

**SOCIAL LOAFING TENDENCY AMONG SENIOR
SECONDARY STUDENTS IN RELATION TO SELF
CONFIDENCE**

A Dissertation submitted to the

School of Education

In partial fulfillment of the requirements for the award of the degree of

Master of Education

By

Shabnam

Regd. No-11412537

Lovely Professional University

Phagwara, Punjab (India)

2015

DECLARATION

I do hereby declare that the dissertation entitled '**SOCIAL LOAFING TENDENCY AMONG SENIOR SECONDARY STUDENTS IN RELATION TO SELF CONFIDENCE**' submitted in partial fulfillment of the requirement for the award of the degree of M.Ed. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

Date:

Shabnam

11412537

CERTIFICATE

This is to certify that Ms. Shabnam has completed the dissertation entitled **‘SOCIAL LOAFING TENDENCY AMONG SENIOR SECONDARY STUDENTS IN RELATION TO SELF CONFIDENCE’** under my guidance and supervision. To the best of my knowledge the present work is the result of her investigation and study. No part of the dissertation has been submitted for other any degree of diploma to any other university. The dissertation is fit for submission for the partial fulfillment for the requirements for the award of M.Ed. degree.

Dr. Nimisha Beri

Assistant Professor

ACKNOWLEDGEMENT

It would not have been possible to write this research proposal without the help and support of kind people around me, to only some of whom it is possible to give particular mention here.

Foremost, I would like to express my sincere gratitude to my supervisor Dr. Nimisha Beri for the continuous support, for her patience, motivation, enthusiasm and immense knowledge. Her guidance helped me in all the time of research and writing of the dissertation. I could not have imagined having a better advisor and mentor for my research work.

My sincere thanks also goes to Lovely Professional University, Punjab, Department of Education, faculty members and librarians for their academic and technical support and assistance. The library facilities have been indispensable.

Also I am very much obliged to pay sincere gratitude to those who assisted and cooperated with me in every aspect of my research whenever needed. Their contribution to my research work was unconditional.

Not to mention my family without whose support and help, the work would not be possible; so my thanks are ever due to them who were always there with me whenever I needed them.

Date.....

Shabnam

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. Collaboration is an important aspect in the age of ICT. Review of related literature reveals that social loafing behaviour has been not yet explored in relation to socio economic status and importance patterns. 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. 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 helps to reduce the problem of social loafing as well as other major issues. This study was conducted to find the social loafing tendency among senior secondary school students in relation to their self confidence. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were to explore the level of social loafing tendency and self confidence among senior secondary school students; to analyze the difference in social loafing and self confidence with respect to gender, type of school and locality; to analyze the relationship between social loafing and self confidence of senior secondary school students. The sample of the study consisted of 240 students selected by multi-stage random sampling from the district Pathankot and Gurdaspur. The standardized tools were used by investigator to explore the social loafing tendency among senior

secondary school students in relation to their self confidence. For this purpose of drawing out the results the investigator used statistical techniques like t-test, mean, and standard deviation and bar diagrams were used as a graphical technique. The main findings of the study are : 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. 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. 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. 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. 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. 10) There exists a positive high relationship between the individual social loafing and self confidence among senior secondary school students. 11) There exists a positive high relationship between the overall social loafing and self confidence among senior secondary school students.

Keywords: *social loafing, self confidence, senior secondary school students*

TABLE OF CONTENTS

DESCRIPTION	PAGENO	
DECLARATION	i	
CERTIFICATE	ii	
ACKNOWLEDGEMENT	iii	
ABSTRACT	iv-vi	
TABLE OF CONTENTS	vi- viii	
LIST OF TABLES	ix-x	
LIST OF FIGURES	xi	
LIST OF APPENDICS	xii	
LIST OF ABBREVIATION	xii	
SR. NO.	DESCRIPTION	PAGE NO.
CHAPTER-1 INTRODUCTION OF THE PROBLEM		1-11
1.1	THEORETICAL ORIENTATION OF THE PROBLEM	9
1.2	SIGNIFICANCE OF THE PROBLEM	10
1.3	STATEMENT OF THE PROBLEM	10
1.4	OPERATIONAL DEFINITIONS	10
1.5	OBJECTIVES OF THE STUDY	11
1.6	HYPOTHESES OF THE STUDY	11
1.7	DELIMITATIONS OF THE STUDY	
CHAPTER-2 METHODOLOGY		12-19
2.1	RESEARCH METHOD	13
2.2	SAMPLING	14
2.3	TOOLS USED	16
2.4	DESCRIPTION OF TOOLS	16
2.5	PROCEDURE OF DATA COLLECTION	19

2.6	DATA ANALYSIS TECHNIQUES	19
CHAPTER-3	ANALYSIS AND INTERPRETATION	20-34
18-28		
3.1	TABULATION AND INTERPRETATION	
CHAPTER-4	CONCLUSIONS, SUGGESTIONS AND	35-38
	RECOMMENDATIONS	
4.1	CONCLUSIONS	36
4.2	LIMITATION	37
4.3	SUGGESTIONS	37
4.4	RECOMMENDATIONS	38

BIBLIOGRAPHY

APPENDICES

LIST OF TABLE

Sr No	DESCRIPTION	Page No
3.1.1	Table for mean differentiate of study the levels of social loafing among senior secondary school students.	21
3.1.2	Table for mean differentiate of study the levels of self confidence among senior secondary school students.	23
3.2.1	Table for mean differentiate of male and female senior Secondary School students with regard to social loafing.	24
3.2.2	Table for mean differentiate of government and private senior Secondary school students with regard to social loafing.	26
3.2.3	Table for mean differentiate of rural and urban senior secondary school students with regard to social loafing.	28
3.3.1	Table for mean differentiate of male and female senior secondary school students with regard to self confidence.	29
3.3.2	Table for mean differentiate of government and private senior Secondary school students with regard to self confidence.	30
3.3.3	Table for mean differentiate of rural and urban senior secondary school students with regard to self confidence.	31
3.4.1	Table for correlation of social loafing and self confidence of senior secondary school students in group social loafing.	33
3.4.2	Table for correlation of social loafing and self confidence of senior	33

secondary school students in group individual social loafing.

3.4.3 Table for correlation of social loafing and self confidence of senior 34

Secondary school students in group individual social loafing

LIST OF FIGURES

Sr. No	DESCRIPTION	PageNo
3.1.1	Graph showing Levels of social loafing of senior secondary students	
3.1.2.	Graph showing level of self confidence of senior secondary students.	
3.2.1	Graph showing Mean, SD and of male and female senior secondary School students with regard to social loafing.	
3.2.2	Graph showing Mean, SD and of government and private senior secondary school students with regard to social loafing.	
3.2.3	Graph showing Mean, SD and of rural and urban senior secondary school students with regard to social loafing.	
3.3	Graph showing Mean, SD and of male and female senior secondary school students with regard to self confidence.	
3.3.1	Graph showing Mean, SD and of government and private senior secondary school students with regard to self confidence.	
3.3.2	Graph showing Mean, SD and of rural and urban senior secondary school school with regard to self confidence.	

