

Running head: Social Loafing and Consequences

Predictors and Consequences associated with Perceived Social Loafing
Behaviors in Group-Work among Mettu University's Undergraduate
Students



College of Education and Behavioral Sciences

Department of Psychology

A Thesis submitted to the Department of Psychology in partial fulfillment of the
requirements for the Degree of Masters of Arts in Social Psychology

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November, 2021G.C

DECLARATION

I hereby declare that this thesis entitled “*Predictors and consequences associated with perceived social loafing behaviors in group-work among undergraduate students of Mettu University,*”, has been carried out by me under the guidance and supervision of Desalegn Garuma and Aminu Jibril.

This study is my own work that not been submitted for the award of any degree or diploma program in this or any other institutions.

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Date

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CERTIFICATE

This is to certify that the thesis entitles “*Predictors and consequences associated with perceived social loafing behaviors in group-work among undergraduate students of Mettu University,*”, submitted to Jimma University for the award of the Master’s Degree in Social Psychology carried out by Mr. Ashenafi Mamo, under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

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Abstract

This study aimed at examining Predictors and consequences associated with perceived social loafing behaviors in group-work among undergraduate students of Mettu University, main campus. Explorative sequential mixed method of which the preliminary qualitative data was collected using semi-structure interview and focus group discussion from conveniently selected Undergraduate students (n=30) for purpose of improving the adapted survey questionnaires. Quantitative method was to conduct descriptive survey research design using Multi stage sampling techniques, simple random sampling techniques and proportions to select participant students as a sample the study. The self-report survey completed by 250 participants. Descriptive and multiple regressions analyses used to analyzed the quantitative data. Sixty three percent of student participants perceived social loafing have occurred in their group-work. Four components of perceived social loafing behaviors were identified by explorative factor analysis; unavailability, tech loafing, poor work quality and discussion non-contribution. Apathy found to be the only statistically significant predictor of all four social loafing behaviors and social compensation. Moreover, social compensation was a more common response to perceived social loafing than the sucker effect. The finding also shown group ends up compensating for apathetic and poor work quality. It is possible students are rewarded for the work of others and may graduate with grades that is incongruent with their competence. Assessing team performance thoroughly, using peer evaluation Establishing Individual Accountability, Minimizing Free Riding, Assign Distinct Responsibilities and Encouraging Team Loyalty among recommendations forwarded.

Keyword: *Social loafing, group-work, Social compensation*

Acknowledgements

First I would like to thank my advisors Desalegn Garuma and Aminu Jibril who have been advising me throughout conducting this research, for their patience and encouragement. I also would like to thank my best friend Ashebir Shiferaw for his valuable comment. Last but not least all staffs of Department of psychology, Jimma university and Mettu university, all students participated in filling the questionnaires who were kind, cooperative and caring to me prior and during conducting this research may my deepest gratitude and much love go to them.

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Chapter One: Introduction

This chapter deals with introduction part which includes background of the study, statement of the problem, basic research questions, Hypothesis, general and specific objectives, operational definitions of basic terms, scope of the study, Significance of the study, limitations, as well as organization of the study.

1.1 Background of the Study

The tendency to reduce individual effort when working interdependently in a collective setting as compared to the individual effort expended when working alone or independently in the mere presence of others is known to social Psychologists as ‘Social Loafing’ (Karau & Wilhau, 2020).

In some psychology and economics literature, social loafers are called “free riders” (Greenacre, 2016). According to (Deleau, 2017) free riding and perceived social loafing are two different concepts. Free riding is the willful intention of an individual in a team to exploit the benefit supposed to achieve from the teamwork (Albanese and Van Fleet, 1985; Deleau, 2017). According to (Deleau, 2017), free riding is a deliberate loafing action of an able individual and is measurable at the individual level, whereas perceived social loafing is about an individual’s perception of loafing behavior of other members in a team. (Deleau, 2017), considers perceived social loafing to be a perception of poor quality of work by group member(s).

Universities across the world are using group projects and assignments as a component within their coursework (Hall & Buzwell, 2013; Popov et al., 2012). The popularity of student-centered, experiential learning has risen in recent decades, veering away from rote learning towards student participation(Hall & Buzwell, 2013). Educators view student-led team projects as both a tool that can develop desirable soft skills and enable students to work on larger, more challenging assignments (Kidane Albore & Gebre Lanka, 2018; Tolessa et al., 2017).

In spite of its proposed benefits, students often negatively view the student-led teamwork. Members that contribute less to a team’s collective effort than what they should is the most common challenge students cite when participating in teamwork (Dommeyer, 2007; Hall & Buzwell, 2013; Popov et al., 2012). This referred to as social loafing.

Group assignments in universities have been seen as a way to develop team skills(Kalfa & Taksa, 2013; King & Behnke, 2005). Working in groups often tempts some individuals to put forth less effort. This is called “social loafing” (Jassawalla et al., 2009; Michaéla, Schippers, 2013; Singh & Zhu,2018.). The issue of social loafing arises when certain team members reduce their physical, perceptual, or cognitive effort in group-based activities for one reason or another (Jassawalla et al., 2009). Social loafing is a key inhibitor of group work effectiveness in University assessment(Karau & Wilhau, 2020).

When examining student teams, simms(2014) found support for the idea that performance declines in the presence of perceived social loafing, as the group anticipates overall lower effort and may then reduce their goals surrounding performance. They tested this hypothesis and found that the sucker effect and anticipated lower effort mediated the relationship between perception of social loafing and performance goals. These results indicate that the sucker effect may be one reason that performance standards decline when perceived social loafing takes place ((Simms & Nichols, 2014), Schippers2014).

Therefore, the current study helps us understand what contribute to students’ loafing behavior, how students know whether loafing occurred or not, and how they react to loafer, and how these associated with each other. The research aim at examining predictors and consequences associated with perceived social loafing among regular undergraduate students in Mettu University main campus.

1.2 Statement of the problems

The majority of the academic literature defines social loafing as the reduction of individual effort when working collectively as opposed to individually or coactively (Meyer et al., 2015; Simms & Nichols, 2014; Tekle, 2020). Unlike studies in the last decades of 20th century, recently field research has become more prevalent in an effort to explore the occurrence of social loafing in real-world group settings and the numerous influential factors that are present (Aggarwal & O'Brien, 2008; Boren & Morales, 2018; A. R. Jassawalla et al., 2008; Kidane Albore & Gebre Lanka, 2018; Tolessa et al., 2017) identified. Despite this shift, the conceptualization of social loafing has largely remained unchanged.

