Risk Taking of Male and Female Adolescents Studying in Government School

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Abstract— Adolescence is characterized by rapid changes in physical, cognitive and social development, beginning with puberty and ending in the acquisition of adult roles and responsibilities. With this emerging independence and new physical and cognitive abilities, adolescence is also characterized by experimentation and risk taking, sometimes with behaviors that may derail current and future health and wellbeing. The present study entitled "Risk taking of male and female adolescents studying in government school" was conducted to assess the risk taking behavior of adolescents in Tura of Meghalaya. An explorative research design was adopted and Tura city of Meghalaya was selected purposively. The survey method was selected by using random sampling technique. Tura town of Meghalaya was selected purposively for the present study. A total sample of 100 youths comprising of 50 boys and 50 girls of Tura town of Meghalaya were selected and 20 respondents from each school of government sector were selected through stratified random sampling techniques from various schools. Risk Taking Inventory developed by Nimbalkar and Helode (2015) was used for assessing the risk taking behavior of adolescents studying in government schools in Tura town of Meghalaya. It is concluded from the study that majority of the respondents belonged to15-17 years of age group in government school and were having educational qualification 10th grade in and government school. The result also revealed that the maximum numbers of female and male respondents studying in government schools were having low risk taking behavior Results revealed a non- significant difference in the risk taking behaviors of male and female adolescents studying in government school.

Keywords: Adolescents, Government School, Risk Taking Behaviour

I. INTRODUCTION

Adolescence is a phase of maturation .It is the period of transition between childhood and adulthood. It includes some big changes to the body, and the way a young person relates to the world (Allen and Waterman 2019). Adolescence is usually associated with the teenage years, but its physical psychological or cultural expressions may begin earlier and end later. It is a period of multiple transitions involving education, training, employment, and unemployment as well as transitions from one living circumstances to another.

Emotionally, adolescence is also a period of emotional transition, marked by changes in the way individuals view themselves and in their capacity to function independently. As adolescents mature intellectually and undergo cognitive changes, they come to perceive themselves in more sophisticated and differentiated ways. For most adolescents, establishing a sense of autonomy, or independence, is an important part of emotional transition out of childhood as is establishing a sense of identity. During adolescence, there is a movement away from the dependency typical of childhood toward the autonomy typical of adulthood. For example older adolescents do not generally rush to their parents whenever they are upset, worried or in need of assistance. Being independent however means more than merely feeling independent. It also means being able to make decisions and to select a sensible source of action. This is especially important capability in contemporary society, where many adolescents are forced to become independent decision makers at an early age. Many parents wonder about the susceptibility of adolescents to peer pressure. Specifically, adolescents are more likely to conform to their peers opinions when it comes to short –term, day–to-day, and social matters styles of dress, taste in music and choices among leisure activities.

Adolescence is often associated with greater risk-taking behavior and impulsivity, as demonstrated by increased experimentation with drug use, accidents, and risky sexual behavior. During the adolescence period, there is an increased interest in peer relationships and susceptibility to peer influence increases during the early teen years and peaks at about age 14 .Consistent with these readily observable changes in peer relationships, several areas of the brain make adolescents more sensitive to the rewards of peer relationships than adults This motivates teens to focus on their peers in decision-making situations that involve risky behavior .An area of the brain referred to as the 'rewards system' begins to develop rather early in adolescence. The rewards system is stimulated with increased releases of dopamine when engaged in sensation-seeking behavior. This change encourages adolescence to desire independence, seek novel experiences, and engage in more adult-like activities.

A. Justification

Reckless driving, binge drinking, drug taking -- it is well known that adolescents are more likely than adults to engage in risky and impulsive behavior. When adolescents test their luck by experimenting with drugs or having unprotected sex, however, they may have only a vague idea of the possible consequences of their actions and the likelihoods of those consequences. But they often have the opportunity to learn more about those consequences before making a decision -- metaphorically speaking, they can look before they leap.

With these backdrops, the researcher ventured into studying the risk taking behaviors' of adolescents particularly to maximize the risk taking behaviors' of adolescents and to encourage the parents, teachers and policy .