LIST OF APPENDICES

A :SOCIAL LOAFING SCALE BY Q.G ALAM AND RAMJI SRIVASTVA

B: AGNIHOTRI'S SELF CONFIDENCE INVENTORY (ASCI) BY REKHA GUPTA

LIST OF ABBREVIATIONS

SR. NO.	DESCRIPTION	ABBREVIATIONS
1.		SL Social loafing
2.		SC Self confidence
3.		IN Individual
4.		GP Group
5.		N Number/count
6.		M mean score
7.		NS Not significant
8.		* significant at 0.05 level
9.		** significant at 0.01 level

CHAPTER 1

INTRODUCTION OF THE PROBLEM

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Social loafing

Social loafing frequently occurs in groups because certain persons exert a lesser amount of effort than others and this can create a collective dynamic and human being answer. Social loafing refers to the idea that natives are prone to use a smaller amount of effort 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. Its two universal manifestations are;(1)free-rider effect, where a number of members do not put in their share to labour below the supposition that others hard work will cover up their loss, and thus reason,(2) sucker effect where the other members lessen their hard work in answer to the free-rider attitude. Social loafing is the conscious or unconscious tendency by a number of group members to avoid work responsibilities by withholding effort towards group goals when they are not independently answerable for their effort. Social loafing describes the tendency of persons to put forth a smaller amount of effort when they are part of an assemblage. Because each and every one members of the grouping are pooling their effort to attain a general aim, every associate of the assemblage contribute fewer than they would if they were on your own dependable. Social loafing can be explained by the “free rider theory” and the ensuing sucker effect, which is an individual’s decrease in effort to keep away from pooling the load of a associate cluster associate. Study on social loafing began with rope pulling experimentation by Ringlemann who create that a associate of assembly tended to apply a lesser amount of effort in performing pulling a rope than did persons by yourself. In additional current learning, study connecting present knowledge, such as online and disseminated groups; have moreover exposed plain confirmation of social loafing. A lot of the reasons of social loafing stem from a person emotion that his or her attempts will not substance to the assembly. Persons functioning in recently shaped groups worked harder in the group location that without help, even though this

differentiation was non-significant. On the other hand, human being functioning in groups that were at the border line or finish of their survival performed well again when functioning by themselves. This concluding judgment is reliable with all previous result on social loafing. Taken as a whole, the learning suggest that social loafing is influenced by the group's developmental sequence and advise that near the beginning in a group's life-when social categorize is upper- no social loafing will occur. Human being act either individually or collectively. cooperative work implies interdependence which may or may not push citizens to increase their activity. Some people may have a tendency to perform better when they work collectively than when they work alone. "Collective action" is the promise of social life because the people may achieve much required or valued goals that would not be possible to get as individual performing is alone .

It refers to the finding that collective responsibility for task performance lead to reduced individual efforts under certain task conditions(Latane, Harkins and Williams 1980). One of the first studies of social loafing was carried by a German psychologist known as Ringelmann in the 1920,s (Moede 1927). A more recent experiment by Alan Ingham (Ingham et.al., 1974) showed that, like Ringelmann, people do not work as hard in a group as they do alone. Later studies examined the studies of social loafing on cheering, shouting and clapping etc. It was found that they would not cheer, shout or clap nearly as loudly as they could if they felt that they were part of the group of students(Harkins, Latane and Williams 1980, Latane, Williams and Harkins 1979, Williams, Harkins and Latane 1981). Latane and his co-workers (Latane, Williams and Harkins b) have demonstrated how social loafing affects productivity of collective farms. The journalist Hedrick smith, in his book, The Russians, reports that a soviet union, private plots of lands occupied only 1% of the agriculture space, but produced 27% of the output. The variable of social loafing was subsequently explored in a multiplicity of tasks such as typing, swimming, evaluating poetry, producing information and detecting signals and demonstrated that loafing does occur when individual act in a group that observe Identifiability of their performance(Williams, Harkins and Latane 1981) revealing a distribution of concentration interpretation based

on a purpose to get hold of social approval of observers. A similar diffusion process had been identified in bystander effect an inverse relationship between group size and altruistic behaviour or helping in emergencies (Latane and Nida 1981 a). Diffusion of responsibility results in diminished sense of individual responsibility might be relevant to loafing as well. In group endeavors, when the performance is not particular, the contingency between effort and encouraging and negative community sanction appears to be slackened and the subject makes less effort in the given task i.e the collective action is inferior to individual action. During the last two decades several important studies on social loafing were performed.

Young (1981) reported on the basis of studies that compared to westerners, Chinese are less autonomous, more conforming, more easily persuaded and extra communalist oriented in their accomplishment compass reading. Comparing western and non-western people, Gabrenya, Wang and Latane (1985) found that people exert greater effort when they work individually than when they do so in a group. Further they predicted that on diagnostic task members of group oriented cultures exhibit social loafing. Gabrenya, Latane and Wang (1983) after a research in U.S indicate that individuals apply better effort in a multiplicity of tasks situations when they achieve on their own than when they perform so in a group that obscures identifiability of members' personal outputs. Collective individualistic cultural value dimension appears personally connected to a tendency toward social loafing.

According to Hofstede (1980) and others indicate that this dimension like several others can be used to distinguish among cultures.

Based on their meta-analytic review Karau and Williams (1993) offered gave –the collective effort model (CEM) of social loafing. CEM rests on an individual based expectancy assessment theory of effort (Vroom, 1964). CEM advice that an individual's effort stage is determined by the observation of the instrumentality of one's personal effort. persons work to the extent that they view (1) their effort as benefitting group presentation, (2) group presentation as being translated into group result, and (3) group outcome as resulting in individual outcome. The studies

incorporated in Karau & Williams' (1993) meta-analysis in general mixed up having participants come in the lab and functioning on a particular assignment as (individuals and/or in a group, by way of uniqueness of the group, mission, or circumstance being manipulated or calculated. A large amount of the social loafing effort has viewed groups as still units, and the investigate has concentrated on identifying a social loafing "effect" (Williams, Harkins & Latane, 1981) and its antecedents surrounded by the laboratory, classroom, and work place. This study surveyed 227 online knowledge students who were participating in online learning groups. Even though initial hard work in the direction of incorporate group work keen on distance learning primarily utilized threaded conversation boards, recent instructional drawing and machinery improvements at the present create complex group projects additional plausible. In 1913 as experience was establishing that, at the time, did not be given suitable deliberation.

The term "social loafing" was coined for the innovation that participants functioning in groups wield a smaller effort than participants working individually. It was defined as having a harmful result on persons and the organizations connected with them (Latane, Williams & Harkins, 1979). The research evolves into five unique categories: 1) causes and deterrents of social loafing, 3) correlate adjustment to group constituent social loafing (the "sucker effect"), 4) social loafing as a constructive system and 5) social loafing is current equipment.

