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## RISK TAKING BEHAVIOUR OF PROSPECTIVE TEACHERS IN RELATION TO ANXIETY

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### Abstract

The present study has been conducted to investigate the risk taking behaviour of Prospective teachers in relation to their anxiety. The study was made on a random sample of two hundred prospective teachers, with equal number of males and females, from government college, Government aided college and self-finance college of education in Chennai district of Tamil Nadu. Risk Taking Behaviour Inventory by Anbalagan and Annaraja (2008) and Academic Anxiety Scale (AAS) by Mohd. Abid Siddiqui and Atieq Rehman (2017). Were used to collect the data. The analysis of data revealed no significant difference in the risk taking behaviour and anxiety of prospective teachers males and females. The investigators also observed that there was significant correlation between risk taking behaviour and anxiety.

**Key Words:** Prospective teachers, Risk-taking behaviour, Anxiety,

### Introduction

Risk Taking Behaviour is that behaviour in which the individual exposes himself or herself to the possibilities of bodily injury or death. Although risk taking behaviour applies to both necessary and unnecessary risks, personal orientations towards risk taking are formed from one's experiences in life. Successes, failures and one's perceptions about what one has to gain or lose. As one becomes more and less secure, one's risk taking orientations may change, the degree to which one's associations supporting risk taking behaviour also influences this orientation.

The development of the individual's ability to adjust, control and modify the situation as per their life-struggle is called education. Education is one of the primary agents of transformation towards development. It is an important avenue for upgrading the economic and social status of marginalized communities in the society. In fact, Education is not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Risk is the possibility of losing something of value. Values (such as physical health, social status, emotional well-being, or financial wealth) can be gained or lost when taking risk resulting from a given action or inaction, foreseen or unforeseen

(planned or not planned). Risk can also be defined as the intentional interaction with uncertainty. Risk-taking, with regard to teaching learning situation may be defined as the willingness to venture into the unknown, the eagerness to try something different without being worried about success or failure. Learning is the reward of taking risks (Brown, 2001). Only great teachers can sacrifice their comfort zone and take calculated risks to bring a revolution for the benefit of humanity as a whole. In the present scenario, the prospective teachers generally feel high level of anxiety due to strong competition. The presence of some degree of fear or anxiety is not necessarily a completely undesirable factor.

### **Types of Risk Taking Behaviour**

There are two types of risk taking behaviour:

- **Healthy:** Healthy risk taking is a positive tool in adolescents' life for discovering, developing and consolidating their identity; e.g. physically active, creative and social.
- **Unhealthy:** Unhealthy risk taking is a negative experience of adolescents for discovering their identity e.g. drunkards, gamblers, delinquent personalities. Hence risk taking behaviour refers to the tendency to engage in behaviour that has the potential to be harmful or dangerous, at the same time providing the opportunity for some kind of outcome that can be perceived as positive.

### **Concept of Anxiety**

The word Anxiety is derived from a Greek root meaning "to press tight" or to "strangle. It denotes distress, disquiet and sadness rather than the uncertainty and fear denoted by the contemporary English word anxious. Anxiety is an unpleasant feeling of generalized fear and apprehension. Often of unknown origin, accompanied by physiological symptoms. This feeling may be triggered by the anticipation of danger, either from thoughts (internal) or from one's environment (external).

Sarason (1980) stated in behavioural terms "anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited". Anxiety is maladjusted behaviour. According to Benjamin (1987, May 1977) a certain anxiety will interconnection with Attention as well as learning and testing. The concept of anxiety may involve with the students' performance to demonstrate. In learning situation an anxious student is more easily distracted through an incidental aspect of the task in hand and facing trouble significantly in odd situation.

### **Operational Definitions**

#### **Risk taking behaviour:**

Risk taking Behaviour is an activity or fact of doing something which involves increased risk, unsafe, chances of injury or harm in order to achieve a goal of the individual.

#### **Anxiety:**

Anxiety means some voluntary habitat of the environment i.e. punishment, accident and experiment etc. some voluntary condition exhibit for a certain level of fluctuation of a person. "Anxiety is the result due to suppression of romantic sexual tension.

**Prospective Teachers:**

Student teachers those who are enrolled themselves in the Bachelor of Education degree under Tamil Nadu Teachers Education University are considered here as prospective teachers.

