

# The Impact of Ostracism on Self-Efficacy and Correlation Between Ostracism and Self-Efficacy Among Slow Learners

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## ABSTRACT

Ostracism, defined as experiences of social exclusion or being ignored by others, poses a significant psychological risk to students, particularly those who are academically vulnerable. Slow learners often encounter both learning difficulties and social challenges, which may adversely affect their confidence and motivation. Self-efficacy, referring to an individual's belief in their ability to perform tasks successfully, is a key factor influencing academic engagement and persistence. The present study examined the impact of ostracism on self-efficacy among slow learners. A quantitative correlational research design was adopted. The sample consisted of 600 slow learners aged 10 to 18 years, selected from schools in the Ramanathapuram locality using a convenient sampling method. Data were collected using the Ostracism Experience Scale for Adolescents and the General Self-Efficacy Scale. Statistical analyses revealed a significant negative relationship between ostracism and self-efficacy, indicating that higher levels of ostracism were associated with lower self-efficacy. The findings emphasize the need for inclusive educational environments and targeted psychological interventions for slow learners.

**Keywords:** ostracism, self-efficacy, slow learners, adolescents, social exclusion

## INTRODUCTION

### 1.1 OSTRACISM:

The ostracism was introduced by "Cleisthenes". The American Psychological Association defines "ostracism" as "being ignored and excluded by others," which basically means being socially rejected or left out, frequently without overt verbal aggression or physical assault or in psychology it defines as People's mental and physical health are at risk when they are subjected to racism, which is when they are disregarded and ostracised by others or groups "(Williams and Nida 2011)". The act of ostracising someone might be overt, such as ignoring them entirely, or subtle, such as avoiding eye contact. It is regarded as a threat to basic psychological needs like control, self-esteem, belonging, and being able to live a meaningful life.

The three stages of the model's proposed response to ostracism are the immediate, reactive stage, the coping, or reflecting stage, and the long-term, or resigned stage. These findings demonstrate the significance of social connections for mental health. Being excluded can have a detrimental impact on interpersonal and familial connections, cause loneliness, and lower self-esteem.

The ostracism is also refers as , The act of removing or disregarding a person or group from a community, society, or social circle is known as racism. This social phenomena might show up as social rejection,

loneliness, or purposeful exclusion from events or discussions, among other manifestations.

In ancient Greece, the phrase was used to describe a political procedure where residents might vote to expel someone from the city-state for ten years. This was accomplished by a method known as "ostrakon," in which people would write the name of the person they wanted to shun on a ceramic object.

The goal of the practice was to shield the populace from those who were thought to pose a danger to social order or democracy. For those who encounter it, ostracism can have serious psychological repercussions, including anxiety, despair, and loneliness. One's sense of belonging and self-worth may also be affected. Ostracism can happen in a variety of venues these days, such as online, at work, and in schools. It is also possible to comprehend racism by looking at its social and psychological aspects. Since the excluded individual may be thought to have broken societal standards or expectations, it is frequently viewed as a type of social punishment. Ostracism can have many different causes, ranging from interpersonal disputes to more general social problems like prejudice against people based on their gender, colour, or other traits. Research has indicated that ostracism can result in a variety of emotional reactions. Feelings of despair, rage, or rejection are possible for victims. Prolonged exclusion might have more serious repercussions over time, such as mental health problems like anxiety and depression.

Additionally, it might make some people act aggressively since they may lash out in response to being excluded. Ostracism can strengthen social cohesiveness among individuals who engage in the exclusion by drawing a distinct line between "us" and "them." The excluded people may become even more marginalised as a result, which might make it harder for them to reintegrate into the social group. Addressing the effects of ostracism and advancing inclusivity in many social contexts require an understanding of its dynamics. All things considered, ostracism is a complicated social phenomena with longstanding historical roots and important contemporary ramifications for both individuals and groups. Individuals who are ostracised intentionally act in an unwelcoming manner towards them and deny them access to any social activity. She says that certain people in her neighbourhood are excluding her from the group. Most famously, Cleisthenes' ostracism was used against Themistocles in 472/471 BC. These were the specific ostraca that were employed. It's also possible that Cleisthenes instituted ostracism, which was first employed in 487 BC and required a vote of at least 6,000 people to exile a citizen for ten years. The word "ostracism" comes from the Greek word "ostrakon," which means "a piece of broken pottery," or a potsherd. In ancient Athens, electors used potsherds with the name of the candidate they wanted to see shunned as voting tokens. Filnjar is consider as the god of ostracism and Filnjar is one of the weakest Gods overall because, as befits his status as the outcast, he is the only one without a God form. ostracism also defined as os·tra·cism 'äs-trə-Λsɪz-əm. 1.: a common practice in ancient Greece of temporarily expelling someone by popular vote without trial. 2.: a broad unwillingness to accept someone into a social group , to purposefully ignore someone or to keep someone from participating in group activities: When he publicly criticised the corporation, his coworkers shunned him. SMART Vocabulary: words and phrases that are connected. excluding.

Ostracism is defined by many authors Our research has been guided by the need-threat temporal model of ostracism as a general framework. This model proposes three stages: long-term (or resignation), coping (or reflective), and immediate (or reflexive).- William(2009)

An ancient Greek practice of temporary exile by popular vote without trial or special charges. In ancient Athens, it was customary practice to treat political opponents with hatred, exclusion by general consent from common privileges or social acceptance.- Merriam webster The literary definately of ostracism is , "to exile by the ancient method of ostracism," the word "ostracise" now typically refers to a person being

generally excluded from a group by the consent of its members.

According to ancient Athens ostracism is , A democratic process in Athens, ostracism (Greek: ὄστρακισμός, ostrakismos) allowed any citizen to be exiled from the city-state of Athens for a period of ten years. Although ostracism was frequently utilised as a preventative measure, there were several cases where it was evident that the public was angry with the individual.

According to Cambridge University ostracism is , to purposefully ignore someone or to keep someone from participating in group activities: When he publicly criticised the corporation, his coworkers shunned him. excluding. 'Ostracism' synonyms in American English The term "ostracism" refers to the act of being excluded. exile, exclusion, and exile.

According to some of the scholars ostracism is defined as , Ostracism is a process of social exclusion in which people or groups are purposefully disregarded or left out of relationships and social activities. Moreau focuses on the psychological repercussions of exclusion, including anxiety and loneliness - John D.W. Moreau

Ostracism is a type of social rejection that can happen in a variety of settings, such as online communities, companies, and friendships. He emphasises that the anguish of being shunned can be just as severe as physical suffering, impacting a person's mental and physical health.- Kipling D William. dynamics of ostracism in group contexts, characterising it as a process in which people are shunned by a group, resulting in a disintegration of social ties and trust, and pointing out that ostracism can be used as a social control mechanism to enforce group norms and behaviours. - E.J.J.O Van Beest and A.W. Van Dijk.

### **Some of the examples of ostracism:**

School ostracism : When a student doesn't fit in with the dominant social group, their peers may exclude them from social events, ignore them during group activities, or even verbally abuse them.

Workplace ostracism : When coworkers refrain from involving an employee in group discussions or team projects, it can cause feelings of loneliness and lower job satisfaction.

Social Media ostracism : When members of online communities disregard a person's posts, unfollow them, or leave disparaging remarks about them, they are ostracised and are essentially excluded from social interactions.

Online Ostracism: Online ostracism has increased in frequency with the advent of social media. On platforms, people may be banned, unfollowed, or ignored, which makes them feel excluded in the online world.

Ethnic or cultural ostracism : This kind of racism includes excluding people because of their ethnic or cultural heritage. Communities where some groups are marginalised or subjected to discrimination may see it in action.

Family ostracism: On occasion, family members may shun a person because of arguments or because they believe they don't fit in with the family's expectations. This may result in severe emotional distress and a feeling of desertion.

Religion ostracism: People who are excluded from religious groups or events because of their views or practices are engaging in religious ostracism.

Losing spiritual support and experiencing emotions of isolation are possible outcomes.

Peer ostracism : This kind of racism, which entails exclusion from social groups or cliques, is frequently observed in school-aged adolescents and teenagers. Social skills and self-esteem may be negatively impacted for some time.

Institutional ostracism: When institutions or organisations enact rules that routinely exclude particular

groups of people, this is known as institutional racism. The basis for this may be socioeconomic status, gender, or race.

**Civic Ostracism:** People may occasionally be shunned from community events or civic engagement because of their political views or behaviour. Community divisions may result from this.