In 1977, Petty, Harkings, Williams, and Latane explained cognitive errands were immediately as vulnerable to social loafing as material tasks. The outcome preserve that social loafing does happen in cognitive errands (Petty, Harkings, Williams, & Latane, 1977).

Harkins and Petty (1982) researched to find out if making the task more motivating or complicated would reduce social loafing. They found that when people are given a complicated work, they work on it just as tough in a group as information as regards, or that they are trained at, social loafing is condensed (Harkins & Petty, 1982). Another opportunity that decreases social loafing is when individual considering their participation they make as unique (Harkins & Petty, 1982).

Zaccaro (1984) found that group edge, task obligation, and identity are possible deterrents of social loafing. Jackson and Williams (1985) hypothesized that

complex tasks led to improved production when working in a group. This reveals that association or group leaders should evaluate the complication of a task before deciding if it should be finished individually or as a group. Group cohesiveness also influence whether an individual would loaf or not.

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.

Bluhm (2009) projected that when functioning in a group, the task was proficient to everyone's agreement. This led a member of staff less pressure and tension when working on a group project, giving them more control to put onward when working alone.

As a quantity of natives in the collection adds to, individuals tend to experience individuation. These words describe together the dissociation from human being success and reduction of private answerability, ensuing in lesser exerted hard work for persons in two-way environments. When a group member does not feel that his/her effort is justified in the context to the on the whole group, the human being will be a smaller amount prepared to emphasize the hard work. If the grouping size is big, members can feel that their donation will not be much worth to the on the whole cause because so a lot of other donations as much or at all in big groups as they might have in lesser groups. Others in the group will leave them to do all the vocation while they take the praise. Because group do not want to feel like the sucker they wait to how much labors other will put into a group before they put any in if everyone the member make an effort to stay away from being the sucker than everyone's try will be considerably a smaller amount than it would be if every one of them were functioning as solid as they could. If an important person feels that others in the group are slacking or that others will slack, he will lesser his try to match that of the others. This can occur whether, it is apparent that the others are slacking or if an important person basically believes that the group is slacking.

Self Confidence

Self confidence is the acquaintance that one can do a little and do it well. Self confidence comes from personal comprehension of the task at hand knowing ones strengths and weaknesses applying the skills to any situation and adapting quickly as the condition unfolds. People who show self confidence are not afraid of failure. The self confidence comes from acquaintance of a given task and from a person knowing the inner mechanism of his mind. Self confidence comes from knowledge of a given task. When one repeats something continuously he masters it and finally believes that he will not fail at that task. One way to accomplish this type of self confidence is to put into practice doing the act ahead of time. The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity(Breckenridge & Vincent, 1965). Into this structure are integrated many patterns of response tendencies known as traits which are closely related to and influenced by the concept of self. Self confidence is one such personality trait. The self is a composite of a person's thoughts and feelings strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. Self confidence is a positive attitude of oneself towards one's self concept. It is an attribute of perceived self. Self confidence refers to a person's perceived ability to situations successfully without leaning on others and to have a positive self-evaluation. In the words of Basavanna(1975), in general terms, self confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right. A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward-moving, fairly assertive and having leadership qualities. Self confidence has a very significant impact both on expressing yourself during interpersonal relations and making up relations with others.

Kirkwood (2009), conducted a study on lack of self confidence in their own abilities as entrepreneurs compared to men. Some women, entrepreneurial self confidence grew over their time in business, while for other women, it appears to continue to act as a constraint- affecting their ability to access finance and curtailing their growth aspirations

According to Oxford dictionary (2010) self is people or thing's own individuality or essence. The individuality example is a integrated multidimensional association in which the concept of self is the core or centre of significance (Breekenridge & Vincent,1965). This arrangement is included in a lot of pattern of answer tendencies, identified as 'traits' which are personally connected to and influenced by the concept of self. The self is a composite of a person's thought and feelings, striving and hopes, fright and fantasies, his view of what he is, what he was been, what he might become, and his attitudes related to his worth. The idea of self commences right from the period of infancy and continues during childhood, adolescence and maturity. As the child grows up, he/she starts feeling that he/she is separate from others. Meaning of self is people or things own individuality or essence. The psychology of self is the study of either the cognitive and affective representation of one's identify or the subject of experience. The word, confidence originates from the Latin word "confider", meaning to trust.

According to Oxford dictionary(2010), confidence is having from trusting and believing in ourselves, having faith in our capability in whatever condition we require to perform. Confidence is normally described as a state of being certain either that a hypothesis or prediction is accurate or that a selected course of action is the most excellent or a good number successful. Confidence can be a self fulfilling prophecy(foretelling of future events) as those without it may be unsuccessful or not struggle because they lack it may succeed because of an innate capability. Self confidence means a reaction or attitude in your powers and abilities.

According to US Oxford English dictionary(2010) self confidence means a feeling of faith in one's abilities, qualities, and judgment. A adolescent gains a sense of self efficacy when that child sees himself mastering skills and achieving goals that matter in those skill areas. This is the confidence that, makes students do well and leads people to believe complex challenges and keep on in the face of setbacks. This overlaps with the scheme of self esteem, which is a more universal sense that a human being can cope up with what is leaving on in their lives, and that they have accurate to be in far above the

ground spirits. Some people consider that self confidence can be built with affirmations and positive thoughts.

Self confidence is the oil that smoothly turns the wheels of the connection between an human being and their potential- that is, their ordinary talents, skills and potential. Basavanna(1975) found self confidence as an individual's apparent capacity to take action successfully in a condition to overcome barriers and to obtain things go each and every one accurate. In the vocabulary of Bandura(1986), self confidence considered as one of the motivators and regulators of behavior in an individual's everyday life.

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 confidence refers to a person's apparent ability to undertake situation successfully without leaning on other and to have a constructive self evaluation. Acting without self confidence may direct to seclusion or retreatment of an individual from society. Essentially, self confidence is the faith in one's ability to be successful. Self confidence has been described as the decision that we make about our own value and the feelings related with those judgments. It has been ranked as among the most important aspects of self development since evaluation of own capabilities affect emotional knowledge future behavior and long term psychological adjustment.

Haydarsar, Avcu, Isiklar(2010) analyzed under graduate student's self confidence levels in terms of a few variables and found significant variation in terms of gender and departments. Self confidence is a affirmative attitude of oneself towards one's self concept. Self confidence refers to a person's apparent potential to deal with situation gainfully without education on other and to have a affirmative self assessment.

A self confident person perceives himself to be overtly proficient, emotionally established, intellectually sufficient, successful, satisfied, sanguine,

independent, self dependent, confident, forward-moving, fairly firm and having leadership qualities. On the other hand, anything may be the level of their self esteem, each adolescent tries to defend his trend self and self respect at every cost. On these fronts he shows lot of sensitivity and may get annoyed by a uncomplicated comment or happening causing injury to his self confidence, self regard or self respect. That is why, teachers, parents and elders are for all time advised not to perform or speak everything that may hit the self confidence the learning progression, parental think about, hard work of the teachers and the surroundings circumstances- each and every one should be designed so as to carry appropriate progress and development of the adolescents and channelization of their energies keen on appropriate direction.

