EFFECT OF RISK TAKING BEHAVIOUR, EGO STRENGTH AND FRUSTRATION ON SELF CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was undertaken to study the effect of risk taking behaviour, ego strength and frustration on self confidence of senior secondary school students. Variable self confidence was treated as dependent variable, while risk taking behaviour, ego strength and frustration were treated as independent variables. Sample of 650 was selected with the help of multi-stage random sampling technique. Questionnaire of Risk taking behaviour developed by Sinha and Arora, Hasan's Ego Strength Scale, Frustration test by Dr. Dixit and Srivastava, Agnihotri's Self Confidence Inventory (ASCI) were used to collect the data. The obtained data were analyzed by using Three Way ANOVA with 2x2x2 factorial design. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of risk taking behaviour and ego strength on self confidence of senior secondary school students was found to be significant whereas no significant main effect of frustration on self confidence of senior secondary school students. Significant interaction effect of risk taking behaviour and ego strength was reported on self confidence of senior secondary school students; whereas insignificant interaction effect of risk taking behaviour and frustration; ego strength and frustration was reported on self confidence of senior secondary school students. Triple interaction effect of risk taking behaviour, ego strength and frustration on self confidence of senior secondary school students was found to be insignificant.

Keywords: Ego strength, Frustration, Risk taking behaviour and Self Confidence.

INTRODUCTION

Today, we are in the era of science and technical know-how and dealing with the key issues like removal of poverty, control of population explosion, and building of an internationally competitive economy and day to day increasing environmental imbalances due to global

warming. For the progress of society and for strong nation building, there is a need of co-operation crossed by conflict, struggle for maintenance, control achievement, success and probability of ending failure and frustration. The world is full of anxieties, frustrations, hate, chaos, struggle envy, stress, and many more.

Risk Taking Behaviour

Adolescence is the time period in which teenagers try to make adjustment to her/him and also to the world. In adolescent age, teenagers are in the world of dreams, fantasy, world of friendship and their friends or peers are important than their parents or family members, their peers are each and everything for them, they want to spend most of their time with them. In this adolescent age, they are facing the problems of frustration, stress, ego strength problem, truancy, risky (risk taking) behaviour, and many more. Adolescence is a turbulent period in which there is enormous increase in risk-taking behaviours. It is a time when young people or teenagers are prone to engage in a variety of potentially risky behaviours such as drinking, smoking, illicit-drug use and sexual activity. Risk means to willfully choose a behaviour which is potentially dangerous to one's physical or mental health or it may result in any type of injury, disability or even death.

EGO STRENGTH

Ego-strength is the capacity to hold on to his own identity despite psychic pain, distress, turmoil and conflict between opposing internal forces as well as the demands of reality. In fact, ego-strength is an important factor determining the capacity of an individual to perceive challenging situations realistically, to decide the course of action rationally and to execute the response effectively. An individual with strong ego-strength approaches challenges with a sense that he or she can overcome the problem and even grow as a result; he/she can cope with the problem and find new ways of dealing with struggles. An individual with weak ego-strength view challenges as something to avoid. These individuals struggle to cope in the face of problems, and may try to avoid reality through wishful thinking, substance use and fantasies.

FRUSTRATION

Frustration is the state of some desire or tendency being unfulfilled. For example, if a student desires to stand first in his class, but is foiled in his goal time and again, he is frustrated. Evidently, Frustration is the outcome of obstacles in the path of the individual's goal; or objective. Whenever an individual is motivated towards a particular goal whose achievement is interfered with and hindered by the presence of some object or situation, the individual is said to be frustrated.

SELF CONFIDENCE

"Self confidence is an individual's characteristics like a self construct which enabling a person to have a positive view of situations that they are in.''

It is an attitude which allows us to have a positive and realistic perception of ourselves and our abilities and also characterized by personal attributes like eagerness, assertiveness, optimism, trust, affection, pride, independence, the ability to handle criticism, and emotional maturity.

They have deep confidence in their future, precisely judge their capabilities, have a wide sense of control in their lives and able to do what they desire, plan and expect, no matter what the predictable obstacles. Faith is guided by practical expectations in the situations even when their goals are not met and their confidence is positive, and believes in them. It performs a vital task in the future of a teacher with detailed knowledge and also relationship with another important factor which provide an aim and encouraging foundation for the teachers.

