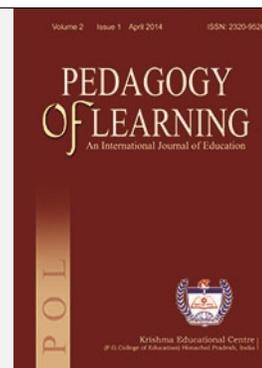


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Risk Taking Behavior of Adolescents with reference to Creativity, Types of School, Locality and Gender

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Abstract

A 2X2X2X2 factorial design was used to conduct the study and number of experimental group was 16. Each group consisted 8 subjects and total number of subject was 128 (64 boys and 64 girls). There were two levels of creativity-high creativity and low creativity, two levels of types of school-private school and govt. school, two levels of locality-urban area and rural area, two levels of sex-male and female. The risk taking behaviour of subjects was measured through a risk taking questionnaire developed by Sinha and Arora (1983). Creativity was measured through Thinking Creatively with Words by Baqer mehdi. Results show that creativity, types of school, locality and gender are significant determinant of risk taking behaviour.

Keywords: Risk Taking Behavior, Creativity, Types of School, Locality and Gender.

Introduction

The 21st century is the age of competition, in which human being is busy to keep himself in a leading position. The present day society is based on competition in which everyone seeks to succeed and tries to perform to his capacity. There are some people who have firm faith in their convictions and are unaffected by the thought of failure. The firm determination of such persons can be related to special mental aspect, i.e. risk taking behaviour. Generally the term 'risk' means a dangerous element or factor in a situation, where an individual is put in willingly/unwillingly. Risk taking is a part of broader aspect of decision making, where one has to take risk for solution of his problems. One may expect to find the uncertainty of achieving desirable goals and penalties or negative consequences that might happen from failure in attaining that particular goal. These two aspects present a risky character to decision-making process. It is assumed that the magnitude of an individual's risk scores will depend upon the balance of the aspects expectancy value of gain and the expected amount of censure. There is one opinion that 'risk' is a condition where there is a possibility of occurrence of loss as a result of deviation from the intended or expected situation. Wallach & Kogan (1964) in their book, 'Risk – taking : A study on cognition & personality' concluded that the risk element is based on subject's assessment of his own tolerance and is clearly explicit whether the decisions occur in a hypothetical success-failure context or in a situation involving gain-loss consequence.

Creativity is a unique gift of nature of man. It is potentiality which influences human activity in almost all spheres – scientific, technical and artistic. The potential should be identified, developed and encouraged at an early stage of development. Creativity is the ability to make new combinations and it is one of the most highly valued of human qualities. It is regarded as a crucial factor in promoting socio-cultural change and renewal and practically also all countries consider this human mental functioning as markedly responsible for liberation, transformation and humanization. Rousseau has very rightly commented – "In every underdeveloped country, potential Einstein and Fords are herding cattle on breaking stones." To turn such men into competent and high principal citizens is an urgent necessity. Several studies have shown that socio economic status is an important determinant of motivational level. The relationship between SES, creativity and risk-taking can't be expected linear. But so far as the relationship between risk taking and creativity there is lack of research findings. There are not many researchers in this area in the country, so the researcher's main interest is in exploring low risk takers and high risk takers and studying in relation to creativity in addition to other variables i.e. types of school, locality, and gender.

Many of the educators of all the nations, at all the time have expressed the role of the risk takers for their proper adjustment in the society. There is pressing need that high risk takers should be distinguished from the low risk takers on the basis of creativity, type of school, locality and gender. Joshi,S.R. (2011) found that boys and science students are having more risk taking behaviour as compared to girls and arts

