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ÉDITORIAL

Ce deuxième numéro de Perspectives Plurielles consacre la dynamique éditoriale amorcée en décembre 2025 et témoigne de la vitalité d'un projet scientifique pluridisciplinaire en pleine expansion. Riche d'un large ensemble de contributions originales, ce numéro réunit des travaux relevant aussi bien du champ des Arts, Lettres et Langues que de celui des Sciences Humaines et Sociales. L'ampleur du volume reçu, la diversité des laboratoires et institutions représentés, ainsi que la qualité soutenue des manuscrits retenus à l'issue d'une évaluation rigoureuse par les pairs, ont conduit le comité de rédaction à structurer la livraison en deux tomes — un choix qui reflète l'identité propre à chaque grand champ tout en préservant l'unité d'un projet résolument intégratif.

Le Tome I rassemble études littéraires et travaux en sciences du langage, mobilisant aussi bien des œuvres canoniques que les langues africaines dans une perspective comparative. Le Tome II déploie un large éventail de problématiques en géographie et aménagement du territoire, sociologie, anthropologie et criminologie, sciences de l'éducation, psychologie et communication, sciences politiques, droit, philosophie, histoire et fait religieux. La diversité des terrains étudiés — Côte d'Ivoire, Bénin, Burkina Faso, Sénégal, Mali, Niger, Tchad, Cameroun, Gabon, Togo, République démocratique du Congo et République du Congo — illustre la portée continentale de cette livraison. Plusieurs lignes de force s'y dégagent : résilience environnementale et sociale, inscription du numérique dans les pratiques quotidiennes, transformations urbaines, gouvernance des ressources naturelles, mémoire historique et recompositions identitaires.

Le comité de rédaction adresse sa profonde reconnaissance aux auteurs, aux évaluateurs et au comité scientifique, ainsi qu'à l'UFR Communication et Société de l'Université Alassane Ouattara, partenaire fidèle de cette aventure. Que ce numéro confirme Perspectives Plurielles comme un espace de référence où s'élaborent, en dialogue, des savoirs ouverts sur les sociétés contemporaines et leurs mutations.

Bonne lecture.

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WORK CENTRALITY, SELF-EFFICACY, AND SOCIAL LOAFING AMONG UNIVERSITY SUPPORT STAFF IN CAMEROON : A MEDIATION ANALYSIS

CENTRALITÉ DU TRAVAIL, AUTO-EFFICACITÉ ET PARESSE SOCIALE CHEZ LE PERSONNEL D'APPUI UNIVERSITAIRE AU CAMEROUN: UNE ANALYSE DE MÉDIATION

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Abstract: *The objective of this research is to determine whether work self-efficacy mediates the relationship between work centrality and social loafing among university support staff in Cameroon. A sample of 359 participants was selected from nine public universities, including 57% women, 60% under the age of 40, and 65% civil servants. The Work Centrality Scale by M. Alonso Garcia (2004), the Work Self-Efficacy Scale by D. Saleh, N. Camart and L. Romo (2016), and the Social Loafing Scale by R. Frash, S. Kline and J. Stahura (2003) were used. Data were analyzed using SPSS software, applying Pearson correlations and hierarchical linear regressions. A mediation analysis was conducted following R. Baron and D. Kenny's (1986) procedure to test the indirect effect of work centrality on social loafing through self-efficacy. Work centrality showed a positive correlation with social loafing ($r = 0.28, p < 0.01$), while occupational self-efficacy was associated with it ($r = 0.34, p < 0.001$). The study concludes that social loafing persists despite the importance attached to work. It is recommended to strengthen continuous training, enhance professional recognition, and promote organizational justice to improve engagement and performance.*

Keywords: work centrality; social loafing; self-efficacy; university support staff; Cameroon.

