

Social Loafing Tendency among Senior Secondary Students in Relation to Self Confidence

Nimisha Beri

Assistant Professor Lovely Professional University Phagwara, Punjab, India

Abstract

Social loafing is a common behaviour exhibited by the students when they work in groups. Modern education requires the use of supportive and mutual strategies of learning. If the social loafing behaviour of the students persists then we cannot succeed in adopting collaborative strategies. One can achieve anything when one believes in one self. But one fails when one is having doubt in one self. The feeling of confidence is a positive state of vibration, where the subconscious mind is directed towards the success of the individuals. Self confident persons are ready to danger the condemnation of others since they usually belief their own ability. They have a tendency to acknowledge themselves; they don't experience that they need to prove, to be acknowledged by others. Many researchers studied self confidence in relation to many variables like stress tolerance, managing work and task performance but not with social loafing. This study is an effort to going to social loafing tendency among senior secondary school students in relation to their self confidence. It is very important to know the role of self confidence in school students which will helps to reduce the problem of social loafing as well as other major issues.

KEYWORDS: social loafing, self confidence, senior secondary school students

Introduction

Social loafing frequently occurs in groups because certain persons exert a lesser amount of attempt than others and this can create a collection dynamic and human being answer. Social loafing refers to the idea that natives are prone to use a smaller amount attempt on a mission if they are in a group versus when they labour alone. Tendency of certain members of a group to get up with a lesser amount of effort than what they would have put when functioning alone is known as social loafing.

Social loafing is a common behaviour exhibited by the students when they work in groups. Modern education requires the use of supportive and mutual strategies of learning. If the social loafing behaviour of the students persists then we cannot succeed in adopting collaborative strategies. Latane, Williams, and Harkins (1979) and Jackson and Harkins (1985) advocated that social loafing may be completely dreadful. The reading explored social loafing as a system for human resources to preserve their power so that when functioning independently, they were not totally burned out.

Review of related literature reveals that social loafing behaviour has been not yet explored in relation to self confidence. Self confidence is the foundation of all personal achievement in an individual's also. One can achieve anything when one believes in one self. But one fails when one is having doubt in one self. The feeling of confidence is a positive state of vibration, where the subconscious mind is directed towards the success of the individuals. Sieler(1998) define self confidence is an individual's characteristics(a self construct) which enables a person to have a

positive or realistic view of situations that they are in. Agnihotry(2002) defines self confidence as a encouraging attitude of oneself in the direction of one's self concept. It is an characteristic of perceived personality.

Self confident persons are ready to danger the condemnation of others since they usually belief their own ability. They have a tendency to acknowledge themselves; they don't experience that they need to prove, to be acknowledged by others. Self confidence is fundamentally a common quality which influence each and every one dimensions of an individual's existence usually, individuals have some dimensions of their lives where they feel rather certain than in other areas, like personal appearance community relationship etc.

Many researchers studied self confidence in relation to many variables like stress tolerance, managing work and task performance but not with social loafing. This study is an effort to going to social loafing tendency among senior secondary school students in relation to their self confidence. It is very important to know the role of self confidence in school students which will help to reduce the problem of social loafing as well as other major issues.

Objectives of the study

1. To explore the level of social loafing tendency and self confidence among senior secondary school students.
2. To analyze the difference among senior secondary school students social loafing and self confidence with respect to gender, type of school and locality.
3. To analyze the relationship between social loafing and self confidence in their of senior secondary school students.

Hypotheses

Following hypotheses were tested in the proposed study

1. There exists no significant difference in social loafing tendency of male and female senior secondary students.
2. There exist no significant difference in social loafing tendency of senior secondary school students studying in rural schools and urban schools.
3. There exists no significant difference in the social loafing tendency of senior secondary school students studying in government school and private schools.
4. There exists no significant difference in self confidence of male and female senior secondary students.
5. There exist no significant difference in self confidence of senior secondary school students studying in rural schools and urban schools.
6. There exist no significant difference in self confidence of senior secondary school students studying in government schools and private schools.
7. There exists no relationship between social loafing tendency and self confidence of senior secondary school students.