students. P. Anthony & P. Annaraja (2011) revealed that there is significant predictive relationship b/w academic achievement and risk-taking behavior of HO tribe students. This means that risk takers are great academic achievers. While Srivastava, A. (2016) examined the role of attachment level of adolescents with parents and peers and their indulgence in risk taking behavior and found that females were more attached with their parents and peers in comparison to males. Risk taking behaviour and sexual activities were found to be higher among males than females. It was found that in females the desire of indulging in substance use and sexual activity was low as compared to males. First time indulgence in such behaviour was reported in presence of peers and due to peer pressure. Males reported that they faced ridicule because of not engaging in sexual activities and substance use. Thus positive peer pressure was found helpful in keeping females away from risk taking behaviour. Reniers L. E. P, Murphy L., Lin, A., Bartolomé S.P., Wood, S. J. (2016) observed relationship between age and social anxiety and revealed that adolescents may understand the riskiness of their behaviour and estimate their vulnerability to risk at a similar level to adults, factors such as anxiety regarding social situations, sensitivity to reward and impulsiveness may exert their influence and make these individuals prone to taking risks. If these associations are proven causal, these factors are, and will continue to be, important targets in prevention and intervention efforts.

There is a need to objectively assess the work and behaviour and temperament of the risk taker. Some adequate criteria must be specified to amend the work, behaviour and temperament of the risk takers. Risk taking behaviour can neither be the same for all aspects of life. Many questions come to our mind as to who are risk takers? Why people tend to avoid risk taking? Is creativity a critical determinant of risk taking? If so, who is more risk taker, high creative or low creative? Is type of school a critical determinant of risk taking? If so, who is more risk taker, male or female? Do risk taking behaviour differ in two sexes? What are the variables affecting risk taking tendency in an individual? To answer these questions there is need to conduct research in this field. To achieve real progress in the technocratic age we can put right man for the right job and can assist students to choose the vocation according to their ability. The result of present study may indicate some of Risk Taking Behaviour of individual and thus may lead to the conclusions how we can utilize such personality in the various field of work in a better way.

Objectives

1. To find out the difference in risk taking behaviour among adolescents with reference to their creativity.
2. To find out the difference in risk taking behaviour among adolescents with reference to different type of schools.
3. To find out the difference in risk taking behaviour among adolescents with reference to locality.

4. To find out the difference in risk taking behaviour among adolescents with reference to gender.
5. To study two factor interaction of four independent variables i.e. creativity, type of school, locality, sex on risk taking behaviour among adolescents.
6. To study three & four factor interaction of above mentioned independent variables on risk taking behaviour among adolescents.

Hypotheses

1. There exists no significant difference in risk taking behaviour among adolescents with reference to their creativity.
2. There exists no significant difference in risk taking behaviour among adolescents with reference to different type of schools.
3. There exists no significant difference in risk taking behaviour among adolescents with reference to locality.
4. There exists no significant difference in risk taking behaviour among adolescents with reference to gender.
5. There exists no significant difference in two factor interaction of four independent variables i.e. creativity, type of school, locality, gender on risk taking behaviour among adolescents.
6. There exists no significant difference in three & four factor interaction of above mentioned independent variables on risk taking behaviour among adolescents.

Population

Population means a well-defined collection of individuals or objects known to have similar characteristics. In the present study, all adolescents of sr. sec. classes in the schools of Rohtak district form population.

Sample

In this study, simple randomized sampling design was followed. A sample of 200 adolescents from eight schools was selected randomly. They belong to different private and government sr. sec. schools of Rohtak. These 200 adolescents were further divided on the basis of their creativity, types of school, locality and gender. These subjects are selected on the basis of High & Low creativity, Private & Govt. School, Urban & Rural Area, Male & Female into 16 different groups with 8 cases in each.

Tools used

- The risk taking behavior of subjects was measured through a Risk taking Questionnaire developed by Sinha and Arora (1983). It is a five point scale having 40 questions and measures eight areas of risk.
- In order to measure creativity of the subjects, Baqer Mehdi Test (1985) of Creative Thinking was used. The verbal test of creativity includes four sub-tests

namely – consequences test, unusual test, similarity test and product improvement test. This test of creative thinking assesses the subjects in terms of fluency, flexibility and originality.