Résumé *L'objectif de cette recherche est de déterminer si l'auto-efficacité au travail joue un rôle de médiateur dans la relation entre la centralité du travail et la paresse sociale chez le personnel d'appui universitaire au Cameroun. Un échantillon de 359 participants a été sélectionné dans neuf universités publiques, dont 57 % de femmes, 60 % de personnes âgées de moins de 40 ans et 65 % de fonctionnaires. L'échelle de mesure de la centralité au travail est celle de M. Alonso Garcia (2004), l'échelle de l'auto-efficacité au travail est celle de D. Saleh, N. Camart et L. Romo (2016), et l'échelle de la paresse sociale est celle de R. Frash, S. Kline et J. Stahura (2003). Les données ont été analysées à l'aide du logiciel SPSS, en recourant à la corrélation de Pearson et à des régressions linéaires hiérarchiques. Une analyse de médiation a été réalisée selon la procédure de R. Baron et D. Kenny (1986) afin d'évaluer l'effet indirect de la centralité du travail sur la paresse sociale par l'intermédiaire de l'auto-efficacité. La centralité du travail a montré une corrélation positive avec la paresse sociale ($r = 0,28, p < 0,01$), tandis que l'auto-efficacité au travail y était associée ($r = 0,34, p < 0,001$). La recherche conclut que la paresse sociale persiste malgré l'importance accordée au travail. Il est recommandé de renforcer la formation continue, d'améliorer la reconnaissance professionnelle et de promouvoir la justice organisationnelle afin d'améliorer l'engagement et la performance.*

Mots-clés : Centralité du travail ; paresse sociale ; auto-efficacité ; personnel d'appui ; universités.

1. Introduction

1.1. Historical context

Between 2000 and 2010, the higher education sector experienced rapid expansion with the establishment of new universities and a significant increase in student enrolment in Cameroon. However, this period was marked by a shortage of qualified support staff and a lack of adequate infrastructure. Support staff were often underpaid, poorly trained, and faced difficult working conditions. Their role focused on basic administrative tasks, such as student reception and the management of student records. From 2010 onwards, reforms in the education sector and the gradual professionalisation of university occupations led to notable improvements. Specific training programmes were implemented to enhance the skills of support staff, and initiatives were launched to improve working conditions, although disparities remain. The tasks of support staff became more diversified, encompassing responsibilities related to research management, digital support for students, and library administration. Between 2020 and 2024, there has been greater recognition of the role of university support staff in institutional management, with increased involvement in digitalisation processes and the implementation of information systems. However, challenges remain, particularly regarding remuneration, career management, and access to continuous training, as well as the increasing role of new technologies in administrative and financial management.

1.2. Observation of the problem

University support staff work is frequently marked by delays and unexplained absences. Tasks are often executed with errors, including mistakes in student grade records, misplaced or incorrectly stamped documents, and miscalculations in grade summaries. Financial files are occasionally left unattended in offices. They often favour easy and comfortable tasks, demonstrate minimal motivation to learn and grow, and are characterised by a tendency to avoid work and engage in procrastination. Such behaviour is observed in certain universities, where some support staff gather in small groups under mango trees, socialising and consuming small amounts of alcohol, while others play board games; all occurring during working hours rather than designated breaks. This staff demonstrates a propensity for idleness. They lack initiative and creativity in carrying out their tasks. They lack adaptability and flexibility. They experience delays in submitting work, show a lack of active participation, demonstrate limited engagement in academic activities, and fail to meet deadlines in processing files. Power and plumbing outages can persist for weeks or even months without repair, despite the availability of equipment. Students are increasingly confronted with inadequate guidance and requests that remain unresolved or are processed slowly, often with significant delays. At the university, support staff consist of personnel from the administrative, financial, and technical sectors. They enable lecturers and researchers to focus primarily on their

core activities. They must be flexible, able to adapt to a highly dynamic work environment, work effectively in teams, and deliver high-quality services. A deterioration in the quality of services offered to students and academic staff has been observed, leading to increased costs for the university. All these phenomena observed in the university setting and exhibited by support staff constitute what S. Karau and K. Williams (1993) describe as social loafing, which represents the problem addressed by this study. It refers to the phenomenon in which individuals are inclined to put forth less effort when working collectively in a group. Therefore, regardless of whether they work individually or in a group, support staff are required to maintain a consistent level of effort. Social loafing occurs when individuals feel less motivated to contribute to a collective task, due to the perception that other group members will exert sufficient effort.

1.3. Research questions and objectives

The meta-analysis by S. Karau and K. Williams (1993) revealed several theoretical explanations for social loafing. These include evaluation potential, social impact theory, dispensability of effort, equity or effort matching, and self-attention. Social facilitation theory (S. Harkins, 1986) and task orientation (D. Meyers, 1997 ; I. Steiner, 1972) have also been cited as explanatory factors. This study tests whether work self-efficacy mediates the relationship between work centrality and social loafing among support staff in Cameroonian public universities. The main research question is: does work self-efficacy mediate the relationship between work centrality and social loafing?