Maikhuri & Panole, (1977) studied the self confidence of young people in relative to their academic success and set up important differences were investigational in the educational accomplishment to the far above the ground and near to the ground self-confidence group.

1.2 SIGNIFICANCE OF THE STUDY

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. Collaboration is an important aspect in the age of ICT. Review of related literature reveals that social loafing behaviour has been not yet explored in relation to socio economic status and importance patterns. 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.

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 helps to reduce the problem of social loafing as well as other major issues.

1.3 STATEMENT OF THE PROBLEM

The present study attempted to explore the relationship of social loafing with the self confidence of senior secondary student. Therefore the present study is entitled “SOCIAL LOAFING TENDENCY AMONG SENIOR SECONDARY STUDENTS IN RELATION TO SELF CONFIDENCE”

1.4 OPERATIONAL DEFINITION OF TERMS

Social loafing

Social loafing is the tendency of individuals to exert less hard work when working collectively than individually. For the present study it is a measure on the scale of social loafing.

Self confidence

Self confidence refers to a person’s apparent potential to deal with situation effectively and to have a positive self assessment. In the present study, self confidence refers to encouraging attitude of oneself in the direction of one’s self concept.

1.5 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.

1.6 HYPOTHESES

Following hypotheses will be 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.

1.7 DELIMITATIONS OF THE STUDY

1. Keeping in the view paucity, resources and time study was limited to only two district (Pathankot and Gurdaspur) of Punjab state.
2. Study was confined to students studying in 11th standard.

CHAPTER 2

METHODOLOGY OF THE STUDY

2.1 METHODOLOGY

In the preceding chapter, the problem of the study, objectives, hypotheses and development and description of the tools were discussed. The present chapter deals with the method of study which covers sample design of the study, tools procedure and descriptive techniques used for the analysis of data. Methodology of research plays a very important role in field of research. It describe the various step to be adopted by a researcher in solving a research problem, such as a manner in which the problems are formulated, the definition of the terms, the choice of the subject for investigation the validation of the data gathering tools, the collection, analysis and interpretation of the data and the process of interference and generalization. It means descriptive method and procedure of conducting research. In methodology a part of a research describes method and procedure which an investigator will adopt for conducting research. It refers to a logical plan of solving a research problem. Research design is the blue print of what is to be done and how is to be done? It is the path which is to be followed by the researcher to reach the target.

In a simple language, a research design is stated as a plan of action, a plan of collecting and analyzing data in an efficient and relative manner. To carryout research work, first of all, the researcher is supposed to draw out the methodology to be used. The ultimate success of a researcher project greatly depends upon the design of the study. It avoids aimless wandering, saves time and economize the efforts of researcher. Methodology is the systematic, theoretical analysis of the methods applied to a field of study, or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It, typically , encompasses concept such as paradigm, theoretical model, phases and quantitative or qualitative techniques. A methodology does not set out to provide solutions but offers the theoretical underpinning for understanding which method, set of methods or so called

best practices can be applied to a specific case. Methods selected should be appropriate to the problem under investigation, feasible, well planned and well understood. Research methodology involves the systematic procedure by which the researchers starts from the initial identification of the problem to its final conclusions. The role of methodology consists of procedures and techniques by which the research problem is attacked. The method of investigation employed in the present study is descriptive survey method. The present chapter deals with the plan and method of investigation. It gives a brief description of the sample, tool used for the collection of data and techniques employed for its analysis.

2.1 RESEARCH METHOD

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. The descriptive research methods has undoubtedly been the most popular and widely used research method in education. Descriptive research studies are designed to obtain pertinent and precise information concerning from the discovered. It helps to explain educational phenomena in terms of the conditions or relationships the exists, opinions that are held by the students, teachers, parents and experts and processes that are developing. At times descriptive survey is the only means through which opinions, attitude, suggestions for improvement of educational practices and instructions and other disused data can be obtained. Descriptive research also known as statistical research, describes data and characteristics about the population or phenomena being studied.

2.2 SAMPLING

In the present the researcher has selected a sample of 240 senior secondary school students (120 from each district namely, Gurdaspur and Pathankot of Punjab). Out of each district, the investigator selected 8 government and 8 private senior secondary schools. 15 male and 15 female were selected from each school i.e 120 female from government schools and 120 male from private schools were selected by employing stratified random sampling.

Sample was collected from the following schools of Gurdaspur and Pathankot district of Punjab.

2.2.1 SAMPLING FRAME

The present study is from the state of Punjab, which consists of two districts one is Pathankot and the second one is Gurdaspur. The schools from which the subjects were selected were government and private. The principal reason for selecting the above categories of schools was that these students represent more adequately the general secondary students of Punjab.

TABLE 2.4
LIST OF SCHOOLS

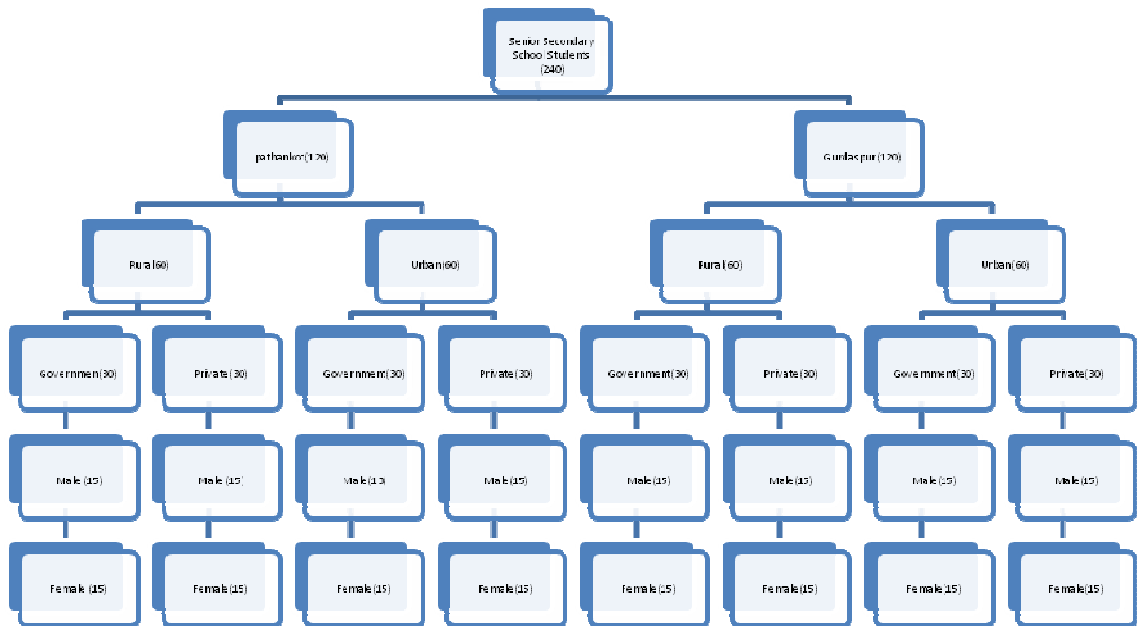
Sr .No	Name of schools	No. of students
GOVERNMENT		
1.	Capt. G.S salaria Government senior secondary school jangal	15
2.	Government senior secondary school Manwal	15
3.	Government senior secondary school (boys) Pathankot	15
4.	Government senior secondary school Dhaki road daultpur(Pathankot)	15
5.	Government senior secondary school jharoli (Gurdaspur)	15
6.	Government model senior secondary school Dinanagar (Gurdaspur)	15
7.	Ch. Jai Muni Memorial Government Girls senior	15

