THE INFLUENCE OF HOBBIES ON SELF-EFFICACY AND RESILIENCE AMONG SCHOOL STUDENTS

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Abstract

The present study attempts to assess the influence of individual Hobbies on the level of Self-Efficacy and Resilience among School Students. It permits the assessment of common Hobbies pursued by the chosen sample. This will be done by providing options of various common Hobbies as well as allowing the sample to express a different Hobby. This study will also examine the relationship between Self-Efficacy and Resilience among School Students, in relation to their individual Hobbies. The sample will be chosen based on non-probability sampling method (purposive sampling method) and will consist of 30 School Students, who are currently in grade 9. The study will be conducted in schools of Coimbatore involving 30 students from 9th grade. Both male and female participants will be included in this study. The tools used will be General Self-Efficacy Scale (GSE) by Ralf Schwarzer & Matthias Jerusalem (1995) and Child and Youth Resilience Measure (CYRM-12) developed by the Resilience Research Centre (2016). These test measures are to be used for a sample above the age of 12 years and has been chosen appropriately for the study. The data will be tested through appropriate statistical methods such as Descriptive Measures to assess the level of Self-Efficacy and Resilience as well as Correlation to understand the relationship (if any) between the two variables by using SPSS 21 package. Any significant difference between groups of students based on their grades and/or gender can also be measured using ANOVA.

Keywords: *School Students, General Self-Efficacy and Resilience*

Introduction

Today, one sixth of the world's population is represented by adolescents, i.e. at least 1.2 billion people have ages between 10 and 19. This period is undoubtedly the most significant stage of the human life. In addition to dealing with biological, cognitive, emotional, and moral changes, the adolescent has to live up to the expectations of parents, school and peers and coping with these forms of problems could be stressful (Mofrad & Mehrabi, 2015). This is when the interplay of self-efficacy and resilience helps to determine how these crises are tackled and how to adolescent develops into an adult.

Self-Efficacy

Self-efficacy is the belief of the extent an individual estimates his/her ability in executing a task or action required to achieve (Bandura, 1997). Bandura (1993) also explained, that self-efficacy will affect individuals in feeling, thinking, self-motivated individuals themselves, and in the act (Qudsyi& Putri, 2016).According to Bandura (1997), self-efficacy development is influenced by families, biological changes, peers, and environmental requests (Passanisi, Sapienza, Budello &

Giaimo, 2015). Typically, self-efficacy beliefs help foster precisely the outcome one expects, which is the very heart of the self-fulfilling prophecy (Pajares, 2006).

Resilience

Resilience is an aspect not understood as the building of individual traits or factors but as a reciprocal process between the individual and the social. Resilience comprises the concepts of risk and of positive adaptation; thus, resilience is difficult to fully measure but is indirectly derived from these underlying concepts. Risk is linked to vulnerability and factors that protect individuals when they are exposed to risk. Positive adaptation is related to protective factors, such as proximal attachment, self-efficacy, self-esteem, neuroplasticity, social competence, sense of cohesion, navigations skills, and problem-solving skills, as well as the opportunities in the social ecologies around the individual, the societal structure, the context, and the cultures (Glendos, 2017).

Need for the Study

In the present day world, most families have both the parents working and very little family time. School students in the 9th standard are charged with the energy to explore and their curiosity to guide them. When the scenario is such, children spend most of their free time pursuing their hobbies. Some children take on creative and brain stimulating hobbies, whereas others remain hooked on to their mobiles or laptops. The most common hobbies include music, dance, art, craft, watching television, using one's mobile, etc.

Self-efficacy is the belief the child has on his/her abilities in general circumstances. It may include the readiness to face difficulties or the confidence of completing day-to-day tasks. Resilience, on the other hand is the capability of any individual to withstand any stressful situation and/or bounce back to the normal level of functioning once the situation has passed. Various factors are known to influence the resilience of an individual such as social circle, coping style, previous experiences, etc.

With less supervision in how children are spending their time, there is the need to look into the effects of these hobbies on the child's psychological health. Self-efficacy and resilience are especially important in the present day because children on this age group are targets for a number of stressful situations. An example of this can be seen in the recent news about the effects of the Blue Whale game. Only if the child is well-equipped with the required skills and has the ability to face these challenges without succumbing can they escape unscarred. Hence, there has come the need to look into the hobbies school students enjoy and how they impact their self-efficacy and resilience.

Review of Literature

Tahmassian and Moghadam (2011) researched on a sample of 266 female and 283 male high school students from schools of distinct areas 6, 8 and 9 (Tehran, Iran). Participants completed the Self-Efficacy Questionnaire for Children and Social Avoidance & Distress Scale and also the scales measuring trait anxiety, depression, worry and social avoidance. Stepwise regression analyses were used as methods of analysis. The main results of this study have found a significant and negative relationship between total self-efficacy, physical self-efficacy and academic self-efficacy and depression.