B. Objective

To assess the risk taking of male and female adolescents studying in government school in Meghalaya.

II. METHODOLOGY

The research proposal entitled "To study the risk taking behavior of male and female adolescents studying in government school in Meghalaya" was conducted using the following methodology based on the nature of problem and the objectives.

Based on the nature of the study explorative research design was adopted to collect the data so that an unbiased representation of the population can be achieved. The study was conducted in Tura town of Meghalaya as the researcher was acquainted and familiar with the place. The lists of different schools of Tura town of Meghalaya was collected. Among the schools, five government higher secondary schools were selected randomly for data collection.

Tura town of Meghalaya was selected purposively for the present study. A total sample of 100 youths comprising of 50 boys and 50 girls of Tura town of Meghalaya were selected and 10 respondents from every school of government sector were selected through stratified random sampling techniques from various schools. Before collecting the data, the researcher needs to take permission from the principle or head of the schools. From each schools respondents was selected through stratified random sampling techniques which constitutes of 10 males and 10 females respondents. Then the questionnaires i.e. risk taking inventory scale was distributed to each students and proper instructions was given to them before filling.

Sl. No	Name of the government schools	No. of girls	No. of boys	Total number of students
1	Rongrenggri Government Higher Secondary School	10	10	20
2	Government Boys Higher Secondary School	10	10	20
3	Rootland School	10	10	20
4	Greenwood School	10	10	20
5	Bookmark Secondary School	10	10	20
	Total	50	50	100

Criteria for selection of respondents

- They had intermediate as minimum qualification.
- They were between the age group of 15 to 17 years.

Risk Taking Inventory developed by Nimbalkar and Helode (2015) was used for assessing the risk taking behaviors of adolescents. This inventory consist of 40 items divided into four dimensions–I. Monetary Risk, II. Physical Risk, III. Social Risk, IV. Ethical Risk.

III. RESULT

A. Distribution of the respondents according to their general information

This section defines the percentage distribution of respondents based on general information like age and education qualification.

4.1: Distribution of percentage and frequency of respondents according to their age and educational qualification studying in government school

General information studying in government school				
Category	Government			
	Age			
	Male		Female	
	F	P	F	P
18-20	15	30	14	28
15-17	35	70	36	72
Total	50	100	50	100
	Education			
9th standard	5	10	4	8
10th	35	70	36	72
11th	7	14	6	12
12th	3	6	4	8
Total	50	100	50	100

F=Frequency
P=Percentage

Background information of the respondents presented in (table and figure 4.1) clearly shows that maximum (72%) of the female respondents studying in government school belong to 15-17 years of age group followed by 70 per cent of the male respondents belong to the age group of 15-17 years, whereas 30 per cent of the male respondents studying in government school were falling under 18-20 years of age group followed by minimum (28%) of female respondents who belong to 18-20 years of age group.

So it is evident from the table and figure 4.1 that maximum number of respondents studying in government school belong to 15-17 years of age group.

Results with regard to the education presented in (Table 4.1.2) clearly shows that, maximum (72%) of the female respondents and (70%) of the male respondents studying in government school were in 10th grade respectively. Whereas 14 per cent of the male respondents and 12 per cent male respondents were studying in 11th grade in government school.

It is noted that from the above table that, 10 per cent male and 8 per cent female respondents were studying in 9th grade in government school and a minimum percentage of respondents (8%) in both male and female category were studying in 12th grade in government school.

So it is evident from the table and figure 4.1.2 that, maximum numbers of respondents studying in government school were in 10th grade.

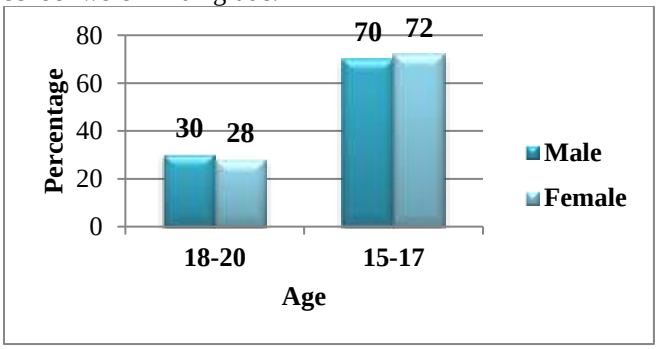

Fig. 4.1: Percentage distribution of the respondents studying in government school on the basis of age

