

RISK PERCEPTION AND EVALUATION OF RISK FACTORS AMONG LEARNERS: CONSTRUCTION OF ANALYTICAL APPROACH IN EDUCATIONAL RISKOLOGY

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Risk Perception, Definitions, and Interpretations

New actual problem have raised in recent decades, which is coming from contemporary social changes in the context of modern social transformation, socio-economic crisis, post-war psychology, natural disaster, cultural and national values, and this problem is compliance of education and socialization with the 21st century requirements.

There are many orphanages in society, children with disrupted behavior, and children with juvenile delinquency, drug addiction and alcoholism. In turn, this is the reason for the spread of physical development delays.

All of these are the historical and cultural prerequisite that are theoretical and practical basis for the various risks of a person socialization.

The urgency of risk study, risk assessment, risk disclosure, and possible forecasting is conditioned by the prediction of the hazardous consequences of risks, the prompt management and positive orientation of risks, as well as the use of risk-based opportunities.

Perceptions of risk are quite different and even opposite to each other.

The *risk* (in origin: from French *risqué* (noun), *risquer* (verb), from Italian *risco* “danger” and *rischiare* “run into danger”) in English Oxford Dictionaries has two explanations:

1. “A situation involving exposure to danger”,
2. “Expose (someone or something valued) to danger, harm, or loss”[5].

In addition to the fact that in the risk definitions dominate the emphasis of idea of disaster, danger, harm, and damage, risk is related to the indeterminate and uncertainty of situation. “The most common definition of the term risk comprises two components (1) indetermination and (2) damage”, the last one is related to the disaster [1, P.73-74].

Shapkin defines that “Risk is an activity connected with overcoming uncertainty in the situation of inevitable choice, in the process of which it is possible to quantitatively and qualitatively evaluate the probability of achieving the expected result, failure or deviation from the goal”[4, P. 33].

The modern educational studies set a new opposite trend. Parallel to the notion of *risk*, there is an idea of *chance*, which is connected up to the success and opportunities of new achievements of a person. In this case risks have two interpretations.

In the first situation the risk is connected with the idea of *prevent*. “A person is able to calculate the level of risk, assess potential losses and, therefore, simply must protect himself from its impact. The risk ... was directly related to the ability to effectively prevent the possible losses. In this interpretation, risk is included in a sense of notions, such are: chance, success, courage, adventure” [3, P. 25].

In second situation, from this opposite side of view, risk can open new power in a person activity, giving a possibility to express courage and prowess in extremely risky situations. But unfortunately, the result not in every situation can be pragmatic decision, causative action, giant steps, and favorable outcome. These two different approaches to the same phenomenon testify to the fact that the risks and their effects on people are not yet fully studied and there can be still many different aspects to be explored. All this can be added to the fact that the formation of fear atmosphere for the risks and the intentional avoidance of them, their strict predictability and disciplinary behavior can lead to the classification and alienation of people at risk, as well as the formation of restricted and bounded behavior, with different complexes.

On the other hand, encouraging risks can lead to the fact that victories and achievements are linked to acute emotions and vice versa, which, in its turn, can lead to the excitement. It shows that the two existing approaches are extremist. And both imply ideal behavior, which, unfortunately, is often far from reality.

Of course, especially among learners, it is important not only to instill confidence in their own strengths, but also to cultivate, develop, and stimulate self-development and self-excellence. But all this is possible not only through discipline, but also by have an opportunity to make a mistake, overcoming the wrong situations, managing them, seeking new solutions, and regulating it.

Stereotypes underlying the education dictate that dangerous risks that must be avoided, or vice versa, should be taken at a risk for achieving great success. However, the problem of the education system is to assess these risks correctly, to develop risk regulation and risk management skills. A very important and first step in this regard is to study the risk factors, and then as a result - risk assessment, analysis and coordination.

Assessment of Risks and Analyses

Risks and risk factors are studied in different fields of study. Risk study methodology is not formed finely. The risk research methodology is shaped by mathematical concrete researches, which are mostly presented in economics. The most interested field in risks is business study, especially economics for good management and risk-controlling.

