Self-Efficacy And Social Withdrawal Among Secondary School Adolescents In Kwara State

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A R T I C L E   I N F O

A B S T R A C T

Secondary school teenagers' social retreat was examined about self-efficacy and gender. The study is guided by two goals, two research questions, and two research hypotheses. It was conducted using a descriptive research correlational design. 100 youth were randomly selected from five senior secondary specialised schools. The General Self-Efficacy Scale by The University of Kansas Center; and the Social Ability Deficiency Scale (SADS/SPS) by Akinade were used to collect the data. The Pearson Product Moment Correlation and T-test were used in the study to formulate and test two research hypotheses. Results showed that there is a very strong positive relationship between self-efficacy and social withdrawal (p. 0.05 < r.cal. = 0.863), but there is no significant relationship between male and female adolescents' social withdrawal behaviour (p. 0.05 < t.cal. = 31.318). Based on the results, the study concluded that self-efficacy has a significant positive relationship with social withdrawal among secondary school adolescents. The study also concluded that female adolescents were more affected by social withdrawal behaviour than their male counterparts. Based on the conclusion, the study recommends, among others that the school management set aside a day for adolescents to engage in co-play. The school counsellors should organise a conference for female adolescents to orientate them more on self-evaluation in order to help them be aware of social withdrawal behaviour symptoms and how to build on their self-efficacy.

Introduction

From childhood to adulthood, adolescence serves as a transitional stage. The physical, emotional, psychological, and social changes that are occurring in adolescents are what cause

this period to be regarded as a crisis. Successful adolescents acquire social skills that are advantageous to their personal, social, and psychological growth and can move between developmental stages with ease. According to Feliu-Soler's research from 2017, self-efficacy has a big impact on how well an individual performs in activities, how much effort they put in, how they think about themselves, and how they deal with their emotions. Self-efficacy is related to other self-types such as self-actualization, self-awareness, self-esteem, self-image, ideal self, and self-efficacy (Olarenwaju & Olabisi, 2022). These ideas support an individual's belief system, so they can complete challenging tasks or interact with friends and the wider social environment. The ability to engage in the social interactional tasks required to establish and preserve interpersonal relationships is known as social self-efficacy (Hassan & Abdulkareem, 2023). According to Gazo et al. (2020), self-efficacy is the belief that one will succeed in achieving a goal. Adolescents who have high social self-efficacy interact with peers more effectively, engage in extracurricular activities, and participate actively in school. They also believe that establishing friendships and finding a romantic partner will not be difficult for them. In contrast to people with low self-efficacy who shun this kind of task. According Banadura (2000) found that people with high self-efficacy tend to learn more, have adaptable strategies for controlling their circumstances, are motivated to attain their goals, and tend to complete difficult activities. Chan et al. (2016) favorable correlation between family satisfaction and self-efficacy. Furthermore, Chan et al.'s (2017) study discovered that self-efficacy in managing one's life and work helps people achieve work-life balance and job engagement despite the existence of family and professional obligations. Social self-efficacy is substantially connected with shyness and social anxiety, according to Hassan et al (2023) on social self-efficacy and interpersonal stress in adolescence. This is a situation whereby adolescents are unable to relate more effectively and actively in social relationships, an indication of social withdrawal. Social disengagement, According to Morales and Perez-Mamol (2019), social disengagement was substantially correlated with overall perceived self-efficacy.

The reasons given for social withdrawal behaviours included social-cognitive incompetence, parenting insecurity, negative self-esteem, peer rejection, victimisation, and anxiety, as well as poor communication and social skills and a fear of embarrassment from peers and significant others like family and relatives. Environmental factors like social insecurity issues can also cause an individual to retreat from society (Rubin et al., 2021; Dexter, 2022), which hurts secondary school students' behaviour. Teenagers who retreat

socially are more likely to exhibit shyness, a lack of sociability, and social avoidance, which increases the risk of low self-efficacy and self-esteem, poor academic performance, and higher levels of depression and anxiety (Rubin et al., 2021; Xu et al., 2022; Lin & Dodge, 2020). According to Bosacki et al. (2020), having a high level of shyness makes it easier to identify unfavourable and epistemic emotions and to feel low self-worth.