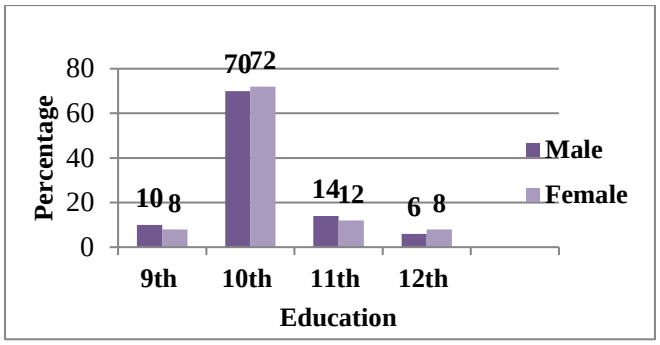

Fig. 4.1.2: Percentage distribution of the respondents studying in government school on the basis of education qualification

B. Comparison of Male and Female Adolescents Studying In Government School On The Basis Of Risk Taking Behavior

These section compare and define the percentage and frequency distribution of male and female adolescents studying in government school on the basis of risk taking behavior

Range	Level	Male (n=50)		Female (n=50)	
		F	P	F	P
26 and above	Very high risk takers	4	8	4	8
23-25	High risk takers	9	18	5	10
20-22	Moderate risk takers	7	14	9	18
15-19	Low risk takers	29	58	31	62
12 and below	Very low risk takers and below	1	2	1	2
	Total	50	100	50	100

F=Frequency
P=Percentage

Table 2: Comparison and percentage distribution of male and female adolescents studying in government school on the basis of risk taking behavior

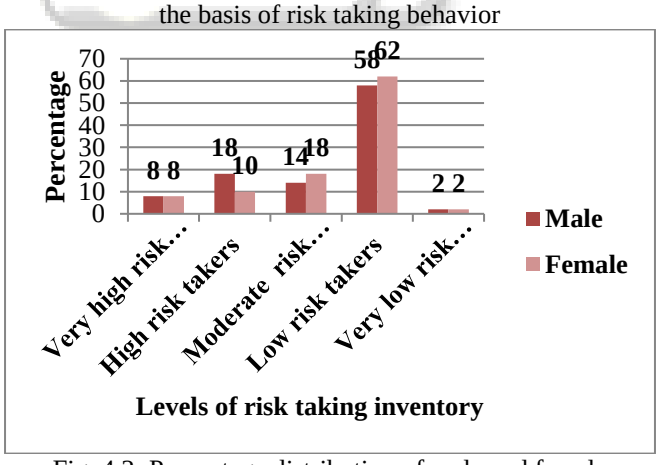

Fig. 4.2: Percentage distribution of male and female adolescents studying in government school on the basis of risk taking behavior

The above (table and figure 4.2) depicts the distribution of male and female respondents studying in government school on the basis of risk taking behaviors. It is evident from the table that maximum (62%) of female respondents falls under low risk takers level of risk taking behavior followed by 58 per cent of male respondents comes at low risks takers level of family environment.

It is pointed that, 18 per cent of female respondents falls at moderate risk takers level of risk taking environment whereas 14 per cent of male respondents are at moderate risk takers level of risk taking behavior. The table and figure (4.2) has shown that, 18 per cent of male respondents have fallen under high risk takers level of risk taking behavior followed by 10 per cent of female respondents under high risk takers level of risk taking behavior.

The above (table and figure 4.2) shows that, 8 per cent of both male and female respondents comes at very high risk takers level of risk taking behavior. It is showed that minimum (2%) of both male and female respondent's falls at very low risk takers level of risk taking behavior. So, it is clear from the above table that the maximum female and male respondents studying in government school have shown low risk taking behavior.