Design

For the purpose of the present study, factorial design based upon four independent variables viz., i)creativity ii)types of school iii)locality iv)gender was followed. The first independent variable, viz, creativity (a) varied in two ways-high creativity and low creativity; the second independent variable, viz,(b) type of school varied in two ways-private school and govt. school, the third independent variable, viz,(c) locality varied in two ways-urban area and rural area, the fourth independent variable viz,(d) gender varied in two ways-male and female.

In order to know the nature of the data, the measure of central tendency and dispersion – Mean, Standard deviation etc. were used. For seeing the effect of independent variables viz., creativity, types of school, locality and gender on dependent variable viz., risk taking behaviour, four way (2x2x2x2) ANOVA was used. The analysis of variance was supplemented by t-test.

Results and Discussion

The results pertaining to the relationship of risk taking behavior with (a) creativity (b) types of school(c) locality(d) gender are given in table-1.

Table -1: Summary of (2x2x2x2) ANOVA for Risk Taking Behaviour (N=128) for (Creativity (A) x Type of school(B) x Locality(C) x Gender(D)

Source of Variation	Sum of Squares	df	Mean Squares	F-ratios
A	2982.9	1	2982.9	25.2**
B	1462.1	1	1462.1	12.35**
C	1583.3	1	1583.3	13.37**
D	2361.7	1	2361.7	19.95*
AxB	442.7	1	442.7	3.74
AxC	449.80	1	449.80	3.8
AxD	2503.7	1	2503.7	21.15*
BxC	402.45	1	402.45	3.4
BxD	379.96	1	379.96	3.21
CxD	510.27	1	510.27	4.31*
AxBxC	690.25	1	690.25	5.8*
AxBxD	532.66	1	532.66	4.5*
BxCxD	667.23	1	667.23	5.6*
AxCxD	497.77	1	497.77	4.21*
AXBXCxD	853.47	1	853.47	7.2*
Error : Within Treatments	13258.4	112	118.37	
Total	29578.66	127		

*significant at .05 level

The results indicate that in case of creativity, F-ratio 25.2 (vide Table1 for df 1/112) is significant at .05 level. This means that creativity has a significant independent effect upon Risk taking Behaviour of the subjects. In order to interpret this t-test was applied. The results for the same have been given in Table-2.

Table-2 : Mean S.D and t-ratio of Risk Taking Behaviour scores on creativity

Group	Mean	S.D.	t-ratio
High Creative (A ₁)	153.4	6.5	11.7**
Low Creative (A ₂)	140.5	5.3	

**Significant at 0.01 level of significance

Table-2 shows that t-ratio between high creative and low creative groups ($t = 11.7$) is significant at 0.01 level. When results were seen in the context of mean scores, it was found that mean score of Risk Taking Behaviour ($M=153.4$) of high creative group was higher than mean score of Risk Taking Behaviour ($M =140.5$) of low creative group. This shows that high creative group is more risk taking their low creative group. To find that type of school has a significant independent effect upon scores of Risk taking behaviour of adolescents. In order to interpret this t-test was applied. The results for the same have been given in Table -3

Table -3: Mean, S.D and t-ratio of scores of Risk Taking Behaviour of adolescents studying in Private and Govt. Schools

Group	Mean	S.D	t-ratio
Private School (B ₁)	149.48	13.27	2.23*
Govt. School (B ₂)	144.62	11.26	

* Significant at 0.05 level

Table -3 shows that t-ratio between group of adolescents studying in private schools and group of adolescents studying in govt. schools ($t=2.23$) is significant at 0.05 level. When results were seen in the context of mean scores, it was found that mean score of risk taking behaviour of adolescents studying in private school was higher than mean score of risk taking behaviour of adolescents studying in govt. schools. This shows that adolescents studying in private schools have high risk taking behaviour than adolescents studying in govt. schools. The result indicate that in case of locality (C), F-ratio 13.37 (vide Table-1 for df 1/112) is significant at 0.05 level. This means that locality has significant independent effect upon scores of risk taking behaviour among adolescents. In order to interpret this, t-test was applied. The results for the same have been given in Table -4