For instances, studies have showed repeatedly loafer apathy as a predictor to social loafing behaviors and that it predicted both poor work quality and distractive and disruptive behaviors. Loafer apathy was defined as the “social loafer’s seeming disinterest and lack of caring for the task, other team members, or the grade, to their perceived laziness and expectation that others would pick up the slack” (Jassawalla et al., 2009; Tekle, 2020). This meant the student participating already had knowledge of their compensatory behavior (or that they would compensate). This student would then make an attribution that the social loafer believed others will compensate, attributing the apathy to this assumption. Measurement of perception is likely influenced by the participant’s knowledge of what their behavior will be in response to the loafing, which differs from experimental research such as (Hart et al., 2004), who measured actual loafing behavior in the dichotomous conditions of high or low group member compensatory effort.

In some cases, perceived social loafing leads to motivation gains of other team members, termed *social compensation* (Liden et al., 2004). These responses have been examined in isolation, and are rarely discussed together (Michaéla C. Schippers, 2014). Their relationship with social loafing not explored within the same research study. Consistent with the literature investigating social loafing, they did not examine the relationship between social loafing, social compensation and performance. Little known about how Ethiopians higher education institutions’ students respond to perceived social loafing. Unfortunately, the majority of researches conducted on social loafing behaviors (Bluhm, 2009; Hall & Buzwell, 2013; Popov et al., 2012) were on western countries. However, in Ethiopia in spite of pervasiveness of the

behaviors among most higher education students, almost non-existent of published researches in the area of social loafing seem to indicate as it received comparatively less attention (Kidane Albore & Gebre Lanka, 2018; Tekle, 2020). Therefore, examining the relationship between the sucker effect and social compensation, which seem to be opposite responses, will generate a broader understanding of the consequences of social loafing in student-led teams.

Although the consequences of social loafing established and certain mechanisms for reducing it explored, the relationship between leadership and social loafing has not received a great amount of attention within the literature (Simms & Nichols, 2014). Ferrante, Green and Forster (2006) investigated formal, incentivized leadership and its influence over self-reported social loafing. Although they found support for the notion that formal leadership minimized dysfunctional behaviors and improved team performance, it only made a small significant difference in social loafing. What their research did demonstrate was that the presence of formal leadership can result in better team performance. This suggested that leaders may motivate a social compensation effect.

Jassawalla (2008, 2009) have largely informed the student perspective of social loafing. Their study introduced a shift away from utilizing students as participants within social loafing research towards exploring students for their perspective about social loafing. In practical terms, their two-fold investigation sought to determine what students believed were SLBs and why students perceived social loafing was taking place. Their research also found loafing behavior to include poor work quality, reduced or non-contribution of work and distractive and disruptive behavior.

Research has also showed that university students participate in cyber-loafing during lecture time (Ragan, Jennings, Massey, & Doolittle, 2014; Taneja, Fiore, & Fischer, 2015). Cyber-loafing refers to the intentional and redundant use of information and communication technologies. Given that, lectures increasingly require students to use technology to assist with work (Ragan et al., 2014), university spaces are progressively becoming technology rich. It is not a stretch to say that similar counterproductive technology use would be apparent during team meetings. Previous research has investigated social loafing in technology-supported teams, yet no research has investigated whether the use of technology perceived as an SSLB (Suleiman & Watson, 2008). Given the aforementioned limitation concerning technology, both in-person and

technology-assisted teamwork was incorporated in current study. In addition, the present study explored the use of technology at an inappropriate time as a Social Loafing Behaviors.

The concern of social loafing is of even greater importance within a culturally diverse Ethiopia a country where University students come from more than 80 ethnic backgrounds could be team up with each other for group assignments. Study conducted by (Kidane Albore & Gebre Lanka, 2018; Tekle, 2020) found evaluation method, lack of skills and group size and laziness were major predictors of social loafing. However, their research did not indicated how students identify social loafing behaviors- whether or not member student in their group loafed and did not addressed the role diversity of the group have in social loafing. This indicated they used the old unidimensional conceptualization of social loafing. The present study gave emphasis for greater identifications of social loafing behaviors in student group-work that uses face to face and over technology platform.

1.3 Research question

1. What are Perceived Social Loafing Behaviors identified by students in Mettu University?
2. What are the contributing factors to students' social loafing behaviors in Mettu University?
3. How do students respond to perceived social loafing behaviors in Mettu University?

1.4 Hypothesis

Hypothesis 1: Students perceives social loafing behavior is characterized by:-*unavailability, tech loafing, poor work quality, discussion non-contribution.*

Hypothesis 2: Apathy explains significant variance in Social loafing (*unavailability, tech loafing, poor work quality, discussion non-contribution*).

Hypothesis 3: A poor communication skill explains significant variance in *social loafing behaviors (unavailability, tech loafing, poor work quality, discussion non-contribution).*

Hypothesis 4: Social compensation and sucker effect are negatively related.

Hypothesis 5: Significant variance in Sucker effect explained social loafing behaviors (*unavailability, tech loafing, poor work quality, discussion non-contribution*).

Hypothesis 6: Significant variance in Social compensation explained *social loafing behaviors* (*unavailability, tech loafing, poor work quality, discussion non-contribution*).

1.5 Objective of the study

1.5.1 General objective

The major aim of the study is to explore predictors and consequences associated with perceived social loafing behavior in group-work among regular undergraduate students, Mettu University main campus.

1.5.2 Specific Objectives

1. To explore perceived social loafing behaviors identified by students in Mettu University
2. To identify the contributing factors to students' social loafing behaviors in Mettu University.
3. To examine how students respond to perceived social loafing behaviors in Mettu University.

1.6 Operational definitions of basic terms

Social loafing: For the purposes of this study, social loafing viewed as a member's failure to contribute their share or portion to the team's effort as perceived by team members.

Perceived Social Loafing: is the assessment that members are contributing to the group less than they could have individually.

Team/Group: For the sake of the study the researcher use 'Team' and 'group' interchangeably because students use teamwork and group work interchangeably when they write on group assignment.