Methodology

Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, the present study has employed

descriptive survey method. In the present study the researcher has selected a sample of 240 senior secondary school students. The present study is from the state of Punjab. The schools from which the subjects were selected were government and private. Stratified sampling technique was used for the present study. In this study investigator has used two tools.

1. Social Loafing Scale by Q.G. Alarm and Ramji Srivastva (2008)
2. Agnihotri's Self Confidence Inventory (ASCI) by Miss. Rekha Agnihotri (2002)

Results

Result pertaining to study the levels of social loafing among senior secondary school students.

Table 1 Levels of social loafing of senior secondary students.

SR.NO	LEVELS OF SOCIAL LOAFING	NO. OF STUDENTS(GROUP SOCIAL LOAFING)	PERCENT AGE	NO.OF STUDENTS(INDIVIDUAL SOCIAL LOAFING)	PERCENT AGE
1.	Low social loafing	223	93%	215	90%
2.	Average social loafing	17	7%	19	8%
3.	High social loafing	0	0	6	2%
TOTAL		240	100%	240	100%

The table 1 reveals that 93% of senior secondary school students have low level of social loafing in groups 7% senior secondary students have average social loafing in groups. The correspondent number of senior secondary students are 223 and 17 respectively. This shows that maximum number of students have low social loafing in have groups 90% of senior secondary students have low social loafing individually and 8% of average individually social loafing and 2% have high social loafing individually. The correspondent number of senior secondary students are 215,19 and 6 respectively. This shows that maximum number of students have low social loafing in individual category.

Result pertaining to study the levels of self confidence among senior secondary students.

Table 2 Levels of self confidence of senior secondary students.

SR. NO	LEVELS OF SELF CONFIDENCE	NO. OF STUDENTS	PERCENTAGE
1.	Very high self confidence	0	0%
2.	High self confidence	0	0%
3.	Average self confidence	116	48%
4.	Low self confidence	124	52%
5.	Very low self confidence	0	0%
TOTAL		240	100%

The table 2 reveals that 48% of senior secondary students have average level of self confidence while 52% senior secondary students have low level of self confidence. The correspondent number of senior secondary students are 116 and 124 respectively. This shows that maximum number of students have average or low self confidence.

Table 3 Results pertaining to Mean, SD and T value of male and female secondary school students with regard to social loafing.

Social Loafing Behaviour	Male			Female			T test
	Mean	SD	N	Mean	SD	N	
Individual	5.53	4.66	120	6.21	4.93	120	0.28
Group	5.17	4.82	120	5.86	4.0	120	0.23
Overall	19.5	4.82	120	12.06667	8.56	120	0.23

It is clear from the table calculated values of t for individual task condition of social loafing is 0.28, group task condition of social loafing is 0.23 and Overall social loafing behaviour is 0.23 which are not significant at 0.01 and 0.05 level of significant. Thus, the hypothesis; "There exists no significant difference in social

loafing behavior of male and female senior secondary school student is accepted. This shows that male and female students have almost equivalent level of social loafing. The difference in mean if any can be due to chance factor or statistical error. Both the male and female senior secondary students are found to have low level of social loafing. Though on introspecting mean it can be seen that female senior secondary school students are on higher side than male on group social loafing and individual social loafing.

Table 4 Results pertaining to Mean, SD and T value of government and private secondary school students with regard to social loafing

Social Loafing Behaviour	Govt			Private			t-value
	Mean	SD	N	Mean	SD	N	
Individual	5.56	4.4	120	6.18	5.12	120	0.31
Group	5.19	4.33	120	5.84	4.54	120	0.26
Overall	10.75	8.40	120	12.025	9.22	120	0.26

It is clear from table about that the calculated values of t for individual task condition of social loafing is 0.31, group task condition of social loafing is 0.26 and Overall social loafing behavior is 0.26 which are not significant at 0.01 and 0.05 level of significant. Thus, the hypothesis; "There exists no significant difference in social loafing behavior of government and private senior secondary school students is accepted. This shows that government and private students have almost equivalent level of social loafing. The difference in mean if any can be due to chance factor or statistical error. Both the government and private senior secondary students are found to have low level of social loafing. Although from the table it is clear that private senior secondary school students have higher mean value than government on group and individual social loafing.