According to R. Dubin (1956), work centrality denotes the significance that support staff attribute to their work within the context of their lives. Individuals with high work centrality are more likely to be motivated to work effectively and to feel satisfied with their jobs. Conversely, individuals with low work centrality may feel less motivated to work and may be more likely to exhibit social loafing behaviours. The concept of work centrality rests on the premise that the value of individual and collective life is contingent upon work, directly, insofar as work represents a decisive normative issue, or indirectly, insofar as the capacity to develop values pertinent to life beyond work is itself reliant on work. The objective of this research is to demonstrate that self-efficacy mediates the relationship between work centrality and social loafing among university support staff.

2. Literature review and theoretical framework

2.1. Social loafing

Although B. Latane, K. Williams and S. Harkins (1979) coined the term “social loafing,” the first study examining a decrease in individual motivation during group tasks, now referred to as social loafing, was conducted over a century ago by Ringelmann (B. Latane et al., 1979). Despite never being formally

published, Ringelmann's study became a foundational reference for the literature that followed. The first experiment aimed at studying social loafing was conducted by M. Ringelmann (1913). Social loafing describes the phenomenon whereby individuals tend to adjust the effort they exert in a group in proportion to the size of the group (M. Ringelmann, 1913). Indeed, contrary to the belief that "the whole is greater than the sum of its parts," experiments revealed a decrease in individual performance as the number of participants increased, a phenomenon known as the "Ringelmann effect." E. Fromm (1941) argues that social loafing develops in a society where individuals are subjected to excessive pressure to succeed or are encouraged to conform to social norms. According to N. Kerr (1983), social loafing can be explained by individuals' expectations regarding their likelihood of success or failure. Individuals tend to exert less effort when working collectively because they perceive that their competence is not essential or indispensable for the group's output to be of high quality. Social loafing is often regarded as one of the main reasons why groups are less productive than the combined performance of individuals working independently.

2.2. Work centrality

R. Dubin (1956) argues that work centrality refers to the importance individuals attach to work in their lives. This may include the extent to which work is perceived as important, meaningful, and a source of satisfaction. It is subjective and varies from one individual to another. Some individuals may regard work as highly important, whereas others may consider it less important. Work centrality is influenced by personal factors (such as values, beliefs, and expectations) as well as environmental factors (such as culture, society, and the organization). R. Dubin (1956) identified three levels of work centrality: high, moderate, and low work centrality. Regarding individuals with low work centrality, work is not considered important in their lives. Work centrality reflects the extent to which work holds a central place in an individual's life and influences their identity, values, and personal objectives. It is the degree to which an individual considers their work to be an important part of their life, identity, and goals (R. Hackman & G. Oldham, 1975). They identified three key dimensions of work centrality: the importance of work to the individual; the extent to which work is linked to personal identity; and the extent to which work is connected to personal goals. According to R. Likert (1961), work centrality refers to the degree to which an individual values their work.

2.3. Work self-efficacy

The concept of perceived self-efficacy, or self-efficacy, was proposed by A. Bandura (1977, 1997) within the framework of social cognitive theory. A. Bandura (1986) defined self-efficacy as a person's belief in their ability to organize and execute the actions required to achieve set goals and produce the desired outcomes in a given task. It should be noted, however, that perceived self-efficacy is not a

measure of a person's abilities but rather a belief regarding what they can do in various situations, regardless of their actual skills. Self-efficacy should be understood as "an individual's belief in their capacity to organize and execute the courses of action required to produce the desired outcomes" (A. Bandura, 2003). As an individual's perceived self-efficacy increases, they are more inclined to establish ambitious goals, dedicate effort to achieving them, persist despite challenges, and bounce back after failures. Self-efficacy is an important component of self-esteem and is associated with motivation, academic engagement, and ultimately academic persistence. This perception of self-efficacy is closely linked to an individual's capacity to evaluate themselves, appreciate their strengths and accomplishments, and determine the resources required.

