

LOAFING BEHAVIOUR AMONG ADOLESCENTS IN RELATION TO THEIR SELF CONCEPT AND PEER INFLUENCE

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ABSTRACT

This study was conducted to evaluate the loafing behaviour among adolescents in relation to their self concept and peer influence. Descriptive survey method was used in this study. The sample of this study included 200 adolescents selected by using simple random sampling from the district of Jalandhar. Two standardized tools and one self-made tool was used for the study. For the purpose of drawing out the results the investigator used statistical techniques like correlation, mean, standard deviation and t tests. The conclusions of this study are that there exists no significant relationship in loafing behaviour and self concept, loafing behaviour and peer influence, there exists no significant difference in loafing behaviour of adolescent boys and girls having high self concept, there exists no significant difference in loafing behaviour of adolescent boys and girls having low self concept, there exists no significant difference in loafing behaviour of adolescent boys and girls having high peer influence and there exists no significant difference in loafing behaviour of adolescent boys and girls having low peer influence.

INTRODUCTION OF THE PROBLEM

The ages 11 through 14 years are often referred to as early adolescence. These years are exciting time of many varied and rapid changes. Child grows taller and stronger and also starts feeling and thinking in more mature ways. This can be a confusing time for both kids and parents. Both must get used to the new person the child is becoming. During adolescence, youngsters begin to separate from their parents and establish an individual identity. In some cases, this may occur with minimal reaction on the part of all involved. However, in some families, significant conflict may arise over the adolescents'

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acts or gestures of rebellion, and the parents' needs to maintain control and have the youth comply. As adolescents pull away from parents in a search for identity, the peer group takes on a special significance. It may become a safe haven, in which the adolescent can test new ideas and compare physical and psychological growth.

Group behavior is the situation where a group of people or animals act as an entity itself or may result in anti-social or uncontrolled behavior by the individuals in the group. So emotional, anti-social, uncontrolled, and group behavior are interesting behaviours; they have their own reasons for happening. Loafing is defined as the tendency of individuals to exert less efforts when working collectively than coactively (individually). Loafing is the phenomenon of people making fewer efforts to achieve a goal when they work in a group than when they work alone. This is seen as one of the main reasons why groups are sometimes less productive than the combined performance of their members working as individuals.

Loafing is the tendency to exert fewer efforts on a task when working as part of a cooperative group than when working on one's own. Loafing describes the tendency of individuals to put forth fewer efforts when they are part of a group. Social loafing is a behaviour that organizations want to eliminate. Social loafing is the general tendency of people to spend less efforts on a task when working as part of a group than when working individually. There have been various attempts to explain this phenomenon. This is the tendency for people to perform worse on simple tasks, yet better at complex tasks when they are in the presence of others.

Actual loafing refers to actual efforts reduced. There are various factors which can affect loafing behaviour of the individual like home environment, self concept and peer influence. Self-concept means which a person, understands of his or her self. The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. The self-concept is composed of self-assessments regarding attributes such as personality, skills and abilities, occupation(s) and hobbies, and physical characteristics.

Self concept is the mental image one has of oneself. A person's view or image of herself or himself. This is closely related to one's personality. A poor self-

concept or negative sense of oneself can have a damaging affect on a person's ability to interact with others. Those who have a positive self-concept tend to believe in who they are and have confidence in their abilities to deal with various situations.

Social psychologists have pointed out that self-concept also plays an important role in social perception-the process by which we form impressions of others. Attribution-how we explain the causes of our own and other people's behavior-is particularly influenced by our own self-concept. Peer influence is commonly defined as the extent to which peers exert influence on the attitudes, thoughts, and actions of an individual. It is widely accepted that membership in peer group is a powerful force during adolescence. These groups provide an important developmental point of reference through which adolescents gain an understanding of the world outside. Peer influence is a powerful factor in adolescent development. The research literature suggests that peer group programs have produced orderly, productive, and positive academic and rehabilitative environments.