**Digital ostracism :** In addition to social media, this can also involve exclusion from online forums, communities, or gaming groups, which can make one feel alone in virtual environments.

**Professional ostracism :** Usually brought on by rivalry or perceived competition, this kind of racism can happen when professionals are shut out of industry events or networking opportunities.

These instances show how ostracism can happen in a variety of contexts and cause a great deal of emotional pain for people who experience it.

### **History of ostracism:**

In ancient Athens, becoming an ostrator was punishable by excluded from the city or state for a maximum of ten years. It served as a safeguard against those who posed a challenge to the authority of influential citizens or political competitors.

A democratic process in Athens, ostracism (Greek: ὄστρακισμός, ostrakismos) allowed any citizen to be exiled from the city-state of Athens for a period of ten years. Although ostracism was frequently utilised as a preventative measure, there were several cases where it was evident that the public was angry with the individual. Although the expulsion was frequently based on public opinion, it was employed to neutralise someone who was viewed as a possible tyrant or a menace to the state. The term "ostracism" is still used to describe a variety of shunning behaviors.

Ostracism was only used in the fifth century BC, and it was not practiced for the whole Athenian democratic era (c. 506–322 BC). According to the conventional narrative, which can be found in Aristotle's Constitution of the Athenians 22.3, Cleisthenes, a crucial reformer in the development of democracy, is credited with establishing the system. Ostracism would then have existed since approximately 506 BC. It took over 20 years, until 487 BC, for the first victim of the practice to be banished.

The Athenian agora and the Kerameikos have yielded some 12,000 political ostraka. Of these, 4647 mention Megacles, the nephew of Cleisthenes, the second victim, but for a second undated ostracism that isn't mentioned above. Although Themistocles before 471 may be an anomaly, the known expulsions appear to correlate approximately with the three different phases of recorded ostracisms.

The 480s BC, mid-century 461–443 BC, and lastly the years 417–415 BC. This could imply that ostracism was briefly popular. Hyperbolas was the last known to be shunned, in 417 BC. There is no indication that it was used until the Peloponnesian War, when democracy was reinstated with the fall of the Thirty's oligarchic coup in 403 BC. Even yet, ostracism persisted under the fourth-century form of democracy; the assembly was asked to consider the issue annually, but they refused to convene one.

### **Theory of ostracism:**

In psychology, the term "Temporal Need Threat Model" refers to a theory put forth by Kipling D. Williams that describes how people respond to social exclusion (ostracism) in a phased process. This includes an initial, immediate "reflexive" stage in which basic needs such as control, self-esteem, belonging, and meaningful existence are severely threatened, followed by a "reflective" coping stage, and finally, if exclusion continues over time, a potential "resignation" stage. In other words, it describes how the psychological aspects of being ostracized can change based on the length of time and the circumstances surrounding the exclusion.

Temporal Need Threat Model salient features include: In three stages: Pain, anxiety, and a sensation that basic needs are in danger are the hallmarks of thereflexive stage, which is an instantaneous, instinctual response to exclusion. The reflective stage is when people attempt to comprehend and deal with being shunned, sometimes by acting in ways to improve their social standing or reassess their circumstances. Stage of Resignation: People may feel helpless and distance themselves from others if they are rejected, which could have detrimental psychological effects.

The model highlights that the core human needs of control, self-worth, belonging, and a purposeful life are the main things that are threatened by ostracism. The evolutionary perspective: is frequently used to explain this paradigm, arguing that our susceptibility to social exclusion serves as an adaptive mechanism that ensures our survival in a community.

### **Impact of ostracism:**

Social exclusion, or ostracism, can negatively affect a person's behaviour, physical health, and mental health. Feelings of worthlessness, powerlessness, and isolation can also result from it.

Influence on mental health:

Depression: Being shunned for a long period of time might cause depression. Low self-esteem: Feelings of worthlessness and low self-esteem can result from racism.

Psychological distress: Even in minor doses, ostracism can lead to psychological distress.

Suicidal thoughts: Prolonged rejection can cause more suicidal thoughts.

Impact on physical health:

Inflammatory response: The body's inflammatory response may be exacerbated by prejudice.

Health-related issues: Health issues like substance misuse, poor eating habits, and insomnia can be brought on by ostracism.

Impact on behaviour: Aggressive behaviour: If someone feels that they are being treated unfairly, racism may cause them to act aggressively. Social disengagement: Social disengagement can result from racism.

Internet addiction: Internet addiction can result from racism.

### **Types of ostracism:**

There are many different types of ostracism, and they are usually classified according to the situation and the way that people or groups are excluded. These are a few examples of ostracism.

Social ostracism: The most prevalent type of ostracism is social ostracism, in which people are purposefully shunned or kept out of social situations. This can occur in a variety of contexts, including friendships, companies, and schools.

Institutional ostracism: When organizations or institutions establish rules or procedures that exclude particular people or groups, this is known as institutional racism. For instance, some societies or clubs may have membership requirements that essentially exclude other people.

Self-Ostracism: When people feel inadequate or afraid of being rejected, they may sometimes distance themselves from social situations. Self-imposed ostracism like this can result in even more isolation.

Cyber Ostracism: As social media and technology have grown in popularity, ostracism can now happen online. This includes being unfollowed, blocked, or ignored in digital spaces, which can be just as damaging as social ostracism in person.

Cultural Ostracism: This form entails the exclusion of persons based on cultural or ethnic backgrounds. In communities when some groups are marginalised because of their cultural customs or beliefs, it may show up.

Peer ostracism: Peer ostracism is a form of racism that involves peers and is frequently observed in

educational environments, where specific students may be excluded from groups or events. For those who are shunned, this can cause severe emotional distress.

**Workplace Ostracism:** People may experience exclusion from meetings, social events, and team activities in professional settings. Their general mental health and job satisfaction may be affected, which could result in lower productivity.

**Family Ostracism:** Disagreements, lifestyle decisions, or other issues may occasionally cause family members to exclude a person. A sense of abandonment and chronic emotional suffering may result from this.

**Religious Ostracism:** When someone's views or behaviours diverge from the prevailing religion or philosophy of a society, they may be shunned. Feelings of loneliness and alienation may result from this.

**Political Ostracism:** People may be shut out of groups or social circles because of their political affiliations or beliefs. Community divisions and a lack of candid communication may result from this. People who experience any of these forms of exclusion may experience severe consequences, such as anxiety, despair, and loneliness.

### **Coping strategies for ostracism:**

It can be difficult to deal with ostracism, but there are a number of effective coping mechanisms that people can employ to lessen the emotional toll and make their circumstances better. Here are some of these strategies:

**Create a Support System:** Be in the company of understanding friends and family members who can help you feel less alone and offer a secure environment in which to express your emotions.

**Take Part in Positive Activities:** Take part in pastimes or enjoyable activities. This can improve your self-esteem and divert your attention from emotions of exclusion. Participating in voluntary work, sports, or the arts can help introduce you to new people.

**Self compassion:** Develop self-compassion by treating yourself with kindness and realising that hurt is a common response to being shunned. Practice self-care and remind yourself of your worth and strengths.

**Seek Professional Help:** If experiencing ostracism causes you a great deal of distress, think about seeking help from a mental health professional. Therapy can offer coping mechanisms and a secure setting to work through your emotions.

**Develop Assertiveness Skills:** Being able to express your needs and feelings clearly can help you deal with ostracism situations. Being assertive can empower you to stand up for yourself and seek inclusion.

**Think Back on the Situation:** Sometimes knowing the reasons for the ostracism can give you clarity. Thinking back on the situation can help you determine whether it's a short-term problem or something that needs a more substantial change.

**Put Yourself First:** Take advantage of this event to further your own development. Notwithstanding what other people may think of you, set objectives for yourself and strive to become the person you wish to be.

### **Impact of ostracism among slow learners:**

For slow learners, ostracism can have serious consequences that affect their academic, social, and emotional growth. Some of the main consequences are as follows:

**Reduced Self-Esteem:** Ostracised slow learners may feel unwelcome and underappreciated, which lowers their self-esteem. They may feel less able to succeed academically or make friends as a result.

**Elevated Anxiety and sadness:** The emotions of rejection brought on by exclusion might cause elevated anxiety and sadness. Slow learners' general mental health may suffer as a result of their increased withdrawal and inability to manage their emotions.

