

Correlational Study

A Correlational Study on The Psychological Impact of Risk-Taking on Achievement Motive among Adolescents

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ABSTRACT

Risk-taking way of behaving is a sure demonstration of intentionally controlled conduct might deliver positive or negative reaction which might be in various structures: social, moral, monetary, wellbeing, calling, and psycho-social prosperity of oneself or others and so forth. There has been a bundle of research studies done on risk-taking with various kind of different variables. The aim of this study is to correlate the high risk-taking attitude with high level of achievement motivation. There have been instances where high risk-taking behaviour has led to newer experiences for individual and various learnings have been associated with the same. This study primarily aims to study the behaviour and results of high-risk takers and the achievement it offers to a lone. The purpose of this present study was to examine the correlation between risk-taking attitude and achievement motive and study the psychological impact of risk-taking on achievement motive among adolescents. Thus, the answer to the following questions were sought. 1) To examine the risk-taking attitude in male adolescents. 2) To find out the relation between risk-taking and achievement motive.

Keywords: *Psychological Impact, Risk-Taking, Achievement Motive, Adolescents*

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. The concept of risk has been a concern of human beings from the earliest days of recorded history and most likely even before that. The concept of risk described so far largely refers to insuring oneself against possible loss, and the most accurate calculation of the costs and benefits involved. Different situations and perspectives seem to lead to different definitions of risk taking. Dealing with and taking risks are central issues of current societies which had been characterised by heightened debates and conflicts about risk (Beck, Giddens). Even though there is good knowledge available, policies and strategies to reduce people's risk-taking are often less successful than expected. Experts are puzzled about common people not following good advice presuming people's lack of understanding. While this might be true in many cases a growing body of research shows, rather than being merely ignorant or misinformed, people often have good knowledge when taking risks. A growing body of

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research provides knowledge about the complexities, dynamics and contradictions of peoples risk-taking. However, there have been little attempts to systematise this body of knowledge.

Current societies have been characterised as risk societies where dealing with risk is a normal experience of everyday life (Beck 1992; Giddens 2000). In risk societies understanding people's perception, responses to and taking of risk is crucial to deal with rapid social, technological, and environmental change and the side-effects of social advancement (Beck 1992,2009). Risk communication, analysis, regulation, and governance, as well as health promotion, disaster research and safety science – just to mention some of the major research branches – are engaged with optimising procedures and identifying and preventing risks turning into harm.

Risk-taking attitude

The term 'risk' means any dangerous element or factor that any individual puts willingly/unwillingly in a situation. Risk is frequently defined in relation to ideas of danger, threat, loss, damage, and injury but most often we see positive references to accepting a challenge to gain or achieve something or experience something new.

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.

Attitude can be defined as a positive or negative evaluation of people, objective, ideas, event, activities or just anything around one's environment.

Achievement-motive

The term achievement motivation refers to motivation stemming from desire to perform well or striving for success. Achievement motivation helps to determine why and how an individual behaves in a certain way. It is the striving to increase or keep as high as possible one's own capability in all activities in which a standard of excellence is thought to apply and where the execution of such activities can therefore either succeed or fail (Heckhausen,1967). It is the self-need within a person to strive against some standard of excellence in reaching a goal.

Motivation

This can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behaviour (Rabideau, 2005).

Why Do We Take Risks? Perception of the Situation.

Risk taking (RT) is a component of the decision-making process in situations that involve uncertainty and in which the probability of all outcomes – rewards and/or negative consequences (Brand et al., 2007) – is already known (Bechara et al., 2005; Krain et al., 2006). Risk takers tend to make decisions with both high potential benefits and high potential adverse outcomes, rather than choosing more cautious alternatives (Slovic, 1987; Mellers et al., 1997). The decision-making process is influenced by three main elements: decision features, situational factors, and individual differences (Einhorn, 1970; Hunt et al., 1989). Decision features are the characteristics of the decision itself, such as the ordering of

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the choice options (Appelt et al., 2011) and situation framing (Levin et al., 2002). Situational factors refer to the context of the decision, for example, time pressure (Dror et al., 1999). Individual differences are the third main factor in the decision-making process. Appelt et al. (2011) argued that, although the influence of individual differences in decision making has been widely studied, there is no consensus as to how to interpret these relations.