This may be due to the fact that authoritative parenting which is typed by warmth and responsive communication as well as by protective and strong control toward risky behavior, can prevent adolescents engagement in it. In family life, parents introduce social norms and religious values that children adopt, later internalize, and as adolescents use as references not to engage in risky behaviors. A good relationship between parents and adolescents, which is indicated by less conflict is very important in decreasing risky behavior among adolescent because of that adolescent are engage in low risk taking. . The above findings of the study are in accordance with the findings of Azh et.al. (2020) conducted a study of the relationship between parenting styles and risk taking in adolescents in only –child families in Qazvin city. The majority of the mothers were housewives (62.9%) and fathers were either employees or self-employed (76.9%). Authoritative parenting style was the most dominant parenting style amongst parents (93%), and the majority of the samples (78%) had the least amount of risk. The average risk-taking score of adolescents was 23.3 ± 61.29 and the highest risk-taking behavior was dangerous driving (12.83). Risk-taking amount was negatively correlated with authoritative parenting style ($r = -0.20$, $p = 0.28$), while having direct and meaningful correlation with the permissive style ($r = 0.20$, $p = 0.02$). It was concluded that the authoritative parenting style in only-child families has been a dominant trend that justifies the intimate parent-children relationships and decreases the risk-taking amount of adolescents. Therefore, parents are suggested to focus on increasing their relationship with their adolescents, rather than reducing their family size.

C. Comparison of gender disparities among males and females studying in government school based on their risk taking behavior

This section contains the statistical analysis of the data to identify the difference in between risk taking behavior of male and female adolescents studying in government school.

Areas	Government school				Cal. Value t	Tab. Value t
	Male		Female			
	Mean	S.D	Mean	S.D		
Risk taking behaviors.	18.9	4.01	20.36	3.35	1.9837	1.984

*Significant P< 0.05

NS Non significant P≥ 0.05

Table 4.3: Comparison of gender disparities among males and females studying in government school based on their risk taking behavior

Table and figure 4.3 respectively show the comparative analysis of risk taking behaviors of male and female adolescents studying in government school. The table clearly depicts a significant difference in the risk taking behavior of male and female adolescents studying in government school as the calculated value of 't' were found to be 1.9837 which was greater than the tabulated value of 't' (1.984) at 5 percent probability level signifying that that there exist a difference in between the male and female respondents experienced risk taking behaviors but it is non-significant, which might be due to the reason that both the male female being overburden with both physically and mentally tasks related to schools and daily activities and they feel that they are more attached and responsible for their daily schedule. As a result, they sacrifice important opportunities to learn, grow and just enjoy their teenage years.

The findings of the study are in accordance with the findings of Villarreal and Nelson (2018) who conducted a study on independent and interactive effects of maternal and paternal monitoring, adolescent's internalizing symptoms, and adolescent gender on sexual behaviors and substance use with data from 659 of the 15 year olds enrolled in the NICHD Study of Early Child Care and Youth Development. Results revealed that both group specially girls who experienced less maternal monitoring and more internalizing symptoms both independently and interactively engaged in more risky sexual behaviors. Greater substance use was associated with less maternal and paternal monitoring for girls and boys, more internalizing symptoms for girls, and interactively with less maternal and paternal monitoring depending on girls levels of internalizing symptoms. The current study highlights the unique influences of mother's and father's monitoring efforts on adolescent risky behavior based on the adolescent's level of internalizing symptoms.

IV. Conclusion

It is concluded from the study that majority of the respondents belonged to15-17 years of age group in government school and were having educational qualification 10th grade in government school. The result also revealed that the maximum numbers of female and male respondents studying in government schools were having low risk taking behavior. Results revealed a non-significant difference in the risk taking behaviors of male and female adolescents studying in government school.

V. Recommendations

Adolescence is a period of rapid development and is occupied with many changes both in physical and psychological nature. It is the period when the child moves from dependency to autonomy. It demands significant adjustment to build up a wholesome personality and based on the findings of the study, it is recommended that

- Regular counseling should be provided to the youths who are having high risk taking behaviours.
- Timely analysis of the problem and action can be taken to monitor the adolescents who are having high risk taking behaviours.
- A multi-prolonged approach i.e. involving family members, school, peer group, and counsellors needs to be adopted to solve high risk taking behaviours of adolescence.

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