	secondary school (Dinanagar)	
8.	Government senior secondary school Chauntta(Gurdaspur)	15
PRIVATE		
9	Happy Sr. Secondary school, Ram lila Ground, Pathankot	15
10	Adarsh Modern Sr. Secondary school Narot Mehra (Pathankot)	15
11	Maharana partap Sr. Secondary Adarsh vidyalaya(Pathankot)	15
12	Shanti Niketan Sen. Secondary school Budda Nagar (Malikpur)	15
13	Gayan jyoti public Sen. Secondary school kalichpur	15
14	D.A.V Sen. Secondary Bheri(Gurdaspur)	15
15	Arya Sr. Secondary school Dinanagar (Gurdaspur)	30
TOTAL	15	240

2.2.3 SAMPLING TECHNIQUE

Stratified sampling technique was used for the present study.

2.4 SAMPLE DESIGN



2.3 TOOLS USED

In this study investigator has used two tools. These were as following.

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

2.4 DESCRIPTION OF TOOLS

2.4.1 Social loafing scale by Q.G. Alarm and Ramji Srivastva(1971).

This social loafing scale having 15 items for individual and group task performance was developed by Q.G. Alarm and Ramji Srivastva. Every item deal with a different task condition given below:

Shouting, hymn reciting, group singing, weight pulling, pushing clapping, rope pulling, service, rendering, social service, such as cleaning of a

village lanes fire extinguishing, evaluating poems, producing new ideas exploring conforming, donating.

2.4.1.1 RELIABILITY AND VALIDITY

The test-retest reliability was .74 which means sufficient reliance can be placed on it. The face validity and content validity were too determined.

2.4.1.2 SCORING PROCEDURE

The responses optioned on a three point scale were scored as 0, 1, 2. An individual subject could secure a minimum of zero and a maximum of 30 marks in either of the conditions- individual or group. The responses were scored as under:

A	0 marks
B	1 marks
C	2 marks

2.4.2 Agnihotri's Self Confidence Inventory (ASCI) by Mrs. Rekha Agnihotry (2002)

The ASCI has been designed in Hindi to assess the level of self confidence among adolescents and adults. The test seeks to differentiate high and low level of students in respect to self confidence. This test is helpful in identifying students with low self-confidence level who may need counseling or training to help them move towards high achievement.

2.4.2.1 RELIABILITY

The obtained reliability coefficient and the index of reliability is shown in table 2.1.

Table 2.1 reliability of the inventory (ASCI)

Method	N	Reliability coefficient	Index of reliability
Split-Half	362	.91	.95
K.R Formula	200	.89	.94
Test-Retest	116	.78	.88
(After one month)			

2.4.2.2 VALIDITY

In item-analysis validity coefficients were determined for each item by biserial correlation method and only that items were retained which yielded .25 or above biserial correlation with the total score. The inventory also validated by correlating the scores obtained on this inventory with the scores obtained by the subject on Basavanna's (1975) self confidence inventory. The validity coefficient obtained is .82 which is significant beyond .01 level.

2.4.6 ADMINISTRATION

The inventory is self administrative in nature. In group administration, the instructions given in the test booklet may be read aloud by the examiner in order to facilitate starting at a time. There is no fix time limit. Ordinarily an individual take 20 minutes to complete this inventory.

2.4.7 SCORING THE INVENTORY

The inventory can be scored by hand. A score of 1 is awarded for a response indicative of lack of self- confidence, i.e, for making cross (x) to ' response to item no. 2,7,23,31,40,41,43,44,45,53,54,55, and for making cross (x) '

response to the rest of the items. Hence, the lower the score, the higher would be the level of self-confidence and vice versa.

Table 2.8.9 shows distribution of the scores

Raw scores	interpretation
7 and below	Very high S-C
8-19	High S-C
20-32	Average S-C
33-44	Low S-C
45 and above	Very Low S-C

2.5 PROCEDURE OF DATA COLLECTION

The researcher collected the data by visiting schools in the two district of Pathankot and Gurdaspur under the state of Punjab and after obtaining permission from the principals of those schools, sought the cooperation of secondary school students to answer the questionnaires which were distributed to them after proper explanation that they have to attempt each statement by placing a tick in one box provided and also not to leave the statement unanswered. They were assured that their data will be kept confidential and used only for research purpose

2.6 DATA ANALYSIS TECHNIQUE

Data analysis technique used are as follows:

1. To explore groups' trend; mean, Standard deviation and percentage were calculated
2. To find the differences between mean among different group on two variables T-test was used.
3. To find the relationship between variables coefficient of correlation was calculated.

CHAPTER III

ANALYSIS AND INTERPRETATION

3.1 ANALYSIS AND INTERPRETATION

Data which has been calculated needs to be analyzed using statistical techniques to yield results. This process leads the researcher to draw a rational conclusion on the research problem. An attempt has been made in the present chapter to deal with the results and their corresponding interpretation in accordance to the hypotheses. Tabulated data is analyzed through statistical techniques to certain results. The depiction of results and their interpretation is considered to be the most important part of research work as it verifies the hypotheses and eventually leads to final conclusion of the study. The data as, such has no meaning unless analyzed and interpreted by some dependable techniques. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking up the complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation. The whole scheme of research methodology revolves around the analytical interpretation of the reality of the methodological approach to deal with the situation. The data was studied from many angles; analyzing of bare necessity for thinking in terms of significant tables that data permits, to examine carefully the statement of the problem and earlier analysis and to study the original records of the data, to get away from the data by making various statistical techniques. Therefore, the inherent problem for statistical calculation is necessary for interpretation purpose, which facilitates the stream of analysis of collected raw data and to formulate them in orderly manner and to put them in such a way that based on the analysis of data, it reflect a vast area of knowledge. Data were collected according to the method and procedures mentioned in previous chapter. After collecting data from 240 students it was analyzed keeping in view the objectives and hypotheses of the study by applying the percentage, mean, SD, t-test and correlation. The analysis of data, interpretation and results are presented in order of testing of hypotheses.