Gender is a significant indicator of social isolation. In the opinion of Muraina and Hassan (2022), the socially constructed characteristics of men and women, such as roles, norms, and connections within and between groups of men and women, are referred to as gender. The extent or causes of social disengagement behaviour in male and female teenagers are not widely agreed upon by academics. Individual adolescents who withdraw from social activities must deal with many repercussions. According to Liu et al. (2020), self-efficacy, social support, and post-traumatic growth can all have a direct impact on behaviour problems in adolescents aged 8 to 18 years old. Boys also exhibited greater behavioural issues than girls. Masi et al. (2021) found that social neurotransmitters and the reaction to social stress varied by gender. Doey et al. (2013) argue that anxious, socially withdrawn boys may have to grapple with interpersonal difficulties as well as the negative effects of violating gender norms in their social interactions more than girls. Jamiu et al (2023) show that not only does the overall norm within a given group determine the acceptability of withdrawal differently for boys and girls, but also that the salience of gender norms for withdrawal within the group is an important factor to consider. Studies by Coplan and Week (2009; Eisenberg et al., 1998; Rubin et al., 1993) indicate that socially withdrawn males are more likely than socially withdrawn females to experience internalised problems. The results of Wedaloka et al. (2019) indicate that there are significant differences in the levels of loneliness among male and female adolescents in terms of overall, emotional, and social dimensions, with female adolescents scoring significantly higher than male adolescents not only in terms of overall loneliness but also in terms of emotional and social dimensions.

According to Hassan & Abdulkareem (2023), women are more socially disengaged than men as a result of long-standing cultural expectations that women will be more meek and obedient and will play more traditional gender roles. Oladipo and Idemudia (2014) conducted a cross-sectional survey of 240 pre-service teachers (135 men and 105 women) in a Nigerian university to look at sex and age variations in social retreats. Participants were

generally high on social withdrawal, and there was neither a significant independent sex difference nor an interactive influence of sex. Singh and Singh (2017) found that females were observed to be shyer as compared to males. Rubin's (2009) finding shows that overprotective parents promote withdrawal behaviours in their children, and Doey et al. (2013), in a review of gender differences in childhood shyness, suggest that shyness and its related constructs pose a greater developmental risk for boys compared to girls. Girls are more socially disengaged and shy than boys, according to Prakash & Coplan's (2007) study. According to research by Zahn-Waxler (2008), gender differences gradually emerge during childhood, with females displaying higher dread and anxiety than boys towards adolescence. However, Lin and Dodge (2020) observed no gender differences in the relationships between social retreat and parental knowledge. These studies weren't conducted in Kwara State. In this study, secondary school students in Kwara State who are experiencing social disengagement are examined regarding their self-efficacy and gender.

Statement of the Problem

Adolescents in secondary schools often struggle with social withdrawal, which hurts their sense of self-efficacy. Low self-efficacy in adolescents is a result of their inability to handle their academic and personal obstacles. Adolescents with low self-efficacy are unable to face obstacles head-on because they consistently believe that they are insurmountable. Another issue affecting teenagers in the classroom is social withdrawal. Shyness, isolation, dissociation, social inadequacy, and social avoidance are some of the behaviours that indicate social withdrawal. Poor communication, a fear of embarrassment from peers, excessive parenting, and a fear of victimisation are some of the causes of this issue, which causes adolescents to avoid social interactions and activities. Low self-efficacy and social withdrawal symptoms become problems when they have a detrimental impact on an individual adolescent's development of cognitive, social, and interpersonal abilities.

In the absence of immediate interventions, social withdrawal behaviour may lead to social issues like difficulty making friends, difficulty pursuing romantic relationships, a lack of social assertiveness, poor performance in public settings, and failure to offer or accept important others' help in school. Additionally, it may cause further psychological issues with crucial facets of an adolescent's life, such as sadness, worry, fear, self-stimulation, emotional disorders, and stress. Because of the danger that self-harm and suicide thoughts pose to

adolescents' lives, the issue is made worse. In light of the foregoing, the purpose of the current study is to determine the role that self-efficacy and gender play in predicting social withdrawal among secondary school teenagers in Kwara State.