Self-efficacy is developed from four main sources of information, each of which contributes to building a certain level of self-efficacy in a specific domain (A. Bandura, 1977). These four sources are ranked in descending order of their impact on self-efficacy (A. Bandura, 2003): mastery experiences, which serve as indicators of capability; vicarious experiences, which operate through comparison with the performance of others; verbal persuasion, a source of information closely related to social influence, suggesting that the individual has already developed certain skills and abilities; and physiological and emotional states, which act as indicators for self-assessing one's capabilities in a given situation. An individual evaluates their abilities based on their successes and failures (L. Simon & J. Tardif, 2006). Previous successes strengthen self-efficacy, whereas failures undermine it. The second source of self-efficacy development is social modelling, or vicarious experience. Others serve as a source of inspiration, skills, and motivation. Observing a person with whom one can identify, who demonstrates persistence and success in their activities, strengthens beliefs in one's own self-efficacy. The opposite is also true: observing others' failure can undermine one's self-efficacy.

Social persuasion can also strengthen individuals' beliefs that they possess the abilities required to achieve their desired outcomes (A. Bandura, 2003). Encouragement, when realistic and provided by trusted individuals, helps overcome difficulties and maintain a high level of self-efficacy. Furthermore, individuals partly assess their self-efficacy based on their physical and emotional states, which constitute the fourth source of self-efficacy development. When assessing their abilities, individuals often interpret physiological cues in stressful situations as signs of vulnerability or dysfunction. This can affect an individual's level of self-efficacy. These cues then increase the stress that they anticipate. Mood disturbances, fatigue, and pain can be interpreted as indicators of low self-efficacy. It therefore becomes necessary to avoid stressful situations in order to strengthen self-efficacy.

2.4. Research hypotheses

We hypothesise that work centrality is positively associated with social loafing, and that this relationship is partially mediated by self-efficacy, which acts as a buffer. This is the overarching hypothesis of this research. The operationalisation of the self-efficacy variable follows D. Saleh, N. Camart and L. Romo (2016), who operationalised self-efficacy in two dimensions: (1) confidence in one's ability to solve problems and achieve goals; (2) ability to cope with unexpected events and manage stress. The operationalisation of work centrality is based on M. Alonso Garcia (2004) and encompasses five dimensions: autonomy at work, personal development, professional development, convenience, and instrumental significance. Based on this, the following research hypotheses were proposed:

HR1: work autonomy is positively associated with social loafing, and this relationship is partially mediated by self-efficacy.

HR2: personal development is positively associated with social loafing, and this relationship is partially mediated by self-efficacy.

HR3: professional development is positively associated with social loafing, and this relationship is partially mediated by self-efficacy.

HR4: convenience is positively associated with social loafing, and this relationship is partially mediated by self-efficacy.

HR5: instrumental value is positively associated with social loafing, and this relationship is partially mediated by self-efficacy.

3. Research methodology

3.1. Data collection instruments, methods and analysis tools

The scale we used is the General Self-Efficacy Scale developed by D. Saleh, N. Camart and L. Romo (2016). The scale comprises 10 items. The first dimension pertains to the belief in one's capacity to solve problems and attain objectives (items 1, 2, 3 and 6), whereas the second dimension concerns the ability to handle unforeseen events and regulate stress (items 4, 5, 7, 8, 9 and 10). The work centrality scale used is that of M. Alonso Garcia (2004), comprising five dimensions: work autonomy (4 items: 1, 2, 3, 4); personal development (3 items: 5, 6, 7); professional development (2 items: 8, 9); convenience (3 items: 10, 11, 12); and instrumental value (2 items: 13, 14). The social loafing scale used is that of R. Frash, S. Kline and J. Stahura (2003), comprising 5 items. The data collection method was self-administered, whereby each respondent who received a questionnaire completed it and returned it. These participants were selected through a simple random sampling method within the university campuses. The data collection was conducted across

public universities in Cameroon, specifically Yaoundé I, Yaoundé II, Bertoua, Maroua, Ebolowa, Douala, Garoua, Dschang and Ngaoundéré.

3.2. Participants

Among the participants, 13.4 % have less than one year of service, 8 % have over 20 years, and 60 % have between 1 and 10 years of tenure. Among the respondents, 60 % are aged 40 or below, while 35 % fall within the 41-60 age range. Of the participants, 43 % are men and 57 % are women. In terms of institutional affiliation, 31.8 % are from the University of Yaoundé I, 24.8 % from the University of Ngaoundéré, 7 % from Douala, 1.7 % from Maroua, 15 % from Yaoundé II, 6.1 % from Bertoua, 0.6 % from Dschang, 4.5 % from Garoua and 8.1 % from Ebolowa. Among the respondents, 33 % are single, 25 % are married, and 3 % are widowed. The small proportion of widowed participants aligns with the limited number of respondents aged over 60, while the 33 % of single participants corresponds with the 60 % of respondents aged under 40. Fifty-five percent of respondents see employment as support staff to be unrewarding, they would not recommend it to their children, and would opt for a different occupation if given the opportunity. Yet, 65 % of respondents are permanent civil servants, and 35 % are on contract. Among the staff, 45 % are dissatisfied with their work, 20 % are neutral, and 35 % report being satisfied. In terms of educational attainment, 22 % of respondents have below a high school diploma, 23 % possess a high school diploma, 11 % hold a master's degree, and 1.7 % have obtained a PhD.

