



RISK TAKING BEHAVIOUR OF B.Ed STUDENTS – A GENDER WISE ANALYSIS

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ABSTRACT The main objectives of the study were to find out the level of risk taking behaviour of B.Ed students and to find out the significant difference between male and female B.Ed students in their risk taking behaviour. The sample consists of 250 B.Ed students randomly selected from 10 colleges of education in Tirunelveli district of Tamil Nadu. Risk taking behavior inventory was used as tool to collect the data. The research reveals that the level of risk taking behavior of B.Ed students was moderate and there is significant difference found between male and female B.Ed students in their risk taking behaviour.

KEYWORDS : Risk taking behaviour, B.Ed students

INTRODUCTION

Risk taking does not mean living dangerously; it shows a willingness to go beyond the known and familiar (Ari Kiev, 2002). It is highly complex to conceptualize the term risk taking behaviour. Risk taking dispositions occur in "situations where there is a desirable goal and a lack of certainty that it can be attained. Risk-taking is not only under the control of conscious decision making, but more often arises out of the individual's conditioning history, and this is accompanied by the illusion of conscious involvement. Risk-taking involves a person's knowledge of it, as the subjective experience of risk is essential for any emotional, psychological or cognitive change in behaviour. Without subjective knowledge of a risk, an individual can neither adjust to it, nor include it in any kind of cost/benefit analysis (Trimppop, 1994).

SIGNIFICANCE OF THE STUDY

Risk-taking is any consciously or non-consciously controlled behaviour with a perceived uncertainty about its outcome, and/or about its possible benefits or costs for the physical, economic or psycho-social well-being of oneself or others. Especially in the field of education, risk taking is a quality needed for teachers and academicians to introduce new strategies in education. This risk taking behavior may help the teachers in many of the classroom situations. The prospective teachers are the future teachers and their risk taking behavior should be identified. Therefore the investigator intends to study the risk taking behavior of B.Ed students.

OBJECTIVES OF THE STUDY

- To find out the level of risk taking behaviour of B.Ed students with regard to Gender.
- To find out the significant difference, if any, between male and female B.Ed students in their risk taking behaviour.

METHOD ADOPTED

Survey method was adopted for the present study.

POPULATION AND SAMPLE

The population for the study consists of all the B.Ed students studying in Colleges of Education in Tirunelveli district affiliated to Tamil Nadu Teachers Education University, Chennai.

The sample consists of 250 B.Ed students from 10 colleges of Education in Tirunelveli District.

TOOL USED

The tool used for the present study was Risk taking Behaviour Inventory, developed by Mr. M. Mansoor Ali (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool was meant for B.Ed students and it consists of 25 statements.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 1

Level of risk taking behaviour of B.Ed students with regard to gender

Gender	N	Low		Moderate		High	
		No.	%	No.	%	No.	%
Male	124	9	7.3	105	84.7	10	8.1
Female	126	14	11.1	100	79.4	12	9.5

It is inferred from the above table (1) that 7.3% of the male B.Ed students have low, 84.7% of them have moderate and 8.1% of them have high level of risk taking behaviour. It is also inferred that 11.1% of the female B.Ed students have low, 79.4% of them have moderate and 9.5% of them have high level of risk taking behaviour.

H₀1: There is no significant difference between male and female B.Ed students in their risk taking behaviour.

Table 2

Difference between male and female B.Ed students in their risk taking behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	124	50.58	1.839	2.305	S
Female	126	50.26	2.017		

The table value of 't', for df 248, is 1.97, S – Significant (Biswal & Dash, 2006)

It is inferred from the above table that the calculated 't' value (2.305) is greater than table value (1.97) for df 248 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female B.Ed students in their risk taking behaviour.

While comparing the mean scores of male (50.58) and female (50.26) B.Ed students, the male B.Ed students have higher risk taking behaviour than female B.Ed students.

FINDINGS

- 7.3% of the male B.Ed students have low, 84.7% of them have moderate and 8.1% of them have high level of risk taking behaviour.
- 11.1% of the female B.Ed students have low, 79.4% of them have moderate and 9.5% of them have high level of risk taking behaviour.
- There is significant difference between male and female B.Ed students in their risk taking behaviour. The mean scores show that male B.Ed students have higher risk taking behaviour than female B.Ed students.

IMPLICATIONS

The risk taking behavior of the B.Ed students should be instilled to

apply in the classroom situations. Proper guidance should be given to the female B.Ed students to have a positive and progressive risk taking behavior. Teacher educators should be trained to identify the risk taking behavior of B.Ed students through various psychological tests. Colleges should encourage risk-taking behavior in B.Ed students by integrating confidence building activities, intellectual exercises, problem solving skills and inter-college competitions. Improving positive risk taking behavior among the B.Ed students may help them to solve academic and administrative problems in an intellectual way in the future.

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