Some authors have identified the perception of benefits, the perception of risks, and risk attitude – “how much risk they [the subjects] are willing to accept in exchange for a specific return” (Figner and Weber, 2011; p. 212) – as the individual factors that may drive RT. Within this framework, the influence of the cognitive and emotional processes in decision making may affect the way in which a risky situation is perceived; they have also been identified as key elements of individual differences that may affect RT.

Current societies have been characterised as risk societies where dealing with risk is a normal experience of everyday life (Beck 1992; Giddens 2000). In risk societies understanding people’s perception, responses to and taking of risk is crucial to deal with rapid social, technological, and environmental change and the side-effects of social advancement (Beck 1992).

METHODOLOGY

The variable chosen is high achievement motivation with high risk-taking attitude to study the impact of risk-taking behaviour on achievement motivation of adolescents. The independent variable here is the high risk-taking attitude and the dependent variable is high motive for achievement. The test was done on adolescents to study their behaviour on risk-taking attitudes and results were interpreted accordingly.

Hypothesis

H1: There will be positive correlation between risk-taking and achievement motive.

H2: High risk-taking will transcend to high achievement motive.

Research design

The present study utilizes primary data analysis method, gathered from a sample of 97 male individuals from high school in India through offline mode. Population size was taken from high school students and undergraduates.

For sample collection two tools were used namely: -

- Risk-taking questionnaire by Virendra Sinha and Dr. prem Nath Arora.
- Achievement motivation scale by P. deo and Asha Mohan.

Inclusion criteria

- High school students and undergraduates between the age of 13-22 years.
- Have already taken risks or have planned for one.

Exclusion criteria

- Students and undergraduates below the age of 13 and above the age of 23.

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Procedure

Data collection. Initially, a demographic detail form was circulated for sample collection. This form had questions related to name, age, gender, educational qualification, have they taken any risks yet or are planning to take in future along with their signature. After getting their consent for the same individuals were informed that they have been chosen to become the sample of the study.

After the confirmation for everyone the risk-taking questionnaire and achievement motivation scale was circulated to them, instructions were clearly explained and after the filling of the questionnaire the forms were collected. The raw scores were calculated and then SPSS was used to find the correlation between the two variables.

Tools

For sample collection two tools were used namely: -

- Risk-taking questionnaire by Virendra Sinha and Dr. prem Nath Arora.
- Achievement motivation scale by P. deo and Asha Mohan.

Risk-taking questionnaire

The RTQ developed by Virendra Sinha and Dr. prem Nath Arora is a set designed to find out the level of risk taking in individuals at personal and social level. The test is usable on male literates only. The answering of RTQ is based on a *five-point scale*. In RTQ the five categories i.e., very much, much, moderate, less, and very less carry 5,4,3,2, and 1 scores respectively.

The sum of the scores in all the eight areas gives the total extent of risk tendency of an individual. The maximum possible score in the tool is 200 and the minimum possible score is 40.

The reliability of risk-taking questionnaire for all the eight areas of urban male adolescents was computed to be .39, .58, .75, .75, .79, .56, .49, .63.

Achievement motivation scale

AMS developed by P deo and Asha Mohan is designed to find out the level of achievement motivation in individuals. There are 37 positive and 13 negative items in the scale. A positive item carries the weights of 4,3,2,1 and 0 for the categories always, frequently, sometimes, rarely, and never respectively. The negative items are to be scored 0,1,2,3 and 4 for the same categories respectively.

The total score is the summation of all the positive and negative item scores. The minimum score obtained can be 0 and maximum can be 200.

The reliability for the male sample is .67 at .01 level of significance.

Data analysis

Descriptive statistics were used to analyse and understand the data. Data analysis was done using SPSS. Risk-taking questionnaire by Dr. prem Nath Arora and Virendra Sinha and achievement motivation scale by P. Deo and Asha Mohan was used for data sampling. Correlation method was used to study the relation between the two variables.

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RESULTS

The purpose of this study is to examine the correlation between risk-taking attitude and achievement motive among adolescents. The main aim of this work is to correlate the high risk-taking attitude with high level of achievement motivation. For this study a total of 97 samples was collected. These 97 individuals filled the risk-taking questionnaire and the achievement motivation scale. Correlation method was used for data analysis. All the samples chosen were males between the age of 13-22 years.