VARIABLES: Risk taking behaviour, Ego strength, Frustration and Self confidence.
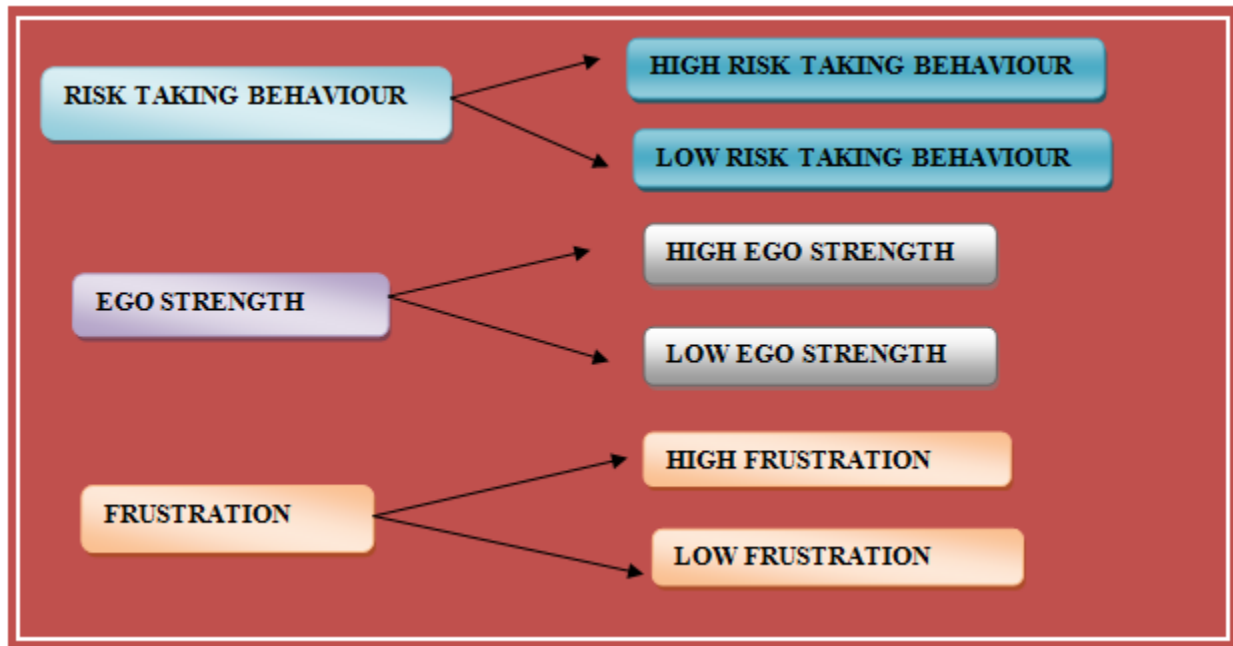
OBJECTIVES OF THE STUDY

1. To study the effect of (a) risk taking behaviour, (b) ego strength, and (c) frustration on self confidence of senior secondary school students.
2. To find out the interaction of (a) risk taking behaviour and ego strength; (b) risk taking behaviour and frustration; and (c) ego strength and frustration on self confidence of senior secondary school students.
3. To find out the interaction effect of risk taking behaviour, ego strength, and frustration on self confidence of senior secondary school students.

HYPOTHESES OF THE STUDY

H_{01} There exists no significant effect of (a) risk taking behaviour, (b) ego strength, and (c) frustration on self confidence of senior secondary school students.

H_{02} There exists no significant interaction of (a) risk taking behaviour and ego strength; (b) risk taking behaviour and frustration; and (c) ego strength and frustration on self confidence of senior secondary school students.

H_{03} There exists no significant interaction effect of risk taking behaviour, ego strength, and frustration on self confidence of senior secondary school students.

METHODOLOGY

In the present study, descriptive survey method was used and independent variables i.e. risk taking behaviour, ego strength, and frustration were divided into two categories which has been discussed below:

SAMPLE

A sample of 650 male and female senior secondary school students of 11th class was selected from the senior secondary schools located in Haryana state by employing multi-stage random sampling technique. Each district randomly selected from out of 4 administrative divisions of Haryana state i.e. Kurushetra from Ambala division, Gurgaon from Gurgaon division, Bhiwani from Hisar division and Rohtak from Rohtak division.

