



ORIGINAL ARTICLE

OPEN ACCESS

Risk - Taking Behaviour of Secondary Level Male and Female Students in Relation to Their Academic Achievement

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ARTICLE HISTORY

Received:

10.06.2016

Revised

26.09.2016

Accepted

29.11.2016

ABSTRACT

The present study was carried out in Meerut District. For this study random selecting technique was used. The present study was undertaken for both male and female students of senior secondary level from different government colleges of Meerut District. A risk - taking questionnaire (RTQ) constructed by Dr. P.N. Arora & Dr. V. Sinaha was used for collecting the data of male and female students. The aim of the present study was to find out the relation between risk taking tendency and academic achievement of the senior secondary level students. The power of decision making affect adversely the academic achievement of students. So it seemed appropriate to the researcher to investigate as to how the Risk - Taking Behavior effect upon the Academic Achievement of the students. The result of present study shows that the risk taking tendency of male students negatively and female students were positively correlated to their academic achievement.

Key Words: - Risk - Taking, Academic Achievement, Secondary level,

CITATION OF THIS ARTICLE

Rajesh and Praveen Kumar . Risk - Taking Behaviour of Secondary Level Male and Female Students in Relation to Their Academic Achievement. Inter. J. Edu. Res. Technol. 7[4] 2016; 15-17.

DOI: [10.15515/ijert.09764089.7.4.1517](https://doi.org/10.15515/ijert.09764089.7.4.1517)

INTRODUCTION

Risk-taking refers to the tendency to engage in behaviours that have the potential to be harmful or dangerous, yet at the same time provide the opportunity for some kind of outcome that can be perceived as positive. The risk is a condition where both the aspect of a thing is clear to an entrepreneur and the outcome clearly defines success or failure (Abar *et al.* 2009 and Atkinson, 1966). The risk as a part of border aspect of decision-making. [2] Achievement is generally accompanied by risk taking. A good way to develop self confidence in students is to provide them with challenges. [3] According to dictionary of psychology "Educational or academic achievement is a specified level of attainment or proficiency in academic work as evaluated by teachers by the standardized test or by a combination of both (Das, 1988 and Stovic, 1966).Risk - taking behaviour of deprived and non - deprived adolescents and reported that the deprived groups belonging to low SES were deprived emotionally, economically, physically and also rejected one. Through both group showed risk - taking, the deprived group secured higher scores on risk - taking (Pandian, and Ramachandran, 2011). The male and female students differ significantly in risk taking behaviour. All the remaining subsamples don't differ significantly among themselves in risk taking behavior (Sharma, 2001).The relationship between intelligence and creativity with their academic achievement. She found that level of the intelligence and creativity of students is significantly related to their academic achievement (Abar *et al.* 2009). Explored relations between religiosity, both parent and student, and maternal parenting style and student academic self-regulation, academic achievement, and risk behavior among African-American youth attending a parochial college (Mclland, *et al.* 1958, Atkinson, (1966) and Wish, and Hasazic, (1974)). The high number achievement person is attracted to task in which he has a middle chance to success, whereas the low number achievement person is attracted to take risk in which he has a very high or very low chance to success (Stovic, P.C (1966). The sex difference

in risk taking behavior and result showed that between the ages of six and ten, there was little difference between boys and girls with respect to risk taking.

Objectives of the study

1. To find out the Risk Taking Behaviour of male and female students of secondary level.
2. To find out the Academic Achievement of male and female students of secondary level.
3. To find out the correlation between risk taking behavior and academic achievement of male and female students of secondary level.

Hypothesis

There is no significant difference between risk taking behavior and academic achievement of male and female students of secondary level.

MATERIAL AND METHODS

Variables

In the present study two types of variables was used these are as following:-

- (1) Independent Variable: - Risk – Taking Behaviour of males and females students.
- (2) Dependent Variable: - Academic Achievement of male and female students.

Tool and techniques

Risks Taking Questionnaire made by V. Sinha and P.N. Arora was used for encode the students and Pearson's scatter diagram was used in the present study for the significance of the study

Delimitations of the study

The study has been delimited by its methods sampling, tools and statistical technology, normative survey methods was used.

1. Male and Female students studying in secondary level have been taken as sample of District Meerut.
2. Only senior secondary school have been taken, from these schools approximately 100 students of both sexes male and female was selected as sample, in which 50 were male and 50 were female students.
3. The study was delimited to tools also. Risk Taking Behaviour of male and female of secondary level Risks Taking Questionnaire made by V. Sinha and P.N. Arora was used for encode the students.
4. In the present study Pearson's scatter diagram was used for the significance of the study.

Interpretation of the results

The null hypothesis "There is no difference between risk taking behavior and academic achievement of male and female students of secondary level" is rejected because male and female students of secondary level are differ in the relation between risk taking behavior and academic achievement.

| Gender | Number (N) | Correlation (r) | Significant at | |
|---------------|-------------------|------------------------|-----------------------|------------------|
| | | | 0.05 level | 0.01level |
| Male | 50 | - 0.574 | 0.277 | 0.354 |
| Female | 50 | 0.285 | | |

$$Df = N - 2$$

Above table, shows that the 'r' value of male students of secondary level is (- 0.574). It means that male students of secondary level are negatively related to their academic achievement. So we can say that, those male students have more risk –taking tendency, their academic achievement is low. But in the case of female students the result is just opposite, because the 'r' value of female student is (0.285). This 'r' value of female student is positively related to their academic achievements. The female who have more risk taking tendency, their academic achievement is high. (The 'r' value of male students of secondary level is significant at both 0.05 and 0.01 levels but 'r' value of female students of secondary is significant at 0.05 level only.

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