In the economics there are some automated risk analysis tools that are useful for software projects and are on the market today.

The dangerous situation, disaster, harm, and damage in this studies can be conditioned by unidentified risks. That is why crucial importance has the assessment of a risk aiming to identify the risk type and risk impact. The identification is realized with mathematical methods by specific parameters trying to improve *objectivity*. "... Such parameters are mortalities, fatal accident rates, family of *F-N* diagrams and lost life-years"[1, P. 267]. As certain very interesting examples of risk objective assessment can be viewed some cases.

NASA Risk Assessment Table

As shown in the following tables, frequencies of events (Table 1) and damages of events (Table 2) are simply approximated. The values taken from the table are then added up to create a risk management table (Table 3), which can be compared with goal values (Table 4). With this, a quick risk assessment can be carried out.

Table 1. Hazard probability rank

Level	Description	Component	Fleet or entire construction
A	Frequent	Presumably frequent	Continuously found
B	Likely	Several times during lifetime	Widespread
C	Occasional	Presumably one time per lifetime	Several times
D	Remote	Unlikely during lifetime	Unlikely but has to be considered
E	Unlikely	So unlikely that it can be excluded	Unlikely but possible

Table 2. Hazard severity categories

Level	Description	Scenario and details
I	Disaster	Death and system loss
II	Critical	Serious accident, severe system damage
III	Insignificant	Minor accident, minor system damage
IV	Neglectable	Damage less than that in minor accident

Table 3. Risk management matrix

Probability of hazard	Severity			
	Disaster	Critical	Insignificant	Neglectable
Likely	1	3	7	13
Probable	2	5	9	16
Occasional	4	6	11	18
Rare	8	10	14	19
Unlikely	12	15	17	20

Table 4. Risk acceptance index

Goal value	Category
1–5	Unacceptable
6–9	Undesirable
10–17	Acceptable with further assessment
18–20	Acceptable without further assessment

Evaluation of Risk Factors among Learners

There are several examples of risk objective assessments and measures, but other important element in risk assessment and evaluation is subjective risk evaluation, which consists all social conditionality of risks and their impact on person.

Discrepancies can be explained with different theories. Such theories consider not only individual references but also social and cultural conditions. The weighting of the psychological, personal, cultural and social elements on subjective judgment is still under discussion. Douglas & Wildavsky suggested that culture is only able to describe about 5% of the variance of the subjective risk judgement. Furthermore, Table 5 summarizes the influential weights of the different elements according to Schütz & Wiedemann and ILO. As seen from that data, individual psychological and social aspects are of greater concern than cultural aspects [1, P. 332].

Table 5. Contribution of aspects to the subjective risk judgement according to Schütz & Wiedemann and ILO

Aspects	Contribution
Psychological and social aspects	80–90%
Personal aspects	10–20%
Cultural aspects	5%

Table 6. Risk perception factors according to Covelto et al. Gray & Wiedemann, Schütz et al. and Slaby & Urban

Voluntariness	Involuntary risks are perceived as greater risks as compared to voluntary risks.
Controllability	Risks under the control of others are perceived as greater risks as compared to risks under the individual's control.
Familiarity	Unfamiliar risks are perceived as greater risks as compared to familiar risks.
Equity	Unevenly distributed risks are perceived as greater risks as compared to evenly distributed risks.
Benefits	Risks with an unclear benefit are perceived as greater risks as compared to risks with a clear benefit.
Understanding	Risks difficult to understand are perceived as greater risks as compared to clearly understandable risks.
Uncertainty	Unknown risks are perceived as greater risks as compared to known risks.
Dread	Risks that create strong feelings such as fear are perceived as greater risks as compared to risks that do not create such strong feelings.
Trust	Risks connected to persons or institutions with low credibility are perceived as greater risks as compared to risks connected with trustful persons or organisations.
Reversibility	Risks with irreversible effects are perceived as greater risks as compared to risks without such effects.
Personal stake	Risks at a personal level are perceived as greater risks as compared to more impersonal risks.
Ethical and moral nature	Risks connected to low ethical or moral conditions are perceived as greater risks as compared to risks connected to high ethical or moral conditions.
Human versus natural origin	Man-made risks are perceived as greater risks as compared to natural risks.
Victim identity	Risks with identifiable victims are perceived as greater risks as compared to risks with only statistical victims.
Catastrophic potential	Risks creating spatial or temporal concentrated victims are perceived as greater risks as compared to risks that are diffuse over time and space.