Analysis was done only on high and low scored students on academic achievement. As per requirement of the 2x2x2 cells of the paradigm, distribution of cells for analysis of interaction effect of risk taking behaviour, ego strength and frustration on academic achievement of senior secondary school students has been illustrated in the Figure 1.
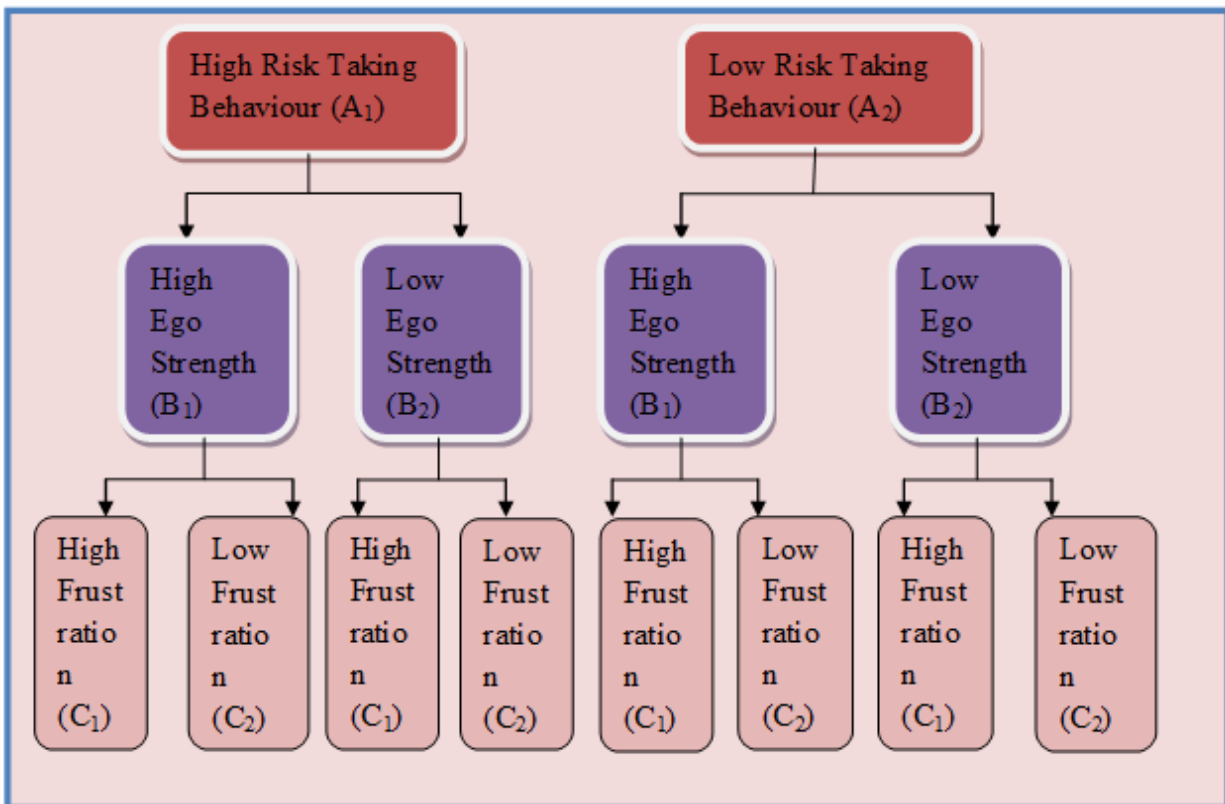
Figure 1: Distribution of cells for Analysis of Interaction Effect of Risk Taking Behaviour, Ego Strength and Frustration on Self Confidence of senior secondary school students

TOOLS USED

1. Risk Taking Behaviour Questiannaire (2000) by Sinha and Arora
2. Hasan's Ego Strength Scale (2010)
3. Frustration test by Dr. Dixit and Srivastava (2004)
4. Agnihotri's Self Confidence Inventory (2011)

STATISTICAL TECHNIQUES USED

For the present study, the data were analyzed using descriptive statistics. Three Way analysis of Variance (ANOVA) with 2x2x2 factorial design was computed using SPSS version to study the main and interaction effects of risk taking behaviour, ego strength and frustration on academic achievement of senior secondary school students.