**Decreased Motivation:** Being shunned can make a slow learner less inclined to interact with classmates or

take part in class activities. They can put less effort into their academics if they feel that their contributions are not appreciated.

**Social Isolation:** Slow learners may experience social isolation as a result of prejudice, feeling cut off from peer groups. Their ability to develop social skills and form sustaining connections may be hampered by this lack of social interaction.

**Reduced Academic achievement:** Anxiety, low self-esteem, and decreased motivation can all have a detrimental influence on academic achievement. Slow learners may find it difficult to keep up with their classmates, which can exacerbate feelings of inferiority.

For slow learners, ostracism can generally result in a vicious cycle where social exclusion makes their learning difficulties worse, which in turn causes further ostracism. In order to create an inclusive atmosphere that promotes the growth and well-being of slow learners, educators and peers must have a thorough understanding of these consequences.

### **Ostracism among adolescences:**

Ostracism in adolescences time is a serious problem that can significantly impact the emotional and psychological health of young people.

Adolescence are greatly impacted by their peer relationships during this crucial developmental stage, and social group acceptability is frequently crucial. People who are ostracised are disregarded or left out by their peers, which can cause anxiety, rejection, and loneliness. Because they could lose out on crucial encounters that teach them social norms and skills, this social exclusion can impair their social development and make it more difficult for them to build healthy connections.

Ostracization can have a profound emotional impact. Teens that experience exclusion frequently suffer with low self-esteem and form unfavourable opinions about themselves. The rejection may cause them to internalise the idea that they are not deserving of acceptance or friendship. Mental health issues like anxiety and depression may result from this, which may make feelings of loneliness much worse. Ostracization-related stress can also have an impact on academic achievement; teenagers may stop attending school, which lowers their motivation and grades.

Adolescents who experience ostracism may react in different ways. Some people may completely avoid social interactions, while others may take risks or try to fit in with unfavourable peer groups. These coping strategies have the potential to perpetuate negative social dynamics or start a cycle of greater marginalisation. Ostracism can also have long-lasting impacts that affect relationships and social interactions in adults, even after adolescence. In order to create supportive environments that encourage inclusivity and resilience among young people, parents, educators, and peers must have a thorough understanding of the nuances of ostracism throughout this developmental stage. We can lessen the harmful effects of ostracism and promote teenagers' healthy social development by addressing the problem and fostering empathy.

### **1.2 SELF- EFFICACY:**

The American Psychological Association (APA) defines "self-efficacy" as a person's belief in their ability to carry out the behaviours required to achieve particular performance attainments; in other words, their confidence in their ability to accomplish desired results in a particular situation; it reflects a person's perceived ability to control their motivation, behaviour, and social environment. Self-efficacy in psychology refers to a person's confidence in their ability to take the actions required to accomplish particular objectives." Albert Bandura", a psychologist, first put up the idea in 1977. According to some

scholars self efficacy is defined as , "the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations." Bandura emphasizes that self-efficacy influences how individuals think, feel, and behave, impacting their motivation and resilience in facing challenges. Higher self-efficacy leads to increased tenacity and effort, while lower self-efficacy might promote avoidance of tough activities and emotions of hopelessness. - Albert bandura

"The belief in one's capabilities to perform a specific task or achieve a goal." He points out that self-efficacy influences people's decisions, level of effort, and ability to persevere in the face of adversity. Schunk (1989)

"The personal judgement of one's capability to perform a task." He emphasizes how students' self-efficacy beliefs affect their academic achievement and learning practices. -Zimmerman (2000)

"The belief in one's capabilities to organise and execute the courses of action required to produce given attainments." He highlights its significance in learning environments and how it affects students' drive and performance. Frank Pajares (1996)

According to Bandura's later work, self-efficacy is "the belief in one's ability to succeed in specific situations or accomplish a task." He highlights how these ideas can affect all facets of human endeavour - Bandura (1997).

"The belief in one's ability to successfully perform a behaviour." They emphasise its significance in decision-making and job advancement. - Hackett and Betz (1989)"the judgements people make about their ability to perform a task or achieve a goal." They talk about how motivation and learning techniques may be impacted by these assessments. Zimmermen and Schunk (2008)

#### **Examples for self-efficacy in different settings:**

**Academic Setting:** Students with high self-efficacy are motivated to make a study plan, ask for help from teachers, and persevere through difficult problems.

**Sports:** Athletes getting ready for a competition may have high self-efficacy if they think they can perform well based on their training and prior performances. This confidence can help them push themselves during practice and stay focused during the event.

**Workplace:** An employee is more likely to take the initiative and look for solutions when problems arise if they believe they can finish a difficult project. They tackle challenges with resilience and a positive attitude because of their self-efficacy.

**Health and Fitness:** If someone is trying to lose weight and thinks they can follow a diet and exercise plan, they may have high self-efficacy. They are inspired to stick to their goals and make healthier decisions by this belief.

**Public Speaking:** A person will probably approach the scenario with confidence if they have practiced and think they can give a presentation well. Their self-efficacy can improve their performance and lessen anxiety.

#### **History of self-efficacy :**

Albert Bandura, a psychologist, created the idea of self-efficacy in the 1970s. Bandura's social-cognitive theory is based on his notion of self-efficacy.1963: Self- efficacy theory was founded on a book written by Bandura and Walters. Self- control and social behaviour were the main topics of the book.Bandura's paper "Self-Efficacy: Towards a Unifying Theory of Behavioural Change" was published in the Psychological Review in 1977. He presented the self-efficacy hypothesis in this work.Origins (1970s): In his social cognitive theory, Albert Bandura first proposed the idea of self-efficacy. He maintained that motivation, conduct, and performance are all impacted by self-efficacy. Experiments by Bandura,

especially with children, showed that people who had strong self-efficacy were more willing to stick with difficult activities. Research and Development (1980s–1990s): Bandura and other scholars started investigating the function of self-efficacy in a number of fields, including sports, health, and education. High self-efficacy people set more ambitious goals and were more resilient when faced with obstacles, according to studies. Self-efficacy has an impact on all aspects of human endeavour. Self-efficacy determines one's perceptions about one's ability to control circumstances, which in turn determines one's real ability to handle obstacles effectively and the decisions one is most likely to make. When it comes to investment behaviours like those in agriculture, health, and education, these impacts are very noticeable and persuasive. Human achievement and well-being are enhanced by a high sense of self-efficacy. Instead of seeing problems as dangers to be avoided, someone with high self-efficacy sees them as things that should be conquered. These individuals are more prone to blame failure on insufficient effort and are able to bounce back from setbacks more quickly. Because they think they can manage them, they approach dangerous situations. These factors have been associated with reduced stress and a decreased susceptibility to depression. People with poor self-efficacy, on the other hand, avoid challenging jobs because they perceive them as personal dangers. They focus more on their weaknesses than their strengths when faced with challenging challenges. After a setback, they are prone to losing confidence in their own skills. Stress and depression are associated with low self-efficacy.

### **Theories of self-efficacy:**

#### **Theory of Social Cognition:**

According to psychologist Albert Bandura, is the conviction that one can succeed in particular circumstances or complete a task. How someone tackles objectives, projects, and obstacles can be significantly influenced by their feeling of self-efficacy. Bandura's social cognitive theory, which highlights the importance of social experience and observational learning in the formation of personality, is based on the theory of self-efficacy. The core idea of social cognitive theory is that people's actions and reactions—including social behaviours and cognitive processes in practically every circumstance are impacted by the behaviours they have seen in other people. Self-efficacy is a crucial component of social cognition theory since it is shaped by one's own perspective and encounters with the outside world and influences how many events turn out. The individual's view of outside social influences is reflected in self-efficacy. People who have high self-efficacy that is, who think they can do well are more inclined to see challenging tasks as something to be mastered rather than something to avoid, according to Bandura's thesis.

#### **Social learning theory:**

This theory explains how people learn abilities that are largely or solely acquired inside a social group. Social learning fosters the growth of each person's emotional and practical abilities, as well as their accurate self-perception and acceptance of others. It is dependent on how well or poorly individuals perform in dynamic interactions within groups. This theory holds that people pick up knowledge from one another by modelling, imitating, and observing. A person's perception of their own abilities in a group context is reflected in their level of self-efficacy.

#### **Self-concept theory:**

The idea of Self-concept theory focuses on how these impressions are structured and how they are active throughout life in order to explain how people view and understand their own existence based on hints they get from outside sources. A person's self-perception and interpersonal interactions have a significant impact on their success or failure. According to this idea, self-concept is organised (in the sense that it is

applied to the self), dynamic (i.e., always evolving and not fixed at a specific age), and taught (i.e., not present from birth).

