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# Gian Prabodh

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# Risk Taking Behaviour Of Perspective Teacher Educators In Relation To Their Intelligence

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## Abstract

This research was conducted to study risk taking behaviour of perspective teacher educators in relation to their intelligence. Sample consisted 160 teacher educators belonging to Moga & Ludhiana district and taken through random sampling method. Risk Taking Questionnaire (RTQ) by Varinder Singh & Prem Nath Arora, (1982) and General Mental Ability Test developed and standardized by S. Jajota (1972) used and t-ratio computed. Data was analyzed by employing mean, S.D., t-ratio, correlation. It is shown that there exists significant mean difference in risk taking behaviour of perspective teacher educators with respect to locale and gender. It is also reflected that there is no significant mean difference in intelligence of perspective teacher educators with respect to locale and gender. It is further seen that risk taking behaviour and intelligence of perspective teacher educators are independent to each other.

The success of an individual does not merely depend upon imbue ment of knowledge, techniques and information in the present scenario but upon many aspects of his behaviour like attitude, family back-ground, anxiety, adjustment and intelligence, risk taking behaviour etc.

Risk refers to uncertainty. Risk is taken to achieve a feat. The human race has advanced from Stone age to nuclear age all on account of taking risk. It is evident now that a risk taker is more successful leading position holder in the society.

Education is the most important means which is used for human develop-ment. The main aim of education is to modify the behaviour of the child accord- ing to his needs. It makes him an able citizen of the society and inspires him towards the direction of desired change in the form of society. Education is the aggregate of all processes by means of which a person develops abilities and other forms of behaviour of positive value in the society in which he lives.

A balanced development of many dimensions of human personality i.e. moral,

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physical, intellectual, social, emotional and spiritual is the key to true education. If there is no intelligence emotion of a person and there is always fear, worries, frustration in his mind, he cannot succeed in his life. So it is essential to give him right guidance and he may succeed in his future. Now a days, the term intelligence and risk taking behaviour have receive much attention.

The main aim of education is to modify the behaviour and behaviour is modified at home and in society. Behaviour is composed of many attributes. Two of these attributes are 'Risk taking and Intelligence'.

## **Risk Taking Behaviour**

The term 'risk' is a condition where a possibility of occurrence of loss as a result of deviation from the intended or expected situation does exist. Risk taking behaviour is that behaviour which is exposed by an individual to the possibilities of bodily injury or death. So, we can say that risk is a major aspect of our environment. We are surrounded by innumerable risks from birth to death.

There are four categories of risks:

- One category of risk entails financial gambler, such as stocks, land investment or gambling.
- A second category is concerned with taking chances in situations. Involving bodily harm or physical risk to a person.
- Third category may be called ethical risk taking.
- Finally, there is social risk taking which involves situation in which the esteem of a person in the eye of others is at stake.

In general, we think of risky behaviour as encompassing activities only a handful of courageous or 'crazy' people would attempt including rock climbing, sky diving, or other dramatic exploits. The reasons for these behaviour are complex and can mean different things to different people.

Many people who love to take risks are also characterized by a consuming desire to control their own destiny. By taking part in activities in which they could be injured disciplined preparatory. Risk takers achieve the sense that they can elude death will and are even of momentarily omnipotent.

## **Definitions of Risk Taking Behaviour**

Wallach and Kagon (1964), "Risk element is based on subjects' assessment of success or failure content in situation involving gain less consequences."

## **Intelligence**

It is acknowledged by all teachers that one of the most important single variable which affects schooling is the quality of behaviour called intelligence. The term intelligence is vague and ambiguous in its meaning. Psychologists have been interpreting the term in different ways and are in disagreement on the meaning of the term intelligence. During the last fifty years, much research has been done

on the nature of intelligence and its measurement.

