

## **Risk-Taking Behavior of Secondary School Students in relation to their Personality Traits**

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### **Abstract**

The present study has been conducted to examine the Risk-Taking Behavior and personality traits. A total of 180 secondary school students participated in the study, which was conducted based on a Normative Survey method. For data collection, the Risk Taking Behavior Questionnaire and Personality Traits Questionnaire were utilized. Descriptive statistical analyses and t-test correlation analyses were utilized for the analysis of the data. As a result of this data analysis, it was observed that Risk Taking Behavior and Personality traits of secondary school students in Salem District are high. The researcher also observed that there was statistically significant correlation between risk taking Behavior and personality traits.

**Keywords:** Risk taking behavior, secondary school students and personality traits.

Life is risky and sometimes scary, it does not guarantee anything. By nature, if someone is not good in some tasks, there are few matters that make him or her happy about taking risk and the belief of doing the same tasks. Speedy or slowly, sometimes or regularly the times come when in each and everybody's life, one has to select a way that involve risk.

Risk taking - risk is an integral part of life, is a part of growing up. "Any consciously or unconsciously controlled behaviour with a perceived uncertainly outcome about possible benefits or cost for the physical, economic or psycho social well- being of own or others."

The Risk Taking Behaviour can also be defined as "The implemented decision in which the outcome is not guaranteed, may get possible benefit or may lose physically, economically, socially, mentally". For growth and development, learning is the most essential criteria for many different areas and this learning requires a very good number of risks. We can take an example of a baby who cannot learn walking without taking risk. We cannot learn cooking without taking risk. We cannot learn driving or swimming without taking risk. People cannot enter in any area without taking risk means "Risk is there in every area of life and since birth we take risks in every area hence, we all do have adventurous nature".

The first step is to really understand what the word personality means. The word personality itself is derived from the Latin word 'persona', which refers to the theatrical work performed by an actor or performer to perform various roles or to conceal their identity. Personality is the dynamic organization within the individual of those psychological systems that determine his/her characteristic behaviors, thoughts, feelings. It comes from within the person and remains constant throughout life. Personality represents a unique integration of trait so as to differentiate one person from another on the basis of quality. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Colman, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students. The study of personality is mostly useful in attempting to examine psychological differences between genders. Personality is often conceptualized as the extent to which someone displays high or low levels of specific traits. Traits are the consistent patterns of thoughts, feelings, motives, and behaviors that a person exhibits across situations

(Fleeson and Gallagher, 2009). That is, someone who scores high on a trait will exhibit psychological states related to that trait more often and to a greater extent than individuals who score low on that trait.

### **Review of Related Literature**

Shah (2011) conducted a study on the risk-taking behavior of Kashmiri Muslim adolescent boys in relation to their social and affective factors. The finding of the study showed that there exists a significant relationship between the risk-taking behavior of Kashmiri Muslim adolescents and their social factors because there are some social factors, like religious factors, financial weakness, and unemployment. Bestein (2008) conducted a structured interview on the students between the ages of 13 and 18 to know the reasons why they take a risk in studies and their socio-demographic characteristics. The analysis of the result suggested that non-attendance is the product of a complex interaction of economic, individual, family, and school-related risk factors. Boys have more risk factors than girls, and those from rural areas were the highest risk taker.

Charoenkul, Sukan and Chanchalor, Sumalee. (2021). conducted a study on the individual Big Five Personality Traits (BFPT) had a significant effect on ISB and whether BFPT combined with either gender, programs of study, or achievement had an effect on ISB. Data collection involved a self-report survey with Thai secondary-school students (n=3400). Data analysis involved multiple regression, correlation, and two-way Anova. Results showed that of the five BFPT traits, Openness to experience followed by Conscientiousness had a significant effect on ISB. High levels of Extraversion, Agreeableness, Conscientiousness and Openness predicted higher achievement and ISB. Conscientiousness, Openness to experience, Extraversion, and Agreeableness were positively correlated with ISB. Neuroticism negatively correlated with ISB. Extraversion, Conscientiousness, Openness to experience, positively correlated with academic achievement. Females with any of the five BFPT had higher ISB mean scores than males. Students in Mathematics-Science program with any BFPT had higher ISB mean scores than those in Language Arts-Social Studies program.

### **Objectives of the study**

- To study the Risk Taking Behavior of Secondary School Students with respect to gender, locale and type of schools.
- To study the Personality traits of Secondary School Students with respect to gender, locale and type of schools.
- To study the relationship between Risk Taking Behavior and Personality traits of Secondary School Students.