### **Attribution theory:**

The focus of attribution theory is on how people assign meaning to events and how their beliefs relate to how they see themselves. According to attribution theory, there are three main components of cause: The locus is where the perceived cause is located. If the locus is internal (dispositional), then success will increase and failure will decrease emotions of self-efficacy and self-esteem. Whether the reason is viewed as static or dynamic throughout time is referred to as stability. It is intimately tied to expectations and goals because people expect to fail at a task in the future if they attribute their failures to stable elements like the work's difficulty. Whether someone feels actively in charge of the cause is referred to as controllability. Feelings of embarrassment, guilt, and rage can result from failing at a task that one believes is beyond their control.

### **Importance of self-efficacy:**

The belief that you can complete tasks to reach your objectives is known as self-efficacy. It's significant since it might affect your motivation, energy, and chances of reaching your objectives.

**Healthy habits:** Those who have high levels of self-efficacy are more likely to choose foods that are higher in fruits and vegetables and lower in fat and sodium.

**Academic performance:** Students are more likely to employ efficient learning techniques and overcome obstacles if they have a high level of self-efficacy.

**Mental health:** Anxiety and depression are more prevalent in people who have low self-efficacy.

**High achievement:** Reaching an objective Individuals who have high levels of self-efficacy are more likely to make plans, stick with them, and accomplish them.

### **Ways to improve self-efficacy:**

**10 Strategies to Increase Self-Efficacy** Self-efficacy can be developed, but it requires a mix of external and internal elements. The following techniques can help you increase and fortify your sense of self-efficacy:

**Breaks tasks into smaller steps:** Divide jobs into manageable chunks. When faced with a difficult assignment, break it up into more manageable chunks. As you finish each stage, this method might help you gain confidence and make the process seem less daunting.

**Imagine success:** Build a mental picture of oneself finishing the assignment effectively. Visualisation can boost your confidence and preparedness to face the problem, even though it may feel strange or ridiculous. According to Oprah, "You can create anything you can imagine."

**Look for positive role models:** Take note of and absorb knowledge from people who have achieved success in the areas you wish to enhance. Seeing others succeed can motivate you and give you important information about the tactics they employed.

**Think back on your past achievements:** Remind yourself of your former triumphs and obstacles you have surmounted; you might even want to put them in writing.

**Reviewing instances where you overcame adversity** helps strengthen your confidence in your skills.

**Positive self-talk:** Use constructive and uplifting self-talk to counter negative and self-doubting thoughts. Put more empowering statements in place of self-limiting ideas. Acknowledge and grow from mistakes.

**Accept the failure :** Recognize that failures and setbacks are normal components of learning. Instead of interpreting them as an indication of incapacity, perceive them as chances to grow and learn.

**Seek constructive criticism:** Consult mentors, coworkers, or close friends for their opinions. You can find

areas for improvement and receive advice on how to develop with the aid of constructive criticism.

Be in the company of positive people: Create a network of people who believe in your abilities and encourage you. Having supportive friends and family can increase your self-esteem and drive.

Take small risk: Take tiny chances by pushing yourself to do things that are a little bit outside of your comfort zone. Remember that goals and risks are not the same. Your confidence will increase as you overcome these obstacles. Practice resilience: Resilience is the ability to overcome obstacles and setbacks. Self-efficacy and resilience are closely related, and resilience can support you in keeping faith in your skills when things go difficult.

Keep in mind that developing self-efficacy is a continuous process. Be kind to yourself and acknowledge your accomplishments as you go. You may increase your self-efficacy and achieve more success in many aspects of your life by working consistently and maintaining a positive outlook.

### **Steps to improve self-efficacy among slow learners :**

**Establish Achievable Goals:** To begin, assist slow learners in creating attainable objectives. Divide more complex activities into more manageable chunks. This increases their confidence by enabling them to gradually experience achievement.

**Positive Reinforcement:** Consistently compliment them and give them positive feedback for their efforts and accomplishments, no matter how minor. Their confidence in their skills might be strengthened by praising their accomplishments.

**Promoting a Growth attitude:** Explain to slow learners that skills can be developed with practice and effort—a growth attitude. Urge them to see difficulties as teaching opportunities rather than as roadblocks.

**Model Success:** Tell tales of people who have surmounted comparable obstacles. This helps motivate slow learners by demonstrating that hard work and dedication can lead to improvement.

**Establish a Supportive atmosphere:** Encourage an inclusive and encouraging learning atmosphere in the classroom. To help slow learners feel appreciated and welcomed by their peers, promote teamwork and peer support.

**Teach Self-Regulation Skills:** Assist slow learners in acquiring self-regulation abilities, such as goal-setting, progress tracking, and reflection on their educational experiences. They get the ability to take charge of their educational path as a result.

**Provide Mastery Opportunities:** Give slow learners a safe setting in which to practice and become proficient in certain abilities. Regular practice might increase their confidence and proficiency.

By following these guidelines, teachers and other carers can assist slow learners in increasing their sense of self-efficacy, which will enhance their academic achievement and general well being.

### **Self-efficacy among adolescences :**

Adolescents who believe they can succeed in particular situations or complete tasks are said to have self-efficacy. This idea, which was first proposed by psychologist Albert Bandura, is essential during adolescence, when people are negotiating a number of difficulties, including social dynamics, identity construction, and scholastic expectations.

While low self-efficacy can lead to task avoidance, failure-related dread, and poor performance, high self-efficacy can boost motivation, resilience, and a readiness to take on new challenges. High self-efficacy adolescents are more inclined to set difficult goals and keep going when things don't go as planned. For instance, a student is more likely to put in extra study time, seek assistance when necessary, and perform better in their classes if they think they can excel in math.

On the other hand, those who have low self-efficacy could question their skills and avoid chances, which

can result in a loop of poor performance and even worse self-esteem. Adolescent self-efficacy is influenced by a variety of factors, such as prior experiences, social modelling, and verbal encouragement from family, friends, and teachers.

While unfavourable comments or comparisons to others can undermine their confidence, positive reinforcement and encouragement can strengthen it.

Adults may assist teenagers build a greater sense of self-efficacy, which will ultimately lead to better outcomes in both the academic and personal spheres, by creating an environment that encourages self-efficacy through goal-setting, acknowledging accomplishments, and offering constructive criticism.

### **1.3 NEED AND SIGNIFICANCE OF THE STUDY:**

The impact of ostracism on self-efficacy among slow learners is a critical area of study, as it investigates how children who may already struggle academically may feel less confident and believe in their own skills as a result of social marginalization. Ostracism can worsen feelings of inadequacy and low self-worth, and slow learners frequently confront particular difficulties in school settings. Slow learners may internalise the exclusion when they are shunned, which lowers their self-efficacy. A cycle of underachievement and increased isolation may arise from this decreased confidence in their talents, which may lead to a reluctance to participate in social or academic activities. It is important to comprehend this link because it emphasises the necessity of supportive interventions that promote acceptance and a sense of belonging in learning settings. Studying the impact of ostracism on self efficacy among slow learners is essential for creating practical plans to enhance educational results and foster resilience. Teachers and mental health specialists may develop focused programmes that promote inclusion, increase self-efficacy, and ultimately support slow learners in thriving academically and socially by recognising the ways in which social dynamic impact self-perception and motivation.

## **CHAPTER - II**

### **2. REVIEW OF LITERATURE**

#### **2.1 REVIEW OF LITERATURE:**

In general, literature review is done to get an overall understanding of the selected area of study, and to facilitate the study with satisfying scientific evidences. Since the study area is relatively unexplored, related researches are quoted to gain a sound conviction.

According to the research study “ostracism experiences are associate with more frequent doctors’ visits over time” which was proposed by Buttner, Lalot in 2025. The study aimed to test conceptual accounts such as ostracism may impact health through stress and social pain process, seeing doctors may satisfy psychological needs that are typically threatened by ostracism and Individuals who see doctors more frequently may be ostracised out of health stigmatization. The result showed that ostracism leads to more frequent health care utilization. It’s concluded that seeing doctors more frequently may be a response to ostracism.

