

**SELF EFFICACY AMONG ADOLESCENTS IN RELATION TO THEIR  
SOCIAL LOAFING BEHAVIOUR**

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**ABSTRACT**

The present study explored the relationship of self efficacy among adolescents to their social loafing behavior. The sample was selected with the help of Random sampling techniques. The sample here chosen consisted of 100 adolescents from Ludhiana district only. 100 adolescents were comprised of 50 adolescent boys and 50 adolescent girls. Sample was collected from the schools of Ludhiana district of Punjab only. Four private and government schools of the private and government were randomly selected from Ludhiana district. For the purpose of data collection Social Loafing scale by Alam and Srivastva (1971) and Deva's Social Adjustment Inventory (SAI), Deva (1990) was used. Findings of the study there was found a negative and significant relationship between self efficacy and social loafing behavior of adolescents. There was found an insignificant difference between adolescent girls and boys on the variable of self efficacy and social loafing behavior.

**Keywords:** Self Efficacy, Social Loafing, Adolescents.

**INTRODUCTION**

Education is a process by which knowledge, character and behavior of the learner is shaped and molded. Education is a conducive process which develops Childs individuals in all aspects- physical, mental, emotional & social with this all round development. Adolescence is the most important and critical period of individual's development. This stage of development plays 'very important role in the development

of the personality of the individual. The various types of changes occur during this period. First of all rapid physical changes occurs during this period. The other changes are emotional changes, intellectual changes and social changes. In this period equilibrium of physical, mental and social forces is lost, and the result is that individual has to make new adjustment with own self with the family and with the society and large. The various problem of adjustment of the adolescence are adjustment to physical growth, adjustment to mental competition, adjustment to emotional disturbances, problem of home adjustment, problem of adjustment with friends, problem of sex adjustment and problem of adjustment with society. If the adolescents are not adjusted in the society they have to face various problems in their life like social loafing behaviour. There are various forms of loafing behavior like stealing, bullying, smoking, teasing, truancy and sex delinquency;

### **ADOLESCENTS**

As the term used today it has a broad meaning than it had in earlier year. Instead of limiting the adolescences period of the time when the individual grows to maturity sexually, it is now extended until individual is expected to be intellectually, emotionally and socially mature. The term ‘adolescence’ comes from the word ‘Adolescere’ which means to ‘grow’ or ‘to grow to maturity’. From the biological point of view, adolescence is the stage when puberty downs. Chronological this is a span of life ranging from 12 to 19 years and having individual and cultural difference. According to the Hall (1900) “Adolescence is the period of stress and strain, storm and strife.”

### **SOCIAL LOAFING BEHAVIOUR**

In the social psychology of groups, social loafing is the phenomenon of people exerting less effort to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individual, but should be distinguished from the coordination problems that groups sometime experience. Social loafing is also associated with two concepts that are typically used to explain why it occurs: the “free-rider” theory and resulting “sucker effect”, which is an individual’s

reduction in effort in ” order to avoid pulling the weight of a fellow group member.

### **STUDIES RELATED TO SOCIAL LOAFING BEHAVIOUR AND SELF EFFICACY**

**Gupta, Banerjee & Gaur (2012)** conducted a study to found an attempt to strengthen the existing knowledge about factors affecting the adjustment process of the trailing expatriate spouse and the subsequent impact of any maladjustment or expatriate failure. They conducted a qualitative enquiry using grounded theory methodology with 26 Indian spouses who had to deal with their partner's expatriate assignment relocation. The open and axial coding techniques and the process of theoretical sampling are discussed at length. Our investigation reveals the recurrence of several factors earlier studied in previous models such as cultural novelty, family and peer support, the organization's support and the ‘ spouse's personality. They found that the Indian spouses' adjustment to expatriate assignments was influenced greatly by their perceived gender-role ideology and their marital obligations to their partners. The resulting extended model of spousal adjustment to expatriate adjustments might help management practitioners to enhance expatriate success in global assignments.

**Arnold, Ducate & Kost (2012)** conducted a study to examine the online writing and revision behaviors’ of university language learners. In small groups, 53 intermediate German students from three classes at three different universities created wiki pages with background information about a novel read in class. All meaning and language-related revisions were analyzed to determine whether students revised only their own contributions (cooperation) or took responsibility for the text as a whole(collaboration).Results showed that students utilized both collaborative and cooperative strategies to make formal revisions, but they worked more cooperatively when making content changes. Group members did not take on any specific task roles with regards to formal revisions, but they. Were engaged in the project to varying degrees. While most students contributed to content and editing of their Wiki page as required, some students did not do their share of the work and engaged in social loafing and free riding. The study demonstrates wikis' great potential for collaborative and autonomous work, but it also underlines the need for clear tasks, teacher guidance and

possibly even intervention. Suggestions to mitigate social loafing and free riding in group work were discussed.