4. Results

4.1. Descriptive and correlational analyses

Table 1: Descriptive results and correlations among variables (n = 359)

Variables	CC	CF	IT	DP	DPRO	CO	CI	PS
Confidence in one's ability (CC)	.77							
Ability to cope (CF)	.70**	.85						
Work autonomy (IT)	.35**	.29**	.78					
Personal development (DP)	.23**	.18**	.59**	.64				
Professional development (DPRO)	.20**	.14**	.55**	.57**	.59			
Convenience (CO)	.16**	.21**	.43**	.44**	.56**	.72		
Instrumental value (CI)	.18**	.19**	.38**	.31**	.43**	.64**	.66	
Social loafing (PS)	.12**	.09	.28**	.23**	.21**	.29**	.25**	.71
Mean	3.31	3.34	3.13	3.18	2.95	2.95	3.01	3.64
Standard deviation	.88	.84	.88	.94	1.03	.96	1.09	1.16

Note. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed). Cronbach's alpha is presented on the diagonal. $N = 359$.

The correlation analyses in Table 1 above indicate that the dimensions of work centrality, namely work autonomy, personal development, professional development, convenience, and instrumental value are significantly related to social loafing. Examination of the correlation matrix confirms positive relationships

between work autonomy and social loafing ($r = 0.28, p < 0.01$), personal development and social loafing ($r = 0.23, p < 0.01$), professional development and social loafing ($r = 0.21, p < 0.01$), convenience and social loafing ($r = 0.29, p < 0.01$), instrumental value and social loafing ($r = 0.25, p < 0.01$), confidence in one's ability to solve problems and achieve goals and social loafing ($r = 0.12, p < 0.01$), as well as the ability to cope with unexpected events and manage stress and social loafing ($r = 0.09, p < 0.01$). These results clearly indicate that support staff perceive university work as central and important, and that the level of importance they attach to this work is associated with their level of involvement and engagement on the job.

The confidence in one's ability to solve problems and achieve goals among the 359 support staff surveyed showed a mean score of 3.31. This indicates that the employees have a moderate level of confidence at work and perceive that their tasks require a range of skills; this finding is supported by the relatively wide spread of scores, as reflected by the standard deviation ($SD = 0.88$). Regarding coping ability, the mean score is 3.34, indicating that employees perceive themselves as having a clear and necessary capacity to perform their work effectively. The dispersion of scores is relatively moderate ($SD = 0.84$). Regarding work autonomy, the mean score of 3.31 reflects that employees perceive themselves as working with a certain degree of independence from hierarchical supervision. The mean score for convenience and personal development is low (2.95), indicating that employees perceive the work environment as lacking career opportunities and personal fulfilment, partly due to the use of outdated work equipment when available and only moderate cooperation within their group. This situation is also reflected in the standard deviation value ($SD = 1.03$). Social loafing shows a mean score of 3.64, reflecting the idea that support staff often perceive themselves as leaving tasks unfinished without concern for the organisation.

4.2. Regression analyses

Table 2: Statistical decision

IV and MV	Hypotheses	Adjusted R ²	t	Beta	p
Work autonomy / Self-efficacy	HR1 not supported	.074	5.03 / 0.41	.27 / .02	.00 / .67
Personal development / Self-efficacy	HR2 not supported	.054	4.15 / 1.28	.21 / .06	.00 / .20
Professional development / Self-efficacy	HR3 not supported	.046	3.74 / 1.55	.19 / .08	.00 / .12
Convenience / Self-efficacy	HR4 not supported	.085	5.45 / 1.13	.28 / .05	.00 / .25
Instrumentality / Self-efficacy	HR5 not supported	.085	5.45 / 1.13	.28 / .05	.00 / .25

Source: author.

