

An analysis on positive motivation resulted on risk taking behavior involved in higher secondary students in and around Tiruchirappalli district.

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Abstract -Adolescence is one of the phases of everyone's life. This phase is at its peak when the person is studying 10th, 11th and 12th grade and it also dominated by the behaviors which the person see, hear and speak. The person is started doing or practicing the behavior which influenced them more even before they know what is really right. So this phase is something difficult to cross. If the person follows right behavior, then it will be fruitful for their future. If the person does not follow any right behavior, then it will more harmful for them definitely. The most accepted truth here is risk taking behaviors are evolving in this phase of life only. This study deals with the positive risk taking behaviors in adolescent stage. For this, the researcher takes 10th, 11th and 12th grade students belongs to different schools especially co- educational schools into consideration. Questions were distributed among students based on the positive risk taking behaviors which they adopted. Analysis was made based on the responses collected from the students.

The analysis part of this research is tried to find the impact of the positive risk taking of the students. For example, if a student is having an interest in bike riding, this is definitely not a perfect age to ride a bike. But the student is keeping the interest till he or she reach the perfect age according to our government rules ,this will be possible to do their interest with continuous practice. This is the impact of positive risk taking behaviors.

It is prove that positive risk taking with the guidance elders is effective and provide great results.

Keywords: *Adolescence, Students, Positive Behavior, risk taking and great results.*

I. INTRODUCTION

Guru Kula's system of education is the initial education system in India. The teacher was referred to as "Guru". People who needed to find out education should visit the guru's place and help in all the activities for convincing them to teach. This method was the epitome of the teacher-student relationship. Ethical values along with education were the syllabus that the ancient people studied. The one that has smart ethical values and knowledge solely considered as a well-educated person. Guru Kula's system of education discovered that ethical values are the first source of education and it considered knowledge as secondary.

Adolescence, transformation part of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any individual between ages ten and nineteen. This age range falls within WHO's definition of youngsters, which refers to people between ages ten and twenty-four.

II. REVIEW OF LITERATURE

A. Risk taking behaviors (RTB)

Jackson and Vidmar (1972)^[1] found four major categories of situations in which risk-taking may vary. These four categories are Monetary, Physical, Social and Ethical risk-taking

B. Related to safety (RTS)

Arvidson (2004)^[2] attempted to investigate academic dishonesty among college students. The study focused on the relationships between academic dishonesty and different independent variables i.e. cognitive development, use of neutralization techniques, self-concept as a multifaceted cognitive construct, attitude toward cheating, and the reasons behind college student academic cheating behaviors. Results explored that there exists a significant and negative relationship between academic dishonesty and self-concept. Also, the attitude of students towards academic cheating exhibited a significant inverse relationship with academic cheating. Moreover, neutralization techniques used by students exhibited a significant positive relationship with academic cheating. The position of cognitive development and self-concept in academic cheating represents chief results.

C. Related to Violence (RTV)

Dougherty (2006)^[3] observed that middle school years are characterized by developmental transitions, which are even more challenging in inner-city neighborhoods plagued by violence. Of all areas of mental health, such as depression, anxiety and behavior problems, social adjustment is the most significant area of well-being, as it has both concurrent and predictive effects for child psychopathology

Harold, Aitken & Shelton (2007)^[4] found that exposure to a different form of domestic violence can manifest itself in a number of ways including increased anxiety, depression, aggression, hostility, anti-social behavior, and criminality as well as deficits in academic attainment.

Moylan, Herrenkohl, Sousa, Tajima, and Russo (2008)^[5] examined the effects of child abuse and domestic violence exposure in childhood on adolescent internalizing and externalizing behaviors. Data for this analysis are from the Lehigh Longitudinal Study, a prospective study of 457 youth addressing outcomes of family violence and resilience in individuals and families. Results show that child abuse, domestic violence, and both in combination (i.e., dual exposure) increase a child's risk for internalizing and externalizing outcomes in adolescence. When accounting for risk factors associated with additional stressors in the family and the surrounding environment, only those children with dual exposure had an elevated risk of the tested outcomes compared to non-exposed youth. However, while there were some observable differences in the prediction of outcomes for children with dual exposure compared to those with a single exposure (i.e., abuse only or exposure to domestic violence only), these differences were not statistically significant. Analyses showed that the effects of exposure for boys and girls are statistically comparable.

