

A Study of the Correlation between Quality of Life and Risk-Taking Ability among Higher Secondary Level Students

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Abstract

The present research investigates the "Study of the Correlation between Quality of Life and Risk-Taking Ability among Higher Secondary Level Students." For this study, the researcher selected a sample comprising 200 students (100 boys and 100 girls) from higher secondary level schools. To collect data, the researcher utilized two standardized instruments: the Quality of Life Scale, developed by S. Sharma and N. Nasreen, and the Risk-Taking Ability Scale, developed by Pradeep Kumar Mishra, V. Sinha, and V.P.N. Arora. The survey method was employed for this research work. The research findings revealed a high positive correlation regarding Quality of Life among both boys and girls at the higher secondary level. Furthermore, a high positive correlation regarding Risk-Taking Ability was observed among the boys and girls of these schools. Overall, a high positive correlation was found between Quality of Life and Risk-Taking Ability among the students at the higher secondary level.

Keywords: - Students, Quality of Life, Taking Risk Ability

INTRODUCTION

Education is considered the cornerstone of the development of any society. In the modern era, the objective of education is no longer limited merely to imparting academic knowledge to students; rather, the holistic development of their personality has become equally essential. The higher secondary level represents a critical stage of education where students transition from adolescence into young adulthood. During this phase, rapid changes are observed in their physical, mental, emotional, and social development. This is precisely the stage at which students embark upon the process of making significant decisions regarding their future. In this context, psychological and social factors such as risk-taking ability and quality of life—profoundly influence their personality and behavior.

Adolescence is often characterized as a transitional phase, as it is during this period that students move away from the dependency of childhood and progress toward self-reliance. In this transformative stage, the propensity for risk-taking naturally emerges. Risk-taking is not solely associated with negative behaviors; rather, it can also serve as a positive process for embracing novel experiences, building self-confidence, making decisions, and advancing in life. Within an educational context, the capacity for risk-taking motivates students to select challenging subjects, participate in competitive examinations, engage in innovative activities, and persevere in their efforts despite the fear of failure. Consequently, the ability to take risks can be regarded as a vital component of a student's personality development.

On the other hand, quality of life reflects an individual's holistic experience of their existence. It is not confined merely to material comforts; rather, it encompasses a multitude of dimensions, including physical health, mental equilibrium, social relationships, emotional fulfillment, and overall life satisfaction. The quality of life of higher secondary students is influenced by their family environment, school milieu, peer groups, socio-economic status, and personal expectations. If a student experiences a satisfactory quality of life, they tend to feel more secure, self-assured, and positive. Conversely, a poor quality of life can give rise to stress, dissatisfaction, and hesitation in decision-making.

In the current competitive educational landscape, students face constant pressure regarding academic achievement, career choices, and societal expectations. In such high-pressure situations, the relationship between risk-taking ability and quality of life becomes even more critical. Students who possess a superior quality of life are capable of making balanced decisions even in stressful circumstances and tend to view risks as opportunities. Conversely, students with a lower quality of life tend to avoid taking risks and

remain plagued by a fear of failure. Thus, it becomes evident that quality of life directly or indirectly influences students' capacity for risk-taking.

In the field of educational psychology, risk-taking ability has been linked to self-efficacy, achievement motivation, and decision-making skills. Numerous studies indicate that students who maintain a positive self-concept and a balanced outlook on life are more courageous in embracing new opportunities. A high quality of life renders students emotionally resilient, enabling them to accept failures as learning experiences. In this context, studying the correlation between risk-taking ability and quality of life appears highly pertinent.

Within the Indian educational landscape, familial expectations, social values, and cultural norms exert a significant influence on students at the higher secondary level. Uncertainty regarding career paths, the pressure of competitive examinations, and social comparisons all impact the students' psychological state. In such a scenario, if students possess a balanced quality of life, they are better equipped to confront these challenges with greater self-confidence. This state of being encourages them to engage in positive risk-taking—such as selecting new academic subjects, participating in creative endeavors, and making autonomous decisions.