**Review of Related Literature**

Kaur P. (2007) conducted a study of risk taking behaviour in relation to locus of control among adolescents, using random sampling procedure on a sample of 66 boys and 78 girls. It was found that there was no significant relationship between risk taking behaviour and locus of control among adolescents. Kaur S. (2009) reported a similar study of adjustment and risk taking behaviour of sports students and amateur sports students (80 students). It was found that there was difference in adjustment, risk taking behaviour of sports students and amateur sports students. Kaur R. (2010) conducted a study on risk taking behaviour in relation to stress among class IX students (100 students with equal number of male and female) and found that there was no significant relationship between risk taking behaviour and stress in them. Kumar and Rooprai (2009). Kumar and Rooprai (2009) in their study on the role of emotional intelligence in managing stress and anxiety at workplace indicated that there was a significant relationship between emotional intelligence and the variables of stress and anxiety.

**Statement of the problem**

The problem selected for the present investigation is, "Risk Taking Behaviour of Prospective teachers in relation to Anxiety".

**Need and Significance of the Study**

Risk taking behaviour is concerned with the knowledge gained organization skills developed in the school environment and usually assessed by test scores or marks assigned by teachers to the performance made by students. The essence of achievement is that one makes one's own plan, future expectation and to achieve a standard of excellence in action. Anxiety has three important elements. They are a belief or opinion about an idea, feelings about that idea and a tendency to act towards that idea in certain ways. These anxiety come from the culture in which an individual grows, the people who raised the individual, and those with whom the individual is associated with, for example the peers. All these shape an individual's anxiety. It is generally believed that risk taking behaviour of students is influenced by anxiety; hence, study the risk taking behaviour of prospective teachers in relation to anxiety in the proposed study is very much needed and is quite justified.

**Objectives of the study**

The present study aims at the following objectives,

- 1.To study the Risk Taking Behaviour of Males and Females prospective teachers.
- 2.To study the Anxiety of Males and Females prospective teachers.
- 3.To study the relationship between Risk Taking Behaviour and anxiety of male and female prospective teachers.

### **Hypotheses of the study**

1. There is no significant difference between risk taking behaviour of Males and Females prospective Teachers.
2. There is no significant difference between anxiety of males and Females prospective Teachers
3. There is no significant relationship between risk taking behaviour and anxiety of male prospective Teachers.
4. There is no significant relationship between risk taking behaviour and anxiety of female prospective Teachers

### **Procedure of Data Collection and Analysis**

The investigators personally collected the data for the present study from the colleges of education in Chennai. In the present study, two standardized tools were administered on prospective teachers to study the relationship of risk-taking behaviour with level of anxiety. Instructions for each test as specified in the manual were given to respondents before administering the tests. The scoring of all the tests was done as per the instructions given in the manual or scoring guide of various tests used.

### **Methods and Procedures**

Survey method of research has been used in the present study. Using the simple random sampling technique, 200 prospective teachers (100 male and 100 female) were selected from different colleges of education of Chennai district. The data were collected from the prospective teachers by using the tools namely

1. Risk Taking Behaviour Inventory by Anbalagan and Annaraja (2008)
2. Academic Anxiety Scale (AAS) was constructed and standardized by Mohd. Abid Siddiqui and Atieq Rehman (2017).

The collected data were scored according to the scoring scheme and the score were tabulated for the data analysis. Mean, standard deviation, 't' test, and Karl Pearson's product moment correlation were used to analyze the data with the help of SPSS. The analysed data were tabulated and tested with hypothesis as below. . Further, the gender based data generated during the investigation are conveniently grouped and presented in numbered and appropriately titled Tables (1-6) for convenience. Explanation and inferences on the table data are provided below each table.

**Table 1- Showing Frequency Distribution and Levels of Risk Taking Behaviour of prospective teachers (Male & Female)**

Scores	Frequency	Percentage	Category
140 and above	64	64%	High risk- takers
80-139	36	36%	Moderate risk- takers
79 and below	0	0%	Non risk-takers
Total	100		

Mean = 155.03 S.D. =18.66

Table-3reveals that mean scores of risk taking behaviour of prospective teachers is 155.03with S.D. 18.66 It shows also that 64. % of Secondary School Students is high risk takers, 36%, moderate risk takers and none as non-risk taker.