1.7 Scope of the study

This study is delimited to predictors and consequences associated with perceived social loafing in-group work among regular undergraduate in Mettu University main campus in a year 2020/21. The study delineated to one among the third generation Universities in Ethiopia, Mettu University is located at Mettu town ,Ilubabor zone ,Oromia region, Ethiopia. The study conducted on 304 student participants selected using multi-stage sampling techniques. In order to analyze collected data SPSS version 24 and statistics of EFA, multiple regression and correlations used.

1.8 Significance of the study

Lecturers in Mettu University and all over the country benefited to these findings to advance in practical understanding of the students' perspective of social loafing. Both lecturers and students can use the identified behaviors and knowledge of loafer's character, to recognize and target loafing in students' group-works. The knowledge also facilitates better group-work experiences for students who are required to participate in group-work. It also could encourage the experiential learning process that student group-work offers to teaching-learning processes.

1.9 Limitation

One of the limitations of this study related to generalizability. It is difficult to generalize the findings of this study to a different context. However, the findings in this study can be transferable to the context of other universities and may inspire researchers to conduct a similar study in a different context. The other one is the current study aimed assessing Predictors and consequences associated with perceived social loafing behaviors, given the context of diverse society the university students came variables such as cultures, socio-economic backgrounds and languages were not sufficiently addressed due to time constraints. Therefore, the findings of this study concerning diversity are inadequate. The study also limited in consideration of amount of time the students spent together as a group, in identifying social loafing behaviors in their groups.

1.10 Organization of the study

The study has five chapters. The introduction chapter deals with background of the study, statement of the problem, General and specific objectives, research questions, Hypothesis Significance of the study, limitations, scope of the study as well as definition of key terms. In chapter two, the researcher discussed related literature and Conceptual framework of the study. Research method discussed in chapter three. In addition, data presentation and analysis dealt with in chapter four and the final chapter five covers summary, conclusion and recommendation.

Chapter Two: Literature Review

2.1. Empirical studies of social loafing

The literature typically defines social loafing as a “reduction in motivation and effort when individuals work collectively compared with when they work individually or coactively” (Karau & Williams, 1997). Just as this definition evolved from the original conceptualization of social loafing as an equal reduction of individual effort when working collectively (Kravitz & Martin, 1986), the term social loafing is still evolving. In practice student, social loafing more nuanced than a failure by one team member to contribute their share of the work (Jassawalla et al., 2009).

The terms social loafing, free riding and slacking are often confused and confounded in the literature. Free riding and slacking-off (also referred to as shirking) emphasizes different features of the same phenomenon: effort reduction(Singh & Zhu,2018). Slacking-off focuses on the element of non-contribution and avoidance behavior (Aggarwal & O’Brien, 2008). Free riding refers to an individual who gains benefits from their membership in a team that are disproportionately larger than their contribution to that team(Albanese & Van Fleet, 1985; Comer, 1995). In this respect, they profit from other members without fulfilling their obligations, as rewards distributed equally among members regardless of input. Terms like free-riding and social loafing used interchangeably in the free-riding literature (Abernethy & Lett, 2005; Levin & Levin, 2015; Maiden & Perry, 2011; Swaray, 2012). The social loafing literature considers free riding a group dynamic that may lead to social loafing. This dynamic labeled the dispensability of effort before the term free riding grew in popularity(Karau & Williams, 1997).

Similar to previous work examining students in a field setting, for the purposes of this study social loafing will be viewed as a member’s failure to contribute their share or portion to the team’s effort as perceived by team members (Aggarwal & O’Brien, 2008; A. Jassawalla et al., 2009b; Zhu,2018). Free riding, slacking and shirking considered as components of social loafing (Zhu & Wang,2018).

2.2 Perceived Social Loafing.

Social loafing is a form of actual reduced behavior, whereas perceived social loafing is the assessment that members are “contributing less than they could to the group” (Mulvey & Klein, 1998, p. 63). Zhu and Wang (2018) raised concern over the lack of specification regarding how effort reduction recognized as social loafing. Social loafing and perceived social loafing may often co-vary, yet social loafing can take place even if others in the group do not perceive that it is occurring (Mulvey & Klein, 1998). Certain behaviors misidentified as social loafing. For example, students who struggle with a task and expend hours of time and effort, but still contribute less output, incorrectly identified as a social loafer (Pabico, Hermocilla, Galang, & De Sagun, 2015).

If perception and actual behavior are to mirror one another, observation and correct interpretation of team member behavior would need to take place (Mulvey & Klein, 1998). If the behavior of a member is not perceived as social loafing, negative team consequences may not take place (Mulvey & Klein, 1998) or teams may be unable to compensate for the unidentified reduction of effort. Regardless of whether perceived and actual social loafing align, team members will respond based on the behaviors they perceive as social loafing (Jassawalla et al., 2008; Mulvey & Klein, 1998; Pabico et al., 2015; Zhu & Wang, 2018).

Field research is largely concerned with perceived social loafing. Frequently, perceived social loafing is measured using self-reports from team members (Aggarwal & O’Brien, 2008; Jassawalla et al., 2009; Lam, 2015; Mulvey & Klein, 1998; Price et al., 2006), supervisor reports (Murphy, Wayne, Liden, & Erdogan, 2003) or more than one source to measure perceived social loafing (George, 1992; Liden et al., 2004). A measure of one’s own social loafing tendencies are also commonly included (Pabico et al., 2015) or only ones own social loafing tendencies are measured (Schippers, 2014). George (1992) signaled the need for field research that investigated social loafing. More recently, this call seems to have found momentum, as social loafing research has veered away from an experimental design towards the measurement of naturally occurring teams. The present research will continue this line of inquiry to understand the perceptions of students within a naturally occurring context.

2.3 Group Dynamics

The literature has investigated several dynamics that promote individual member reduction of effort towards a collective task.

2.3.1 The potential for evaluation

The role of evaluation is interlinked with identifiability of an individual's contribution to a collective effort. Karau and Williams (1993) proposed that the potential for evaluation is a distinctive feature that motivates individuals to contribute or avoid contribution. Reduced identifiability of individual effort and the lack of evaluation of individual effort, may generate feelings of reduced responsibility for the group performance, which then causes a reduction in effort and contribution from the individual (Latane et al., 1979).