### **Hypotheses of the Study**

- There is no significant difference in the risk taking Behavior of Secondary School Students with respect to gender, locale and type of schools.
- There is no significant difference in the Personality traits of Secondary School Students with respect to gender, locale and type of schools.
- There is no significant relationship between risk taking Behavior and Personality traits of Secondary School Students.

**Methodology Research Design**

**Table – 1 Schematic Presentation of the Design**

Sl.No.	Type	Sources
1.	Nature of research	Normative Survey
2.	Variables	Risk Taking Behavior and Personality Traits
3.	Tool used	Risk Taking Behavior Questionnaire (RTBQ) developed by <b>V.Mary Rita Martina</b> (2021). Personality Traits Questionnaire developed by <b>V.Mary Rita Martina</b> (2021). (PTQ)
4.	Sampling Technique	Purposive sampling technique
5.	Size of the sample	180 is drawn from secondary students from various school schools in Salem district.
6.	Statistical techniques used	Descriptive Analysis, Differential Analysis and Correlation Analysis.

**Analysis and Interpretation of the Study Descriptive Analysis**

**Table: 2 Showing Mean and Standard Deviation of Risk Taking Behavior and Personality Traits of secondary school students**

Variable	N	Max. Score	Mean	SD
Risk Taking Behavior	180	200	151.72	14.18
Personality Traits	180	150	103.54	10.91

The above table -2 describes the mean (151.72) and standard deviation (14.18) of secondary school students in the Risk Taking Behavior. As per the Risk Taking Behavior questionnaire, the maximum score is 200. It is observed that from the table in the mean score of secondary school students in the Risk Taking Behavior is high.

From the above table -2 describe the mean (103.54) and standard deviation (10.91) of secondary school students in the Personality Traits. As per the Personality Traits questionnaire, the maximum score is 150. It is concluded that from the table in the mean score of secondary school students in the Personality Traits is high.

**Differential Analysis Hypothesis – 1**

There is no significant difference in the risk taking Behavior of Secondary School Students with respect to gender, locale and type of schools.

**Table: 3 Showing significant deferece in the risk taking Behavior of Secondary School Students with respect to gender, locale and type of schools.**

Variable	Group	Mean	SD	't' Value	P Value
Risk Taking Behavior	Boys	153.87	14.89	0.639	0.810
	Girls	152.87	14.13		
	Rural	154.02	12.47	2.587	0.000**

Urban	143.28	13.36	0.802	0.749
Government	149.10	10.20		
Private	148.89	11.09		

**Hypothesis – 2**

There is no significant difference in the Personality traits of Secondary School Students with respect to gender, locale and type of schools.

**Table: 4 Showing significant deference in the Personality traits of Secondary School Students with respect to gender, locale and type of schools.**

Variable	Group	Mean	SD	't' Value	P Value
Personality Traits	Boys	106.58	10.21	0.821	0.908
	Girls	105.61	9.82		
	Rural	107.90	8.65	0.712	0.689
	Urban	105.34	8.90		
	Government	108.25	9.21	0.935	0.708
	Private	107.98	9.85		

**Hypothesis**

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There is no significant relationship between risk taking behavior and Personality Traits of Secondary School Students.

**Table: 5 Showing significant difference between risk taking behavior and Personality Traits of Secondary School Students.**

Variables	N	Correlation value (r)	P Value
Risk Taking Behavior	180	0.864	0.000*
Personality Traits	180		

**Findings of the Study**

- ✦ The mean scores of Risk Taking Behavior of secondary school students in Salem District is high.
- ❖ The mean scores of Personality Traits of secondary school students in Salem District is high.
- ✦ The boys and girls Secondary School Students do not differ in their risk taking behavior.
- ✦ There is significant difference between rural and urban Secondary School Students in their risk taking behavior. The risk taking behavior of rural Secondary School Students better than urban Secondary School Students.
- ✦ The Government and Private Secondary School Students do not differ in their risk taking behavior.
- ✦ There is no significant difference between Boys and Girls Secondary School Students in their Personality Traits.
- ✦ The rural and urban Secondary School Students do not differ in their Personality Traits.
- ✦ The Government and Private Secondary School Students do not differ in their Personality Traits.
- ✦ There is significant relationship between risk taking behavior and Personality Traits of Secondary School Students.

**Conclusions**

The conclusion of the present investigation points to the statistically significant correlation between risk taking behavior and personality traits. It also brings to the fore that there exists no significant difference in the risk taking behavior and personality traits of secondary students' with respect to boys and girls, Government and Private. And also there exists significant difference in the risk taking behavior

of secondary students' with respect to rural and urban. There exists no significant difference in the personality traits of secondary students' with respect to rural and urban. Consequently a lot of opportunities should be provided in the curriculum for the students for their self development of personality traits and thus to be better equipped for risk taking.

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