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

The first objective of the study is “To explore the level of social loafing tendency and self confidence among senior secondary school students. So this section has been devoted the different levels of social loafing into percentage. The result obtained has been presented in the under mentioned below.

Table 3.1.1 Levels of social loafing of senior secondary students.

SR.NO	LEVELS OF SOCIAL LOAFING	NO. OF STUDENTS(GROUP SOCIAL LOAFING)	PERCENTAGE	NO.OF STUDENTS(INDIVIDUAL SOCIAL LOAFING)	PERCENTAGE
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%

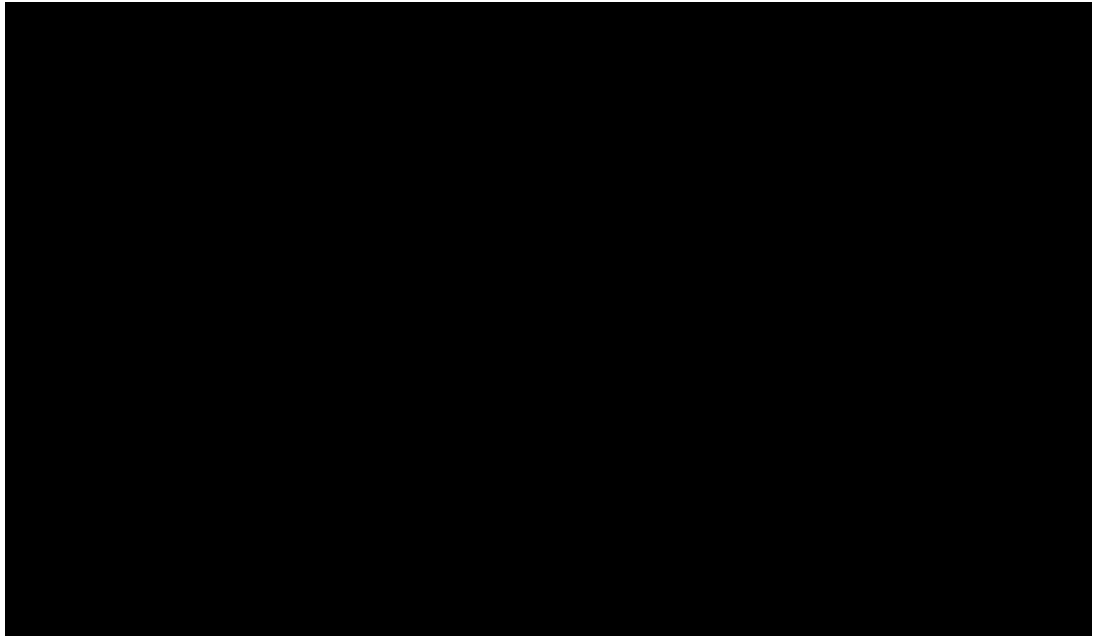


Figure 3.1

The table 3.1 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.

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

The first objective of the study is “ to study the levels of self confidence among senior secondary school students. So this section has been devoted to the different levels of self confidence into percentage. The result obtained has been presented in the under table mentioned below.

Table 3.1.3 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%

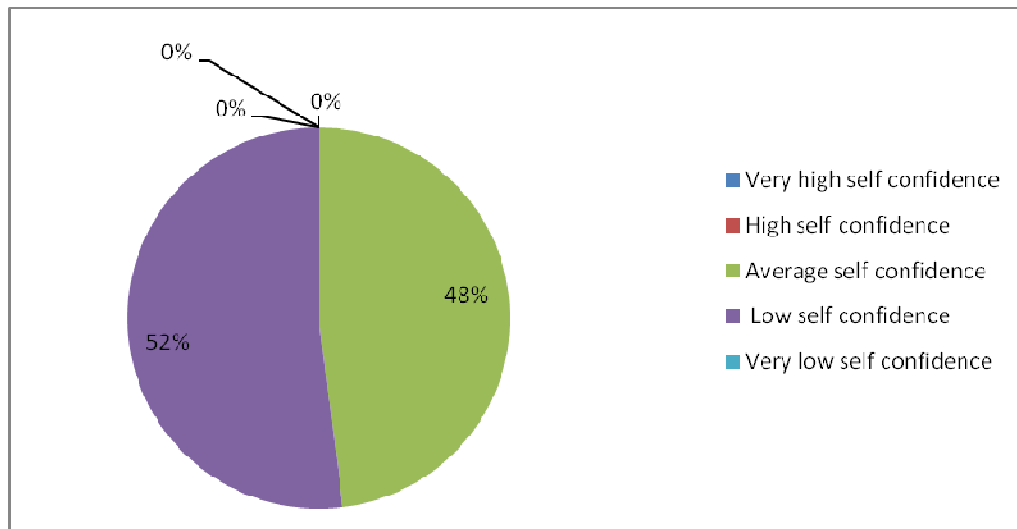


Figure 3.1

The table 3.2 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.

3.2 Result pertaining to analyze the difference in social loafing and self confidence of Secondary School Students with respect to gender, type of school and locality of two districts (Pathankot and Gurdaspur) of Punjab.

The second objective of the study is “To analyze the difference in social loafing and self confidence with respect to gender, type of school and locality”. So, this section has been devoted to locate the significance differences if any, in the social loafing and self confidence with respect to gender, type of school and locality of senior secondary school students. The result obtained has been presented in the table mentioned below.

Table 3.2.1 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

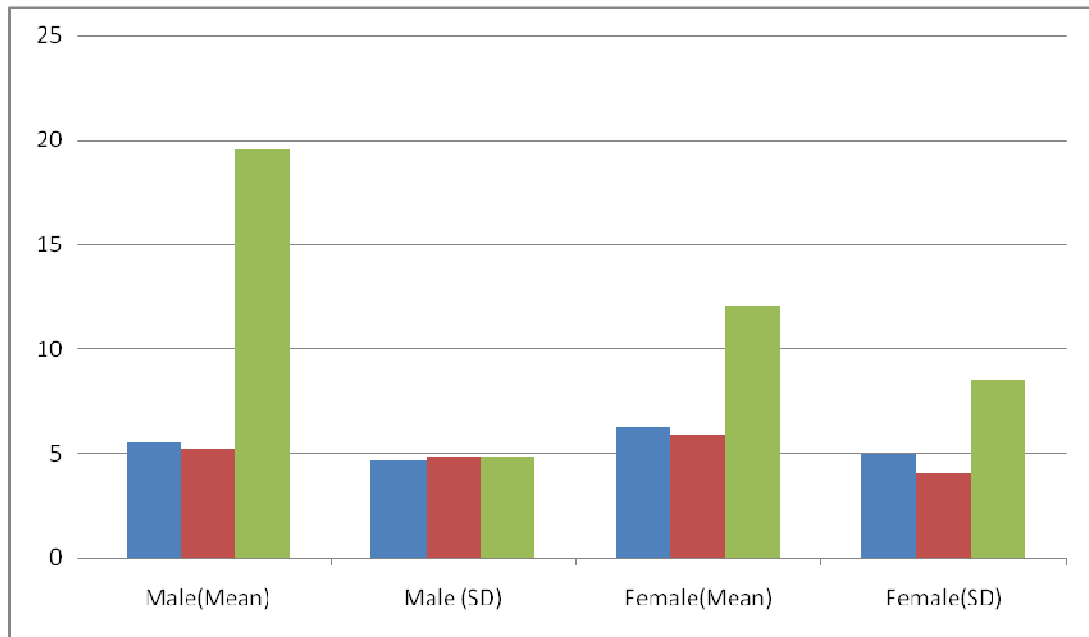


Figure 3.2

3.2.2 Mean, SD and T value of male and female secondary school students with regard to social loafing-:

NS = Not significant

=Significant at 0.05 level,

Significant at 0.01 level.