In light of these results, none of the five mediating research hypotheses were supported. Nevertheless, the findings indicate that:

- The relationships between work autonomy, personal development, professional development, convenience, instrumentality, and social loafing are significant. Earlier analyses showed that there is a correlation between one of the self-efficacy factors and social loafing; however, this relationship is weak. It emerges that self-efficacy, when considered on its own, shows some relationship with social loafing; however, when combined with work centrality, this effect appears to disappear.
- The model combining work autonomy and self-efficacy accounts for 7.4 % of the variance in social loafing scores. The model combining personal development and self-efficacy accounts for 5.4 % of the variance; professional development and self-efficacy account for 4.6 %; convenience and self-efficacy account for 8.5 %; and instrumentality and self-efficacy account for 8.5 %.

5. Discussion

Work centrality has been studied by numerous researchers, who have shown that this concept is related to job satisfaction, motivation, and performance (R. Hackman & G. Oldham, 1976 ; E. Locke, 1969). Individuals who place a high value on their work are more likely to be satisfied with their job and to perform better (R. Hackman & G. Oldham, 1976). According to R. Essomba (2012), work centrality among support staff is strongly influenced by the perception of job stability. Similarly, in precarious teaching environments, work centrality is often low, as employees feel undervalued. G. Tchouassi (2015) observes that perceptions of organizational injustices (such as favouritism) reduce support staff engagement at work; conversely, fair and transparent organizational policies increase their job satisfaction. Procedural justice (clarity of promotion criteria) also plays a key role in enhancing work engagement. He recommends establishing transparency mechanisms for the management of benefits and sanctions. A. Dje (2016) showed that the perception of work importance is lower when employees face difficult conditions and receive low levels of compensation.

Social loafing has been studied in the context of work groups and teams (B. Latane, K. Williams & S. Harkins, 1979). Research has shown that social loafing is related to group size, individual motivation, and the perception of distributive justice (N. Kerr, 1983). Individuals who feel less responsible for the group's success are more likely to exhibit social loafing behaviour (N. Kerr, 1983). Researchers have shown that work centrality is related to social loafing (R. Kidwell & N. Bennett, 1993). Individuals who place a high value on their work are less likely to exhibit social loafing behaviour. E. Morin (2010) addresses the phenomenon of social loafing in team work, defined as the behaviour in which group members shirk their responsibilities in the hope of benefiting from the work of others. Individuals

who place a high value on their work are less likely to exhibit social loafing behaviour (R. Kidwell & N. Bennett, 1993). Yet the present study finds the opposite (positive correlation). This contradiction between cited literature and actual results understates the theoretical tension. The relationship between the expected direction (negative, per R. Kidwell & N. Bennett, 1993) and the obtained direction (positive, in this study) must be explicitly discussed. To combat social loafing in university institutions, it is crucial to maintain manageable group sizes and to encourage team formation by the members themselves.

J. Mvogo (2018) noted that social loafing is exacerbated in contexts where demotivation and lack of recognition are common. F. Tchana (2019) shows that in Cameroonian universities, support staff are prone to engage in social loafing when they experience a lack of responsibility and incentives, and that poor work organization is an aggravating factor. P. Fokou (2020) argues that when support staff feel marginalized or undervalued, their engagement decreases, potentially leading to withdrawal behaviours, such as absenteeism or a general disinterest in their tasks. To address this issue, he recommends establishing clear performance indicators linked to rewards to reinforce a sense of importance, and promoting the visibility of their work to students and academic staff. P. Fokou (2021) demonstrates, through a mixed-methods study, that support staff with a high level of self-efficacy generally provide higher-quality services to students. A positive correlation exists between support staff self-efficacy and student satisfaction with the services received.

The present study, like previous ones, shows a positive and significant relationship between work centrality and social loafing among university support staff ($r = 0.28$; $p < 0.01$), as well as a positive and significant relationship between self-efficacy and social loafing ($r = 0.34$; $p < 0.01$). However, when introducing the mediating variable between work centrality and social loafing, namely self-efficacy at work, we observe that the mediating relationship is no longer significant. When considered alone, self-efficacy has a relationship with social loafing; however, when treated as a mediating variable, the effect of self-efficacy appears to disappear.

6. Conclusion

It appears that university support staff who believe that work plays a central role in their professional lives are becoming less and less prone to social idleness; this is due to the self-efficacy they develop. Organisations would do well to recruit only those individuals who genuinely need the work, rather than just anyone who applies. Emphasis must also be placed on moral and ethical values within the organisation.

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