

# RELATIONSHIP BETWEEN RISK-TAKING BEHAVIOUR AND ACADEMIC ACHIEVEMENT IN HO TRIBE STUDENTS STUDYING IN HIGH SCHOOLS IN KOLHAN, JHARKHAND

Research  
Paper

## ABSTRACT

*Risk refers to uncertainty. Risk is taken to achieve a feat. The human race has advanced from the stone age to the nuclear age – all on account of taking risks. For teens, taking risks is part of what adolescence is. Adolescents seek to develop their own identity, opinions, and values (Miller, 1989). Essentially, increased independence, opportunity, peer influence, cultural conditioning and continued brain development contribute to risk-taking behaviour. The Ho tribe adolescents do take academic risks. This study is undertaken to see whether there is any relationship between risk-taking behaviour and academic achievement in the Ho tribe students studying in high schools in Kolhan, Jharkhand. 400 Ho tribe students were considered in a stratified random sampling technique for selecting the sample. The survey method was used. The finding reveals that there is significant predictive relationship between academic achievement and risk taking behaviour of Ho tribe students.*

## INTRODUCTION

Singhabhumi hasa rebu janmelena  
Sinhalekan Paitibu rikaygeya  
Janam nenge disum nelega  
Kili milibu seba singareya

Born we are on the soil of Lion-land (Singhabhumi)  
We must act like the mighty lions  
Come, come, for the service of Lion-land  
To adore and adorn her with all that is good.

*(A Ho folk song)*

Risk is understood in terms of and in relation to uncertainty. Every human activity involves risks. In the educational field, both individuals and institutions take academic risks. For instance, examination is a risk taken by both the individual and the institution. Certainty and uncertainty are two extremes on a continuum, and risk exists somewhere between the two. The risk elements in the lives of tribals can be seen in their 'fighting spirit' against all odds. The poem about Singhabhumi (the habitat of Ho tribes) speaks louder than any possible wordy description. Birsa Munda took risk against the British empire in seeking freedom for the tribals and Jaipal Singh took risk to lay

the road map for self-rule for tribals, and but for his effort, the Jharkhand state would not have been born. According to Jessor and Jessor (1977) adolescents purposely seek out risks. They suggest that such behaviour permits adolescents to (i) take control of their lives; (ii) express opposition to adult authority and conventional society; (iii) deal with anxiety, frustration, inadequacy, and failure; (iv) gain admission to peer groups and demonstrate identification with a youth subculture; (v) confirm personal identity; and (vi) affirm maturity and mark a developmental transition into young adulthood. Interestingly, the Ho tribe students studying in high schools take plenty of risks – small or big – to enhance their academic performance as they need to have a competitive edge over their counterparts.

### P. ANTHONY RAJ

*Research Scholar*

*St. Xavier's College of Education (Autonomous),  
Palayamkottai.*

### Dr. P. ANNARAJA

*Associate Professor / Director, Centre for Research  
St. Xavier's College of Education (Autonomous),  
Palayamkottai.*

In this paper, a quantitative study has been undertaken to capture glimpses of the risk-taking behaviour in relationship with academic achievement of the Ho tribe students studying in high schools in Kolhan, Jharkhand.

**RISK DEFINED**

The Webster New Dictionary and Thesaurus (1990) defines risk as hazard: chance of loss or injury. The word risk is derived from the Greek word 'rhiza', which refers to such hazards of sailing as being too near the cliff, contrary winds, turbulent downdraughts and swirling tides. Hence, in one sense, risk can be defined as "a variation in the possible outcome". In another sense, risk is defined as 'the degree of uncertainty associated with a possible action'. In his book, The Psychology of Risk-taking Behaviour, Rudiger Trimpop (1994) defines risk-taking behaviour as: 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 psychosocial well-being of oneself or others.

**SIGNIFICANCE OF THE STUDY**

According to the 2001 census, the tribal population in India is 74.6 million – about 8% of the Indian population. The Indian Constitution assigns special status to the Scheduled Tribes (STs). In tribal India, the Ho tribe is a significant minority and is virtually confined to Singhbhum district of Jharkhand. Historically, they were known as Larka Kol (Fighting Kol) on account of their warlike disposition when they resisted the invasion of British troops. However, they withdrew into the forest and hilly terrain as they preferred to retain their identity and ethnicity. Even today, a section of Ho community, which believes in clan purity, avoids any sort of physical and social contacts with non-tribals for fear of contamination and assimilation.

Breaking their isolation, a great majority of the school going Ho tribe children have the attitude to take academic risks. They are slow; but, have shown perceptible change in their risk-taking behaviour. Amazingly, they are able to compete with the other cultural groups on equal footing. They have accepted the forces

of modernity in various forms. They begin to take risk to change in the traditional or quasi-traditional structure of the tribal communities. Such change has happened on account of various reasons as listed here: break of isolation, cultural contact with non-tribal groups, education, media exposure, migration, occupational mobility of their parents, and technological impact and scientific outlook. For them, the academic risks consist in receiving instruction in regional languages, attending classes in unsuitable school timing, learning from single-teacher manned schools, going through unsuitable content and curriculum, taking up new academic subjects, courses and tests.

In this respect, the proposition is important as it stresses the value of risk-taking behaviour as one of the predictive variables of the scholastic achievement of the Ho tribe students studying in high schools in Kolhan, Jharkhand.