The pilot study called “An examination of ostracism and social media addiction among adolescents’ athletes” proposed by Okan Burcak et.al in the year 2024. The purpose of this research is to examine ostracism and social media addiction among adolescents who are licensed athletes. The participants of the study comprised middle and high school students who continued their education in public schools. Data were collected through demographic information form created by researchers. The results revealed that ostracism levels showed a significant difference in favor of those with average academic performance,

while social media addiction levels showed a significant difference in males. Unexpectedly, it was determined that as participants levels of ostracism increased, their levels of social media addiction decreased.

According to another research titled as “on workplace ostracism and work to family conflict among female employees.” This study was conducted by youngkeun choi during the year 2024. The study aimed to develop and test the relationship between workplace ostracism and the work-to-family conflict of a female employee. The study used a survey method and multiple regression analysis. This study was the first one to examine the moderating effect of perceived organizational support on the relationship between workplace ostracism and the work-to-family conflict of a female employee. At the end, the results showed that workplace ostracism was positively associated with the work-to-family conflict of a female employee. And another study called “ostracism and depression among Chinese adolescents” proposed by Jianjun Huang, Zhongju Xie et.al, in 2024. The main initiative of this research was due to increasing concern about negative outcomes of ostracism. However, how and when ostracism is associated with the adolescent depression remains to be identified. The study aimed to investigate the link between ostracism and depression. The sample size consisted of a total of 2,057 Chinese adolescents in which 1,185 were females. The present study found that ostracism is positively linked to depression.

The research study called “social exclusion and depression among UG students the mediating roles of rejection sensitivity and social efficacy”. It was proposed by Greg-Feng Xiu, Lei Xu et.al in 2023. Undergraduate students are in a development period of challenges and transitions, so they become vulnerable to suffering from depressions and negative social experiences. The present study aimed to examine the association between social exclusion and UG students’ depression. The sample size consisted of 762 UG students who were recruited to participate in this study. The results showed that social exclusion was positively associated with UG students’ depression.

The pilot of the study known as “on inclusion and exclusion effect on self-efficacy” conducted in the year 2023 by Joana rajchert, Weronika Molinska. The research indicated that self-efficacy can be influenced by factors related to persuasion, experiences of success, and emotional states. The study examined whether social exclusion might affect general self-efficacy beliefs. It was predicted that self-efficacy would decrease after exclusion and increase after inclusion. The results confirmed the hypotheses. Self-efficacy increased due to inclusion, but exclusion did not decrease self-efficacy significantly, though the effects were in the expected direction.

According to the research titled as “ostracism and life satisfaction among Turkish adolescents”. This research was proposed by Care Sertelin, Mercan et.al in 2022. The purpose of the study is to examine the predictive role of ostracism on life satisfaction of Turkish adolescents. Secondly, it was aimed at examining the mediator role of self-efficacy in this relationship. The sample size consisted of 659 adolescents between the ages of 15-18. Results exhibited a correlation between life satisfaction and self-efficacy. And life satisfaction and self-efficacy exhibited negative correlation with ignorance and exclusion. Self-efficacy significantly predicted life satisfaction. Self-efficacy partially mediated the relationship between ignorance-exclusion and life satisfaction.

The main aim of the study “Examination of ostracism and internet addiction in gifted students according to multiple variables” conducted by Belgin Bagriacik, Yavung Yaman et.al, in 2022. The research group of this study constituted 190 gifted high school students aged between 14 and 18 students in 21 provinces of Turkey in the 2021-2022. The study used purposive sampling. Results of the study revealed that the ostracism and internet addiction of gifted students revealed no significance between owning a smartphone,

education, mother-father work conditions but showed medium level significance in age, gender, mother-father education levels.

Another research “factors affecting student’s self-efficacy in higher education” done by Filip Dochy, Mien Segers et.al in 2022. This study is intended to investigate the construct of self-efficacy, understood as the self-belief a person holds or his personal judgment about his competencies, within an educational context. The results revealed that educational programs have the possibility to enhance students’ self-efficacy, and that educational programs based on social cognitive theory proved to be particularly successful on this score. Several factors appeared to influence students’ self-efficacy and provided evidence of the potency of the main sources of self-efficacy. Directions for future research are indicated.

The pilot of the study “effect of self-efficacy on student’s academic performance” proposed by Alay Ahmed, Safaria in the year 2022. The main purpose of the study is to discuss how self-efficacy developed and the way it influences students’ academic performance in addition to social interaction with peers. The sample sized consisted of 150 boys. All subjects belonged to the middle class and residing with their parents. It was found that students with high self-efficacy obtained higher scores on 50 mathematical problems tests. Further, content analysis of interviewees’ responses showed that students with high self-efficacy planned to study complex subjects in future.

The pilot study “the effects of verbal and non-verbal ostracism on employee interpersonal work behaviour” conducted by Muhammed Irshad, Munir Hussain et.al in 2021. There are two main dimensions of workplace ostracism which are verbal and nonverbal ostracism. The purpose of this study is to investigate the effect of verbal and nonverbal ostracism on employee interpersonal deviance behavior in the public sector organizations of Balochistan. This study also aimed to examine the moderating role of social self-efficacy on the relationship between verbal and verbal ostracism and inter-personal deviance behavior. The nature of this study is quantitative. Primary data was collected by a closed-ended questionnaire from the 103 permanent employees of the public sector organization of Balochistan who speak a mother tongue other than the local language of that area. From the results of this study, it was found that both verbal and nonverbal ostracism will create a Disidentification in the employee which leads them to interpersonal deviance behavior. While social self-efficacy plays a moderation role in the relationship of verbal ostracism to interpersonal deviance behavior. There is no role of social self-efficacy in the relationship of nonverbal ostracism to interpersonal deviance behavior.

And another study called “study on self-esteem and perceived social competence protect adolescent students against ostracism and loneliness.” Which was proposed by Halis Sakiz, Abdullah Mert et.al, in 2021. The purpose of this research was to examine the associations between self-esteem, perceived social competence, ostracism and loneliness among adolescent students. Participants were 542 participants in the secondary and secondary school students. The results showed that: (1) self-esteem, perceived social competence, ostracism and loneliness were related to each other; (2) self-esteem and perceived social competence were negatively related to ostracism and loneliness; (3) ostracism had a positive relationship with loneliness and a negative impact on self-esteem; and (4) an increase in the level of perceived social competence predicted a decrease in the levels of ostracism and loneliness.

According to research “study on the level of cyber ostracism and self-esteem in medical faculty students”. This research was done by Dichem Oktar, Amutlu in 2021. In the study, it was aimed to evaluate the level of Cyber Ostracism and Self-Esteem in medical faculty students. The sample size consisted of 1092 students who agreed to participate in the survey. The study concluded that Cyber Ostracism is at a

moderate level in medical faculty students. An inverse relationship between Cyber Ostracism and Self-Esteem was found in the study.

And another research “workplace ostracism and deviant behaviour among nurses” which was proposed by Imran Shafique, Ahmed Qanmar et.al, in the year 2021. The aim of this study was to examine the influence of workplace ostracism on deviant behavior and testified the mediating roles of organizational identification, burnout and organization-based self-esteem (OBSE). A survey questionnaire was used to collect data from nurses working in public sector hospitals in Pakistan. The study findings showed that ostracism is positively related to deviant behavior of nurses, indicating that workplace ostracism is an important predictor of deviant behavior. Results also show that ostracism promotes deviant behavior by reducing OBSE and organizational identification.

According to another study “the profiles of loneliness and ostracism during adolescent” conducted by Noona kuiru, Brett Lauren (2021) et.al, in 2021. This study examined profiles of loneliness and ostracism during adolescence and their consequences and antecedents. The sample size consisted of a total of 1078 adolescents. The results provided new knowledge about different combinations of loneliness and ostracism among adolescents and related antecedents and outcomes.

And another study called “ostracism and problematic smartphone use” which was proposed by Xiaojun Sun, Yami Zhang et.al, in 2021. The study examined the association between ostracism and problematic smartphone use, and individual differences in the relation i.e., the mediating role of social self-efficacy and the moderating role of rejection sensitivity. A sample of 800 undergraduates were recruited to complete questionnaires. The result showed that ostracism was positively associated with problematic smartphone use. Social self-efficacy partially mediated this relation. Rejection sensitivity moderated the relation between ostracism and social self-efficacy.