In contrast to animals man is considered to be endowed with certain cognitive abilities, which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation. Definitely he is superior to animals in all such aspects of behaviour. But human beings themselves are not all alike. There are individual differences. A teacher easily discovers these differences among his pupils. Some learn with a good speed while others remain lingering too long. There are some who need only one demonstration for handling the tools properly while for others even the repeated individual guidance brings no fruitless result.

What is that cause one individual to be more effective in his response to a particular situation than another. No doubt, interest, attitude, desired knowledge and skills etc; count toward this achievement. But still there is something that contributes significantly towards these varying differences.

### **Definitions of Intelligence**

Stoddard G.D. (1943) "Intelligence is the ability to undertake activities."

Wechsler D.W. (1950) "Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment."

### **Need and Significance of the Study**

In the era of competition human being is busy to keep himself in leading position. This competitive spirit bounds him to opt the risk. Darwin has rightly said, 'Life is a continuous chain of struggle for existence and survival.' In this study it shall be seen that how far the factor risk taking behaviour and risk taking affects the intelligence among male and female Perspective Teacher Educators.

It is observed that in most cases the education has been given less priority by the Perspective. Their aspiration level being high, the Perspective Teacher Educators led to take extreme steps and risk taking tendencies become prominent among companion. Here the role of intelligence is also no less importance. The researcher got convinced by the concept risk taking behaviour and intelligence are tried to find the relationship between two variables.

### **Statement of the Problem**

Risk taking behaviour of perspective teacher educators in relation to their intelligence.

### **Objectives of the Study**

1. To find out the relationship between risk taking behaviour and intelligence among Perspective Teacher Educators.
2. To study the significant difference of risk taking behaviour among rural and urban Perspective Teacher Educators.

3. To study the significant difference of risk taking behaviour among male and female Perspective Teacher Educators.
4. To study the significant difference of intelligence among rural and urban Perspective Teacher Educators.
5. To study the significant difference of intelligence among male and female Perspective Teacher Educators.

### **Hypotheses of the Study**

1. There exists no significant relationship between risk taking behaviour and intelligence among Perspective Teacher Educators.
2. There exists no significant difference between risk taking behaviour among rural and urban Perspective Teacher Educators.
3. There exists no significant difference between risk taking behaviour among male and female Perspective Teacher Educators.
4. There exists no significant difference between intelligence among rural and urban Perspective Teacher Educators.
5. There exists no significant difference between intelligence among male and female Perspective Teacher Educators.

### **Method of the Study**

Descriptive survey method was used.

### **Sample of the Study**

- Sample of the study was consisted of 160 Perspective Teacher Educators from Moga and Ludhiana district which was taken through Random Sampling.

### **Delimitations of the Study**

- The study was delimited to 160 Perspective Teacher Educators of Moga and Ludhiana district.
- The study was delimited to rural and urban Perspective teacher educators.
- The study was delimited to male and female Perspective teacher educators.

### **Tools Used**

1. Risk Taking Questionnaire (RTQ) by Varinder Sinha & Prem Nath Arora. (1982).
2. General Mental Ability Test developed and standardized by S. Jalota (1972).

### **Statistical Techniques Used**

Mean, Standard Deviation, t-test and coefficient of correlation was computed.

## Data Analysis and Findings

**Hypothesis 1** There exists no significant relationship between risk taking behaviour and intelligence among Perspective Teacher Educators.

Variables	Coefficient of correlation(r)
Risk Taking behaviour	-0.045
Intelligence	

Table 1 shows the value of coefficient of correlation of Risk Taking behaviour and intelligence of Perspective teacher educators is -0.045 which is not significant. It means there is no correlation between risk taking behaviour and intelligence of perspective teacher educators. It means both risk taking behaviour and intelligence of perspective teacher educators are independent of each other.

Hence hypothesis 1 There exists no significant relationship between risk taking behaviour and intelligence among Perspective teacher educators is accepted.

**Hypothesis 2** There exists no significant difference in risk taking behaviour among urban and rural perspective teacher educators.