The main aim of this study is to examine the impacts of self-efficacy and gender as determinants of social withdrawal among secondary school adolescents in Kwara State. The specific objectives are as follows 1) to examine the relationship between self-efficacy and social withdrawal among secondary school adolescents in Kwara State. 2) To determine the difference in the social withdrawal between male and female secondary school adolescents in Kwara State.

Method

The study was conducted among Secondary School Adolescents in Kwara State. A descriptive research design of survey type was used. The population for this study was 105 socially withdrawn adolescents from 15 selected senior secondary schools. Stratify sampling was used to divide Kwara State into three senatorial districts: Kwara North, South, and Central. Purposive sampling was used to select five senior secondary schools from each sampled LGA in each senatorial district. Snowball sampling was used to get in contact with adolescents with social withdrawal indicators like shyness and moodiness, among others. Seven adolescents were identified in each of the 15 sampled schools through psychological test screening, and this cut across genders. On the whole, 105 senior secondary school adolescents participated in the study.

The New General Self-Efficacy Scale (NGSE), developed by The University of Kansas Centre for Research on learning (2015), was adopted for this study. It consists of 13 items and assesses a two-component construct of self-efficacy, which includes: Belief that ability can improve with effort; Belief in the ability to meet specific goals and/or expectations. The scale's six items measuring the idea that ability may improve with effort are worth 13 points, while the scale's remaining seven items are worth 13 points each. a conviction that one can fulfil certain expectations or aspirations A scale of 1 to 5 was used for the Likert scale, with 5 being the highest-scoring option. Internal consistency for self-efficacy is r =.86. The Adapted Social Ability Deficiency Scale or Shyness Personality Scale (SADS/SPS) was developed by Akinade, E. A., to test a detailed psychopathological study of an aspect of human personality—social

ability deficiency or shyness—among several generations of young Nigerians. It originally contained 40 items. For this study, the instrument items were reduced to 15 items, which measure five personality traits: consciousness, agreeableness, neuroticism, openness to experience, and extraversion. The items are rated on a 5-point Likert scale with a maximum of 75 points and a minimum of 15 points, respectively. It has discriminatory validity, and the test-retest reliability value for SPS was r = 0.79, and the internal consistency of the test was a = 0.77 for SADS. In the present study, Cronbach's alpha coefficient was calculated, and the internal reliability score of the scale was found to be 0.86 for SPS and 0.73 for SADS, respectively. With scores of 65 maximum points and a minimum of 13 points, the mean rating was arrived at by 5+4+3+2+1 = 15/5 = 3.0. A letter of introduction was collected from the Head of the Department of Educational Management and Counselling, Al-Hikmah University, Ilorin, and submitted to the principal of each senior secondary school. The instruments were administered to the respondents on the day approved by the school management for the exercise during regularly scheduled class periods. The researcher was assisted by four research assistants in the administration and collection of the instruments. In each of the selected schools, the administration and collection of instruments were done on the same day of administration. 105 instruments were administered, but 100 were completely retrieved and valid for analysis, representing 95.3%. The data collected was analysed using frequency counts and simple percentages for the demographic data of the respondents. Pearson Product Moment Correlation (PPMC) and the t-test for hypotheses were used to test hypotheses at the 0.05 level of significance.

Findings and Discussion

Findings

Ho$_1$: There is no significant relationship between self-efficacy and social withdrawal among Secondary School Adolescents in Kwara State.

Table 1. Relationship between self-efficacy and social withdrawal

Variable	N	df.	Mean	SD	r.	Sig	Decision
Self-efficacy	100	98	14,11	0,90	0,86	0,000	Sig.
Social Withdrawal			10,23	0,96			

The relationship is significant at p. < 0.05

The table revealed that r. calculation 0.863 and p. value is 0.000. The p. value of 0.000 is less than the r. value of 0.863 (p. < 0.05). Therefore, hypothesis one which stated that there

is no significant relationship between self-efficacy and social withdrawal among secondary school adolescents in Kwara State is rejected. The implication of this showed that self-efficacy has had a significant relationship with social withdrawal among secondary school adolescents in Kwara State.