The pilot of the study “incivility and ostracism in the workplace among staff nurse and its relation to the quality of care” which was studied by Hoda El-Guindy in 2020. The aim of the study was to assess the incivility and ostracism in the workplace among staff nurses and its relation to the quality of care. A convenience sample consisting of 100 staff nurses were enrolled in the study. The results of the current study showed that more than half of the nurses had a low level of workplace ostracism. General incivility and nurse incivility were found to negatively affect the quality of nursing care and its different dimensions. According to the research “the impact self-efficacy on psychological well-being among UG students” which was proposed by Shamsul Siddiqui in 2019. The investigation was carried out to study the impact of Self-efficacy on Psychological Well-being among undergraduate students. The sample consisted of 100 in which 50 Male and 50 Female students were selected from the Aligarh Muslim University. It was found that there was a significant influence of Self-efficacy on Psychological Well-being among Male and female undergraduate Graduate students.

And another study called “collaborative effect of workplace ostracism and self-efficacy versus job stress” which was proposed by Mohamed Ibrahim, Ambreen Sarwar in 2019. The study aimed to illuminate the association between workplace ostracism and stress since ostracism is the most prevalent form of mistreatment in modern-day work settings. The study also investigated the moderating role of employees’ self-efficacy, gender, and work culture. Data was collected through a survey and structured questionnaires from employees working in both public and private sector banks in Pakistan. The study findings revealed that workplace ostracism is positively related to stress; and negatively related to employee's self-efficacy. Gender and organizational work culture have moderating relationships. Self-efficacy mitigated the adverse

effects of workplace ostracism in the form of stress, as self-efficacious employees tend to experience less stress in their workplace.

According to research “a study on the effect of stimulated ostracism on physical activity behaviour in children” studied by Jacob Barkley, Sarah Jeanne et.al, in 2019. The study aimed to assess the effects of simulated ostracism on children’s physical activity behavior, time allocated to sedentary behavior, and liking of physical activity. The sample consisted of Nineteen children in which 11 boys, 8 girls. simulated ostracism elicits decreased subsequent physical activity participation in children. The findings showed that Ostracism may contribute to children’s lack of physical activity.

According to another study “study on the outcomes of workplace ostracism among restaurant employees” conducted by Osman M, Hungchen Hsieh et.al, in 2019. Data was obtained from restaurant customer-contact employees. The results suggested that Workplace Ostracism aggravates job tension. The findings also suggest that job tension partly mediates the influence of Workplace Ostracism.

Another study “ostracism and aggression among adolescents.” Which was proposed by Sen li, Guoling xu in 2019. The study examined a moderate mediation model that included ostracism, self-esteem, implicit theories of personality, and aggression simultaneously. The sample consisted of a total of 383 Chinese students. The result showed that the path from self-esteem to aggression was significant for adolescents with entity theories, while for adolescents with incremental theories, the path became non-significant. These findings suggest that interventions that target adolescents' self-esteem and implicit theories of personality may be effective means to decrease aggression.

The main of the study “self-efficacy and burnout syndrome among teachers” which was studied by Irena Smetackova in 2019. The study examined the connection between burnout syndrome and self-efficacy among the teachers at Czech grammar schools. The sample consisted of 2394 teachers at Czech grammar schools. The findings revealed that the correlation between burnout and self-efficacy was significant and different rates of burnout among teachers with high self-efficacy and low self-efficacy. In conclusion, the study detected a negative correlation between self-efficacy and burnout syndrome. A strong correlation was found between emotional burnout and self-efficacy.

According to another research “ a study on workplace ostracism and job performance roles of self-efficacy and job level.” This research was investigated by Dirk de clerq, Umar Azeem et.al, in 2018. The purpose of the study was to investigate how employees’ perceptions of workplace ostracism might reduce their job performance, as well as how the negative workplace ostracism–job performance relationship might be buffered by their self-efficacy. The findings revealed that Workplace ostracism relates negatively to job performance, but this relationship is weaker at higher levels of self-efficacy. The buffering role of self-efficacy is particularly strong among employees at higher job levels.

The pilot of the study “the role of parental stress and knowledge of condition on incidences of bullying and ostracism among children with ADHD.” Which was proposed by Lloyd A. Taylor in 2018. The investigation explored the relation between parental stress and knowledge of Attention-Deficit/Hyperactivity Disorder (ADHD) on bullying and ostracism in children. The result revealed that Significant relationships were found among markers of parental stress and child’s severity of inattention and hyperactivity. Parents of children who reported increased victimization were more likely to report increased parental stress. Finally, knowledge of ADHD was associated with reductions in incidences of being bullied and ostracized.

According to “a study on social ostracism among pupils” which was proposed by Eran Hakim, yosin Sherit Ret.al, in 2017. The result revealed that there is a negative correlation between the chances of experiencing

ostracism and the pupil's parental education level, as well as the average education level of the parents in the class. The share of pupils in schools in the Arab education system who reported they suffered from ostracism was particularly high at 11 percent of all pupils, compared to 4 percent of pupils in Hebrew education. Furthermore, there is a positive correlation between the chances of experiencing ostracism and low academic achievements in math and English.

The pilot of the study "culture moderate children's responses to ostracism situation" which was proposed by Over, Harriet et.al, in 2016. The study investigated cultural differences in children's responses to ostracism situations. The result showed that 4- to 8-year-old children from a socially interdependent farming community estimated ostracism to be less painful than did children from an independent herding community. It also showed that this cultural difference was specific to social pain and did not apply to physical pain.

And according to another study "a comparative study of perceived social support and self-efficacy among women with wanted and unwanted pregnancy" which was studied by Pervin Shahry, Azar Esfaniyari et.al, in 2016. The study was conducted to examine and compare the self-efficacy and social support among two groups of women with wanted and unwanted pregnancy. The sample consisted of 315 women. The result showed that unwanted pregnant women are more likely to be exposed to low level of perceived social support and self-efficacy.

According to the research "study on differences in self-efficacy among women and minorities." Which was proposed by Demise Wilson, Elaine p. Scott et.al, in 2015. The sample consisted of 600 students. The result showed that in sharp contrast to the similarities between men and women, when viewing ethnicity, African American and Hispanic students demonstrate a higher level of general self-efficacy compared to their Caucasian and Asian peers, but these differences shrink substantially in the classroom.

And according to another study "study on perceived stress and self-efficacy among college students" which was proposed by Reney Varghese, Selvin Jebaraj et.al, in 2015. This research was conducted to understand the influence of severity of stress on academic performance among college students. The findings suggested that the higher the student's perceived stress, the lower would be their academic performance and vice versa.

According to research "influence of academic self-efficacy on academic performance." Which was proposed by Toni Honick, Jaclyn Broadbent in 2015. The research integrated 12 years of research on the relationship between academic self-efficacy and university student's academic performance, and known cognitive and motivational variables that explain this relationship. Academic self-efficacy moderately correlated with academic performance. Several mediating and moderating factors were identified, including effort regulation, deep processing strategies and goal orientations.

Another study "impact of gendered ingroup/outgroup ostracism on women's academic performance" studied by Anthony Curson in 2014. This study investigated the impact of ostracism (vs. inclusion) for women in a same-sex vs. opposite-sex group on their cognitive performances. Participants then had to engage in the performance tasks. Results showed that women's performance was decreased by ostracism in a math task yet only in the same-sex condition. Furthermore, this result was obtained only among participants who did the numeric task first.

The pilot study "on burnout and teacher self-efficacy among teachers working in special education institutions in turkey" which was proposed by Hakan Sarican in 2014. The aim of this study was to investigate the relationship between teacher self-efficacy and burnout among special education schoolteachers in Turkey. The sample consisted of 118 teachers. Findings showed that there were

significant relationships between teacher self-efficacy and burnout. Also, significant differences were found between genders and branches in terms of burnout and teacher self-efficacy.

And another research “the topic emotional intelligence and self-efficacy among physical education teachers” which was proposed by Alexandra Moutan, Marc Cloes et.al in 2012. The purpose of the current study was to examine potential associations between EI and self-efficacy among teachers of physical education. The sample consisted of 119 physical education teachers. The main results show a positive association between EI and self-efficacy.

According to the study “the internet addiction and perceived self-efficacy among university students” studied by Denis Ziya, Saida Affouneh et.al, in 2011. The current study was designed to investigate the relationship between levels of addictive patterns of internet usage as related to social media and perceived self-efficacy among university-aged students in Palestine (a country with some of the highest levels of internet addiction). The sample consisted of 505 university students, selected randomly across area of study. Results indicated a high negative relationship between excessive internet use/addictive patterns of use and perceived self-efficacy. Findings conversely showed no significant differences in internet addiction and perceived self-efficacy dependent on area of study, gender, age or academic level.