Imhonde (2013)^[6] examined the role of Self-esteem, Gender, family communication style, and Parental neglect on aggressive tendencies among secondary school adolescents' in Esan West Local Government Area of Edo State. A total of two hundred and forty (240) secondary school adolescents drawn from 9 private and 3 public schools in Esan West Local government Area of Edo state participated in the study. One hundred and forty of the participants were males, while one hundred were females. A questionnaire was used in collecting data. The questionnaire consisted of five sections; the demographic variables, Family communication style, Parental neglect, Self-esteem, and Aggressive tendencies. Results of the multiple regression analysis revealed that only self-esteem, independently predicts aggressive tendencies. Family communication style, gender, and parental

neglect were not found to independently predict aggressive tendencies. However, self-esteem, gender, family communication, parental neglect jointly predict aggressive tendencies among secondary school adolescents.

D. Related to Unhealthy Physical Activity (RTP)

Guido H. Stempel III, Thomas Hargrove et al. (2000)^[7] had interviewed 805 adults in the United States, using a national random sample of telephone numbers purchased from the Survey Sampling Inc. The study stated that in the last four years Internet use was steadily increased while a steep decline was found in the viewing of both the local and network television news and the reading of newspapers. The study revealed that internet users use other media comparatively more when compared with non-internet users. The study concludes that the internet is the only reason for the decline in other media use.

Patti M. Valkenburg, (2001)^[8] had surveyed 194 Dutch children who use the internet at home. The study tries to explore the children's motives and their experiences both positive and negative with the internet. Factor analysis strongly tells that affinity with the computer as the leading motive behind children's internet use while information and entertainment follows. Social interactions were identified as the least motives. The positive experience as described by Children included games, music, searching for information, and chatting with friends. The negative ones included virus and sexual images. Further age and gender had played a significant role in the children's motive behind internet use and their experience with it.

Jeff Kupperman & Barry J. Fishman (2002)^[9] conducted a case study in Detroit, Michigan among Latin American students who encounter the internet for the first time at home. The study observed the various perception of the Internet that prevailed among the students and their family members. The observation states that initially, the student used the internet for school works, browsing, reading about consumer goods and these activities are defined as 'low tech activities' by the researcher. While sophisticated activity which involves social participation across diverse cultural and geographic boundaries, engaging in creative publishing, accessing various data were found absent. The findings of the study were consistent with the previous ones. The study highlights that children always took the lead among other family members to use the internet. The study states that though the children observed in the study showed digital skills yet the activities they engage in were mostly to communicate through email and view web content.

Murphy, C., & Beggs, J. (2003)^[10] conducted a case study in the United States. He analyzed that children found the internet at home to be more flexible as they can engage in any activities they prefer, explored a lot, and learned simultaneously. On the other hand, they found internet activity at school to be more restrictive. Their internet activities are controlled by teachers, time spent on the internet was also limited and the learning was much directed.

E. Related to Unhealthy Dietary Habits (RTD)

French et al, (2001)^[11] Factors contributing to excess energy intake for the younger generation include the proliferation of eating and food establishments, eating tied to leisure activities (many of which are sedentary), children making more food and eating decisions, larger portion sizes, and inactivity.

Larson NI, Harnack L, Wall M, et al (2009)^[12] conducted a study to describe changes in calcium and dairy intake during the transition from middle adolescence to young adulthood and to identify baseline correlates of calcium intake in young adulthood. Result drawn was that during the transition to young adulthood, mean daily calcium intakes of females and males decreased by an average of 153 mg and 194 mg respectively. Mealtime milk availability, health/nutrition attitudes, taste preference for milk, healthful weight control behaviors, and peer support for healthful eating at baseline were associated with better follow-up calcium intake. Time spent watching television and lactose intolerance was associated with lower intake at follow-up. It was concluded that nutrition interventions are needed to counter longitudinal decreases in calcium intake. Interventions targeted to adolescents should address the availability of milk at meals and other identified supports for healthful eating.

F. Related to Sad Feelings (RTA)

Furman et al. (2002)^[13] relationship stressors, and the ways the adolescents cope with them are closely related to each other. Difficulties in establishing autonomy and upholding relatedness with parents may forecast difficulties incompetently interacting with peers and in maintaining close, but individuated relationships with friends and romantic partners during adolescence and in emerging adulthood.

