



## A study on risk taking behaviour in relation to emotional intelligence among secondary school students

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### Abstract

The current study investigated risk-taking behavior with relationship to emotional intelligence among secondary school students, with the notion that emotional intelligence can assist students in taking risks that contribute to intellectual advancement. The study's sample consisted of 200 pupils in senior secondary courses from the Rohtak area of Haryana. Dr. Y.K Gupta's tool and the S.K emotional intelligence questionnaire were used to assess risk-taking behavior. To test the hypothesis, product moment coefficients of correlation were determined. The study's findings indicate a positive association between emotional intelligence and risk-taking behavior in teenage boys, whereas girls refute that finding. The results also reveal that students with high emotional intelligence are high risk takers, whereas students with medium or poor emotional intelligence are low risk takers in the learning environment.

**Keywords:** risk taking behaviour and emotional intelligence

### Introduction

The twenty - first century is a time of competitiveness, with humans working hard to maintain their place at the top. The competition forces them to take on the risk. It has become clear that somehow a risk-taker is much more effective and has a leadership function in society. As a layperson knows it, "risk" is an act that an individual does to make his living. In generally, the phrase "risk" refers to a risky part of a component in which a human is intentionally or unwillingly placed. According to Hobrin (1974), 'risk' is a circumstance in which there is a probability of loss in case of a divergence from of the determining future scenario. Kogan & Wallach (1967) described "the risk-taking behavior on the basis of kind situations in which it is likely to be elicited." They suggested that risk-taking behavior arises when circumstances where there are a values and behaviour and a shortage of assurance that it could be achieved. In their own book "Risk-Taking: A Study on Cognition and Personality," Wallach and Kogan (1964) concluded "that the risk element is based on the 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 consequences."

The importance of emotion in education, like in other professions, has largely gone unnoticed. Current findings (Weiss 2000) has showed a high relationship between psychological processes, feelings and thinking. A lot of studies have shown evidence relating emotional intelligence to student ability ("e.g. Brackett 2006; Brackett, Lopez, Ivceive, Mayer and Salovey 2004 and Marques, Martin and Brackett 2006"). The emotional intelligence (Nasar and Nasar, 2008), consisting of two components, is first the ability to assess, express, regulate and use one's emotions and second the ability to appreciate and regulate emotions in another, both are associated with creativity subjects and its three main components, namely, fluency, flexible and original. It has been determined that creative people are emotionally, emotionally sensitive and have substantially connected greater possibilities like emotional insight and creativity.

Many researches have discovered that risk-taking behavior plays a significant role in intellectual progress. Bansal (2007) showed that the academic success and emotional intelligence amongst pupils had been very favourable. Yoo, Matsumoto and Le Roux (2006) propose that acknowledging particular feelings might have unique intercultural adaptation functions, and that emotional awareness and emotional control play an independent role in adaptation. Our daily experience indicates that emotions and intellect have numerous connections. Our manner of feeling, impacts our style of thinking and thinking, frequently shapes our moods and emotions. According to Ozer (2005), adolescents who report feeling more connected to school have lower levels of emotional distress, risk behavior, and aggression. Lynn (1997) suggested that risk taking can be accelerated in one area-social, physical, intellectual, artistic or sexual. GrotZer (2007) <sup>[6]</sup> revealed that supporting environment accelerate risk taking in learning.

### Justification of the study

In today's world, risk-taking behavior is regarded as a component of personality. Emotions and sentiments are vital in the development of one's personality. Manage one's own emotions that detect, monitor, and regulate our own and others' thoughts, beliefs, including behaviors. Emotional intelligence allows us just to situate themselves better interact with people and our surroundings. Someone could learn what makes particular individuals or jobs unsuitable and how to manage these inherent challenges. With terms of risk-taking behavior. It really is considered because emotionally intelligent pupils are much more

driven to engage in risk-taking activities because motivation allows them to take risks wisely. As a result, emotional intelligence can assist pupils in taking risks which contribute to cognitive advancement. This argument prompted the researcher to perform the current study on teenage pupils' risk-taking behavior and emotional intelligence.

### Statement of Problem

**“A study on Risk Taking Behaviour in relation to Emotional Intelligence among secondary school students.”**

#### Objective”

- To find out the relationship between Risk Taking Behaviour and Emotional Intelligence of students studying in secondary classes.

#### Hypothesis

- There is no significant the relationship between Risk Taking Behaviour and Emotional Intelligence of students studying in secondary classes.

#### Design of the study

The examination is carried out using a descriptive survey research approach. The researcher is attempting to establish a link between secondary school student’s risk-taking behavior and their emotional intelligence in this study.

#### Sample of the study

The random sample approach was utilized to get a sample of 200 students in grades 9 and 10 from several secondary schools in Rohtak, Haryana. There are 100 boys and 100 girls in the sample.

#### Data analysis and Result

##### Relationship between Risk Taking Behavior and Emotional Intelligence of Secondary School Students.

Variable	Number	Means	SD	r-value	Remark
Risk taking behavior	100	175	11.54	.361**	Significant
Emotional intelligence	100	72	11.29		

#### Interpretation

From the table revealed that the calculated r - value is 0.361, which is significant at significance level 0.05. So the null hypothesis “There is no significant the relationship between Risk Taking Behaviour and Emotional Intelligence of students studying in secondary classes.” is rejected. It concluded that emotional intelligence is positively related to risk taking such that individuals with higher emotional intelligence would engage in risk-taking behavior to a high degree.

#### Conclusion

The results reveal that students with high emotional intelligence are strong risk takers, but students with average and low emotional intelligence are not. Learning by its very nature necessitates taking risks, and this behavior may be cultivated by including methods that boost emotional intelligence. To summarize, learning in the genuine sense necessitates risk-taking behavior, which may be cultivated by including techniques that improve teenage emotional competence.

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