**OBJECTIVES**

- i. To find out the level of risk-taking behaviour in Ho tribe students studying in high schools.
- ii. To find out the level of academic achievement in Ho tribe students studying in high schools.
- iii. To find out whether there is any significant difference between Ho tribe boys and girls in their risk-taking behaviour.
- iv. To find out whether there is any significant difference between Ho tribe boys and girls in their academic achievement.
- v. To find out whether there is any significant relationship between academic achievement and risk-taking behaviour.

**METHODOLOGY**

The survey method was followed for this investigation. Since it is a fact finding expedition, this method was adopted by the investigator.

## SAMPLE

The investigator used the stratified random sampling technique for selecting the sample. The investigator selected Ho tribe students studying in high schools in Singhbhum District in Jharkhand. Stratification was done on the basis of sex, locality of school and nature of school. The sample consisted of 400 Ho students studying in high schools.

## TOOLS USED

The investigator used the following tool for the present study:

The Risk-taking Behaviour Scale developed by Anbalagan and Annaraja (2008)

Source of Academic Achievement: The investigator collected the half-yearly marks of the students from the school records.

## STATISTICAL TECHNIQUES USED

The investigator used the statistical techniques like Mean, standard deviation, 't' test, and correlation analysis.

## ANALYSIS AND FINDINGS

Table 1

### LEVEL OF RISK-TAKING BEHAVIOUR OF THE HO TRIBE BOYS AND GIRLS

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Boys	28	14.0	161	80.5	11	5.5
Girls	33	16.5	155	77.5	12	6.0
Risk-taking Behaviour	61	15.2	316	79.0	23	5.8

It is inferred from the above table that 14.0% of boys have low, 80.5% of them have moderate and 5.5% of them have high level of risk-taking behaviour.

Regarding girls, 16.5% have low, 77.5% have moderate and 6.0% have high level of risk-taking behaviour.

It is inferred from the above table that 15.3% of the Ho tribe students have low, 79.0% have moderate, and 5.8% have high level of risk-taking behaviour.

Table 2

### LEVEL OF ACADEMIC ACHIEVEMENT OF HO TRIBE BOYS AND GIRLS

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Boys	39	19.5	133	66.5	28	14.0
Girls	38	19.0	152	76.0	10	5.0
Total	77	19.3	285	71.3	38	9.4

It is inferred from the above table that 19.5% of boys have low, 66.5% of them have moderate, and 14.0% of them have high level of academic achievement.

Regarding girls, 19.0% of them have low, 76.0% have moderate, and 5.0% have high level of academic achievement.

It is inferred from the above table that 19.3% of Ho tribe students have low, 71.3% have moderate, and 9.5% have high level of academic achievement.

### Null Hypothesis 1

There is no significant difference between Ho tribe boys and girls in their risk-taking behaviour.

Table 3

### DIFFERENCE BETWEEN HO TRIBE BOYS AND GIRLS IN THEIR RISK-TAKING BEHAVIOUR

Variable	Boys N = 200		Girls N=200		Calculated 't' value	Remark
	Mean	SD	Mean	SD		
Risk-taking Behaviour	58.6	5.4	58.46	6.6	0.17	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between Ho tribe boys and girls in their risk-taking behaviour.

### Null Hypothesis 2

There is no significant difference between Ho tribe boys and girls in their academic achievement.



**Table 4**  
**DIFFERENCE BETWEEN HO TRIBE BOYS AND GIRLS IN THEIR ACADEMIC ACHIEVEMENT**

Sex	Mean	SD	Calculated 't' value	Remark
Boys	50.6	13.2	1.95	NS
Girls	48.22	11.48		

(At 5% level of significance the table value of 't' is 1.96)

The above table shows that there is no significant difference between Ho tribe boys and girls in their academic achievement.

**Null Hypothesis 3**

There is no significant relationship between academic achievement and risk-taking behaviour in Ho tribe students.

**Table 5**  
**RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND RISK-TAKING BEHAVIOUR OF THE HO TRIBE STUDENTS**

Factors	$\Sigma x$	$\Sigma y$	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	Calculated 'r' value	Remark at 5% level
Risk-taking Behaviour	19771	23403	1039007	1383731	1160182	0.115	S

(At 5% Level of significance for 398 df, the table value of 'r' is .098)

It is inferred from the above table that there is a significant relationship between academic achievement and risk-taking behaviour in Ho tribe students.

**INTERPRETATION**

Correlation Analysis shows that there is significant predictive relationship between academic achievement and risk-taking behaviour in Ho tribe students. This means that great risk-takers are better academic achievers.

**RECOMMENDATIONS**

- i. The government schools should inculcate risk-taking behaviour in children.
  - ii. Concerted effort should be made to enhance the academic performance of the Ho tribe children by reworking on the negative factors that are at work such as put-down, destructive remarks and undermining.
  - iii. Critical thinking has to be fostered among the Ho tribe children.
- i. The schools should incorporate attitudinal training programmes in the curriculum for the children.
  - ii. The school should have student counsellors to assist the students to programme their personal lives.

**CONCLUSION**

Biological, psychological, and social stresses during adolescence often contribute to risk-taking behaviour. It is by taking risks, the teens discover their strength and weaknesses. The type of risks and the dimensions of risk give the adolescents a sense of identity, values and worth. It appears that the great academic achievers are great risk-takers.

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