Table 6 Results pertaining to Mean, SD and T value of urban and rural secondary school students with regard to social loafing:-

Social Loafing Behaviour	Rural			Urban			t-value
	Mean	SD	N	Mean	SD	N	
Individual	4.6	4.36	120	7.14	4.90	120	3.14
Group	4.6	4.30	120	6.43	4.41	120	0.01

Overall	9.2	8.36	120	13.575	8.77	120	9.99
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It is clear from the table above that the calculated values of t for individual task condition of social loafing is 3.14, group task condition is 0.01 and Overall social loafing behaviour is 9.99. The social loafing behavior is found to be significantly different in individual task condition and in overall task condition. It is clear from the mean value that urban students show more social loafing tendency as compared to rural students. In group task condition both are found to be equivalent. In overall social loafing condition mean value of urban is 8.8 and rural is 8.3 which shows urban have more social loafing tendency. Thus, the hypothesis; "There exists significant difference in social loafing behavior of rural and urban senior secondary school student" is partially accepted.

Table 7 Results pertaining to Mean, SD and T value of male and female secondary school students with regard to self confidence.

Variable	Group	N	Mean	SD	T value
Self confidence	Male	120	31.29	3.91	0.01
	Female	120	32.67	3.81	

The Mean and SD in the case of male secondary school students on self confidence were found to be 31.29 and 3.91 while in the case of female secondary school students were found to be 32.67 and 3.81. The value of t -test was found to be 0.01 which is not significant at 0.05 level. Thus, the hypothesis; "There exists no significant difference in self confidence of male and female senior secondary school students is accepted. The mean value shows that male and female students have almost equivalent level of self confidence. The difference in mean if any can be due to chance factor or statistical error. It can be analyzed that both male and female students have average level of self confidence. The mean value shows that female have slightly higher level of self confidence as compared to male.

Table 8 Results pertaining to Mean, SD and T value of government and private secondary school students with regard to self confidence.

Variable	Group	N	Mean	SD	T value
Self confidence	Government	120	31.76	3.92	0.37
	Private	120	32.21	3.90	

The Mean and SD in the case of government secondary school students on self confidence were found to be 31.76 and 3.92 while in the case of private secondary school students were found to be 32.21 and 3.90. The value of t-test was found to be 0.37 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference in self confidence of government and private senior secondary school students is accepted. This shows that government and private students have almost equivalent level of self confidence. The difference in mean if any can be due to chance factor or statistical error. It can be analyzed that both government and private students have average level of self confidence. The mean value shows that private students have slightly higher level of self confidence as compared to government.

Table 9 Results pertaining to Mean, SD and T value of urban and rural secondary school students with regard to self confidence.

Variable	Group	N	Mean	SD	T value
Self confidence	Urban	120	31.37	4.59	0.016
	Rural	120	32.59	2.97	

The Mean and SD in the case of urban secondary school students on self confidence were found to be 31.37 and 4.59 while in the case of rural secondary school students were found to be 32.59 and 2.97. The value of t-test was found to be 0.016 which is not significant at 0.05 level. Thus, the hypothesis; “There exists no significant difference self confidence of rural and urban senior secondary school students is accepted. This shows that rural and urban students have almost equivalent level of self confidence. The difference in mean if any can be due to chance factor or statistical error. It can be analyzed that both urban and rural students have average level of self confidence. The mean value shows that rural have slightly higher level of self confidence as compared to urban.

Result pertaining to analyze the relationship social loafing and self confidence of senior secondary school students.

Variable	No of students	Df	Correlation	Remarks
Group Social loafing	120	118	0.711	significant
Self confidence	120	118		

Table shows that the coefficient of correlation is found to be 0.711 which is high and positive. So the above finding indicates that there exists a positive relationship between the group social loafing and self confidence among senior secondary school students.