Dubat, Punia, and Goyal (2007)^[14] "studied in two schools (one CBSE and one State Board Education) were selected at haphazard each from Hyderabad and Hisar. 80 students of 12th standard 20 each from both the associated schools of selected cities were taken at random. Results indicate that most of the adolescents experienced moderate stress but a high level of stress

in the categories of family stress, ego threat, demise, personal set back, and wellbeing of others. Most of the adolescents adopted moderate to the low level of negative coping styles and moderate to high levels of positive coping styles”.

Aggarwal et al., (2008)^[15] “found that adolescence can be a stressful time for children, parents, and adults who work with teens. We believe that Indian adolescent feels stress due to the occurrence of inappropriate items and nonappearance of items related to our civilization on overseas scales. This study was done to get used to and test the validity of a scale measuring stress caused due to life events in an Indian adolescent; to assess the clinical value of the device in exploring fundamental relationships between worrying events and behavioral problems, and to evaluate the degree of extending beyond in stress-causing events between adolescents and their parents during the same timeframe. An adolescent life event stress scale (ALESS) containing 41 objects was administered to 156 adolescents for formulation and 102 adolescents for justification. The third set of 112 adolescents was used to compare ALESS scores with child behavior checklist (CBCL) scores and parental stress scores due to life events. The comparison showed a strong positive correlation with CBCL scores and a weak positive correlation with parental stress due to life events”.

Bhasin, Sharma, and Saini (2010)^[16] “studied depression, anxiety, and stress (DAS) among adolescent school students belonging to affluent families and the factors associated with high levels of DAS. 242 adolescent students from class 9th to 12th selected for the study and 21 questionnaires were used for appraisal. It was found that these are much linked. It was also noticed that depression among the females was considerably more than the males. Depression, Anxiety, and Stress were all considerably higher among the 10th and 12th in comparison to the classes 9th and 11th. It was also found that depression, anxiety, and stress have a reverse connection with the educational performance of the students. Depression and strain were found to be considerably linked with the number of unfavorable events in the student’s life that occurred in the last one year. A significant proportion of the students were found to be having high levels of DAS and several important factors were found to be associated with them. Proactive steps at the school-level and community-level and steps for improved parent-adolescent communication are needed for the amelioration of the problem”.

G. Related to Substance Use (RTU)

“Stressful or traumatic life events also increase adolescent’s risk for substance abuse, Kilpatrick et al., (2000) found that adolescents who witnessed or experienced physical and /or sexual assault were at greater risk for developing substance abuse disorders than were adolescents without such experiences. Similarity, in an analysis of factors related to initiation and increase of substance abuse it was found that the number of stressful life events experienced by adolescents was related to both the initiation and continuation of substance abuse” (Wills et al., 2001; Erlich et al., 2004)^[17]

Veeraraghavan (1980)^[18] reported the main reason for starting on a substance habit as “experimentation” or “curiosity” (16.6%) followed by “kicks” (36.1%). According to Samuel (2005), some adolescents may start abusing substances just because they are curious. Adolescents might start abusing substances because it makes them feel good at first or a temporary thought of escape from their problems for a while.

H. Motivation (TOM)

Wong and Mihaly (1990)^[19] studied the effect of personality and the quality of experience on motivation and academic achievement. For this study, a sample of 170 High School Students (68 male and 102 female) was selected. Their experiences were recorded through the experience sampling method. It is found, —that intrinsic motivation had a positive relationship with academic achievement.

I. Positive Motivation (POM)

Lee, W &Kuo, E.C (2002)^[20] had observed adolescents and had reported that “Internet use had displaced television viewing, but not socializing with friends. The paths of influence between Internet use and child development had appeared complex and mediated by ecological forces.” They concluded that a theoretical framework was required. Children’s uses and responses to the text on the Internet had always induced creativity, autonomy, and innovation. They potentially develop a dynamic relationship with the information. Knowledge rather than being infested is being distributed, shared, negotiated, and exchanged. Whilst there must be the recognition that not just reading, but critical reading was required as the knowledge available was not always reliable

III. MODEL

The proposed model considers RTB as Independent Variables (IV) and POM as the Dependent Variable for the relationship between RTB and POM. Theoretically, there is a correlation between RTB & POM. This thesis carries the exact literature view to support this view. Hence RTS, RTV, RTP, RTD, RTA, RTU are jointly termed as RTB. This research tells the relationship between RTB & POM.