Research convincingly demonstrates that children's peer relationships are important to social, cognitive, and physical development. However, it has also become clear that not all peer interactions and influence is positive. For example, children influence each other to engage in drug abuse, vandalism, and various other negative activities.

Humans learn by socialization, and peer groups play a significant role in development during early childhood. Parental influence helps in inculcating core values, but the influence of a peer group is powerful. Peer group plays an important role in child development and should not be avoided for fear of negative influence. Socializing with a range of friends is important for the development and independence of a child. Peer acceptance plays an important role in the growing process. Keeping the conceptual framework supported with empirical evidences, the present investigation may be justified in following manner.

SIGNIFICANCE OF THE PROBLEM

The existence of cultural continuity from generation to generation within society supports in advance the notion that adolescents do not generally rebel

against and reject traditional values and parental norms. The research findings disagree with the popular stereotypes of rebellious adolescent behavior. The disagreement between parent and adolescent as to the stage at which the adolescent may participate in the activities which symbolize adulthood is as temporary as the period of adolescence. While this disagreement may be responsible for the popular image of rebellious youth, it cannot accurately be described as a group rejection of societal norms; it is, rather, an individual resistance to specific authority patterns. Adolescence may be a particularly crucial period for attachment relations. As relationships with parents and those with peers gain importance, patterns of attachment may change as well. As adolescent pulls away from parents in a search for identity, the peer group takes on a special significance. It may become a safe haven, in which the adolescent can test new ideas and compare physical and psychological growth. Socially, peer relationships become much more important than before. The developmental changes that occur in early adolescence are related to one another. Importantly, they impact the desire for a more independent and autonomous life that comes with adolescence. This does not undermine the importance of the parent-adolescent relationship, but points toward a gain in importance and influence of peer relationships for positive development but sometimes peer influence can have negative impact also like loafing behavior may develop as adolescents are particularly susceptible to outside influences upon their behavior and perceptions of their lives. In this behavior a person may start shirking work in a group. But further it may depend upon the self concept of the person which is the belief regarding personality traits, physical characteristics, abilities, values, goals, and roles. Many studies have been done on loafing behavior but no study has been done on it in relation with the self concept & peer influence which can support the above facts. So investigator has decided to take up this study.

STATEMENT OF THE PROBLEM

This study investigated: how the loafing behavior among adolescents is related with the self-concept and peer influence. The problem is stated as “Loafing behavior among adolescents in relation to their self concept and peer influence.”

OBJECTIVES

To find out the relationship between loafing behavior and self concept.

To find out the relationship between loafing behavior and peer influence.

To find out the difference in loafing behavior of adolescent boys and girls having high self concept.

To find out the difference in loafing behavior of adolescent boys and girls having low self concept.

To find out the difference in loafing behavior of adolescent boys and girls having high peer influence.

To find out the difference in loafing behavior of adolescent boys and girls having low peer influence.

HYPOTHESES

There exists no significant relationship between loafing behavior and self concept.

There exists no significant relationship between loafing behavior and peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.

SAMPLE

Investigator had taken the sample of 200 adolescents from Jalandhar city. 200 adolescents were comprised of 100 adolescent boys and 100 adolescent girls.

In this study simple random sampling method was employed to draw the sample.

TOOLS USED

In this study investigator used three tools.

Those were as follows:

1. Social Loafing Scale by Q.G.Alam and Ramji Srivastava (1971).
2. Self Concept Questionnaire by Dr. Raj Kumar Saraswat (1971).
3. Self made questionnaire on Peer Influence.

STATISTICAL TECHNIQUE

In this study t'-test and correlation was applied by the investigator for the analysis of data.

ANALYSIS OF DATA

Null Hypothesis 1: There exists no significant relationship between loafing behaviour and self concept.