### **SIGNIFICANCE OF THE PROBLEM**

Adolescence is the most important and critical period of individual's development. This stage of development plays, very ' important role in the development of the personality of the individual. The various types of changes occur during this period. First of all rapid Physical changes occurs during this period. The other changes are emotional changes, intellectual changes and social changes. In this period equilibrium of physical, mental and social forces is lost, and the result is that individual has to make new adjustment with own self with the family and with the society and large. The various problem of adjustment of the adolescence are adjustment to physical growth, adjustment to mental competition, adjustment to emotional disturbances, problem of home adjustment, problem of adjustment with friends, problem of sex adjustment and problem of adjustment with society.

Adjustment plays a very big role in the life of the individual. If the person is not well adjusted he cannot perform his responsibilities and duties. Today, the problem of the maladjustment among adolescents is increasing day by day. Due to this, the problems like loafing behavior are also prevailing among the adolescents. Social adjustment is also a type of adjustment which is related to society. The loafing behavior of the adolescents creates various problems in the society. The present study reveals. The relationship between social adjustment and social loafing behavior of adolescents and difference between the social adjustment of adolescent boys and girls. It studies the difference between social loafing behavior between adolescent boys and girls. In our country very few studies have been conducted in this field. No study has been done on this area in Ludhiana district. So, investigator has a keen interest to conduct a study and explore this area.

### **OBJECTIVES OF THE STUDY**

- To study the relationship between self efficacy and social loafing behavior of adolescents.

- To find out the difference in self efficacy of adolescent boys and girls.
- To find out the difference in social loafing behavior of adolescent boys and girls.
- To find out the difference in social loafing behavior of adolescent boys and girls are having high self efficacy.
- To find out the difference in social loafing behavior of adolescent boys and girls having low self efficacy.

#### **HYPOTHESES OF STUDY**

- There will be relationship between self efficacy and social loafing behavior of adolescents.
- There will be significant difference in self efficacy of adolescent boys and girls.
- There will be significant differences in social loafing behavior of adolescent boys and girls.
- There will be significant difference in social loafing behavior of adolescent boys and girls having high self efficacy.
- There will be significant difference in social loafing behavior of adolescent boys and girls having low self efficacy.

#### **DELIMITATION OF PROBLEM**

- The study is delimited to Ludhiana district only.
- The study is delimited to 100 adolescent from private and government school only.
- The study is delimited to variables self efficacy & social loafing behavior only.

#### **METHOD AND PROCEDURE**

The present study was conducted by descriptive survey method of research by the investigator. The present study was preliminary design to find out the social loafing behavior among adolescents in relation to their self efficacy which is descriptive type of research.

## **SAMPLE**

Random sampling technique was employed in the study. The sample here chosen consisted of 100 adolescents from Ludhiana district only. 100 adolescents were comprised of 50 adolescent boys and 50 adolescent girls. Sample was collected from the following schools of Ludhiana district of Punjab only. Four private and government schools of the private and government were randomly selected from Ludhiana district. The systematic layout of design is as follows:

## **TOOLS**

1. Social Loafing scale by Alam and Srivastva (1971).
2. Deva's Social Adjustment Inventory (SAI), Deva (1990).

## **STATISTICAL TECHNIQUE USED:**

- Descriptive Analysis: Mean, Median, Standard Deviation, skewness & kurtosis were used ascertaining the nature of distribution of scores.
- Inferential Statistical, Analysis of correlation & between two variable under study, t test for difference between Private and Government Schools, boys and girls.
- Bar graphs, tables and histogram were also plotted.

## **RESULT**

**Table 1: Product Moment Coefficient of Correlation between variables social adjustment and social loafing behavior.**

<b>Variables</b>	<b>Self efficacy</b>	<b>Social loafing behavior</b>
Social adjustment	1	-0.886**
Social loafing behavior	-0.886**	1

\*Significant at 0.05 level

\*Significant at 0.01 level

**TESTING THE HYPOTHESES ON THE BASIS OF TABLE**

**HYPOTHESIS 1:** There exists a significant relation between self efficacy and social loafing behaviors of adolescent. Coefficient of correlation between self efficacy and social loafing behavior of adolescents is 0.886. This value of coefficient of correlation is found to be significant at 0.01 level of confidence as it is more than the table value i.e. 0.254 for degree of freedom 93, Comparison between calculated & tabulated value shows that there exists a negative significant correlation between self efficacy and social loafing behavior of adolescents. So Hypothesis no. 1 which states “There exists a significant relation between self efficacy and social loafing behavior of adolescent’s student” is accepted.