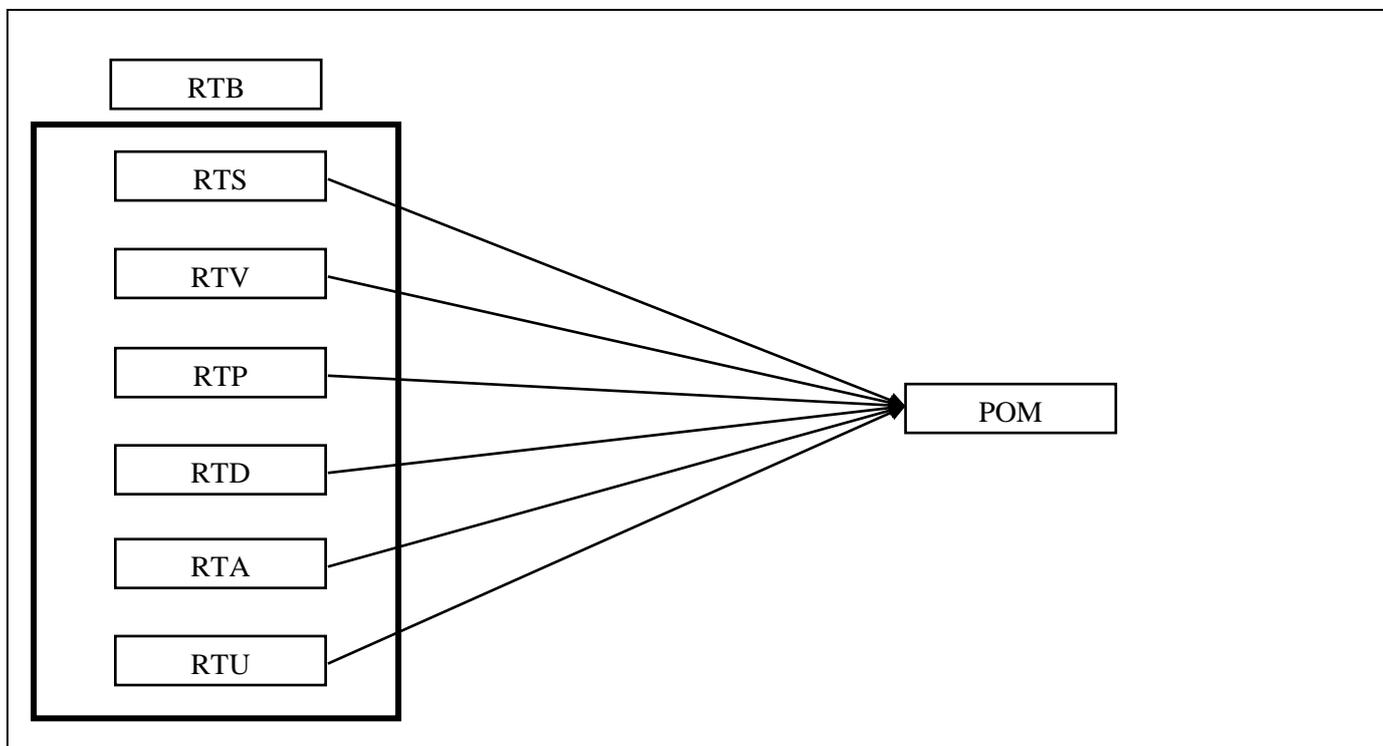


Fig. 1 Conceptual Model

IV. METHODS

Predicated on the review of the literature, a detailed questionnaire (Appendix) was developed. The questionnaire has seven sections – RTS, RTV, RTP, RTD, RTA, RTU & POM.

V. MEASUREMENTS

H1: There is a positive significant relationship between RTB and POM.

In Alternative solutions, POM is dependent variable; RTB independent variables. The dependent variables are conceptualized by the individual's posture towards POM and its operations by utilizing a set of 5-point Likert scale verbalization to quantify POM. It is quantified by utilizing verbal expressions. The independent variable is conceptualized by RTS, RTV, RTP, RTD, RTA, and RTU.

VI. RELIABILITY ANALYSIS

Predicated on the review of literature, a detailed questionnaire (Appendix) was developed. The questionnaire has seven sections – RTS, RTV, RTP, RTD, RTA, RTU & POM.