Table 1

Showing relationship between loafing behaviour and self concept

Table 1 shows correlation value to be 0.029 where as table value at df 198 is .138 at 0.05 level it means our calculated correlation is less than table value which signifies that there exists no significant relationship between loafing behavior and self concept, therefore first hypothesis is accepted. The reason behind this may be that loafing behavior depends upon other factors like personality traits of the person, environment he is getting, parents' attitude etc.

Null Hypothesis 2: There exists no significant relationship between loafing behavior and peer influence.

Table 2

Showing relationship between loafing behavior & peer influence

Variables	No.	Mean	Correlation
Loafing Behavior	200	11.02	0.11
Peer influence	200	10.68	

Table 2 shows that correlation value is 0.11 where as table value at df 198 is .136 at 0.05 level. It means our calculated value is less than table value which signifies that there exists no significant relationship between loafing behavior and peer influence, therefore second hypothesis is accepted. There may be reason like the selected sample may not be having very rigid aspect of peers. Adolescents may be very independent to take their own decisions. They might be having company but they are living their lives by themselves and not as per the directions of the peers.

Null Hypothesis 3 : There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.

Table 3

Showing results of 't' test on significant difference in loafing behavior of adolescent boys and girls having high self concept

Loafing Behaviour	N	Mean	SD	t'ratio
Adolescent Boys	39	13.15	4.78	.0071
Adolescent Girls	30	10.05	3.67	

Table 3 shows 't' value to be 0.0071 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behaviour of adolescent boys and girls having high self concept, therefore hypothesis is accepted.

Null Hypothesis 4: There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.

Table 4

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having low self concept

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	31	11.41	4.17	0.49
Adolescent girls	27	11.40	5.74	

Table 4 shows that 't' value is 0.49 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behavior of adolescent boys and girls having low self concept, therefore hypothesis is accepted.

Null Hypothesis 5: There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.

Table 5

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having high peer influence

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	29	13.37	4.1	0.024
Adolescent girls	32	11.06	4.78	

Table 5 shows that 't' value is found to be 0.024 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behaviour of adolescent boys and girls having high peer influence, therefore hypothesis is accepted. From the results we may conclude that peer influence does not make any difference in creating loafing behaviour among boys and girls. They may be having high influence of company but might be they are not shirking from the work because of friends. In case of boys this is more because boys are considered to be of free nature and girls shirk less because they want to reach the expectations of the persons who have allotted them work.

Null Hypothesis 6: There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.

Table 6

Results of t'-test on significant difference in loafing behavior of adolescent boys and girls having low peer influence

Loafing behavior	N	Mean	SD	t'ratio
Adolescent boys	32	12.03	3.94	0.034
Adolescent girls	32	10.12	4.27	

Table 6 shows that 't' value is found to be 0.034 where as table value is 2.00 at 0.05 level, it means our calculated 't' value is less than table value which signifies that there exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence, therefore hypothesis is accepted. It is visible from the mean score of low peer influence of boys and low peer influence of girls group where there is very little difference. As far as peer influence is concerned it also has no impact on loafing behavior. So we can say that there can be some other reasons behind this. Loafing behavior among boys is more than girls, it may be because of the environment they are getting or restrictions with which they have to work.

CONCLUSIONS

There exists no significant relationship between loafing behavior and self concept.

There exists no significant relationship between loafing behavior and peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having high self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having low self concept.

There exists no significant difference in loafing behavior of adolescent boys and girls having high peer influence.

There exists no significant difference in loafing behavior of adolescent boys and girls having low peer influence.

SUGGESTIONS

1. Study can be conducted on the college level students & university level students.
2. This study can be conducted by considering vocational and educational areas.
3. Loafing behavior of teachers can be evaluated.
4. Other variables like home environment and school environment can also be included for further research.

RECOMMENDATIONS

Students can be given work of responsibility so that they get no time to think about loafing. Students' work should be monitored daily. Their work should be given due recognition for uplifting their morale. Lectures on moral values, dignity of labor should be delivered for making them aware of the importance of work.

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