George (1992) highlighted the importance of examining this explanation within a field study, as the notion of identifiability in laboratory settings is dichotomous; participants are told whether their work is identifiable or not. This is problematic as perceived identifiability exists on a spectrum in real life group situations. George (1992) tested perceived task visibility (individual perception of identifiability) and found that when it was high, social loafing was low. These findings suggest that when individuals think their effort is being scrutinized, they will be less inclined to social loaf.

2.3.2 Dispensability of effort

A second explanation for social loafing concerns an individual's perception of their input to the group task. If they do not consider their input to be essential for the fulfillment of a task, they may regard themselves as dispensable and reduce their effort. This has been shown to occur even when group members inputs are identifiable to themselves, other group members and experimenters (Kerr & Bruun, 1983).

Similarly, if one individual in the group exceeds their required contribution in an effort to achieve highly, others in the group may perceive that their effort is not required, leading to social loafing (Hall & Buzwell, 2013). Dispensability of effort is intertwined with the notion that other

group members will compensate for one or more members lower effort and contribution, negating the consequences on performance.

2.3.3 Matching of effort

The likelihood of an individual loafing may increase if they perceive or expect others to withhold effort. This explanation is referred to as the sucker effect and explains social loafing as an equalization mechanism, where members wish to avoid being taken advantage of by fellow group members (Comer, 1995). Comer (1995) referred to this as retributive loafing. In extreme cases, individuals would rather fail an assignment than being taken advantage of by their partner (Kerr, 1983). Jackson and Harkins (1985) found that this matching process took place regardless of whether the group members' inputs were identifiable or not. Effort reduction may also occur if an individual's sense of influence is reduced. If one perceives that the remaining group members will fail to fulfil their task as a result of an individual's non-contribution, other members may conclude that their efforts are not worthwhile. Comer (1995) refers to this as disheartened loafing.

Last, it is important to note that anticipated or perceived social loafing must take place for the sucker effect to occur. As such, the sucker effect is also considered a consequence of anticipated or perceived social loafing and may negatively interact with group performance (Mulvey & Klein, 1998). This will be expanded upon at a later point in the chapter, which examines the consequences of student social loafing.

2.4 Structure of the Group Work

General and student social loafing research have given a large amount of focus to the group set-up factors that influence social loafing (Lam, 2015). Group size, the method of group formation and peer evaluation are concentration points within the literature. Other factors of interest relate to duration of group work and the knowledge, skills and abilities of the social loafer.

2.4.1 Group Size

Social loafing research has been grounded in an examination of group size and motivation reduction, where performance reduced as group size increased (Ingham et al., 1974; Steiner, 1972). Group size is often examined as a structural antecedent of social loafing in field and experimental research (Aggarwal & O'Brien, 2008; Harkins & Petty, 1982; Kerr, 1983; Liden et al., 2004). This research finds a positive relationship between group size and the prevalence of social loafing.

2.4.2 Group formation

Student groups form in one of three ways (1) random assignment, (2) self-selection or (3) purposeful assignment (Decker, 1995). Lam (2015) noted that very little research has focused on group formation and social loafing. They describe that the most frequently used method of group formation is random assignment and self-selection. In South Africa, group formation may influence the demographic diversity of groups. Schrieff, Tredoux, Finchilescu and Dixon (2010) conducted longitudinal research of student seating patterns in University of Cape Town dining halls and found that student will sit with racially similar peers. It is plausible that if given the opportunity to select into teams, South African students will self-select into racially homogenous teams whereas random assignment may increase team diversity. Swaray (2012) found that self-selection helped reduce free-riding. When investigating social loafing, both Aggarwal and O'Brien (2008) and Lam (2015) found no differences in incidents of social loafing between teams that were self-selected or randomly assigned.

2.4.3 Peer evaluation

Student groups within the context of higher education are largely self-managed. Szvmanski and Harkins (1987) argue that identifiability is only sufficient at reducing social loafing if an individual's effort is compared to a social standard; i.e. compared to the work of other group members. The general social loafing literature has found evidence for a negative relationship between peer evaluation and social loafing (George, 1992; Karau & Williams, 1993; Szvmanski & Harkins, 1987). When investigating student teams this finding is less conclusive. Both Lam (2015) and Price et al. (2006) did not find a significant relationship between peer

evaluation and social loafing. In contrast, Aggarwal and O'Brien (2008) found that peer evaluations greatly reduced the incidence of social loafing in student group projects.

2.4.4 Duration of Group Work

The literature has largely neglected to specify the interaction period of group members (Price et al., 2006). For example, in their examination of the structural antecedents of social loafing, Aggarwal and O'Brien (2008) did not consider the duration of teamwork. The duration may be an important structural antecedent that influences the identification of social loafing behaviors (SLBs). Students may only identify social loafing after a behavior has been repeated (Boren & Morales, 2018). From this, teams that exist for shorter durations may not have time to identify behavior as social loafing.

Alternately, shorter duration groups may not have time to engage in counterproductive behaviors (Tomcho & Foels, 2012). In their meta-analysis, Tomcho and Foels (2012) found groups operating over shorter durations demonstrated better learning outcomes than those over longer durations (half a term or more). They suggest that groups of longer duration may experience greater levels of comfort with one another, leading to social loafing.

Limited interaction between group members is one criticism of experimental research that examines social loafing, as interaction is often held constant to avoid extraneous variables, such as increased cohesiveness (Robbins, 1995). Such groups are formed for the purpose of the experiment and dissolve shortly after. This does not reflect the interaction and subsequent cohesiveness present in naturally occurring teams. The present study tried to examine student teams that work together over two semester in order to ensure students are given adequate time to identify loafing behavior.

2.4.5 Knowledge of effective group work

Students are required to participate in group work but may be deficient in the necessary knowledge and skills about how to effectively work in a group (Aggarwal & O'Brien, 2008; Ettington & Camp, 2002).

Jassawalla et al. (2009) described that an “idiosyncratic quirk of [their] sample” (p. 50) was that some students were receiving insufficient instruction and training about how to work in a team. They argued that this is reflected in the manner students will compensate for the social loafer rather than address the loafing. In the same line of thought, they proposed that students were unable to address certain loafing behaviors, indicating that students’ conflict resolution and people management skills may have been deficient. Jassawalla (2009) did not query whether students received instruction and training about effective teamwork, or examined their previous teamwork experience, and so this element presents a gap in the research about student social loafing.