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 3.2.3 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

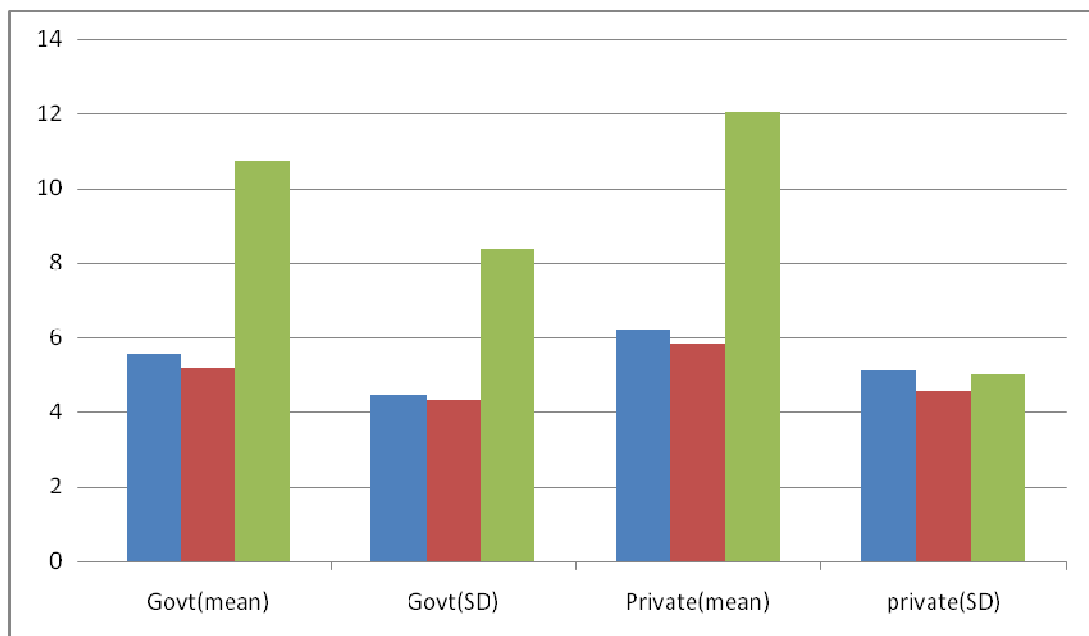


Figure 3.2

3.2.4 Mean, SD and T value of government and private secondary school students with regard to social loafing-:

NS = Not significant

=Significant at 0.05 level,

Significant at 0.01 level.

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 3.2.5 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
---------	-----	------	-----	--------	------	-----	------

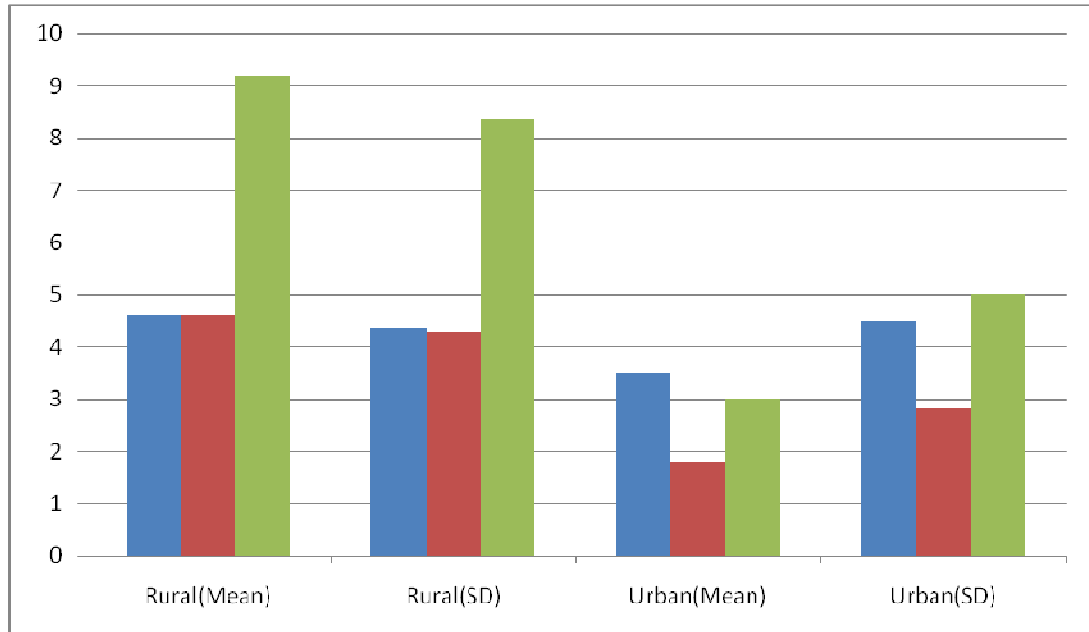


Figure 3.2

3.2.6 Mean, SD and T value of urban and rural secondary school students with regard to social loafing-:

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 3.3 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	

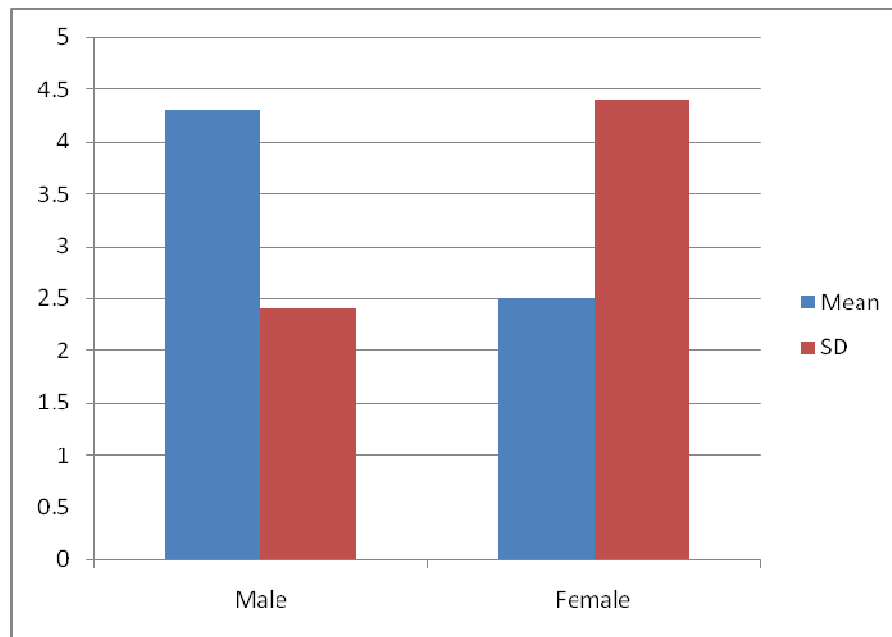


Figure 3.3

3.3.1 Mean, SD and T value of male and female secondary school students with regard to self confidence-:

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 3.3.2 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	