Table 1 Mean and standard deviation of risk-taking questionnaire and achievement motivation scale

	M	SD
rtqrawscore	132.330	26.631
amsrawscore	122.190	19.178

Table 1 shows descriptive statistics data of the male sample used in the study. The mean value of risk-taking and achievement motive is 132.330 and 122.190 respectively and the Standard deviation value of risk-taking and achievement motive is 26.631 and 19.178 respectively through the standard deviation output.

Table 2 Correlation between risk-taking and achievement motive

Variable	M	SD	r
1)rtqrawscore	132.33	26.63	
2)amsrawscore	122.19	19.17	0.23

* $P < 0.05$ (2-tailed), $N=97$, *rtq*= risk taking questionnaire, *ams*= achievement motivation scale

Table 2 shows the mean, standard deviation, and correlation between risk-taking and achievement motive of all male participants. Since there is significance at 0.05 level (2-tailed) a positive correlation is obtained between risk-taking and achievement motive of male adolescents. Hence, both the hypothesis of the present study is accepted that is, i) There will be positive correlation between risk-taking and achievement motive and ii) High risk-taking will transcend to high achievement motive. Derived from Table 2 the P value is less than 0.05 (2-tailed), and $N=97$ and there is significance at 0.05 level (2-tailed) through which a positive correlation is derived.

Hence the purpose of this study was fulfilled, and correlation was found between risk-taking and achievement motive of adolescents to study the psychological impact of risk-taking on achievement motive among adolescents.

DISCUSSION

The current study on the psychological impact of risk-taking on achievement motive of adolescents examined the impact and relation between individuals risk-taking and achievement motivation. To find this a correlation study was made and a positive correlation between risk-taking attitude and achievement motivation was found.

Sample collection was done manually, and samples were taken from high school and undergraduate students. Questionnaire on RTQ and AMS was circulated between them, and consent was taken from each student. Next, the ones who qualified the inclusion criteria was

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consented in being a sample for the study. 97 samples were the final sample size and each of them filled both the questionnaires - risk-taking questionnaire and achievement motive scale. The raw scores of the questionnaires were scored manually and SPSS was used for data analysis. A correlation study was made and positive correlation between both the variables considered was found.

The findings of the study support the evidence from the study by Hetschko and Preuss (2020) which showed that the risk aversion increases after passing through a relevant personal experience such as losing work. Upon analysis it was clear that students who got low marks or average grades in their previous examinations were ready to take risks in order to perform better. Hence, to increase their performance academically they were willing to take greater risks.

Also maximizing tendency was found that is the tendency to pursue better decision making (Schwartz et al., 2002). The current study supports the judgement made in the paper by Tian Qiu, Yang Bai and Jingyi Lu a study on maximizing and risk-taking tendencies that higher the expectations more is the risk an individual wants to take. A positive correlation was found in both studies.

The interpretation from the study also states that students do want to take risks to perform better but they also want to minimize the burden of not so important risk-taking activities. Just the same as stated in the study by Knowles, Cutter, Walsh, and Casey (1973).

The findings are also consistent with the study entitled, Taking Risks: The Management of Uncertainty (MacCrimmon and Wehrung) (1986) where it was found that successful administrators were willing to take more risks than the non-risk takers. The findings from the current study reveals that students who perform better are always willing to take risks and chances to grow more and achieve more. Their motivation level was found to be high when compared to those who were average scorers.

unlike as stated in In Kogan and Wallach's (1964) that young men have higher confidence in risk taking than older men the current study found no difference as such in between young adults and older ones. Students from both the standards middle and high showed enough confidence in taking risks and their level of motivation for achievement was also comparatively high.

Limitations and future directions

The study was conducted for the purpose of identification of risk-taking attitude of individuals on achievement motive of male adolescents. The current study has focused only on male candidates and so female samples were not considered. But the study will be helpful in identifying and recognising the efforts an adolescent wants to make in his academic, social, personal, and emotional sectors of his life. Male risk-taking attitude can be easily studied and used to influence young adolescents to take better risks and perform better.

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Conflict of Interest

The author(s) declared no conflict of interest.

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