According to research “the relationship between learning motivation and self-efficacy among nursing students”. Which was proposed by Hadi, zeynab et.al in 2010. This study aimed to investigate the relationship between self-efficacy and learning motivation among nursing students. Its conclusion stated that due to the significant relationship between learning motivation and self-efficacy in professional nursing competency, it is suggested that an increase in learning motivation could be associated with the promotion of self-efficacy in professional nursing competency in nursing students.

The pilot of the study “a study on age related changes in the effect of ostracism.” Which was proposed by Henry Pharo, Harlene Hayne et.al, in 2010. Ostracism negatively affected participants’ basic needs, but the magnitude of the effect was larger in the two younger age groups. Although ostracism may be a potent experience for all individuals, adolescents and emerging adults may experience increased sensitivity to ostracism relative to their older counterparts.

And another study “self-efficacy, health promoting behaviour and symptoms of stress among university students” studied by Kuem Sun Han et.al, in 2005. The purpose of this study was to identify the relationship between self-efficacy, health promoting behaviors and symptoms of stress among university students. Data was collected by questionnaires from 369 university students in Seoul, Korea. Findings suggested that Self-Efficacy and Health Promoting Behavior are significant influencing factors on Symptoms of Stress among university students.

According to the study “study on the relationship between emotional intelligence and self-efficacy among Iranian teachers” which was conducted by Mina, Samane in 2003. This study attempted to assess Emotional Intelligence and its relationship to self-efficacy among Iranian teachers. The results obtained showed that there was a positive significant correlation between perceived Emotional Intelligence and self-efficacy. The researchers also found that there was no significant difference among teachers with different genders, ages and teaching experiences concerning their Emotional Intelligence and self-efficacy.

And another research “the relationship between social exclusion (ostracism) and internet addiction of adolescent girls”. Which was proposed by Aynur Bagir, Oguz Emre et.al, in 2003. This study aims to investigate the relationship between Internet addiction and social exclusion in female adolescents. The sample group of the study consisted of 244 female adolescents aged 12-18 living in Cinar district of

Diyarbakir. According to the results of the study, it was found that there was no statistically significant relationship between exclusion score averages and an average of Internet addiction scores.

According to the research “bullying and ostracism experiences in children with special health care needs” which was proposed by Twyman, Kimberly et.al, in 2003. Participants aged 8 to 17 years completed questionnaires during a routine primary care or subspecialty clinic visit. Children with learning disabilities, attention deficit or hyperactivity disorder, autism spectrum disorders, behavioral or mental health disorders, and cystic fibrosis were compared with 73 control children with no diagnosis. The findings suggested that Children with special health care needs may be at higher risk for bullying, victimization, and ostracism.

The above research reviews provide little insight into the actual field of inquiry. This suggests that research on ostracism and self-efficacy needs further exploration, as there are no existing findings comparing these two variables.

## **CHAPTER- III**

### **3. METHODOLOGY**

#### **3.1 AIM:**

The aim of this study is to find the impact of ostracism on self-efficacy and correlation between ostracism on self-efficacy among slow learners.

#### **3.2 OBJECTIVES OF THE CURRENT STUDY:**

- To find the impact of ostracism on self-efficacy among slow learners
- To find out the relationship between ostracism and self-efficacy among slow learners
- To find out whether ostracism and self-efficacy varies according to selected demographic variables

#### **3.3 HYPOTHESIS:**

- There is no significant correlation between ostracism and self-efficacy among slow learners.
- There is no Impact of ostracism on self-efficacy among slow learners.

#### **3.4 RESEARCH DESIGN:**

Quantitative research- Correlational research design is used to conduct this research study.

#### **3.5 SAMPLE POPULATION AND SIZE :**

The sample selected for the study are adolescents, age between 10 to 18 years of age. A sample frame of adolescents in Ramanathapuram locality was taken. A sample of 500 adolescents who are studying in various schools within Ramanathapuram locality is selected.

#### **3.6 SAMPLING METHOD:**

The study uses the convenient sampling method. As we have purposely collected samples from the Slow learning students, we have adopted this research study.

#### **3.7 INCLUSION CRITERIA:**

- Adolescents within the age group of 10 to 18 are included in the study.
- Adolescents who are pursuing their school studies are included.
- Students whose academic scores are below 40% are included (Slow learners).

#### **3.8 EXCLUSION CRITERIA:**

- Those who are not willing to participate or fill the questionnaire are not included in the study
- Those who are not in the age group of adolescents 10 to 18 are not included in the study.
- Adolescents who are not pursuing their school studies are not included.

- Students whose academic performance is above 40% is not included in the study.

### **3.9 METHOD OF DATA COLLECTION:**

The study used paper pen method for data collection. The subject of the study were invited to participate from various schools after providing consent form to the participant. After that who are accepted for the voluntary participation are asked to provide their demographic details then they are allowed to answer the questions provided in the form. After collecting 500 samples from the participants the responses are analyzed and results are found.

### **3.10 TOOLS USED FOR DATA COLLECTION:**

#### **Validation of ostracism experience scale for adolescences:**

OES-A is a 19-item self-report questionnaire developed by rich gilmen in the year of 2013. The OES-A is designed to measure the frequency and intensity of ostracism experiences among adolescents. .and is a crucial step in understanding how ostracism affects young people. Ostracism, or social exclusion, can have significant psychological and emotional impacts on adolescents, leading to issues like anxiety, depression, and low self-esteem. The scale has good reliability of 0.85 to 0.93 and has a construct validity. The items in the questionnaire are rated on a Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree) . Scoring is done by calculating the mean of the items. Higher scores represent higher ostracism.

#### **General self - efficacy scale:**

The General Self-Efficacy Scale (GSES) is a 10 items scale used to measure for self-efficacy created by Schwarzer and Jerusalem in 2001, the GSES has good reliability 0.76 to 0.95 and construct validity. The GSES operates on the premise that self-efficacy influences motivation, behavior, and emotional well-being. Higher scores on the scale indicate greater self-efficacy, which is linked to better performance, resilience, and lower levels of stress and anxiety. The scale is applicable in various contexts, including education, health, and organizational settings, making it a versatile instrument for researchers and practitioners. The scoring ranges from score 1 (not at all true) to 4 (exactly true). The 30- 40 ranges of score indicates the high level of self-efficacy.

### **3.11 PROCEDURE FOR DATA COLLECTION:**

- Permission is obtained from school principals through consent letters.
- Students are gathered in a common venue.
- Orientation is given to students about the purpose, pros, and cons of the research.
- Data collection is conducted using the OES-A and GESE questionnaires for students aged 10 to 18.
- Responses of slow learners are collected separately with the help of their class teachers.

### **3.12 STATISTICAL ANALYSIS:**

- The data was analysed using SPSS software.
- Regression was conducted to determine the impact of ostracism on self-efficacy.
- Spearman's correlation was used to examine the relationship between ostracism and self-efficacy.
- The Mann-Whitney U test and Kruskal-Wallis test were used to analyse differences in both variables concerning selected demographic variables.

**CHAPTER- IV  
RESULT AND DISCUSSION**

**4.1 Tables**

**Table 1 Regression Table**

	<b>R</b>	<b>R square</b>	<b>Adjusted R square</b>	<b>Std error of the estimate</b>
<b>Ostracism</b>	.928*	.861	.861	4.12043

Table 1 shows that ostracism has 86.1 % of impact on self-efficacy.

**Table 2 Correlation between ostracism and self-efficacy**

		<b>Self-efficacy</b>
<b>Ostracism</b>	Spearman's rho correlation coefficient	-.764**
	Sig (2-tailed)	.000
	N	600

Table 2 shows that there is a Significant negative correlation between ostracism and self-efficacy.

**Table 3 Mann-Whitney Test of Ostracism and self-efficacy by History of academic Failure**

		<b>N</b>	<b>Mean</b>	<b>Asymp Sig (2-tailed)</b>	<b>Man-Whitney U</b>
<b>Ostracism</b>	Yes, repeated grade	419	218.01	.000	3357.500
	Yes, failed in multiple subject	181	491.45		
<b>Self-efficacy</b>	Yes, repeated grade	419	383.66	.000	3075.000
	Yes, failed in multiple subjects	181	107.99		

Table 3 shows that There is a significant difference in Ostracism and self-efficacy between the groups of repeated grades and failed in multiple subject groups.

