

Research Article

Influence of Self-Efficacy on Social Withdrawal Among Secondary School Adolescents in Ilorin Metropolis, Kwara State, Nigeria

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Abstract

Social withdrawal has been reported as a major factor responsible for students' inactive participation in the school social activities. Research suggested that self-efficacy is capable of improving personal and social interpersonal relationship. This study was on the influence of self-efficacy on social withdrawal among secondary school adolescents in Ilorin, metropolis, Kwara State. Correlational research design of survey was used. The population was 92, 097 senior school adolescents in Kwara State from which 398 (230 male and 168 female) SSS Two adolescents were randomly selected from 15 public schools across the three were purposively selected Local Government Areas in Ilorin metropolis, Kwara State. Data was collected using Social Self-efficacy Scale (SSES) and Social Withdrawal Frequency Scale (SWFS). The reliability of the (SWFS) showed (0.83, 0.63 and 0.83), while (SSES) has reliability score of 0.72. Mean and Standard Deviation was used to answered the research questions and Analysis of Variance was used to test the hypothesis at 0.05 level of significance. Findings showed that there was low social withdrawal among adolescent students in Ilorin metropolis, Kwara State ($M = 60.23$; $SD = 5.06$). The study also showed that there was high self-efficacy among the majority of the secondary school adolescent students in Ilorin metropolis, Kwara State ($M = 120.02$, $SD = 5.44$). It was found that there was a strong influence of self-efficacy and social withdrawal among secondary school adolescents in Ilorin metropolis, Kwara State (F . Cal. 103.73, df .397, $p > 0.05$). The study concluded that there was low social withdrawal behaviour among Secondary School Adolescents in Ilorin Metropolis. The study also concluded that there was high self-efficacy among Secondary School Adolescents in Ilorin Metropolis. The study concluded that there was a strong influence of self-efficacy on social withdrawal among Secondary School Adolescents in Ilorin Metropolis. Based on the conclusions, the study recommended that: the school counsellors should ensure that frequent counselling training for at least two times in a week.

Keywords

Adolescents, Low Self-efficacy, High Self-efficacy, Moderate Self-efficacy, Self-efficacy, Social Withdrawal

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1. Introduction

It was in public knowledge that it took teachers extra efforts by running after the students and even persuade the students before reluctantly engaging in the school social activities like literary and debating club, JETS and press club. It is disheartening that these school activities only exist but not functioning as expected [23]. It is from the active participation in the school social activities that students are expected to learn, shape their memories and acquire the moral and social skills needed for future interpersonal and social relationship in the outside world [1, 31] noted that human beings interact in relation to the tasks being performed and also interact in relation to values and norms which are or should be followed or are violated within the social contexts. But the causes of the students distancing self from active participation in these school social activities is social withdrawal (SW). SW is the behavioural pattern of adolescents that prefer solitude, playing alone and tend to avoid interaction with peers in the social settings [44]. It leads to poorer social-emotional development, depression, low self-esteem and also affected the self-efficacy (SE) [24, 50]. There was negative correlation between SE and the level of SW among students [49, 43, 29]. On the other hands, [38, 9, 28, 47] indicated positive correlation between the SE and SW.

2. Statement of the Problem

The high rate at which adolescent students were used to shake, jittery, sweating and voice shivering while making public presentation on the school assembly ground is becoming source of worry to educational stakeholders in public schools. The main cause of SW among students is low self-efficacy (LSE). Furthermore, LSE induced shyness, poor self-confidence, peer rejection, avoidance, unsociability, shyness, low mood and peer isolation and increasing school dropout.

In the absence of urgent counselling intervention, adolescent with SW may experience depression, aggression, suicide ideation and death. SW problems have been investigated in Nigeria by [12, 30, 33, 32, 2, 11] among students in public senior secondary schools in Imo, Anambra and Oyo States respectively. To the best of researchers' knowledge, influence of SE and SW among secondary school adolescents in Ilorin Metropolis, Kwara State, Nigeria has not been conducted. Hence, this study was conducted in Ilorin Metropolis.