2.5 Student Social Loafing Behaviors

Social loafing is a well-known and extensively documented phenomenon (Aggarwal & O’Brien, 2008; Boren & Morales, 2018; A. Jassawalla et al., 2009a; Kidane Albore & Gebre Lanka, 2018). Research indicates that across activities and most populations, there is some degree of social loafing within every group, be it high or low performing. The types of task in which social loafing has been identified include “physical tasks (e.g. shouting, rope pulling, swimming), cognitive tasks (e.g. generating ideas), evaluative tasks (e.g. quality of poems, editorials, and clinical therapists), and perceptual tasks (e.g. maze performance and vigilance task on a computer screen)” (Hart et al., 2004). Social loafing is also found in a range of populations varying in age, gender, and culture.

A. Jassawalla, et al. (2008,2009) have largely informed the student perspective of social loafing. Their study introduced a shift away from utilizing students as participants within social loafing research towards exploring students for their perspective about social loafing. In practical terms, their two-fold investigation sought to determine what students believed were SLBs and why students perceived social loafing to be taking place. The qualitative section of Jassawalla et al.’s (2008) research found loafing behavior to include poor work quality, reduced or non-contribution of work and distractive and disruptive behavior. They also quantitatively tested this expanded description of social loafing behavior and found that poor work quality and non-contribution of work loaded on the same factor, yet distractive and disruptive behavior loaded on its own distinct factor. Two points are evident from this. The first being that students could not conceptually separate doing poor work quality and contributing less. Second, students that

distracted the team and disrupted their focus were also considered social loafers, even if they did not contribute poorly. The latter point demonstrated that student social loafing may not be fully encompassed by the one-dimensional, traditional operationalization of social loafing as poor (Zhu, 2018.).

2.6 Factors contributes to Student Social Loafing Behaviors

Jassawalla et al.'s (2009) explored loafer apathy as an antecedent to social loafing and found that it predicted both poor work quality and distractive and disruptive behavior. Loafer apathy was defined as the “social loafer’s seeming disinterest and lack of caring for the task, other team members, or the grade, to their perceived laziness and expectation that others would pick up the slack” (Jassawalla et al., 2009, p. 45). Jassawalla et al.’s (2009) work focused on perception and attribution as opposed to actual loafing behavior. This meant the student participating already had knowledge of their compensatory behavior (or that they would compensate). This student would then make an attribution that the social loafer believed others will compensate, attributing the apathy to this assumption. Measurement of perception influenced by the participant’s knowledge of what their behavior will be in response to the loafing, which differs from experimental research such as Hart et al. (2004), who measured actual loafing behavior in the dichotomous conditions of high or low group member compensatory effort.

2.7 Consequences of Perceived Social Loafing

Inconsistent team responses to social loafing have identified in the literature. In some cases, perceived social loafing leads to motivation gains of other team members, termed social compensation (Liden et al., 2004). Others note a reduction in effort in response to social loafing, termed the sucker effect and these responses been examined in isolation, and are rarely discussed together (Schippers, 2014). Their relationship with social loafing not been explored within the same research study.

When investigating student teams, Mulvey and Klein (1998) found support for the idea that performance declines in the presence of perceived social loafing, as the group anticipates overall lower effort and may then reduce their goals surrounding performance. They tested this

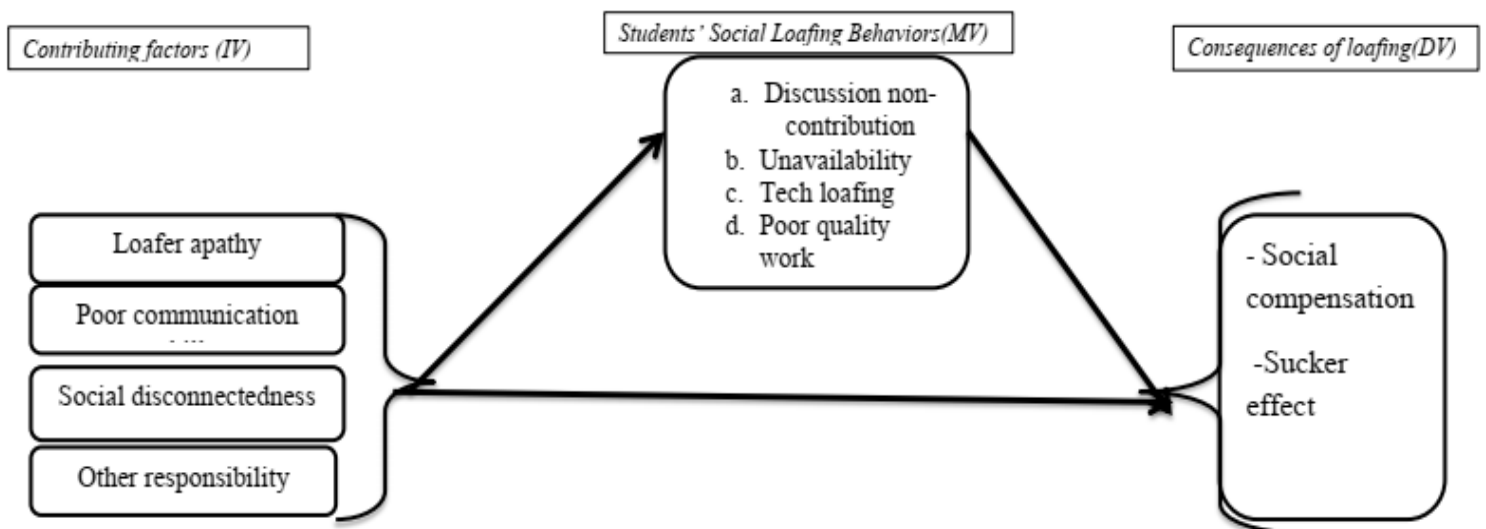
hypothesis and found that the sucker effect and anticipated lower effort mediated the relationship between perception of social loafing and performance goals. These results indicate that the sucker effect may be one reason that performance standards decline when perceived social loafing takes place (M C Schippers, 2014). They found that effort-matching took place, confirming the existence of the sucker effect. Robbins (1995) highlighted that these earlier works utilized an experimental design, which limited the interaction between group members. Accordingly, they do not reflect a real teamwork situation within a student context. Field research is required to determine whether the sucker effect will take place within student teams that have had the opportunity to interact and develop.