**Table-2: Showing Comparative View of Risk Taking Behaviour of Prospective Teachers (Male & Female)**

S. No.	Gender	N	Mean	S.D.	t- value	Significance level
1.	Male	100	154.04	16.23	0.04	Not significant at 0.05 and 0.01 levels
2.	Female	100	153.69	20.89		

The t-value between the mean score of risk taking behaviour of prospective teachers male and female is found to be 0.04. The degree of freedom is 198 at 0.05 level; the table value 1.97 is greater than the calculated value 0.04. Therefore it is not significant at this level; at 0.01 level the table value 2.6 is greater than the calculated value 0.04. These results thus show that hypothesis 1: There is no significant difference between risk taking behaviour of prospective teachers male and female, is accepted.

**Table-3: The Comparative View of Anxiety of Prospective Teachers (Male & Female)**

S. No.	Gender	N	Mean	S.D.	t- value	Significance level
1.	Male	100	62.95	7.24	1.29	Not significant at 0.05 and 0.01 levels
2.	Female	100	64.39	7.56		

The t-value between the mean score of anxiety of male and female prospective teachers is 1.29. The degree of freedom is 198 at 0.05 level; the table value 1.97 is greater than the calculated value 1.29. Therefore it is not significant at this level; at 0.01 level the table value 2.6 is greater than the calculated value 1.29. The obtained t-value is not significant at both 0.05 and 0.01 level. Hence hypothesis 2: There is no significant difference between anxiety of male and female prospective teachers is accepted.

**Table-4: Showing Coefficient of Correlation between Risk Taking Behaviour and anxiety of Male prospective teachers**

S.No.	Variables	N	Correlation value (r)	Significance level
1.	Risk Taking Behaviour	100	0.99	Significant at 0.01 level of Confidence
2.	Anxiety	100		

Table- shows the co-efficient of correlation 'r' between risk taking behaviour and anxiety of males. The 'r' is found to be 0.99, to be significant with 198 degree of freedom (df), should be 0.138 and 0.181 at 0.05 and 0.01 levels respectively. The obtained value, 0.99, is greater than the above table values. These results clearly show that the obtained value of co-efficient of correlation is highly significant for the relationship between risk taking behaviour and anxiety of male prospective teachers. Therefore hypothesis 3: There is no significant relationship between risk taking behaviour and anxiety of male prospective teachers is rejected.

**Table 5- The Significant Relationship Between Risk Taking Behaviour and anxiety of Female prospective Teachers.**

S.No.	Variables	N	Correlation value (r)	Significance level
1.	Risk Taking Behaviour	100	0.97	Significant at 0.01 level of Confidence
2.	Anxiety	100		

Table-5 shows the co-efficient of correlation 'r' between risk taking behaviour and anxiety of females. The 'r' is 0.97 to be significant with 198 degree of freedom (df) should be 0.138 and 0.181 at 0.05 level and 0.01 level respectively. The obtained value, 0.97, is greater than the above table values. Thus, it is clear that the obtained value of co-efficient of correlation is highly significant for the relationship between risk taking behaviour and anxiety of female prospective teachers. Therefore hypothesis4: There is no significant relationship between risk taking behaviour and anxiety of female prospective Teachers is rejected.

### Educational implications

- This research helps in highlighting the potential iconic qualities, which should be possessed ideally by a prospective teacher. The ability of taking calculated risk, balancing the level of anxiety of teachers are being addressed more and more these days. Teachers who take risks in their profession play significant role.
- The present study provides a dimension to the concept of risk-taking behaviour. It may be incorporated in the teacher education curriculum by exposing them to real life situations as it is becoming a core skill.

- The present study will therefore, provide an added dimension to the empirical base for a comprehensive understanding of the correlates of risk-taking behaviour.

## Conclusion

The inference of the present investigation points to the significant correlation between risk taking behaviour and anxiety. It also brings to the fore that there exists no significant difference in the risk taking behaviour and anxiety of males and females prospective teacher. The findings of the study imply that the ability of taking calculated risk, balancing the level of anxiety of prospective teachers are the issues of immediate concern to be addressed in today's complex social world.

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