2.1. Purpose of the Study

The major purpose of this study is to examine influence of SE and SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State, Nigeria. Specifically, the objectives are as follows:

- (1) examine the level of SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State;
- (2) assess the level of SE among Secondary School Adolescents in Ilorin Metropolis, Kwara State; and

- (3) investigate the level of the Influence of SE on SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State.

2.1.1. Research Questions

The following research questions were answered:

- (1) What is the level of SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State?
- (2) What is the level of SE among Secondary School Adolescents in Ilorin Metropolis, Kwara State?
- (3) What is the level of the Influence of SE on SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State?

2.1.2. Research Hypothesis

The following research hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant influence of SE and SW among Secondary School Adolescents in Ilorin metropolis, Kwara State.

2.2. Methodology

This study examined the influence of SE on SW among secondary school adolescents in Ilorin, metropolis, Kwara State. A survey of correlation was used. The population was 92, 097 (48, 968 males and 43, 129 female) senior school adolescents in Kwara State (National Bureau of Statistics, 2020). Sample of 398 (230 male and 168 female) senior secondary school adolescents using [42] sample size formula was used. A purposive sampling was used to select the SSS Two adolescents in the 15 public senior secondary schools across the three purposively selected Local Government Areas in Ilorin metropolis, Kwara State. The 37 items Social Withdrawal Frequency Scale (SWFS) developed by [13] and Social Self-efficacy Scale (SSES) designed by University of Kansas Center for Research (2015) were the instruments used for data collection. The SWFS assessed seven constructs such as withdrawal behaviour (13), peer rejection (4), unsociability (4), shyness (4), low mood (4), avoidance (4) and peer isolation (4). The scores were produced on a 37-148 scale of interpretation. The social withdrawal behaviour measured: low, moderate and high with low 37-72 score, moderate 73-111 scores was Moderate and 112-148 scores was High. SWFS obtained a Cronbach's alpha of 0.83, 0.63 and 0.83 as the reverse-items factor and the positive-items factor respectively.

The SSES was a 36 items by Center for Research on Learning, University of Kansas instrument in 2015. It measures self-efficacy; Belief that ability can grow with effort with (16) items; and Belief in ability to meet specific interpersonal relationship and/or expectations with (20) items. The

score of SSES produced on a 36-144 range of scores. The SE was measured as low, moderate and high. Therefore, the range of scores and interpretation were: 36-72 Low, 73-108 Moderate and 109-144 High. The validity of the questionnaire has been done and reliability score of 0.72 [15]. Descriptive statistical tools of mean and standard deviation were used to answered research questions and Analysis of Variance (ANOVA) were used to test the hypothesis at 0.05 level of significance. IBM Statistical Package for Social Science (SPSS) version 25 was used for data analysis.

2.3. Literature Review

Influence of the three levels of social withdrawal on social interaction

SW is to keep away from active participation in interpersonal and social interaction. It is also a kind of behaviour of avoiding situations and adolescents with this concern developed poorer self-efficacy [26]. The SW can be high, moderate and low social withdrawal (LSW) influence the social interaction respectively. [8] indicated that high social withdrawal (HSW) influence daily schedule and social relationship. It also lead to an increase in social anxiety, and negative self-appraisal and hindered the development of social competence, poor social skills among adolescent students [16-18, 5]. There was strong influence of HSW on aggressiveness [40]. As regards the influence of moderate social withdrawal (MSW) on social interaction. It has been found to had a mild influence social interaction [51]. However, LSW is a prediction of high social competence which is the ability of an individual to perform certainty social activities [34, 21].

Influence of the three Levels of SE on SW

SE is the belief system of an individual to successfully perform given tasks including social interactions. The are three levels of SE. Low self-efficacy is a weak belief system in individual ability to accomplish difficult tasks and it also make the adolescents to see little challenges as unrealistic or unachievable [36, 35]. Furthermore, the MSE is mild belief in person/students' ability to achieve desire result when reinforced. Interestingly, HSE is a belief system in students' ability to confront difficult task in order to achieve the set

goals [7, 36] indicated significant relationship between variables (LSE and SW). It also the predictors of social phobia, anxiety, shyness among students [8].