Social compensation has been examined to a lesser extent within the literature investigating the responses to social loafing. According to (Karau & Wilhau, 2020) they found that social compensation occurred when group members expected or perceived coworkers to perform poorly on tasks that were important or meaningful, regardless of the loafer's ability. Their study also indicated that individuals in non-cohesive groups would compensate for social loafing if this additional effort would lead to favorable individual outcomes. Alternately, individuals in cohesive groups worked equally hard in coactive versus collective settings.

Todd, Seok, Kerr and Messé (2006) studied for the potential artifact confound present: a coactive control group that allowed coactive participants to compare results could lead individuals to reduce or increase their effort owing to comparison with other members of the coactive group. This may form a baseline that misrepresents the amount of motivation gains (social compensation) and losses (sucker effect) as a result of social loafing. Todd et al., (2006) addressed this shortcoming within their laboratory experiment by using confederates within the coactive control group. Not only was social compensation a response to social loafing, it may have been underestimated in previous experiments. A shortcoming of this experimental research is that it does not capture the realistic structural conditions and demands that students face within teamwork assignments. For example, student teams can vary in composition, size, the method of formation, number of peer evaluations, knowledge of social loafing and so on (Aggarwal & O'Brien, 2008; Price et al., 2006). Field research can address these shortcomings, yet a limited amount has focused on social loafing, social compensation and performance.

Jassawalla et al. (2009) and Schippers (2014) address this deficiency by using field investigations. They found that students engage in social compensation as a response to social loafing. Schippers (2014) demonstrated that the relationship between self-reported social loafing and performance was complex. Examining the relationship between the sucker effect and social compensation, which seem to be opposite responses, will generate a broader understanding of the consequences of social loafing in student-led teams.

2.8 Conceptual framework



Chapter Three: Methodology

3.1 Study design

An exploratory sequential mixed method is a design in which the researcher first begins by exploring with qualitative data and analysis and then uses the findings in a second quantitative phase. Like the explanatory sequential approach, the second database builds on the results of the initial database. The intent of the strategy is to develop better measurements with specific samples of populations and to see if data from a few individuals (in qualitative phase) generalized to a large sample of a population (in quantitative phase). For example, the researcher would first collect focus group data, analyze the results, develop an instrument based on the results, and then administer it to a sample of a population (Creswell & Plano Clark, 2017).

According to O’Cathain, Murphy and Nicholl (2007), mixed method study has the potential to produce knowledge that is unavailable to a qualitative study and a quantitative study undertaken independently. Exploratory sequential design chosen because it allowed an in-depth exploration and understanding of students reflections concerning ‘why students’ social loafing tends to occur in student group project?’ and focus group discussion on themes like ‘what social loafers do’, as well as ‘how students respond to social loafing behaviors’ in the first phase of the qualitative study. Then after the data of qualitative phase analyzed the results were used for improve adopted instruments administered to sample of a population. Once the nature of the social loafing behaviors identified and delineated the qualitative study, the quantitative study followed.

The main study uses a descriptive, cross-sectional approach and collects data using self-report survey questionnaire (Terre Blanche et al., 2006). Cross-sectional survey design selected because it was cheaper and conducted in a short time while also enabling how participants describe predictors and consequences of perceived social loafing behaviors in-group work among undergraduate students of Mettu University.

3.3 Study Site

Mettu University is located 600 km apart from the capital Addis Ababa to the South West of the country. It is located in Oromia National Regional state in Ilu Aba Bor zone. The

University situated to the North West of Mettu town, the capital of the zone. The University aspires to be the best university in provision quality of academic excellence, community services and research of its own generations and one of top 10 of the Ethiopia's universities. It is also potential research and training area, which enables the university to practice its mission.

3.4 Study population

The population of this study was regular undergraduate regular students in Mettu University in the year 2021. According to University's registrar office currently there are 8175 students pursuing their study under six colleges and 46 programs in the main campus; the colleges are :- College Of Engineering Technology, college of Natural and Computational Science, College Of Education And Behavioral Sciences, college of business and economics, College Of Humanities And Social Sciences, College Of Public Health And Medicine .

3.5 Preliminary qualitative study

The preliminary qualitative study (n=30) through Semi-structured interview and FGD was conducted to determine whether the instrument adopted were relevant within the current context. Semi-structured interview were preferred to make atmosphere more open for respondents so that he/she feel free to speak openly than he/she would have if it was structured interview(Jackson, 2008). The use of semi-structured questions also enables researcher to guide the interview and keep participants attentive, unlike an open-ended interview where participants are free to speak to a broad range of topics (Jackson, 2008).

The candidate first got support letter from the department of Psychology. Then recruited and trained an assistant facilitator for the focus group discussions. The training was about the purposes of the study, ethics and data collection procedures. Both focus group discussions and on open ended questions presented in interview form was held in Amharic and Afan Oromo, the two widely spoken languages in Ethiopia. The researcher informed the participants about the purpose of the study and they participate only after providing informed consent. In focus group discussions, the ethics of participating in focus group discussion respect the need to keep information discussed within the groups confidential. The semi-structured interview and FGDs held in the students' classrooms. The data categorized, interpreted and analyzed by relating data

within and across categories, in a way that it gives meaning and answers to the research questions. In order to assure the quality and reliability of the data the candidate himself thoroughly checked and topic guides were developed as well when further information and clarification of the data was needed during the analysis process, the candidate get the respondents and filled the gaps.

The interview's response were organized and categorized in themes. Focus group discussions used guiding questions or topic guides with the intention of gaining rich data to answer the research questions. The groups were homogenous in terms of batch and experience of notion of social loafing in order to avoid the dominance of some respondents in the discussion. The topic guides asked about general social loafing behaviors, including the characteristics loafing behaviors identified and the frequency of the behaviors based on (Jassawalla et al., 2008). In addition, the current study checked the construct validity of the tools and expert validation as well.

3.6 Quantitative study

In order to achieve the objectives of this research Cross-sectional descriptive survey research design applied. The researcher used this design for two main reasons: the first is descriptive survey research design helps the researcher to obtain updated information concerning the students' perspectives of social loafing behaviors in the university. The second reason is it allows the researcher to use both the quantitative and qualitative methods, which provide rich data that lead to important recommendations (Kothari, 2005). To this end, a descriptive survey design employed with the assumption that it could help to get a description of the current state of the social loafing behavior by examining its predictors and consequences associated with it. According to Kothari (2004), the major purpose of descriptive research method is description of the state of affairs it exists at a present.

