

RISK TAKING BEHAVIOUR OF PROSPECTIVE TEACHERS IN RELATION TO ANXIETY AND EMOTIONAL INTELLIGENCE

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Abstract

The present study was conducted on a sample of 100 prospective teachers to investigate the relationship between risk taking behaviour, anxiety and emotional intelligence. Three standardized tools ; Risk Taking Questionnaire (RTQ) by Sinha and Arora (1983) , Comprehensive Anxiety Test (CA- Test) by Bharadwaj, Sharma and Bhargava (2006) and Emotional Intelligence Test by Soni and Sharma (2009) were employed to collect data. The data were analyzed by computing the Pearson's product moment correlation. The analysis of data revealed significant relationship between the anxiety and risk-taking behaviour, Emotional intelligence and risk-taking behaviour and anxiety and Emotional Intelligence of prospective teachers. The findings of the study imply that the ability of taking calculated risk , balancing the level of anxiety and developing emotional intelligence skills of prospective teachers are the issues of immediate concern to be addressed in today's complex social world.

Key Words : prospective teachers, risk-taking behaviour, anxiety, emotional intelligence

1. Introduction

Risk taking is an integral part of life, but few people know how to manage it properly. The word risk has a slightly negative connotation to it- it implies danger, tension and possible loss. But risk also has a positive side, the chance of hitting a big win, of getting more on the back side than invest on the front side. Risk taking refers to a "developmental trait that consists of moving toward something without being concerned of the consequences" (Alshalabi, 2003). 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. This strong emotion is an obstacle in the proper functioning of

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the mind if it persists for a longer time and it also affects risk taking nature and emotional intelligence of the prospective teachers. Thus, it creates disequilibrium as anxiety is considered as a block to an activity. American Psychological Association (2013) states anxiety is an intense emotional response caused by the preconscious recognition that a repressed conflict is about to emerge into consciousness. According to National Institute of Mental Health (NIMH, 2006) an anxiety disorder is a serious condition characterized by extreme chronic anxiety which disturbs mood, thought, behaviour and physiological activity. Developed emotional intelligence skills are integral components of a strong mental health. According to Mayor and Salovey (2004) "emotional intelligence is the capacity to reason about emotions, and of emotions to enhance thinking". Emotional intelligence is "an integration of interconnected emotional and social competencies and skills determining how successfully we comprehend and convey ourselves, realize others and communicate with them, and deal with daily necessities and problems" (cited in: Ghanizadeh & Moafian, 2011). Risk taking behaviour, anxiety and emotional intelligence are the constructs related to affective domain and deal with emotions while learning is in progress. There is every possibility that educators with high emotional intelligence skills have higher risk taking potentials and are able to develop professional and personal strength, as well as improve the areas of weakness by controlling their anxiety levels.

2. Objectives of the Study

1. To study the relationship of risk taking behaviour with anxiety level of prospective teachers.
2. To study the relationship of risk taking behaviour with emotional intelligence of prospective teachers.
3. To study the relationship of level of anxiety with emotional intelligence of prospective teachers.

3. HYPOTHESES OF THE STUDY

H01: There is no significant relationship between risk taking behaviour and level of anxiety of prospective teachers.

H02: There is no significant relationship between risk taking behaviour and emotional intelligence of prospective teachers.

H03: There is no significant relationship between level of anxiety and emotional intelligence of

prospective teachers.

4. Methodology

4.1 Method

Descriptive survey method has been used for the present study.

4.2. Sample

The sample consisted of 100 prospective teachers from Government College of Education, Sector -20 D, Chandigarh and Dev Samaj College of Education, Sector-36 B, Chandigarh by employing purposive sampling.

Tools Used

1. Risk Taking Questionnaire (RTQ) developed and standardized by Sinha and Arora (1983)
2. Comprehensive Anxiety Test (CA- Test) developed and standardized by Bharadwaj, Sharma and Bhargava (2006)
3. Emotional Intelligence Test by Soni and Sharma (2009)

Procedure of Data Collection and Analysis

The investigators personally collected the data for the present study from the colleges of education in Chandigarh. In the present study, three standardized tools were administered on prospective teachers to study the relationship of risk-taking behaviour with level of anxiety and emotional intelligence and also to study the relationship between level of anxiety and emotional intelligence. 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.