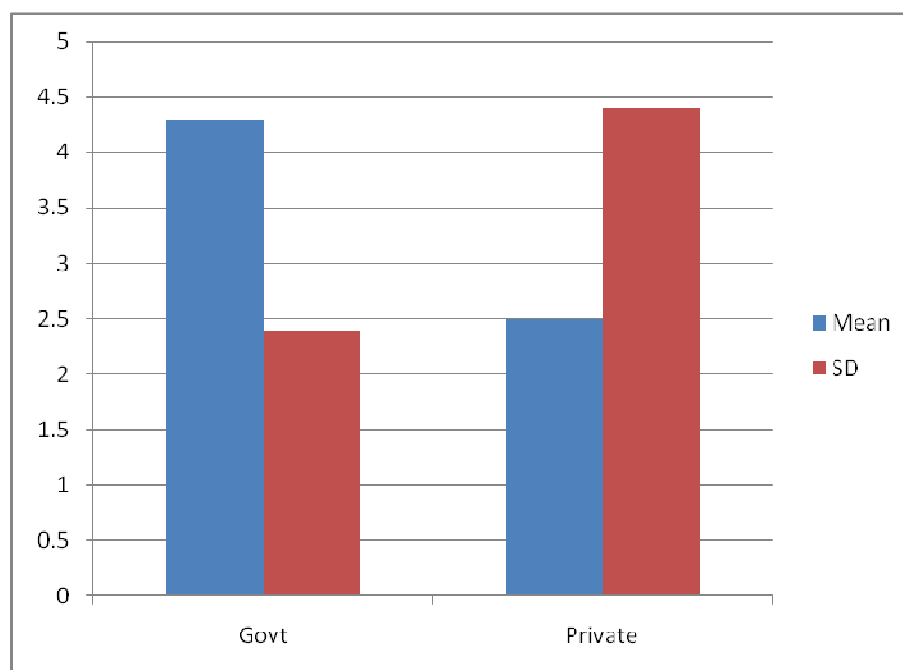


Figure 3.3

3.3.3 Mean, SD and T value of government and private secondary school students with regard to self confidence-:

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 3.3.4 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	

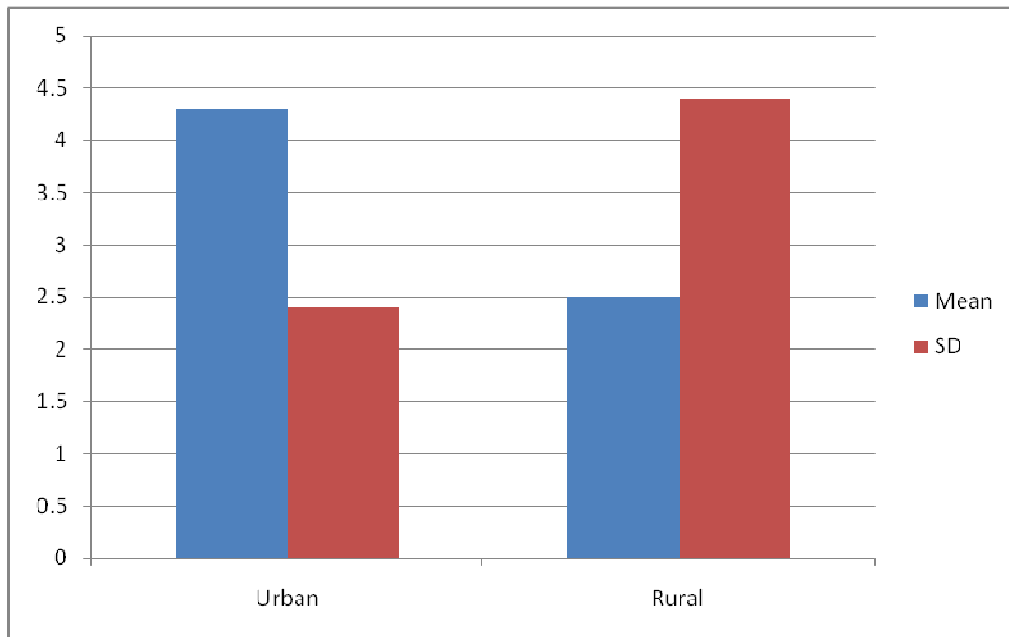


Figure 3.3

3.4.5 Mean, SD and T value of rural and urban secondary school students with regard to self confidence-:

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.

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

1. The third objective of the study is “To analyze the relationship between social loafing and self confidence of senior secondary school students. The result obtained has been presented in the under mentioned table.

3.5.1 Correlation value was calculated which has been presented in table

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.

3.5.2 Correlation value was calculated which has been presented in table:-

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.

3.5.3 Correlation value was calculated which has been presented in table

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.

CHAPTER 4

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

4.1 CONCLUSIONS

Conclusions are very essential aspect of any investigation. They provide a finishing touch and review to the whole work. This part of the study plays an important role in any research work. Results of research show acceptance or rejection of hypotheses. Following conclusions may be drawn from the analysis data:

Conclusion is the essential part of every study. Conclusions are the stuff of an investigation and holds significant importance. Investigator conducted the study on “Academic anxiety among secondary school students in relation to their time management competency.”

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.

4.2 LIMITATIONS

Research have always some limitations. This is especially true in some case of research studies, which involves human behavior because at the time of data collection, any individual can try to conceal his negative aspects. It is due to this, the data affects the reliability of research. The present study has also some limitations. Such limitations of the study reduce the reliability and validity of the study. These limitations are as follows;

1. Only Pathankot and Gurdaspur districts were considered for this study.
2. The present study was conducted on 240 senior secondary school students of 11th class.

4.3 SUGGESTIONS

Research is never ending process, every investigator after completion of his/her research inevitably becomes aware of area in which further research is needed and naturally feels motivated to indicate the area which may be taken up for research by other investigators. The researcher by virtue of his experience in the field of study humbly offers the following suggestions for further research that could be undertaken further:

1. Study can be replicated on the college level students and university level students.
2. The study may be replicated on the larger sample of senior secondary school students.
3. Social loafing behaviour of teachers can be evaluated.

4. Social loafing behaviour can be related with other variables like parenting behaviour, values, self esteem, conformity, group influence.

4.4 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 boost 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.