At this level, SE mediated the SW as most of the adolescents keep trying to contribute their own quota to the school activities but with little efforts [37, 3, 48] showed partially mediated effect of MSE in the relationship between shyness. Conclusively, HSE influence the assertiveness behaviour which is potent in the reduction of the incidence of SW among students [46, 6, 8, 25, 4, 52, 41, 45, 14, 39, 20, 10, 22].

3. Results

- (1) Research Question 1: What is the level of SW among Secondary School Adolescents in Ilorin Metropolis, Kwara State?

Table 1. Level of SW among Secondary School Adolescents.

	N	Mean	Std. Deviation
Low Social Withdrawal	355	60.23	5.056
Moderate Social Withdrawal	36	89.67	10.666
High Social Withdrawal	7	122.86	5.956
Total	398		

Table 1 showed the mean and standard deviation scores of the three levels of SW among adolescents. Outcomes revealed that about 355 of the adolescents with LSW (M=60.23; SD= 5.06). Another 36 of them with the MSW (M=89.67; SD=10.67), while the remaining 7 adolescents with HSW (M=122.86; SD= 5.96). This implies that there was LSW among adolescents.

- (2) Research Question 2: What is the level of SE among Secondary School Adolescents in Ilorin Metropolis, Kwara State?

Table 2. Level of SE among Secondary School Adolescents.

	N	Mean	Std. Deviation
Low Self-Efficacy	13	63.85	6.453
Moderate Self-Efficacy	72	92.21	9.809
High Self-Efficacy	313	120.02	5.441
Valid N (listwise)	398		

Table 2 showed that the mean scores for the three levels of SE. The results indicated that about 13 of the adolescents with LSE ($M=63.85$; $SD=6.45$). Another 72 of them with the MSE ($M=92.21$; $SD=9.81$), while 313 of the adolescents is ($M=120.02$; $SD=5.44$) respectively. The implication of this was that there was HSE among the majority of the secondary school adolescents.

3.1. Hypothesis

Ho1: There is no significant influence of SE on SW among Secondary School Adolescents in Ilorin metropolis, Kwara State.

Table 3. ANOVA of the Influence of SE on SW.

Social Withdrawal					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.928	2	9.464	103.730	.000
Within Groups	36.039	395	.091		
Total	54.967	397			

Influence is significant at $p. > 0.05$.

From Table 3, F. calculated was 103.73, the critical value of 0.000 at p. value 0.05 level of significance. The observed F. value of 103.73 is greater than the critical value of p.0.000 ($F.=103.73$, $df.396$, $p.>0.05$). Therefore, the null hypothesis is rejected. This implies that there was a significant influence of SE and SW among

secondary school adolescents. Since there was a strong influence of SE on SW among students. It was concluded that not all the means in hypothesis one was equal: that is, at least one mean is different from the other means. Hence the need to conduct post-hoc test to study where the mean difference lies.

Table 4. Multiple Comparisons of the mean difference of influence of SE on SW among students.

Dependent Variable: SW						
Scheffe						
Self-efficacy	Self-efficacy	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low Self-efficacy	Moderate Self-efficacy	.552*	.093	.000	.32	.78
	High Self-efficacy	.969*	.085	.000	.76	1.18
Moderate Self-efficacy	Low Self-efficacy	-.552*	.093	.000	-.78	-.32
	High Self-efficacy	.418*	.043	.000	.31	.52
High Self-efficacy	Low Self-efficacy	-.969*	.085	.000	-1.18	-.76
	Moderate Self-efficacy	-.418*	.043	.000	-.52	-.31

* The mean difference is significant at the 0.05 level.

From the Table 4, mean difference of the LSE (.552), MSE (-.552) and HSE (-.969), the critical value of 0.000 at p. value of 0.05 level of significance (MD. cal.=.552, -.552, -.969,

$df.397$, $p.>0.05$). Therefore, hypothesis one is rejected. This implies that, the three levels of SE were predictors of SW among adolescents. Since there is a relative contribution of

the levels of SE to SW, there is need to know level of contribution of each SE to SW as illustrated in Table 5.

Table 5. Post-Hoc of Influence of SE on SW among Secondary Schools Adolescents.