Mofrad and Mehrabi (2015) conducted a cross-sectional and correlational study among 321 first grade high-school students during 2014 and 2015. The samples for the study were extracted from six

education and training regions by a multi-stage random sampling. In this study, the questionnaire included demographic, Rathus Assertiveness, self-efficacy for children and aggression data. The results showed that there was a notable negative association between aggression and assertiveness ($p < 0.003$) and also between assault and self-efficacy ($p < 0.001$).

In a longitudinal study conducted by Sapouna and Wolke (2013), they aimed to identify individual, family and peer factors that predict fewer than expected levels of depression and delinquency following experiences of bullying victimization. The sample consisted of 3,136 adolescents. Adolescents those who reported low depression despite frequently experiencing bullying tended to be male, had higher self-esteem, were feeling less socially alienated, were experiencing low levels of conflict with parents and were not victimized by siblings. On the other hand, those adolescents who reported low delinquency despite frequently experiencing bullying tended to be female. They had higher self-esteem and were experiencing low levels of conflict with parents, were not victimized by siblings and had less close friends. Relationships with parents and siblings continue to play some role in promoting emotional and behavioral adjustment among victims of bullying and, therefore, interventions are more likely to be successful if they target both the psychosocial skills of adolescents and their relationships with their family.

Objectives
The objectives of this research study are as follows:
- To assess the Hobbies of the sample
- To assess the level of Self-Efficacy of the sample
- To assess the level of Resilience of the sample
- To assess if there is any relationship between Hobbies and the level of Self-Efficacy and level of Resilience in the sample
- To assess if there is any relationship between Self-Efficacy and Resilience in the sample

Null Hypothesis
The null hypothesis chosen for this study are as follows:
- The sample may not have a high level of Self-Efficacy
- The sample may not have a high level of Resilience
- There may be no relationship between Hobbies and the level of Self-Efficacy and level of Resilience in the sample
- There may be no relationship between Self-Efficacy and Resilience in the sample

Sample
Non-probability sampling (purposive sampling method) was adopted where the population elements are selected on the basis of their availability. The sample consisted of thirty students in the age range of 13 to 15 years. The sample was chosen from T.A. Ramalingam Chettiar Higher Secondary School, Coimbatore.

Tools
The tools used in this study were:
- **Profile Sheet**was designed to collect the demographic details of the participants such as age, gender, residence, type of family, hobbies, etc.

- **General Self-Efficacy Scale (GSE) by Ralf Schwarzer & Matthias Jerusalem (1995)** consists of ten questions. The items are answered on a 4-point rating scale ranging from 'Not At All True' to 'Exactly True'. The sample is free to choose any of these options based on the personal relevance of the statement presented. The reliability of the questionnaire is .76 and the validity is also satisfactory.
- **The Child and Youth Resilience Measure (CYRM-12) by the Resilience Research Centre (2016)** consists of twelve questions. The subjects are required to respond by choosing one the options 'No', 'Sometimes' or 'Yes' to the items given. The scale reliability is .84 and has been proved to have validity through significant correlation with other test.
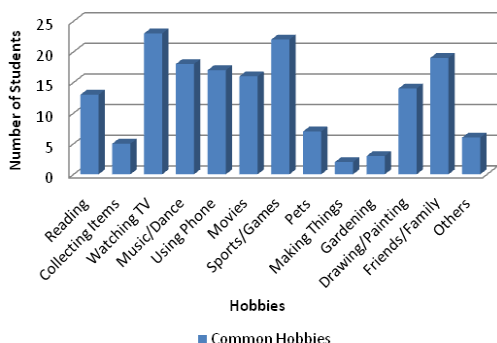
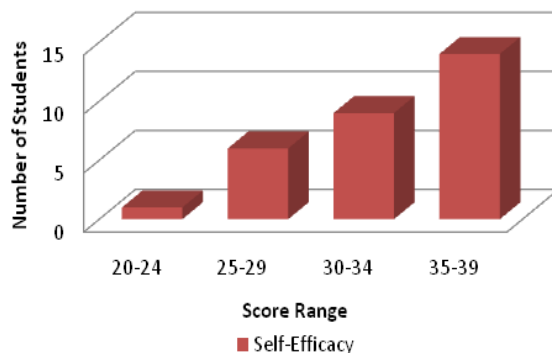**Chart 1: Common Hobbies of the Sample**   **Chart 2: Level of Self-Efficacy of the Sample**