3.4 Sampling techniques and Sample size determination

3.4.1 Sampling techniques

The researcher applied Probability sampling method among which multi-stages and simple random sampling used to ensure representativeness and precision. Multistage sampling

technique used because there were more than two steps for selecting the final participants for this study. First, college of Business and Economics, college of education and behavioral studies and college of humanities and social science selected among the total six colleges in the main campus by using simple random sampling technique. Second, from those three Colleges six departments (management, sociology, Geography, ECCE, Accounting, and Psychology) selected using the same sampling technique used for selecting Colleges. Then proportions adjusted for each department as well as for sex.

3.4.2 Sample size determination

The sample size was determined by using Yamane's (1967) formula with a confidence interval of 95% and 0.5% of the level of precision because it is the interval that behavioral and social science studies recommended using. Additionally, these scholars provide a simplified formula to calculate sample sizes. Hence, to compensate for non-response adding 10% to sample size is recommendation considered.

$$n = \frac{N}{1 + N \times (e)^2}$$

Where

n= is the sample size,

N = 885 is the population size, and

e =is the level of precision (margin of error).

$$n = \frac{885}{1 + 885 \times (0.05)^2}$$

$$n = 277$$

$$10 \times 277 = 27.7$$

$$27.7 + 277 = 304$$

Table 1. Randomly selected Department and Number of respondents from each department based on proportion

Programs	Y-II		Y-III		Y-IV		Total	
	Total Population	Sample taken	Total Population	Sample taken	Total Population	Sample taken	Total Sample taken	
Management	17	6	14	5	38	13	24	
Psychology	47	16	44	15	44	15	46	
Sociology	44	15	47	16	73	25	56	
Geography	64	22	38	13	52	18	53	
ECCE	108	37	52	18	52	18	73	
Accounting	47	16	58	20	47	16	52	
Total	327	112	253	87	306	105	304	

Source: Own survey data, 2021

Table 1.1 Final sample

Programs	Y-II			Y-III			Y-IV		
	M	F	T	M	F	T	M	F	T
Management	6	0	6	4	1	5	11	2	13
Psychology	7	9	16	6	9	15	6	9	15
Sociology	8	7	15	9	7	16	18	7	25
Geography	13	9	22	7	6	13	10	8	18
ECCE	18	19	37	13	5	18	8	10	18
Accounting	8	8	16	9	11	20	7	9	16
Total	60	52	112	48	39	87	60	45	105

Source: Own survey data, 2021

Therefore, 304 students was the sample size the researcher was conduct survey.

3.5 Instrument

3.5.1 Survey Questionnaires

A Questionnaire is a “reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives” (Sekaran & Bougie, 2009). A questionnaire is generally associated with survey research in order to obtain primary data by applying a group of formalized questions to respondents with the intention of eliciting information (Ambrose & Anstey, 2010).

A questionnaires were intended to attain various connected and advantageous outcomes, the three most significant are: to maximize the relevance and accuracy of the data; to exploit the participation and co-operation of target respondents; and to simplify the collection and analysis of data. (Mcdaniel & Gates, 2018)

It should be understood however, that as with any other research instrument, questionnaires are not problem free (Raudenbush, 2004). This underscores numerous drawbacks in the application of questionnaires, the principal difficulty being poor levels of response. An additional complication with using questionnaires is that it is not possible to be completely sure of the degree to which subjects answer questions in terms of what they feel will be a suitable response rather than indicating actual practice (Popov et al., 2012).

I. Social loafing Behavior

Social loafing behaviors was measured on a five-point itemized rating scale ranging from (1) *never* to (5) *always*. Higher scores indicate a greater amount of the perceived SLBs. Items pertaining to poor work quality and distractive and disruptive behavior was adapted from Jassawalla et al. (2008). The original subscale of *distractive and disruptive behavior* had a Cronbach’s alpha of .671 whereas *poor work quality* had a Cronbach’s alpha of .82.

II. Self-reported social loafing

The respondents own social loafing behaviors captured using an adapted version of George's (1992) ten item *self-reported social loafing* measure. Schippers (2014) utilized a four-item adapted version of this scale. It employed a five-point Likert scale ranging from (1) *strongly*

disagree to (5) *strongly agree*. Higher scores indicate a greater amount of one's own social loafing. Schippers (2014) scale demonstrated a Cronbach's alpha of .85.

III. Social disconnectedness

The presence *social disconnectedness* were measured using the scale developed by Jassawalla et al. (2009), which demonstrated a Cronbach's alpha of .79. The scale consisted of a three-item, five-point Likert scale ranging from (1) *strongly disagrees* to (5) *strongly agree*. Higher scores indicate a greater amount of *social disconnectedness*.

IV. Loafer apathy

The presence of apathetic loafers measured using an adapted version of the scale introduced by Jassawalla et al. (2009), which demonstrated a Cronbach's alpha of .6. The scale consisted of three items and utilized a five-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Higher scores indicate a greater amount of *loafer apathy*. The items were adapted to be more specific.

V. Poor skill and ability

Poor skill and ability of the loafer measured by a four-item, five-point Likert scale ranging from (1) *strongly disagrees* to (5) *strongly agree*. Jassawalla et al. (2009), higher scores indicate a larger amount of *poor communication skills*.

VI. Response to perceived social loafers

A checklist was adapted from Jassawalla et al. (2009) to capture the action/s taken by the participant in response to the social loafing as well as the perceived social loafers' reaction to the action/s taken. A similar checklist used to capture the action/s taken by the participant's team in response to the social loafing as well as the perceived social loafer's reaction to the action/s taken by the team.

VII. Social compensation

The presence of social compensation measured using the same scale employed by Jassawalla et al. (2009), which had a Cronbach's alpha of .72. The scale consisted of four items

and utilized a five-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Higher scores indicate a greater amount of *social compensation*.

VIII. Sucker effect

The presence of the sucker effect was measured using Mulvey and Klein's (1998) 4 item sucker effect measure. It employs a five-point Likert scale ranging from (1) *strongly disagree* to (5) *strongly agree*. Higher scores indicate a greater level of the *sucker effect*.