Table-4: Mean, S.D. and t-ratio of scores of Risk Taking Behaviour among adolescents belonging to urban and rural area

Group	Mean	S.D.	t-ratio
Urban (C ₁)	149.93	20.89	3.15*
Rural (C ₂)	140.48	21.02	

* Significant at 0.05 level

Table-4 shows that t-ratio between group of adolescents belonging to urban and rural area ($t=3.15$) is significant at 0.05 level. When results were seen in the context of mean scores, it was found that mean score of risk taking behaviour among adolescents belonging to urban area was higher than mean score of risk taking behaviour among adolescents belonging to rural area. This shows that adolescents belonging to urban area have high risk taking behaviour than adolescents belonging to rural area. Peera, A. A., Sharmab, G.(2015) examined Risk taking behavior of adolescent students. The rural adolescents are high risk takers as compared to urban adolescents.

The result indicate that in case of Gender (D), F ratio 19.95 (Vide Table -1 for df 1/112) is significant at 0.05 level. This means that gender has a significant independent effect upon scores of Risk Taking Behaviour among adolescents. In order to interpret this, t-test was applied. The results for the same have been given in Table -5

Table -5: Mean, S.D. and t-ratio of scores of Risk Taking Behaviour among male and female adolescents

Group	Mean	S.D.	t-ratio
Male	148.68	19.80	2.86*
Female	140.38	22.51	

* Significant at 0.05 level

Table-5 shows that t-ratio between group of male adolescents and female adolescents ($t=2.86$) is significant at 0.05 level. When results were seen in the context of mean scores, it was found that mean score of risk taking behaviour among male adolescents was higher than mean score of risk taking behaviour among female adolescents. This shows that male adolescents have high risk taking behaviour than female adolescents.

The F-value for the double interaction between creativity and Gender (AXD) is 21.15 (vide Table -1 for df 1/112) is significant at .05 level. It shows that there is a particular combination of creativity and gender which affects the risk taking behaviour. The F-value for the double interaction between Locality and Gender (CXD) is 4.31 (vide Table-1 for df 1/112) which is significant at 0.05 level. It shows that there is a particular combination of locality and gender which affects the risk taking behaviour. The F-value for the triple interaction between creativity, type of

school and locality is 5.8, which is significant at 0.05 level (vide Table -1 for df 1/112). It shows that there is a particular combination of creativity, type of school and locality which affects risk taking behaviour. The F-value for the triple interaction between creativity, type of school and gender is 4.5 which is significant at 0.05 level (vide Table-1 for df 1/112). It shows that there is a particular combination of creativity, type of school and gender which affects the risk taking score. The F-Value for the triple interaction between type of school, locality and gender is 5.6, which is significant at 0.05 level (vide Table -1 for df 1/112). It shows that there is a particular combination of type of type of school, locality and gender which affects the score of risk taking behavior. The F- value for the triple interaction between creativity, locality and gender is 4.21, which is significant at 0.05 level (vide table -1 for df 1/112). It shows that there is a particular combination of creativity, locality and gender, which affects risk taking behaviour of adolescents. The f-value for the four factor interaction between creativity, type of school, locality and gender is 7.2, which is significant at 0.05 level (vide Table -1 for df 1/112). It shows that there is a particular combination of creativity, type of school, locality and gender which affects the risk taking behaviour among adolescents.

Discussion of Results

Results of study reveal that adolescents are high risk taker. Some qualities of high risk takers are to accept challenges, learn without supervision and solve problem enthusiastically. Here study of Stansfield, Kirrtie H. & Kirstein (2006) may be quoted who investigated the effects of novelty on behaviour of adolescents. They found that Adolescent's age is the time of high risk behaviour and increased exploration. Human adolescents are predisposed towards an increased likelihood of risk taking behaviours. The results support the notion that adolescents may be predisposed toward sensation seeking and consequently, are more likely to engage in high risk taking behaviours.