DATA ANALYSIS AND DISCUSSION

The main objective of the present study was to find out the main and interaction effects of risk taking behaviour, ego strength and frustration on academic achievement of senior secondary school students. The independent variables i.e. risk taking behaviour was coded as A and varied into High (A_1) and Low (A_2) , ego strength was coded as B and varied into High (B_1) and Low (B_2) and frustration was coded as C and varied into High (C_1) and Low (C_2) respectively. Means and SDs of different sub-samples have been presented in the Table-1. The summary of ANOVA (2x2x2) presented in Table- 2, which is analyzed in terms of main effects and interaction effects.

Table 1: Mean's and S.D's of Sub Samples of 2×2×2 Design for Self Confidence of Senior Secondary School Students with respect to Risk Taking Behaviour, Ego Strength and Frustration

Risk Taking Behaviour (A)	Ego Strength (B)	Frustration (C)	N	Mean	S.D
High Risk Taking Behaviour (A_1)	High Ego Strength (B_1)	High Frustration (C_1)	67	18.90	9.566
		Low Frustration (C_2)	50	19.82	10.33
	Low Ego Strength (B_2)	High Frustration (C_1)	81	19.66	9.08
		Low Frustration (C_2)	70	23.01	9.94
Low Risk Taking Behaviour (A_2)	High Ego Strength (B_1)	High Frustration (C_1)	31	24.48	15.07
		Low Frustration (C_2)	58	25.10	13.86
	Low Ego Strength (B_2)	High Frustration (C_1)	39	25.49	8.39
		Low Frustration (C_2)	71	26.71	9.40

Table 2: Summary of Three Way ANOVA (2×2×2) Factorial Design for Self Confidence of Senior Secondary School Students with respect to Risk Taking Behaviour, Ego Strength and Frustration (A×B×C)

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F- ratio
Main Effects				
Risk Taking Behaviour (A)	1	4117.30	4117.30	35.52 **
Ego Strength (B)	1	425.43	425.43	3.67 **
Frustration (C)	1	370.81	370.81	3.19 (NS)
Double Interaction				
Interaction (A×B)	1	870.93	870.93	8.45**
Interaction (B×C)	1	91.90	91.90	0.79 (NS)
Interaction (A ×C)	1	58.14	58.14	0.50 (NS)
Triple Interaction				
Interaction (A×B×C)	1	33.27	33.27	0.28 (NS)
Between Cells	7	5474.81	782.11	
Within Cells	459	74408.15	115.90	
Total	466			

** = Significant at 0.05 level   NS = Not Significant

Main Effects of Risk Taking Behaviour, Ego Strength and Frustration on Self Confidence of Senior Secondary School Students.

Risk Taking Behaviour (A)

On perusal of Table 2 is evident that F-ratio is 35.52 for the main effect of risk taking behaviour on self confidence is significant at 0.05 level leading to the conclusion that high risk taking behaviour and low risk taking behaviour differs significantly with respect to self confidence of senior secondary school students. Therefore, the null hypothesis Ho$_{1(a)}$ "There exist no significant main effect of risk taking behaviour on self confidence of senior secondary school

students" is not retained. t-value was applied to find out the significance difference between the mean scores of risk taking behaviour on self confidence of senior secondary school students.

Table 3: T-values for Mean Scores of Self Confidence of Senior Secondary School Students with respect to Risk Taking Behaviour (A)

Group	N	Mean	S.D	t-value
High Risk Taking Behaviour (A_1)	268	20.34	9.79	5.21 **
Low Risk Taking Behaviour (A_2)	199	25.56	11.80	

** = Significant at 0.01 level

It was found that the self confidence of low risk taking behaviour (25.56) is much more than the high risk taking behaviour (20.34).

Ego Strength (B)

It can be stated that F-ratio is 3.67 vide Table 2 for the main effect of ego strength on self confidence is significant at 0.05 level. It indicates that ego strength has significant effect on the self confidence of senior secondary school students. Therefore, the null hypothesis $Ho_{1(b)}$ "There exists no significant main effect of ego strength on self confidence of senior secondary school students" stands rejected. t-value was applied to find out the significance difference between the mean scores of ego strength on self confidence of senior secondary school students.

Table 4: T-values for Mean Scores of Self Confidence of Senior Secondary School Students with respect to Ego Strength (B)

Group	N	Mean	S.D	t-value
High Ego Strength (B_1)	191	21.95	12.48	1.59 (NS)
Low Ego Strength (B_2)	276	23.58	9.63	

NS = Not Significant

In the context of mean scores, found that low ego strength students (23.58) possess high self confidence than the high ego strength students (21.95). Singh and Anand (2015) found that female adolescents were higher on self concept as compared to male adolescents.