Scheffe ^{a,b}				
Self-efficacy Types	N	Subset for alpha = 0.05		
		1	2	3
High Self-efficacy	327	1.03		
Moderate Self-efficacy	58		1.45	
Low Self-efficacy	13			2.00
Sig.		1.000	1.000	1.000

a. Uses Harmonic Mean Sample Size = 30.857.

Table 5 showed the Scheffe's test for multiple comparison, HSE ranked first with (M=1.03), MSE, (M=1.45), which suggested mild SW and the LSE ranked third with 2.00 indicated HSW. The harmonic mean of 30.86. Hence, it can be inferred that on average, adolescent students with HSE has reduced SW than those with LSE.

3.2. Major Research Findings

Based on the research questions and tested null hypotheses:

- (1) there was LSW among adolescents in Ilorin metropolis, Kwara State (M= 60.23; SD=5.06).
- (2) there was HSE among the majority of the adolescents (M=120.02, SD=5.44).
- (3) SE significantly influence SW among secondary school adolescents (F.= 103.73, df.396, p.>0.05).

4. Discussion

The study showed that there was LSW among adolescents in Ilorin metropolis. This suggests that adolescents exhibited relatively low tendencies toward SW. This finding was based on general observation by the researcher as SE was a significant factor that contributed to this LSW. This finding indicated that with the LSW there will be drastic decrease in the social avoidance, anxiety poorer self-efficacy [26]. In addition, LSW is a prediction of improved social competence and skills [34, 21].

The study showed that there was HSE among the majority of the secondary school adolescents in Ilorin metropolis. This outcome indicated that, HSE is capable of reducing SW. Adolescents with HSE always develop strong belief system in their ability to navigate through difficulty tasks successfully

including social interaction. This finding correlated with [36, 35] indicated that, LSE was associated with SW among adolescents.

The study showed that there was a significant influence of self-efficacy and social withdrawal among secondary school adolescents in Ilorin metropolis. This result suggested that there was a strong negative correlation between HSE and SW among adolescents in Ilorin Metropolis. This result indicated that the HSE lead to lower SW This also implies strong belief in one's ability to complete a given task including social activities successfully even without any encouragement from any quarter. This result agreed with the findings of [4, 53, 39, 19, 22], which shows that there was negative relationship between HSE and SW. Similarly, HSE contributed smaller fraction to the prediction of SW among adolescents. This finding was in-line with [8] that, HSE was associated with a more positive trajectory in SW. Also, [37] revealed that SE and self-esteem fully mediated the positive association between perceived functional social support and mental well-being. [24] further noted that self-efficacy reduced drastically the SW among adolescents. [53] showed that there was a positive relationship of self-criticism with SW. [19] regression indicated association between social isolation and SE. [39] noted that students' efficacy had a considerable association with lower shyness and higher need for cognition.

5. Conclusion

Based on the findings, the study concluded that there was LSW among Secondary School Adolescents in Ilorin Metropolis. There was HSE among adolescents in Ilorin Metropolis. SE significantly influence SW of secondary school adolescents in Ilorin Metropolis.

6. Suggestions

Based on the conclusions, the study recommended that:

- (1) The school counsellors should ensure that frequent counselling training for at least two times in a week. This would assist in the maintenance of the LSW status and also to further reduced HSW among adolescents in Ilorin metropolis.
- (2) The school counsellors should design counselling programme for the students with low and moderate self-efficacy to achieve active participation in school social activities. This programme would also be of benefit to maintained the already HSE adolescents among school adolescents in Ilorin Metropolis.
- (3) The school management should provide a befitting office accommodation for the school counsellors to be able to organise counselling sessions for the adolescent students in confidential and conducive environment. This would help the students to have confidence and assurance to reveal their mind to the counsellor.

The school counsellor must focus on the HSW of the adolescents as well as the SE levels because of its great influence on their social interaction.

Abbreviations

SE	Self-efficacy
LSE	Low Self-efficacy
MSE	Moderate Self-efficacy
HSE	High Self-efficacy
SSES	Social Self-efficacy Scale
SW	Social Withdrawal
LSW	Low Social Withdrawal
MSW	Moderate Social Withdrawal
HSW	High Social Withdrawal
SWFS	Social Withdrawal Frequency Scale

Conflicts of Interest

The authors declare no conflicts of interest.

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