Category	N	Mean	S.D.	t-value	Level of significance
Urban	80	87.41	19.18	3.047	significant at 0.01 level
Rural	80	78.64	17.18		

Table 1 shows that there is insignificant difference in the mean scores risk taking behaviour between urban and rural perspective teacher educators. It can be seen from table 1 that the mean score of urban teacher educators is 87.41 and rural teacher educators is 78.64. The S.D. of both categories is 19.18 and 17.18 respectively.

The calculated t-value is 3.047, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is higher than the tabulated value at 0.01 level of significance. So the value is significant at 0.01 level of significance. This indicates that there is significant mean difference between urban and rural perspective teacher educators.

**Hypothesis 2** There exists no significant difference in risk taking behaviour among urban and rural perspective teacher educators is rejected.

**Hypothesis 3** There exists no significant difference in risk taking behaviour among urban and rural perspective teacher educators.

School	N	Mean	S.D.	t-value	Level of significance
Male	80	19.95	88.15	3.59	significant at 0.01 level
Female	80	15.85	77.90		

Table 3 shows that there is insignificant difference in the mean scores risk taking behaviour between Male and Female perspective teacher educators. It can

be seen from table 1 that the mean score of male teacher educators is 88.15 and female teacher educators is 77.90 The S.D. of both categories is 19.95 and 15.85 respectively.

The calculated t-value is 3.59, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is higher than the tabulated value at 0.01 level of significance. So the value is significant at 0.01 level of significance. This indicates that there is significant mean difference between male and female perspective teacher educators.

**Hypothesis 3** There exists no significant difference in risk taking behaviour among urban and rural perspective teacher educators is rejected.

**Hypothesis 4** There exists no significant difference in intelligence between urban and rural perspective teacher educators.

Locale	N	Mean	S.D.	t-value	Level of Significance
Urban	80	69.41	9.18	1.64	Not significant
Rural	80	67.03	9.28		

Table 4 shows that there is insignificant difference in the mean scores intelligence between urban and rural perspective teacher educators. It can be seen from table 1 that the mean score of urban teacher educators is 69.41 and rural teacher educators is 67.03. The S.D. of both categories is 9.18 and 9.28 respectively.

The calculated t-value is 1.64, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is lower than the tabulated value at 0.01 level of significance. This indicates that there is significant mean difference in intelligence between urban and rural perspective teacher educators. Hence, hypothesis There exists no significant difference in intelligence between urban and rural perspective teacher educators is accepted.

**Hypothesis 5** There exists no significant difference in intelligence between urban and rural perspective teacher educators.

Gender	N	Mean	S.D.	t-value	Level of significance
Male	80	65.32	7.96	4.14	significant at 0.01 level
Female	80	71.11	9.64		

Table 5 shows that there is insignificant difference in the mean scores in intelligence between Male and Female perspective teacher educators. It can be seen from table 1 that the mean score of male teacher educators is 65.32 and female teacher educators is 71.11 The S.D. of both categories is 7.96 and 9.64 respectively.

The calculated t-value is 4.14, the tabulated t-values at 0.01 level and 0.05 levels are 2.58 and 1.96 respectively. Since the calculated value is higher than the tabulated value at 0.01 level of significance. So the value is significant at both levels of significance. Hence, Hypothesis 5, There exists no significant



difference in intelligence between urban and rural perspective teacher educators is rejected.

## **Suggestions**

1. Similar study with a larger sample and at different levels can be conducted to make findings more reliable.
2. Study of same nature can be undertaken for different districts and states.
3. Study can be carried out on other age group of students.

## **Educational Implications**

1. The results reflect that there exists a significant difference between rural and urban perspective teacher educators on the variable of risk taking behaviour. It shows that location plays an important role in the development of risk taking behaviour.
2. High intelligent male perspective teacher educators takes less risk and less intelligent male perspective teacher educators takes more risk. This thing should be kept in mind while assigning the task involving high risk.
3. This study indicates that intelligence between the rural and urban perspective teacher educator boys differ significantly.

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