Frustration (C)

F-ratio is 3.19 vide Table 2 for the main effect of frustration on self confidence is not significant at 0.05 level which indicates that the frustration has no significant main effect on self confidence of senior secondary school students. Therefore, the null hypothesis $Ho_{1(c)}$ "There exist no significant main effect of frustration on self confidence of senior secondary school students" is retained. Bajwa et. al. (2012) found that most of the respondents possessed low frustration tolerance and a very few adolescent respondents showed high frustration tolerance. Chauhan and Jogsan (2017) found positive correlation among ego strength and aggression.

Double Interaction Effects of Risk Taking Behaviour and Ego Strength on Self Confidence of senior secondary school students

Risk Taking Behaviour (A) × Ego Strength (B)

An inspection of Table 2 shows that F-ratio between risk taking behaviour and ego strength is 8.45 which is significant at 0.05 level which reveals that risk taking behaviour and ego strength interact with each other. Therefore, the null hypothesis $Ho_{2(a)}$ "There exists no significant interaction effect of risk taking behaviour and ego strength on self confidence of senior secondary school students" stands rejected. T-value was further employed to find out the significance of difference in mean scores of academic achievement for different groups. Results presented in Table 3 and mean scores for self confidence of different groups of risk taking behaviour and ego strength have also been illustrated graphically on Fig. 2.

Table 3: t-values for Mean Scores of Self Confidence of Senior Secondary School Students for Different Groups of Risk Taking Behaviour and Ego Strength (A × B)

Group	N		Mean		S.D		t-value
A_1B_1 vs A_2B_1	117	89	23.20	19.69	10.75	9.98	2.39**
A_1B_1 vs A_1B_2	117	151	23.20	20.16	10.75	8.67	2.57**
A_1B_1 vs A_2B_2	117	110	23.20	21.23	10.75	11.08	1.35 (NS)
A_2B_1 vs A_1B_2	89	151	20.16	19.69	8.67	9.98	0.36 (NS)
A_2B_1 vs A_2B_2	89	110	19.69	21.23	9.98	11.08	1.01 (NS)
A_1B_2 vs A_2B_2	151	110	20.16	21.23	8.67	11.08	0.87 (NS)

** = Significant at 0.01 level   NS = Not Significant

A$_1$ = High Risk Taking Behaviour   **A$_2$ = Low Risk Taking Behaviour**
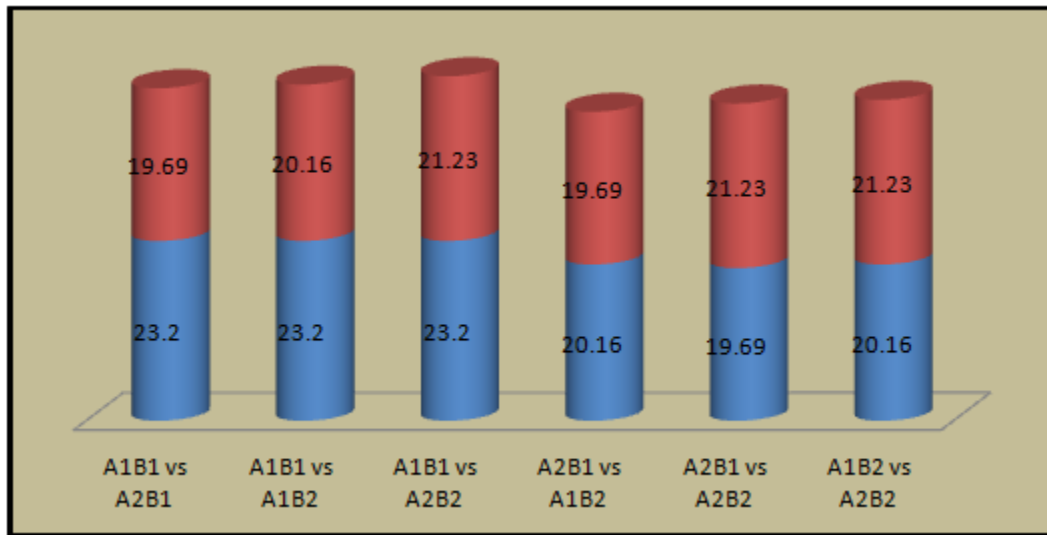**B$_1$ = High Ego Strength**   **B$_2$ = Low Ego Strength**