Statistical Techniques

To find out the relationship of risk- taking behaviour with level of anxiety and emotional intelligence of prospective teachers and also to find out the relationship between level of anxiety and emotional intelligence, the Pearson's product moment correlation was computed.

5. Results and Discussion

In order to test all the three hypotheses, product moment coefficient of correlation were computed between risk taking behaviour, anxiety and emotional intelligence. Results are shown in Table 1.

Table 1 showing coefficient of correlation between risk-taking behaviour, anxiety and emotional intelligence

VARIABLES	CORRELATION		
	RISK-TAKING BEHAVIOUR	ANXIETY	EMOTIONAL
Risk-Taking Behaviour	1	.545**	.275**
Anxiety	.545**	1	.309**
Emotional Intelligence	.275**	.309**	1

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Interpretation and discussion based on table 1

Table 1 shows that the value of coefficient of correlation (r) between risk-taking behaviour and anxiety level of prospective teachers is 0.545 which is significant at 0.01 level. Therefore, the null hypothesis H₀₁ stating " There is no significant relationship between risk taking behaviour and level of anxiety of prospective teachers "is rejected.

Hence, there exists significant relationship between risk taking behaviour and anxiety.

The finding is supported by the study conducted Haleblan (2006). This study revealed that anxiety would be positively related to decision risk in a competitive context. Hence, it may be concluded that a risk taking person has more anxiety. It implies that risk taking behaviour and anxiety level go together.

Table 1 shows that the value of coefficient of correlation (r) between Risk-Taking behaviour and emotional intelligence of prospective teachers is 0.275 which is

significant at 0.01 level.

Therefore, the null hypothesis H02 stating "There is no significant relationship between risk-taking behaviour and emotional intelligence of prospective Teachers" is rejected.

The result that risk-taking behaviour has a significant relationship with emotional intelligence is supported by the studies conducted by Leoni (2004), Ebrahimi and Yarahmadzahi (2015) and Kaur (2017). Leoni (2004), in her study reflects on the need for teachers to take risks if they were to encourage creative risk-taking in their students. Ebrahimi and Yarahmadzahi (2015) investigated that enhancing students' EQ may increase risk-taking which in turn increases class participation and learning. It implies that calculated risks taken by emotionally intelligent individual, in anticipation of the positive results depending on the circumstances. Kaur (2017) in her study found significant relationship between risk taking behaviour and emotional intelligence of female secondary school students.

Table 1 reveals that the value of coefficient of correlation (r) between anxiety level and emotional intelligence of prospective teachers is 0.309 which is significant at 0.01 level.

Therefore, the null hypothesis H03 "there is no significant relationship between level of anxiety and emotional intelligence of prospective teachers" is rejected. It may therefore be concluded that there exists a significant relationship between anxiety level and emotional intelligence of prospective teachers.

The result that level of anxiety has a significant relationship with emotional intelligence is also supported by the findings of the study conducted by 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.

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 and issue of emotional well-being of teachers are being addressed more and more these days.

Teachers who take risks in their profession play significant role. Emotionally intelligent teachers help students with enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improve team work. It may further lead to attentive behaviour, sustained intellectual engagement, intrinsic motivation and enjoyment of challenging academic activities.

The present study revealed that teachers who take risks are more emotionally profound, which is the key of success in teaching profession.

There was significant interaction found between risk-taking behaviour and emotional intelligence. Hence, it is essential to develop risk taking behaviour in student teachers during pre-service training programs. A teacher who takes risk is more confident in life about bringing positive results. The administrators, teachers and prospective teachers should shoulder the responsibility of developing the behaviour of students to take risk.

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 provides a dimension to the concept of balanced anxiety level in prospective teachers. Proper balanced level of anxiety enables a teacher to take risk in teaching which results in effective functioning of teaching learning process.

An emotionally intelligent teacher can motivate the students to make decisions about subject choices and routes. It can help them to evaluate alternative courses of action and can build confidence in them.

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

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