**Table 4 Mann-Whitney Test of Ostracism by Gender**

		<b>N</b>	<b>Mean</b>	<b>AsympSig(2-tailed)</b>	<b>Man-Whitney U</b>
<b>Ostracism</b>	Male	277	316.45	.037	40318.500
	Female	323	286.43		

Table 4 shows that there is a no significant difference in Ostracism between Males and Females.

**Table 5 Mann-Whitney Test of Self-efficacy by Gender**

		<b>N</b>	<b>Mean</b>	<b>Asymp Sig (2-tailed)</b>	<b>Man-Whitney U</b>
<b>Self-efficacy</b>	Male	277	277.03	.002	38234.500
	Female	323	320.63		

Table 6 shows that there is a significant difference between self-efficacy and Gender.

**Table 6 Mann-Whitney of Ostracism and Self- efficacy by Education Qualification**

		N	Mean	Asymp Sig (2-tailed)	Man-Whitney U
<b>Ostracism</b>	Middle School (6th to8th)	266	304.11	.649	43462.500
	High School (9 <sup>th</sup> to 12 <sup>th</sup> )	334	297.63		
<b>Self-efficacy</b>	Middle School (6th to8th)	266	306.43	.454	42845.000
	High School (9 <sup>th</sup> to 12 <sup>th</sup> )	334	295.78		

Table 6 shows that there is no significant difference in ostracism and self- efficacy and education qualification

**Table 7 Kruskal-Wallis Test of Ostracism and Self- efficacy according to academic performance as follows**

		N	Mean Rank	df	Asymp sig (2-tailed)
<b>Ostracism</b>	Below 40%	221	490.00	3	.000
	40%-50%	64	282.06		
	50%-60%	135	222.64		
	Above 60%	180	132.78		
	Total	600			
<b>SELF-EFFICACY</b>	Below 40%	221	111.000	3	.000
	40%-50%	64	379.84		
	50%-60%	135	397.69		
	Above 60%	180	432.07		
	Total	600			

Table 7 shows that there is a significant difference in self-efficacy and ostracism on academic performance.

**Table 8 Kruskal-Wallis Test of Ostracism and self-efficacy according to Most difficult subject**

		N	Mean Rank	df	Asymp sig (2-tailed)
<b>OSTRACISM</b>	Tamil	72	277.62	4	.125
	English	88	287.18		
	Maths	280	319.49		
	Science	61	300.23		
	Social	99	275.43		
	Total	600			
<b>SELF-EFFICACY</b>	Tamil	72	336.38	4	.000

	English	88	312.52		
	Maths	280	271.12		
	Science	61	293.95		
	Social	99	350.85		
	Total	600			

Table 8 shows that there is no significant difference in ostracism on most difficult subjects and it also shows that there is a significant difference in Self- efficacy on most difficult subjects.

#### 4.2 DISCUSSION

The study concentrated on the effects of ostracism on self-efficacy among slow learners. Additionally, it investigated how self-efficacy, and ostracism affected a number of demographic characteristics, including education level, the subjects that were the most challenging, and past academic failures. Based on the results of the correlational analysis, the study revealed that among slow learners, self-efficacy and ostracism varied significantly. According to the study, the statistical analysis of the data showed that Ostracism accounts for 86.1% of variance on self-efficacy. This indicates that among slow learners, ostracism accounts for about 86.1% of the variations in self-efficacy ratings. Additionally, the influence of value indicates a moderate to high correlation between self-efficacy and ostracism. On the other hand, according to the study, there is a negative significant correlation between ostracism and self-efficacy among slow learners. However, the findings indicated that among slow learners, ostracism and self-efficacy are negatively correlated. This shows that as ostracism increases, self-efficacy decreases, i.e., when individuals experience high levels of ostracism, their self-efficacy tends to decrease. Ostracism can erode an individual’s confidence in their abilities, leading to decreased self-efficacy. Ostracism also disrupts social connection, leading to feelings of isolation and decreased self-efficacy.

#### **OSTRACISM, SELF-EFFICACY AND HISTORY OF ACADEMIC FAILURE**

After analyzing all sociodemographic factors with self-efficacy and ostracism, the purpose of the Mann-Whitney U test is to determine whether a history of academic failure and Ostracism are related. According to the analysis, ostracism varies significantly depending on a person's academic failure history. Additionally, there remains a notable variance in self-efficacy based on academic failure experience when comparing self-efficacy. This finding can be backed by the research study done by Eran Hakim, yosin Sherit in the year 2017 on a study on social ostracism among pupils. The result showed that there is a positive correlation between the chances of experiencing ostracism and low academic achievements.

#### **OSTRACISM, SELF-EFFICACY AND GENDER**

Again, Mann-Whitney U test was done to determine the difference between ostracism and gender, and the difference between self-efficacy and gender. The result indicated that there is no significant difference between ostracism, Self-efficacy and gender.

#### **OSTRACISM, SELF-EFFICACY AND EDUCATION QUALIFICATIONS**

Another statistical analysis was done using Mann-Whitney U test. The finding showed that there is no significant difference between ostracism and education qualifications. This shows that the ostracism and self-efficacy does not change in accordance with the level of educational qualification.

## **IMPACT OF OSTRACISM AND SELF-EFFICACY ACCORDING TO ACADEMIC PERFORMANCE**

It is apparent from this study that there is a significant difference in self-efficacy and ostracism on academic performance. The result is also supported by a study done by Sen li, Guoling xu in 2019 on ostracism and aggression among adolescents. The result showed that the path from self-esteem to aggression was significant for adolescents with entity theories, while for adolescents with incremental theories, the path became non-significant. These findings suggest that interventions that target adolescents' self-esteem and implicit theories of personality may be effective means to decrease aggression. Another research study done by Reney Varghese, Selvin Jebaraj in 2015 on study on perceived stress and self-efficacy among college students. . The findings suggested that the higher the students' perceived stress, the lower their academic performance would be and vice versa.

## **IMPACT OF OSTRACISM AND SELF-EFFICACY ACCORDING TO MOST DIFFICULT SUBJECTS**

Statistical analysis of data is done to analyze the impact of ostracism and self-efficacy on most difficult subjects. Based on the study results, ostracism among the most challenging subjects does not significantly differ. The result indicates that students experience similar levels of ostracism across various subjects, regardless of their perceived difficulty. There is no evident to suggest that ostracism is more prevalent in certain subjects, such as math or science. However, further analysis of data shows that there is a significant difference in self-efficacy on most subjects. The result indicates that student's confidence in their abilities differs depending on the subject. Certain subjects such as math or science, may be more likely to elicit self-doubt and lower self-efficacy due to their perceived difficulty. The given result can be backed by the study done by Shamsul Siddiqui in 2019 on the impact self-efficacy on psychological well-being among UG students. The results revealed that there was insignificant difference between self-efficacy of male and female students. Another study done by Marina Vera, Marisa et.al in 2000 on conducted research on self-efficacy among university faculty. The result showed that there was a significance difference in research self-efficacy at the level of academic education, as the level of academic education increases, self-efficacy also increases.

## **CHAPTER – V**

### **SUMMARY AND CONCLUSION**

#### **5.1 SUMMARY**

#### **5.2 CONCLUSION**

The study is concluded by summarizing that there is a negative correlation between ostracism and self-efficacy and this study states that there is only average level ostracism and self-efficacy among slow learners this may be happens due to the academic challenges , social skill deficit , wrong peer perception , experiencing lack of empathy from others , unpleasant educational environment , group dynamics , teacher's partially and bullying .and the ostracism can be decreased by some other ways they are : encourage peers support, increase awareness and empathy, promote inclusivity, celebrate achievements and providing social skill training . By these ways we can able to decrease ostracism among slow learning students and it helps to increase self-efficacy among them.

### 5.3 LIMITATIONS

### 5.4 SUGGESTIONS FOR THE FURTHER STUDY

### 5.5 FINDINGS

- There is a significant correlation between ostracism and self-efficacy among slow learners
- There is a negative correlation between ostracism and self-efficacy among slow learners
- Ostracism has 8.61% impact on self-efficacy among slow learners
- There is a significant correlation between ostracism and self-efficacy related to gender
- There is a negative correlation between ostracism and the history of academic failure
- There is a significant correlation between ostracism and self-efficacy related to academic performance
- There is a significant correlation between ostracism and self-efficacy related to the most difficult subject
- There is a significant correlation between ostracism and self-efficacy related age groups

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