Figure 2: Mean Scores for Interaction Effect of Risk Taking Behaviour and Ego Strength on Self Confidence of senior secondary school students

The t-value is 2.39 vide Table 3 for high risk taking behaviour with high ego strength (A$_1$B$_1$) and low risk taking behaviour with high ego strength (A$_2$B$_1$) is significant at 0.01 level. The mean scores of these two further explores that high risk taking behaviour with high ego strength (23.20) possess more mean scores than low risk taking behaviour with high ego strength (19.69). Table 3 illustrates t-value is 2.57 for high risk taking behaviour with high ego strength (A$_1$B$_1$) and low risk taking behaviour with low ego strength (A$_2$B$_1$) is found to be significant at 0.01 level. From the comparison of mean scores, it found that high risk taking behaviour with high ego strength (23.20) is more than the high risk taking behaviour with low ego strength (20.16). Similarly, the Table 3 further explores that t-value (1.35) for high risk taking behaviour with high ego strength (A$_1$B$_1$) and high risk taking behaviour with low ego strength (A$_1$B$_2$) is found to be insignificant at 0.05 level which leads to the result that the students of these groups do not differ significantly in relation to their self confidence.

As evident from Table 3 that t-value is 0.36 for low risk taking behaviour with high ego strength (A$_2$B$_1$) and high risk taking behaviour with low ego strength (A$_1$B$_2$) is found to be insignificant at 0.05 level which leads to the result that the students of these groups do not differ significantly in relation to their self confidence. Similarly, the Table 3 reveals that the t-value (1.01) for low risk taking behaviour with high ego strength (A$_2$B$_1$) and for low risk taking behaviour with low

ego strength (A_2B_2) is insignificant at 0.05 level which leads to the result that the students of these groups do not differ significantly with respect to their self confidence. An inspection of Table 3 reveals that t-value is 0.87 for high risk taking behaviour with low ego strength (A_1B_2) and for low risk taking behaviour with low ego strength (A_2B_2) is found to be insignificant at 0.05 level.

Risk Taking Behaviour (A) × Frustration (C)

A glance of Table 2 reveals that F-ratio between risk taking behaviour and frustration is 0.50 which is not significant at 0.05 level leading to the inference that there is no significant interaction effect between risk taking behaviour and frustration. In other words, risk taking behaviour and frustration do not interact with each other. Therefore, the null hypothesis $Ho_{2(b)}$ "There exists no significant interaction effect of risk taking behaviour and frustration on self confidence of senior secondary school students" stands retained.

Ego Strength (B) × Frustration (C)

An inspection of Table 2 shows that F-ratio between ego strength and frustration is 0.79 which is not significant at 0.05 level leads to the inference that ego strength and frustration do not interact with each other. Therefore, the null hypothesis $Ho_{2(c)}$ "There exists no significant interaction effect of ego strength and frustration on self confidence of senior secondary school students" stands retained.

Triple Interaction Effects of Risk Taking Behaviour, Ego Strength and Frustration on Self Confidence of senior secondary school students

Risk Taking Behaviour × Ego Strength × Frustration (A × B× C)

An inspection of Table 2 indicates that the F-ratio is 0.28 for interaction between risk taking behaviour, ego strength and frustration is not significant at 0.05 level which leads to the result that risk taking behaviour, ego strength and frustration do not interact with each other. Therefore, the null hypothesis Ho_3 "There exists no significant interaction effect of risk taking behaviour, ego strength and frustration on self confidence of senior secondary school students" stands retained.

CONCLUSION

Significant main effect of risk taking behaviour and ego strength whereas frustration has no significant main effect on self confidence of senior secondary school students. Significant interaction effect of risk taking behaviour and ego strength; and risk taking behaviour and frustration; ego strength and frustration had no significant interaction effect on self confidence of

senior secondary school students. The triple interaction effect of risk taking behaviour, ego strength and frustration on self confidence of senior secondary school students was reported to be insignificant. Teachers can involve the students in sports, arts or any other activities in which they involve themselves completely according to their interests. Teachers can guide the students of having high risk taking behaviour to infuse themselves in defense and other activities related to risky nature. Knowledge and awareness of ego strength assists teachers in understanding learners better and in an effective manner. More attention should be given to the teacher training on ego development in adolescents not only for the sake of the organized classroom but also for the intellectual, emotional, social development of learners.

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