



**ORIGINAL RESEARCH PAPER**

**Education**

**STATUS OF RISK TAKING BEHAVIOUR AMONG ADOLESCENT SCHOOL STUDENTS IN TIRUCHIRAPALLI DISTRICT**

**KEY WORDS:** Status of risk taking behavior, adolescents, school students.

**P. Rajesh Pon Kumar**

Ph.D, Scholar in Education, College of Education, Alagappa University, Karaikudi, Tamil Nadu

**Dr. G. Sivakumar**

Assistant Professor, College of Education, Alagappa University, Karaikudi, Tamil Nadu

**ABSTRACT**

The present study has been conducted to investigate the risk taking behavior among adolescents school Students. The study was made on a simple random sampling technique from the target population of adolescents' school students. The developed risk taking behavior tool was used for collection of data from the selected respondent. The analysis of data revealed the nuclear and joint family adolescents' school students did not differ much in their risk-taking behavior. The investigators also observed that the government and government aided adolescents students did not differ much in their risk-taking behavior. The present study recommends that the teacher controls the students to take healthy risk taking activities towards succeed their targets.

**INTRODUCTION**

Adolescent's period is the major transition period with role confusion about their role in family and society. At the same time the junks of hormones are driven their desires and impulses. The hormonal play is giving them the boost to discover, adventure and tryout new risky things. Try out many new roles during this time as part of the important developmental task of identity formation. The peer group is of utmost importance as adolescents experiment with new roles outside the confines of the family unit. Risk taking behavior is the participation in potentially health compromising activities with little understanding of (or) in spite of an understanding of, the potential negative consequences. Morgan E (2018) reported that the adolescence period is viewed as a period of stress and storm, because they experiment with a wide range of behaviors, and a life style pattern that involve risk taking behaviors. This risky behavior will affect their mental and physical health. Early identification will help to control them and divert them in protective way.

**Need and significance of the study**

Adolescence is an important period of development, appropriate support is needed to them because the period they are encountered with different kinds of risk-taking behavior. Due to this interesting convergence of adolescent's participation in risk-taking behaviors it is important to explore several key environmental contexts that adolescents are concurrently exposed to, including family relationships, peer relationships and academic performance. While many studies have examined some of these variables, Adolescence is a period of development characterized by significant biological, psychological and social changes, including the physical and hormonal transformations that puberty brings and the increased importance of peer relationships (Patton et al, 2016; Burnett Heyes et al, 2015). 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." (Trimpop, 1992).Increases in risk-taking and sensation seeking behavior, however, also occur during adolescence, with the ability to self-regulate (in terms of being able to plan decisions and actions) only gradually improving over the course of adolescence (Steinberg et al, 2017). Based on the sensible gained the present study was warranted.

**Objectives of the study**

The following were the objectives of the study.

1. To assess the level of existence of risk- taking behavior among adolescent school students.

2. To find out the significant difference, if any, between the levels of risk taking among adolescent school students with respect to certain demographic variables.

**Hypotheses of the study**

1. The level of risk taking behavior among adolescent school students is moderate.
2. There is no significant difference between the levels of risk taking behavior among adolescent school students with respect to certain demographic variables such as type of family, type of school.

**Methodology of the study**

The investigator employed normative survey method to assess the status of risk taking behavior among adolescent school students.

**Population and sample of the study**

The adolescent higher secondary school students who are studying in different schools located in Tiruchirappalli District are considered as the population of the study. Among the population, the investigator has collected samples from the population. The investigator administered a simple random sampling technique for the collection of samples from the population for his study.

**Data analysis and interpretation**

1. There is no significant difference between nuclear and joint family adolescent school students in the levels of risk taking behavior

**Significant difference between nuclear and joint family adolescent school students in the levels of risk taking behavior**

Type of family	N	Mean	S.D	t
Nuclear family	34	22.44	1.91	1.86
Joint family	34	16.35	2.29	

The above table reveals that the mean scores of risk-taking behavior among nuclear family adolescent school students at 22.44, while the mean score of the joint family adolescent school students was 16.35. The respective standard deviations are 1.91 and 2.29. The worked out 't' value shows that difference between the mean scores of the nuclear and joint family adolescents students is not significant at 5% level. Hence, the hypothesis is accepted. This indicates that the nuclear and joint family adolescents' school students did not differ much in their risk-taking behavior.

2. There is no significant difference between government and government aided school adolescents' students in the levels of risk taking behavior

**Significant difference between government and government aided school adolescent students in the levels of risk taking behavior**

Type of School	N	Mean	S.D	t
Government	34	20.44	4.44	0.95
Government aided	34	19.47	3.94	

The above table reveals that the mean scores of risk-taking behavior among the government adolescent higher secondary school students at 20.44, while the mean score of the government aided adolescents students was 19.47. The respective standard deviations are 4.44 and 3.94. The worked out 't' value shows that the difference between the mean scores of government and government aided adolescents students is not significant at 5% level. Hence, the hypothesis is accepted. This indicates that the government and government aided adolescents students did not differ much in their risk-taking behavior.

**Recommendations of the study**

1. The present study recommends that the teacher controls the students to take healthy risk taking activities towards succeed their targets.
2. The present study suggests that teacher to give psychological orientation to avoid high risk able activities in their routine life.
3. The present study recommends that the adolescent school students motivate themselves to take fruitful risk related to their life achievements.
4. The present study suggests that the adolescent school students motivate their own wiling towards positively take any type of academic risk.

**CONCLUSION**

This study concluded that level of risk taking behavior where severe in adolescent and it significantly effects on personal life and society. The parents, government and school should take specific action to get awareness adolescents risky behaviors and its prevention. This study result suggest that the teacher and parent to direct adolescents school students positively to take risk related to their academic as well as their capability. Finally, the risk-taking behavior among adolescent school students is observable to away from the any unwanted risk from their routine life.

**REFERENCES**

1. Patel, V., Saxena, S., Lund, C., Thornicroft, G., Baingana, F., Bolton, P., ... & Unützer, J. (2018). The Lancet Commission on global mental health and sustainable development. *The lancet*, 392(10157), 1553-1598.
2. Hall, W. D., Patton, G., Stockings, E., Weier, M., Lynskey, M., Morley, K. I., & Degenhardt, L. (2016). Why young people's substance use matters for global health. *The Lancet Psychiatry*, 3(3), 265-279.
3. Darling, N., & Steinberg, L. (2017). Parenting style as context: An integrative model. In *Interpersonal development* (pp. 161-170). Routledge.
4. Rajesh Pon Kumar & Sivakumar G ( 2022) ,, Risk -taking behavior among adolescent higher secondary students in Tiruchirappalli district. *International Journal of Early Childhood Special Education (INTJECSE)* DOI:10.48047/intjecse/V14i8.343 ISSN: 1308-5581 Vol 14, Issue 08 2022.
5. Zimolong, B., & Trimpop, R. (1992). Managing human reliability in advanced manufacturing systems. *Ruhr-Univ., Sonderforschungsbereich* 187.