All this components and conditionalities of subjective risk evaluation, as well as the risk as social phenomena and education as a social subsystem are studied and presented by German famous scientists Niklas Luhman in 20th century. There are theories and researches on risk factors, which are important to know for educators and researchers.¹

Assessment of risks demands implicit approaches and latent analyses, which are specific in different cases of risk study. The wide range of risk assessment instruments and tools are presented in the recent theory of risk assessment by Shapiro and Noe [2, P. 15-39]. Very specific is the instruments of Psychopathy Checklist Sanity, which is applicable for learners in education processes from the aspect of *construction of analytical approach on risk factors among learners*.

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ВОСПРИЯТИЕ РИСКА И ОЦЕНКА ФАКТОРОВ РИСКА СРЕДИ УЧАЩИХСЯ: ПОСТРОЕНИЕ АНАЛИТИЧЕСКОГО ПОДХОДА В ОБЛАСТИ ОБРАЗОВАТЕЛЬНОЙ РИСКОЛОГИИ

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Резюме

В последние десятилетия возникла новая актуальная проблема, которая исходит из современных социальных изменений в контекстах современных социальных преобразований, социально-экономического кризиса, послевоенной психологии, стихийных бедствий, культурных и национальных ценностей. Эта проблема обусловлена соответствием соци-

¹ **Proske, D.** Catalogue of Risks: Natural, Technical, Social and Health Risks, Springer, 2008, P. 332

рассматриваются в качестве первичных детерминантов успеха в образовательной сфере и на рынке труда. При равных уровнях образовательного капитала, именно уровень культурного капитала предоставляет большие возможности мужчинам в трансформации их культурного капитала в экономический, тем самым еще более углубляя гендерное неравенство на рынке труда.

**ԱԶԳԱՅԻՆ ԵՎ ՀԱՄԱՄԱՐԴԿԱՅԻՆ ԱՐԺԵՔՆԵՐԻ
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ԴԱՍՏԻԱՐԱԿՈՒԹՅԱՆ ԳՈՐԾՈՒՄ**

Աշիկյան Արմենուհի
ԵՊՀ, Հայաստան

Ամեն մի ժողովրդի կյանքում դաստիարակության խարիսխը, մարդկային բանականության հաստատման համար միակ ճշմարիտ ճանապարհը այնպիսի քաղաքացու ձևավորումն է, որն իր մեջ կկրի իր իսկ ազգին հարիր, իր նախնիներից ժառանգած ազգային արժեքները: Վերջիններս մարդու խմբային ինքնության բոլոր դրսևորումներում դիտարկվում են որպես «ամենահիմնարարն ու տարողունակը»: Անընդհատ վերափոխվող հասարակության պայմաններում փոխվում են անցյալի մշակութային արժեքների բովանդակության և նշանակության մասին մոտեցումներն ու նրանց փոխանցման մեթոդները: Հետևաբար նոր մոտեցումներ մշակելու խնդիր է ծագում, անհրաժեշտություն է առաջանում յուրացնելու ժամանակակից մշակութային միջավայրը ձևավորող մշակութային ժառանգության բանալիները¹: Այս հանգամանքն ավելի է բարդացնում ազգային արժեքների պահպանության խնդիրը, որի լուծման հարցը դրված է ինչպես պետության, այնպես էլ յուրաքանչյուր քաղաքացու առջև:

¹ **И. К. Кучмаева**, Культурное наследие. Современные проблемы, М., 1987, с.12.

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Չափսը՝ 60x84 1/16: Տպ. մամուլը՝ 30,125:

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ք. Երևան, 0025, Ալեք Մանուկյան 1
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