Ho$_2$: There is no significant relationship in the social withdrawal between male and female Secondary School Adolescents in Kwara State.

Table 2. The relationship of social withdrawal of male and female.

Variable	N	df.	Mean	SD	r.	Sig	Decision
Male	100	98	35,92	1,17	31,31	0,000	Rejected
Female			30,89	1,13			

The difference is significant at p. < 0.05

Table 2 revealed significant differences in social withdrawal between male and female secondary school adolescents (35.92; 1.17) and (30.89; 1.36). The p. 0.000 is less than the t. The calculated value is 31.31 (p. < 0.05). Therefore hypothesis two which says there is no significant difference in the social withdrawal between male and female Secondary School Adolescents in Kwara State is rejected. This implies that there is a significant gender difference in social withdrawal among Secondary School Adolescents in Kwara State.

Discussion

The first hypothesis tested shows that there is a significant relationship between self-efficacy and social withdrawal among secondary school adolescents in Kwara State. This implies that high self-efficacy is capable of reducing social withdrawal behaviour among students. This is because it showed a very strong positive relationship between self-efficacy and social withdrawal among Secondary School Adolescents in Kwara State. This finding correlates with a previous study by Erozkan and Deniz (2012) that found a significant relationship between social self-efficacy and learned resourcefulness. Rippon, Shepherd, Wakefield, Lee, and Pollet (2022) show a positive association between self-efficacy, perceived functional social support, and mental well-being. Morales and Perez-Mamol (2019) also found that social withdrawal was significantly related to general perceived self-efficacy.

The study found a significant difference in social withdrawal between male and female Secondary School Adolescents in Kwara State. This outcome showed that male adolescents

exhibit more social withdrawal behaviours than their female counterparts. This finding aligns with Masi et al.'s (2021) finding that there is a gender difference in social withdrawal. Also, Abdulkareem et al (2023) contend that socially withdrawn males were more likely than withdrawn females to experience internalised problems and that boys had more behaviour problems than girls. Olanrewaju and Poopola (2022) contend that socially withdrawn males were more likely than withdrawn females to experience internalised problems and that boys had more behaviour problems than girls. of Abdulkareem et al. (2023) also reported that gender significantly influences the locus of control of undergraduate students at Alhikmah University. Self-efficacy, social support, and post-traumatic growth can directly affect the behaviour problems of 8–18-year-old adolescents (Liu et al., 2020) However, the findings of this study went in contrary to those of Wdaloka et al. (2019), Oladipo and Idemudia (2014), and Doey et al. (2013), which showed females were generally more socially withdrawing than males. Similarly, Bosacki et al. (2020); Singh and Singh (2017); Doey et al. (2013); Zahn-Waxler (2008); and Prakash and Coplan (2007) insisted that females were observed to have more shyness and feelings of low self-worth. However, Lin and Dodge (2020), found no adolescents, gender differences in the associations between social withdrawal and parental knowledge. Jamiu et al postulated that women showed a higher internal center of control than men do.

Conclusion

Based on the results and discussion, the study concludes that high self-efficacy has a strong positive relationship with social withdrawal among Secondary School Adolescents in Kwara State. The study also concludes that male adolescents were more affected by social withdrawal behaviour than their female counterparts. Based on the findings, the following recommendations were made. The school counsellors should identify adolescents with low self-efficacy through proper screening using psychological tests and try to enhance it to assist these students in overcoming the negative effects of social withdrawal on their social self-efficacy in terms of making friends, pursuing romantic relationships, social assertiveness, performance in public situations, and giving or receiving help. School counsellors should focus more on counselling male adolescents, as they are mostly impacted by social withdrawal behaviour. This would help in sensitising and enlightening male adolescents on how to carry

out self-evaluation to understand symptoms of social withdrawal behaviour and seek urgent counselling interventions

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