TABLE I.
RELIABILITY OF THE INSTRUMENTS

S.No	Variable
1.	RTS
2.	RTV
3.	RTP
4.	RTD
5.	RTA
6.	RTU
7.	POM
Reliability Coefficients	
No. of cases =402.0	
No. of items = 7	
Alpha = 0.8450	

VII. DATA AND SAMPLES

In this study taken from higher secondary students were provided with a questionnaire. A total of 61 self- administered questionnaires were considered in this study. The average age of respondents in this study was 16-19years.

VIII. STATISTICAL IMPLEMENTS

The data were analyzed using correlation and regression analyses to test the hypotheses. Statistical Package for Social Science (SPSS version 18.0) was acclimated to analyze and interpret the data.

IX. RESULTS AND DISCUSSION

In order to examine the relationship between RTS, RTV, RTP, RTD, RTA, RTV and POM , we perform correlation and regression analyses.

H₁:In order to find out the influence of RTS, RTV, RTP, RTD, RTA, RTV to POM, a multiple linear regression model was utilized by considering RTS, RTV, RTP, RTD, RTA, RTV as the explanatory variable and POM as the dependent variable. From the regression model, it is inferred that RTS, RTV, RTP, RTD, RTA, RTV have significant relationship and influence on POM. This can be inferred from the t-value (4.215) and its associated p- value (0.000). The RTS, RTV, RTP, RTD, RTA, RTV expound 0.121 of variations in POM (refer R² value in Table 2). By referring to the F-value and its p-value, it can be inferred that the model is found to be valid. There is a correlation between RTS, RTV, RTP, RTD, RTA, RTV to POM (Table 3). To verify the use of multi- co linearity, a test was carried out.

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TABLE 2
RESULTS OF MULTIPLE LINEAR REGRESSION MODEL FOR RTB

Model	Unstandardized Coefficient	Standardized Coefficient (Beta)	t-value	p-value (Two-Tailed)	VIF: 1.000 R ² = 0.156	Results
RTB	0.078	0.412	4.215	0		Significant
<i>F</i> -Value= 10.150, <i>p</i> -value=0						

TABLE 3
RESULTS OF CORRELATION BETWEEN RTB

RTB and POM	Correlation	<i>p</i> -value (Two- Tailed)	Results
		0.417	0

The results show that the VIF factor in this model is 1.000, indicating the multi-co linearity problem. The study reveals the following relationship for POM:

$$= 0.078RTB + \text{Error Term}$$

X. CONCLUSIONS

This study thus confirms that RTB is a multidimensional concept of RTB. Correlation and regression analyses were used to examine the hypothesis. Statistical Package for Social Sciences (SPSS version 18.0) was employed to analyze and interpret the data. A positive relationship has been established between RTB & POM. But the relationship is found too ineffective, which establishes that many factors influence POM, and hence RTB may not be the most significant one. This study highlights the need for reinforcing the RTB scores of the higher secondary students since it is found to affect the POM.

A. Theoretical Implications of the Study

This study simply deals with the risk-taking behaviors of adolescents. It pointed out some segments involved in the lifestyle of adolescents and analyzed their reaction towards it. According to this study, the researcher considered the adolescent period is the best period of one's life. And this period desperately wants time from their parents and this also should be noticed by them. Through this study, questions that related to the risk-taking behaviors of adolescent were asked to the adolescents and based on the answer which the researcher got is draw the importance of the adolescent stage.

Through this research, the behaviors of the adolescent should come out especially risk-taking areas. This research will help to correct the behavior of the students if it is found as a wrong one.

B. Pragmatic Implication of the Study

This study is based on the answers which the researcher got from the adolescent who belongs to ten schools around Tiruchirappalli, Tamilnadu, India. The adolescent lifestyle consists of different phases. In this research, the researcher covered the risk-taking phase alone with six main attributes. The reason is the risk which the adolescent takes will destroy all the other phases of the adolescent if it is the wrong one. Psychologically in this adolescent phase, a person acts without self-control, maturity, and experience. So the person should have to consult his or her parents before taking any decision. This research work will help the adolescent to know about where they are lacking as well as parents to know about the importance of spending time with their adult kid.

C. Limitations of the Study

This study covered ten schools around Tiruchirappalli. And it covers 10th, 11th and 12th students alone due to the topic. Questions were asked to the adolescent alone. The parents of the adolescent should not involve in the question and answer part.

D. Scope for Further Research

This research covered all the details of the adolescents and their mental state. This has many scopes. Future research can be done through the answers given by the adolescent. It may be based on the counseling part. The future research paper may give counseling to the students whose answers were considered as more risk involved.

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