Previous research studies have examined risk-taking ability and quality of life as distinct constructs; however, relatively little research exists regarding the correlation between these two variables—particularly in the context of higher secondary students. It is for this reason that the necessity and relevance of the present study are significantly heightened. Through this study, an attempt has been made to ascertain whether students with a higher quality of life are indeed more capable of taking risks, and to determine the extent to which this relationship is statistically significant. Therefore, the primary objective of the present research paper is to conduct an in-depth study of the correlation between risk-taking ability and quality of life among students at the higher secondary level. This study will not only make a theoretical contribution to the field of educational psychology but will also provide useful guidelines to teachers, parents, and educational planners for the holistic development of students.

Quality of Life

Quality of life is a multidimensional concept encompassing components such as physical health, mental balance, social relationships, emotional satisfaction, and overall life contentment. For students at the higher secondary level, quality of life is influenced by their family environment, school milieu, and personal experiences. A high quality of life fosters a positive outlook and a sense of self-satisfaction among students.

The concept of quality of life originated across various disciplines, including the social sciences, economics, and biology. First, it draws attention to the positive aspects of people's lives, thereby addressing gaps inherent in these traditional disciplines. Second, it expands upon the conventional objective metrics used to assess health, well-being, and social functioning. The evolution of the "quality of life" perspective can be traced back to the identification of specific health-related elements—such as the notion that "she enjoys good health."

Risk-Taking Ability

Risk-taking ability refers to an individual's propensity to demonstrate the courage required to make decisions, even when faced with uncertain circumstances. This capacity is intrinsically linked to self-confidence, problem-solving skills, personal courage, and an openness to embracing novelty. Within the educational sphere, the ability to take risks encourages students to select new academic subjects, participate in competitive examinations, and engage in innovative activities.

While humanity has made rapid strides in the acquisition of material goods—having set foot on the Moon and now contemplating vacations on Mars we observe that underlying these myriad creations and inventions lie certain extraordinary elements of the material world. Consequently, it has become imperative for human beings—in their quest to understand and resolve their problems, as well as to succeed in the competitive race of the material world to undertake risks, whether willingly or unwillingly. Generally, the propensity for risk-taking is an inherently individual act; the person who assumes a risk effectively places their social standing and economic stability on the line. In numerous environmental contexts, risk-taking serves as a compelling aspect of human existence, as such behavior plays a pivotal

role in shaping an individual's life trajectory. On one hand, the risk-taker confronts hazardous situations; on the other, this behavior manifests as a demonstration of total physical and mental commitment directed toward various constructive endeavors.

REVIEW OF PREVIOUS RESEARCH:

Subrahmanyam (2021) conducted a study examining the influence of family, societal, and school environments on the risk-taking behaviors of high school students residing in South Korea. The results revealed that students attending schools in Seoul—particularly those who had recently moved away from home—exhibited higher levels of risk-taking behavior.

Henry and V. (2021), in their study, sought to investigate the relationship between occupational stress and quality of life among teachers; for this purpose, they sampled 3,238 urban teachers. They conducted this study in two phases. The first phase focused on teachers suffering from occupational stress, while the second focused on those satisfied with their profession. Their findings concluded that teachers with low incomes and limited access to amenities showed little interest in teaching students, resulting in lower academic outcomes. Conversely, the second phase revealed that teachers satisfied with their profession produced academic results of a higher standard compared to their counterparts.

Vimuri (2022) conducted a study involving 400 students from both private and government higher secondary schools to assess their levels of stress and quality of life. The findings concluded that students attending government schools experienced lower levels of stress and enjoyed a higher quality of life compared to students attending private schools.

Statement of the Problem

"A Study on the Correlation between Quality of Life and Risk-Taking Ability among Higher Secondary Level Students"

Objectives

The objectives of this study are as follows:

1. To study the correlation regarding quality of life among male and female students at the higher secondary level.
2. To study the correlation regarding risk-taking ability among male and female students at the higher secondary level.
3. To study the correlation between quality of life and risk-taking ability among students at the higher secondary level.

Hypotheses

The hypotheses of this study are as follows:

1. A significant correlation exists regarding quality of life among male and female students at the higher secondary level.
2. A significant correlation exists regarding risk-taking ability among male and female students at the higher secondary level.
- 3 A significant correlation was found between quality of life and risk-taking ability among students at the higher secondary level.

RESEARCH METHODOLOGY

Sample

For the present research study, the researcher selected a sample comprising 200 students (100 boys and 100 girls) from higher secondary schools.

