate risk- takers
79 and below	0	0%	Non risk-takers
Total	100		

Mean = 155.03 S.D. =16.15

The above table-1 shows that mean scores of risk taking behaviour of male Secondary School Students, as 155.03 with S.D., 16.15. Further analysis of the table shows that 69% of male Secondary School Students and 31% male Secondary School Students are high and moderate risk takers respectively; none in the non-risk taker category.

Table - 2: Showing Frequency Distribution and Levels of Risk Taking Behaviour of Female Secondary School Students

Scores	Frequency	Percentage	Category
150 and above	60	60%	High risk- takers
80-149	40	40%	Moderate risk- takers
79 and below	0	0%	Non risk -takers
Total	100		

Mean = 154.94 S. D. = 20.95

Table-2 depicts mean scores of risk taking behaviour of female Secondary School Students as 154.94 with S.D. 20.95. Further, it shows that 60% of female Secondary School Students are high and 40% females are moderate risk takers, with none as non-risk taker.

Table -3: Showing Frequency Distribution and Levels of Risk Taking Behaviour of Secondary School Students (Male & Female)

Scores	Frequency	Percentage	Category
150 and above	129	64.5%	High risk- takers
80-149	71	35.5%	Moderate risk- takers
79 and below	0	0%	Non risk-takers
Total	200		

Mean = 154.98 S.D. = 18.66

Table-3 reveals that mean scores of risk taking behaviour of Secondary School Students is 154.98 with S.D. 18.66. It shows also that 64.5% of Secondary School Students are high risk takers, 35.5%, moderate risk takers and none as non-risk taker.

Table-4: Showing the frequency Distribution and Levels of Emotional Intelligence of male Secondary School Students

Scores	Frequency	Percentage	Category
90 and above	0	0%	Very good
77-89	1	1%	Good
63-76	55	55%	Average
49-62	41	41%	Poor
49 and below	3	3%	Very poor
Total	100		

Mean = 62.97 S.D. = 7.34

Table-4 shows the mean scores of emotional intelligence of male Secondary School Students as 62.97 with S.D. 7.34; it further shows that 0% of males Secondary School Students are having very good emotional intelligence, 1% is having good emotional intelligence, 55% are having average emotional intelligence, 41% are having poor emotional intelligence and 0% males are having very poor emotional intelligence.

Table-5: Showing the frequency Distribution and Levels of Emotional Intelligence of female Secondary School Students.

Scores	Frequency	Percentage	Category
88 and above	0	0%	Very good
75-87	10	10%	Good
61-74	54	54%	Average
48-60	36	36%	Poor
47 and below	0	0%	Very poor
Total	100		

Mean = 64.25 S.D. = 7.59

Table-5 depicts that mean scores of emotional intelligence of female Secondary School Students is 64.25 with S.D. 7.59. Also it indicates that none of the female Secondary School Students are with very good or very poor emotional intelligence, 10% are having good emotional intelligence, 54%, average emotional intelligence and 36% are having poor emotional intelligence.

Table-6: Showing Comparative View of Risk Taking Behaviour of Secondary School Students (Male & Female)

S. No.	Gender	N	Mean	S.D.	S.E. _D	t-value	Significance level
1	Male	100	155.03	16.15	2.65	0.03	Not significant at 0.05 and 0.01 levels
2	Female	100	154.94	20.95			

The t-value between the mean score of risk taking behaviour of Secondary School Students male and female is found to be 0.03. The degree of freedom is 198 at 0.05 level; the table

value 1.97 is greater than the calculated value 0.03. Therefore it is not significant at this level; at 0.01 level the table value 2.6 is greater than the calculated value 0.03.

These results thus show that hypothesis 1: There is no significant difference between risk taking behaviour of Secondary School Students male and female, is accepted.

Table-7: The Comparative View of Emotional Intelligence of Secondary School Students(Male & Female)

S. No.	Gender	N	Mean	S.D.	S.E. _D	t-value	Significance level
1	Male	100	62.97	7.34	1.06	1.21	Not significant at 0.05 Level of Confidence
2	Female	100	64.25	7.59			

The t-value between the mean score of emotional intelligence of male and female Secondary School Students is 1.21. The degree of freedom is 198 at 0.05 level; the table value 1.97 is greater than the calculated value 1.21. Therefore it is not significant at this level; at 0.01 level the table value 2.6 is greater than the calculated value 1.21. The obtained t- value is not significant at both 0.05 and 0.01 level.

Hence hypothesis 2: There is no significant difference between emotional intelligence of male and female Secondary School Students is accepted.

Table-8: Showing Coefficient of Correlation Between Risk Taking Behaviour and Emotional Intelligence of Male Secondary School Students

S. No.	Variables	N	Correlation value (r)	Significance level
1	Risk taking behaviour	100	0.98	Significant at 0.01 level of Confidence
2	Emotional intelligence	100		

Table-8 shows the co-efficient of correlation 'r' between risk taking behaviour and emotional intelligence of males. The 'r' is found to be 0.98, to be significant with 198 degree of freedom (df), should be 0.138 and 0.181 at 0.05 and 0.01 levels respectively. The obtained value, 0.98, is greater than the above table values.

These results clearly show that the obtained value of co-efficient of correlation is highly significant for the relationship between risk taking behaviour and emotional intelligence of adolescent males. Therefore hypothesis 3: There is no significant relationship between risk taking behaviour and emotional intelligence of male Secondary School Students is rejected.

Table-9: The Significant Relationship Between Risk Taking Behaviour and Emotional Intelligence of Female Secondary School Students

S. No.	Variables	N	Correlation value (r)	Significance level
1	Risk Taking Behaviour	100	0.96	Significant at 0.01 level of Confidence
2	Emotional Intelligence	100		

Table-9 shows the co-efficient of correlation ‘r’ between risk taking behaviour and emotional intelligence of females. The ‘r’ is 0.96; to be significant with 198 degree of freedom (df) should be 0.138 and 0.181 at 0.05 level and 0.01 level respectively. The obtained value, 0.96, is greater than the above table values. Thus, it is clear that the obtained value of co-efficient of correlation is highly significant for the relationship between risk taking behaviour and emotional intelligence of adolescent females.

Therefore hypothesis 4: There is no significant relationship between risk taking behaviour and emotional intelligence of female Secondary School Students is rejected.

Table-10: Significant Relationship Between Risk Taking Behaviour and Emotional Intelligence of Secondary School Students

S. No.	Variables	N	Correlation value	Significance level
1	Risk Taking Behaviour	200	0.98	Significant 0.01 level of confidence
2	Emotional Intelligence	200		

Table-10 shows the co-efficient of correlation ‘r’ between risk taking behaviour and emotional intelligence of Secondary School Students. The ‘r’ found to be 0.98, to be significant with 198 degree of freedom (df) should be 0.138 and 0.181 at 0.05 level and 0.01 level respectively. The obtained value 0.98 is greater than the above table values and thus shows as highly significant for the relationship between risk taking behaviour and emotional intelligence of Secondary School Students.

Therefore hypothesis 5: There is no significant relationship between risk taking behaviour and emotional intelligence of Secondary School Students is rejected.

Conclusions

The inference of the present investigation points to the significant correlation between risk taking behaviour and emotional intelligence. It also brings to the fore that there exists no significant difference in the risk taking behaviour and emotional intelligence of adolescent males and females. The results call for maximum efforts on the part of teachers and parents to develop an understanding to manage the risk taking behaviour and to help develop the

emotional intelligence in difficult situations. Consequently a lot of opportunities should be provided in the curriculum for the students for theirself development of emotional intelligence and thus to be better equipped for risk taking.

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