Variable	No of students	Df	Correlation	Remarks
Individual social loafing	120	118	0.72	significant
Self confidence	120	118		

Table shows that the coefficient of correlation is found to be 0.72 which is high and positive. So the above finding indicates that there exists a positive relationship between the individual social loafing and self confidence among senior secondary school students.

Variable	No of students	Df	Correlation	Remarks
overall social loafing	120	118	0.72	significant
Self confidence	120	118		

Table shows that the coefficient of correlation is found to be 0.72 which is high and positive. So the above finding indicates that there exists a positive relationship between the overall social loafing and self confidence among senior secondary school students.

Conclusions

In the light of earlier mentioned discussion and interpretation of the data, in the current chapter the main findings of the study are concluded as:

1. Majority of the senior secondary school students have low social loafing tendency in group task condition and individual task condition. Overall social loafing tendency of students is also low. The reason may be that now present age students have become more responsible for their work.
2. Senior secondary school students have either average or low self confidence .
3. There is no significant difference in overall, group and individual social loafing behaviour of male and female senior secondary school students. Male and female students have almost equivalent level of social loafing. They both fall in average category, female have more social loafing tendency as compared to male. The reason can be social loafing is a personality trait not affected by gender.
4. There is no significant difference in overall, group and individual social loafing behaviour of government and private senior secondary school students. Government and private students have almost equivalent level of social loafing. They both fall in average category of social loafing. The private senior secondary students have comparatively more social loafing tendency as compared to government senior secondary school students. The reason can be that social loafing behaviour can be shown by any student irrespective of school.

5. There exist significant difference in social loafing behaviour of rural and urban senior secondary school students in individual task condition . The social loafing behaviour is found to be more in urban senior secondary students as compared to rural students in individual task condition. In group task they both were found to have equivalent level of social loafing tendency. Overall social loafing is significantly different in rural and urban. Urban students were found to have more social loafing tendency. The reason may be societal impact.
6. There is no significant difference between self confidence of male and female secondary senior school students. The female senior secondary school students have higher mean value. They seem to have high self confidence as compared to male senior secondary school students.
7. There is no significant difference between self confidence of government and private senior secondary school students. The private senior secondary school students have higher mean value. They seem to have high self confidence as compared to government senior secondary school students.
8. There is no significant difference between self confidence of urban and rural senior secondary school students. The rural senior secondary school students have higher mean value. They seem to have high self confidence as compared to urban senior secondary school students.
9. There exists a positive high relationship between the group social loafing and self confidence among senior secondary school students. The reason can be more self confidence makes person more deceptive in his responsibilities.
10. There exists a positive high relationship between the individual social loafing and self confidence among senior secondary school students. The reason can be more self confidence makes person more deceptive in his responsibilities.
11. There exists a positive high relationship between the overall social loafing and self confidence among senior secondary school students. The reason can be more self confidence makes person more deceptive in his responsibilities.

RECOMMENDATIONS:-

1. Students should be assigned challenging task of responsibility so that they get no time to think about social loafing. Their work should be given due recognition for uplifting their morale.
2. As there exists no significant difference in the social loafing behaviour of senior secondary school students , so students should be treated uniformly .
3. Female secondary school were found to be more inclined towards overall social loafing behaviour than their counterparts male students. Therefore we as teachers, administrators and policy planners should pay due attention towards female students accordingly.
4. Parents should encourage their children, in order to boast up the self confidence. So that they able to solve various problem of life.
5. The government senior secondary schools should be provided congenial environment and opportunities in the schools to boost the self confidence of students.
6. Both parents and school authorities especially teachers should joint hand together, so as to improve the self confidence of female student. It is the joint responsibility of both parents and teachers to work towards the building high self confidence among female students.

7. As social loafing has high correlation with self confidence, therefore along with increasing self confidence in children, moral and ethical values, social norms and pro-social behaviour should be taught to students. They should be taught to take responsibilities based on their self esteem. It will lead them to high excellence in their life.
8. Excess of everything is bad. It should be remember that self confidence of students should not turn into their ego, because it will result in more social loafing tendency.

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