Tools

To collect data for the present study, the researcher utilized the following questionnaires:

- **Quality of Life:** The Quality of Life Scale a standardized tool developed by S. Sharma and N. Nasreen]was employed.

• **Risk-Taking Ability:**The Risk-Taking Ability Scale a standardized tool developed by V. Sinha and V.P.N. Arora was employed.

Research Method

The descriptive survey method was utilized in this research work.

Data Collection

To collect data, the researcher obtained permission from the school principals and administered the 'Quality of Life Scale' and the 'Risk-Taking Ability Scale' to the students in a cordial and conducive environment.

Data Analysis

In the present study, the collected data were analyzed using Karl Pearson's Coefficient of Correlation to test the formulated hypotheses.

RESULTS AND DISCUSSION:

1. To study the correlation regarding quality of life among boys and girls at the higher secondary level. The objective of this research study was to investigate the correlation regarding quality of life among boys and girls at the higher secondary level in the Raipur district. The obtained data were analyzed using Karl Pearson's Coefficient of Correlation. The details of the data analysis are presented in Table 01.

Table 01 Summary of Correlation Coefficients regarding Quality of Life among male and female students at the Higher Secondary Level

Quality of Life	N	M	SD	r	Inference
male students	100	48.42	8.72	0.98*	Significant
female students	100	32.37	7.64		

*Level of Significance: 0.01

Table 1 reveals that the correlation coefficient regarding the quality of life among male and female students at the Higher Secondary level is 0.98, which is statistically significant at the 0.01 level of significance. Consequently, the null hypothesis "A significant correlation exists in the quality of life among male and female students at the Higher Secondary level" is accepted.

Thus, a significantly positive correlation was found in the quality of life among male and female students at the Higher Secondary level, constituting a high positive correlation. In conclusion, it can be stated that a high positive correlation regarding the quality of life was observed among male and female students in Higher Secondary schools.

2 . To study the correlation regarding risk-taking ability among male and female students at the Higher Secondary level.

The objective of this research study was to investigate the correlation regarding risk-taking ability among male and female students at the Higher Secondary level in the Raipur district. The collected data were analyzed using Karl Pearson's correlation coefficient. The details of the data analysis are presented in Table 02.

Table 02 Summary of Correlation Coefficients Regarding Risk-Taking Ability Among Male and Female Students at the Higher Secondary Level

Risk-Taking Ability	N	M	SD	r	Inference
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male students	100	52.42	7.72	0.87*	Significant
female students	100	36.73	8.74		

*Level of Significance: 0.01

Table 2 reveals that the correlation coefficient regarding risk-taking ability among male and female students at the Higher Secondary level is $r = 0.87$, which is significant at the 0.01 level of significance. Consequently, the null hypothesis "A significant correlation is found in the risk-taking ability of male and female students at the Higher Secondary level" is accepted.

Thus, a significantly positive correlation was observed in the risk-taking ability of male and female students at the Higher Secondary level, constituting a high positive correlation. In conclusion, it can be stated that a high positive correlation was found in the risk-taking ability of male and female students attending Higher Secondary schools.

3 To study the correlation between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level.

The objective of this research study was to investigate the correlation between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level in the Raipur district. The collected data were analyzed using Karl Pearson's Correlation Coefficient. The details of the data analysis are presented in Table 03.

Table 03 Summary of Correlation Coefficients between Quality of Life and Risk-Taking Ability among Students at the Higher Secondary Level

Students	N	M	SD	r	Inference
Quality of Life	100	32.78	5.43	0.91*	Significant
Risk-Taking Ability	100	41.77	6.71		

*Level of Significance: .01

Table 3 reveals that the correlation coefficient between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level is 0.91, which is statistically significant at the 0.01 level of significance. Therefore, the null hypothesis "A significant correlation exists between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level" is accepted.

Thus, a significantly positive correlation was found between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level, constituting a high positive correlation. In conclusion, it can be stated that a high positive correlation was observed between Quality of Life and Risk-Taking Ability among students attending Higher Secondary schools.

CONCLUSIONS

1. A high positive correlation was found regarding Quality of Life among male and female students at the Higher Secondary level.
2. A high positive correlation was found regarding Risk-Taking Ability among male and female students at the Higher Secondary level.
3. A high positive correlation was found between Quality of Life and Risk-Taking Ability among students at the Higher Secondary level.

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