Another finding in the study reveals that high creative adolescents are high risk taker than low creative adolescents. In other words, it implies that the persons who are high risk taker are more creative than low risk takers. It is quality of creatives to accept challenges learn without supervision and solve problem enthusiastically. Probably these challenges make high creative adolescents more risk taker.

Another finding of the present study is that type of schooling received by the individuals affects their risk taking behaviour. Subjects from private schools are more risk taker than those from government schools. Probably, private schools put emphasis on games, sports, camping, excursions, vocational training and more freedom which develop risk taking behaviour in students.

Further, the results also indicate that persons from urban background are high risk taker than rural background subjects which are in consonance with findings of Lin, Mau-Roung; Huang, Wenzheng; Hwang, Hei-Fen; Wu, Hong-Dar I saac (2004). The study revealed that Risk taking behaviour differed between urban and rural areas. Urban areas provide excellent recreational facilities and more opportunities which

stimulates the minds of people and make them ambitious and energetic to go ahead in this world of competition. That's why students of urban area are found to be more risk taker than students of rural area. In order to discuss the results specifically, interactional effects were taken into consideration. The interactional effects in the study indicate that:

- a) High Creative males have maximum risk taking scores and low creative females have the least risk taking scores.
- b) Males belonging to urban area have maximum risk taking scores and Females belonging to rural area have the lowest risk taking scores.
- c) High creative adolescents belonging to urban area studying in private school have maximum risk taking scores and low creative adolescents belonging to rural area studying in govt. schools have minimum risk taking scores.
- d) High creative females studying in private schools are more risk taking than low creative females studying in govt. schools.
- e) Males belonging to urban area studying in private schools have maximum risk taking scores and males belonging to rural area studying in govt. schools have minimum risk taking scores.
- f) High creative males belonging to rural areas are more risk taking than low creative females belonging to rural.
- g) High creative males belonging to urban area studying in private school have greatest risk taking scores and low creative females belonging to rural area studying in govt. schools have lowest risk taking scores.

All the interactional results show that risk taking behaviour is linked with variables like creativity, school education, locality and gender. The reasons for all these may be sustained from the early discussion that high creative are willing to take risk and want to explore new things in life. So they have high risk taking behaviour.

Besides it, urban parents who are better educated, do more interaction with their children and provide superior activities as compared to rural parents who are mostly illiterate. This exposure to extra activities perhaps develops risky behaviour in adolescents belonging to urban area. Also rural persons tend to be rigid and narrow minded. They do not equally behave with male & female child. Male child is given more opportunities, more freedom whereas female child grow with so many restrictions. As well as male tendency is to take risk in life and female tendency is to avoid risk. That's why urban males are more creative than rural females.

Besides it, parents in urban area provide so many facilities to their children, private schools gives their students so many extra curricular & courageous activities which develop risk taking behaviour in students. Even today most of Indian families follow that males are superior to females. So parents behave partially with their male & female child. As well as male tendency is different from female tendency that's why

urban area, gender and type of schooling contributes in the determination of risk taking behaviour.

Conclusions

On the basis of the findings discussed in the forgoing pages, the following conclusions may be drawn.

- i. Adolescents of Rohtak district of Haryana have been found to be high risk takers.
- ii. High creative adolescents are more risk taker than low creative adolescents.
- iii. Subjects studying in private schools are more risk taker than subjects studying in government schools.
- iv. Subjects belonging to urban area are more risk taking as compared to their counterparts i.e. rural.
- v. Males are found to be more risk taking than females.
- vi. Males with high creativity have high risk taking behaviour.
- vii. Males belonging to urban area are more risk taker.
- viii. High creative adolescents belonging to urban area and studying in private schools are more risk taking in their lives.
- ix. High creative females studying in private schools are more risk taking.
- x. Males belonging to urban area, studying in private schools are more risk taking.
- xi. High creative males belonging to urban area studying in private schools are more risk-taking.

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