**HYPOTHESIS 2:** There exist a significant difference in self efficacy of adolescent’s boys and girls

**Table 2 Showing difference between adolescents’ boys and girls on the variable of self efficacy.**

Self Efficacy	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	50	9.08	5.43	0.76	98	0.264(NS)
	Girls	50	9.34	4.33	0.61		

(NS) not significant

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Table 4.3 reveals that the mean scores of adolescents students on the variable of self efficacy are 9.08 of boys and 9.34 of girls respectively whereas the standard deviation of those for the same variable are 5.43 and 4.33. Further t ratio between adolescents on the variable of self efficacy found to be 0.264, which is less than the table value of t-ratio i.e. 1.98 even at 0.05 level of confidence for 98 degree of freedom. Comparison between calculated and tabulated value depict an insignificant difference between mean

scores of adolescent’s students on the variable of self efficacy. Hence hypothesis no. 2 which states “There exist a significant difference in self-efficacy of adolescents boys and girls is not accepted”.

**HYPOTHESIS 3** there exist a significant difference in social loafing behavior of adolescent boys and girls

**Table 3 Showing difference between adolescents’ boys and girls on the variable of social loafing behavior**

Social loafing behavior	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	50	51.00	18.54	2.62	98	0.177(NS)
	Girls	50	51.64	17.50	2.47		

(NS) not significant

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Table 4.4 reveals that the mean scores of adolescents’ students on the variable of social loafing behavior are 51.00 of boys and 51.64 of girls respectively whereas the standard deviation of those for the same variable are 18.54 and 17.50. Further t ratio between adolescents on the variable of self efficacy found to be 0.177, which is less than the table value of t- ratio i.e. 1.98 even at 0.05 level of confidence for 98 degree of freedom. Comparison between calculated and tabulated value depict an insignificant difference between mean scores of adolescent’s students on the variable of self efficacy. Hence hypothesis no.3 which states “There exist a significant difference in social loafing behavior of adolescents’ boys and girls is not accepted”.



**HYPOTHESIS 4** There exist a significant difference in social loafing behavior of adolescent boys and girls having high self efficacy:

**Table 4** Showing difference between social loafing behavior of adolescent boys and girls having high self efficacy

Social loafing behavior	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	35	8.30	4.79	0.67	98	1.88(NS)
	Girls	65	10.12	4.86	0.68		

(NS) not significant

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Table 4.5 reveals that the mean scores of adolescents students on the variable of high self efficacy are 8.30 and 10.12 respectively whereas the standard deviation of those for the same variable are 4.79 and 4.86. Further t ratio between adolescents on the variable of self efficacy found to be 1.88, which is less than the table value of t- ratio i.e. 1.98 even at 0.05 level of confidence for 98 degree of freedom. Comparison between calculated and tabulated value depict an insignificant difference between mean scores of adolescents students on the variable of self efficacy. Hence hypothesis no. 4 which states “There exist a significant difference in social loafing behavior of adolescents boys and girls having high social adjustment is not accepted”.

**HYPOTHESIS 5** There exist a significant difference in social loafing behavior of adolescent boys and girls having low self efficacy.

**Table 5 Showing difference between social loafing behavior of adolescent boys and girls having low self efficacy**

Social loafing behavior	Adolescents students	Number of students	mean	SD	SEm	Df	t- ratio
	Boys	75	46.38	15.79	2.23	98	2.86**(NS)
	Girls	25	56.28	18.73	2.64		

Table 4.6 reveals that the mean scores of adolescents' students on the variable of low self efficacy are 46.38 and 56.28 respectively whereas the standard deviation of those for the same variable are 15.79 and 18.73. Further t ratio between adolescents on the variable of self efficacy found to be 2.86, which is more than the table value of t- ratio I e 1.98 even at 0.05 level of confidence for 98 degree of freedom. Comparison between calculated and tabulated value depict an insignificant difference between mean scores of adolescent's students on the variable of self efficacy. Hence hypothesis no. 5 which states "There exist a significant difference in social loafing behavior of adolescents boys and girls having low self efficacy is accepted"

## CONCLUSION

There was found a negative and significant relationship between self efficacy and social loafing behavior of adolescents. There was found an insignificant difference between adolescent girls and boys on the variable of self efficacy and social loafing behavior. There was found an insignificant difference between adolescent girls and boys on the variable of high self efficacy. And also found a significant difference between adolescent girls and boys on the variable of low self efficacy.

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