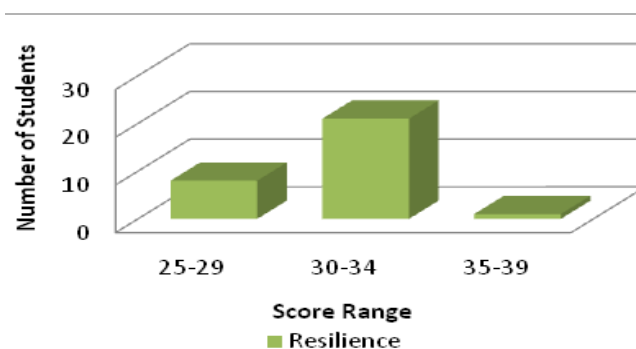**Chart 3: Level of Resilience of the Sample**

Table 1: Demographic Variables of the Sample N=30

Demographic Variable	Number	Percentage
Age		
13	6	20.0
14	15	50.0
15	9	30.0
Gender		
Male	19	63.3
Female	11	36.7

Residence		
Semi-Urban	8	26.7
Urban	22	73.3
Family		
Nuclear	27	90.0
Joint	3	10.0

Table 1 shows the Demographic Variables of the sample. Among 30 samples, half of them were 14 years old, 9 were 15 years old and the remaining 6 were 13 years old. Most of the sample members, 19 of them, were male whereas 11 of them were female. Maximum sample was from urban residence coming from nuclear families.

Table 2: Mean and Standard Deviation of Self-Efficacy and Resilience of the sample N=30

	Mean	Mean(S.D.)
Self-Efficacy	33.33	33.33(4.24)
Resilience	31.17	31.17(2.84)

Table 2 shows the Mean and Standard Deviation of Self-Efficacy and Resilience of the sample. The mean and standard deviation of self-efficacy is 33.33 and 4.24 respectively. The mean and standard deviation of resilience is 31.17 and 2.84 respectively. This shows that the group is above average in self-efficacy as well as resilience.

Table 3: Relationship between Hobbies and Self-Efficacy of the Sample N=30
*Significant at the 0.05 level

		Self-Efficacy
Movies	Pearson Correlation	-0.42*
	Sig (2-tailed)	0.02
	N	30
Sports/Games	Pearson Correlation	0.41*
	Sig (2-tailed)	0.02
	N	30

Table 3 shows the Relationship between Hobbies and Self-Efficacy of the sample. Among all the hobbies taken into consideration, Movies and Sports/Games showed a significant relationship with the self-efficacy of the sample. It is seen that there is a negative relationship between movies and the self-efficacy of the sample. This may be because movies project ideal super hero and heroine images which may make the student feel a sense of inferiority as well as feel incapable. However, the relationship between sports/games and self-efficacy is shown to be positive, which may indicate that being active physically influences self-efficacy.

Table 4: Relationship between Hobbies and Resilience of the Sample N=30
*Significant at the 0.05 level

		Resilience
Music/Dance	Pearson Correlation	-0.39*
	Sig (2-tailed)	0.03
	N	30

Table 4 shows the Relationship between Hobbies and Resilience of the sample. Among all the hobbies taken into consideration, Music/Dance showed a significant relationship with the resilience of the sample. It is seen that there is a negative relationship between music/dance and the resilience of the sample. This negative relationship may be due to the fact that music/dance may stir up the emotions of the students thereby leading them to be more vulnerable

during a crisis. In some cases music/dance may lead to isolation and/or competition. Hence, these students may lack social support during difficult times.

Table 5: Relationship between Self-Efficacy and Resilience of the Sample N=30

		Resilience
Self-Efficacy	Pearson Correlation	0.32
	Sig (2-tailed)	0.09
	N	30

Table 5 shows the Relationship between Self-Efficacy and Resilience of the sample. There is no significant relationship indicated between self-efficacy and resilience of the sample. The lack of any significant relationship between these two variables can be because most of the sample members are dependent on parents, siblings and teachers in all aspects. This dependency may prove to be a buffer, boosting resilience. Thus it negates the need for self-efficacy in the sample to influence resilience.

Conclusion

- Most of the group members have above average level of Self-Efficacy.
- Most of the group members have above average level of Resilience.
- There is a significant relationship between Movies and Sports/Games on the level of Self-Efficacy of the sample.
- There is a significant relationship between Music/Dance on the level of Resilience of the sample.
- There is no significant relationship between Self-Efficacy and Resilience of the sample.

Limitations of the Study

- The sample size was restricted to 30 due to time constraints
- The data collection was done only in a small region of Coimbatore and the results may vary in the other parts of the country.

Recommendations

- Students can be given exposure to various kinds of hobbies to stimulate their interest
- Counselling sessions can be arranged periodically to assess the influence of hobbies on the psychological health of the students.
- Active participation in sports and games can be encouraged as they have a positive effect on self-efficacy.

Implications of the Study

- Findings of the current study might lead researches to explore new psychological aspects of students.
- The research might be expanded to the diversified and cross-cultural sample from different cities and provinces in India as well as internationally for comparison purposes.
- Longitudinal researches can be conducted on larger sample of students with interventions.

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