VXI. Demographic characteristics

The demographic characteristics of gender, age, socio-economic background and hours of work external to university were captured using multiple-choice questions and five-point Likert scales ranging from (1) *strongly disagree* to (5) *strongly agree*. Demographics of the participant as well as their perception of the social loafer's demographics was captured.

3.6 Validity and Reliability

3.6.1 Validity

The validity of the instrument checked by three experts, one who was attending PhD in social psychology and two M.A lecturers in social psychology. They gave their professional comment on the content validity of the instruments and checked to what extent items was consistent with the objective of the study, whether the items appropriate enough to measure the intended behavior and they suggested that the items are appropriate enough to measure the predictors and consequences associated with perceived social loafing behaviors.

3.6.2 Reliability

Cronbach's alpha (α) assesses the internal consistency of all the scales. An alpha value above .7 considered acceptable while values above .8 are preferable (Field, 2014). All sub-scales must be constituted by at least 3 items in order to retain validity. All scales and sub-scales checked for acceptable reliability alpha values. As such, all scales and sub-scales that reflect adequate reliability considered appropriate to use within further data analysis procedures (Tabachnick & Fidell, 2014).

3.7 Data collection procedures

The instruments translated to Amharic by language professional and back translation to English checked the validness of the instrument. Prior to data collection a letter of support granted from the department psychology to the researcher and then also the researcher trained assistants how to engage with participant students, respect ethical principles and solve any in conveniences which needed to be handled in delicate manner. During on site data collection process the researcher continuously followed up in collaboration with the assistance researchers and gave orientation for assistance on the how the survey questionnaires should be completed and its general objective. The data collected in the classrooms at the daytime.

3.8 Data analysis

The researcher used SPSS Statistical software 24 to analyze the data because of the nature of the data and familiarity of the version. The data cleaning was done by the statistical protocols outlined by (Tabachnick and Fidell, 2014). Exploratory factor analysis with principal axis factoring was assessed the dimensionality of the scales (Tabachnick & Fidell, 2014). Descriptive statistics Factor analysis-all measures of predictors social loafing, social loafing behavior and consequences associated with perceived social loafing were assessed by exploratory factor analysis. Analyses of Correlation examine bivariate relationships between all composite variables. Multiple linear regressions to test whether the independent variables predict social loafing behaviors and to test whether social loafing behavior can explains change in *sucker effect*, and hierarchical regression was used to investigate whether there is predictive relationships between social loafing behavior and social compensations over and above gender, as well as loafer apathy.

3.10 Checking assumptions of the Multiple Regression

The basic assumptions of multiple regression models reviewed prior to performing the regression analysis. The key assumptions of multiple regression models are linearity, homoscedasticity (homogeneity of variance), normality, and Multicollinearity. The assumptions checked by examining scatter plot, normal P-P plot, and tolerance and VIF from the coefficients' table.

The suitability of data evaluated to ensure that the appropriate assumptions met. The sample size was adequate for the standard and hierarchical multiple regressions, as there were more than 20 participants for each independent variable. The presence of multivariate outliers assessed using Mahalanobis distances. The critical chi-square value relevant for the models with 2 independent variables (IVs) was 13.82, 4 IVs had a value of 18.47 while the model with 8 IVs had a value of 26.13 (Pearson & Hartley, 1958 as cited in Tabachnick & Fidell, 2014). The regressions performed did not contain Mahalanobis distances exceeding these values. Examination of each respective scatterplot of standardized residual and standardized predicted value were examined. The residual values greater than 3 (or less than -3) were removed if they influenced the results. Only outliers and influential cases that created an association were removed (Tabachnick & Fidell, 2014).

Multicollinearity occurs when the independent /predictor variables are strongly correlated. It also expresses the degree of correlation between the independent variables used in multiple regression analysis (Zikmund et al., 2013; Ramadan et al., 2017). The complexity of computing unique estimates for a regression models implies by a perfect linear relationship among the independent variables. The estimates from the regression model become unreliable as the degree of Multicollinearity increases, making it difficult to discretize the separate effects of predictor variables. Multicollinearity tested using tolerance and variance inflation factor (VIF) statistics in this study. According to Andy (2006), a tolerance value of less than 0.1 almost always indicates a serious collinearity issue. A Variance inflation factor (VIF) value greater than 10 is also an issue, according to Burns (2008), indicating that there was a significant collinearity problem. The regression analyses did not display multicollinearity, as the tolerance values ranged between .46 and .90. Only values less than .1 considered problematic (Tabachnick & Fidell, 2014). The absence of multicollinearity confirmed as the variance inflation factors ranged between 1.10 and 1.79.

Normality examined using P-P plots, where points should fall near to the diagonal line representing normality (Tabachnick & Fidell, 2014). The assumption considered acceptable, despite slight deviations in a few regression analyses P-P plots.

The assumption of homoscedasticity supported examining the scatterplots of standardized residuals. Residuals evenly distributed in a roughly rectangular manner across the regression

line. The assumptions of the regression analyses met; the results not considered biased by unmet assumptions.

3.10 Ethical considerations

Research ethics refers into the type of agreement that the researcher enters into with her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their studies. Accordingly, Department of psychology, Jimma University, approved the proposal, the ethical clearance letter was given to the researcher. Then researchers explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions framed in a manner that is not offensive and disturbs their personality. The student participants were assured that the information they provided will be kept confidential. To ensure this, the researchers remove information that requires identification of names of respondents.

Ψ

Chapter Four: Results

This chapter presents the results of the study in two sections. In first section, the summary of preliminary qualitative result that built the survey presented. Section two presents the quantitative results from the main study.

4.1 Qualitative results

I. Semi-structured Interview responses analysis

The preliminary qualitative data analysis made to check whether the adapted measures applied in previous contexts, such as Jassawalla et al.'s (2009) loafer apathy scale, could be relevant in current context. So, students' responses (n=30) to a question such as 'what are the factors contribute for student to loaf from group work? Categorized, summarized and analyzed. The results presented in reference to the survey development.

The result indicated that Mettu University students' responses (*compensation, identifiability, laziness and academic goal difference*) have similar perspective with those in study of Jassawalla (2009) sample, which means *apathy* was appropriate for current study. Some items were adapted to include university work in general and items such as, *distractive and disruptive behavior* not mentioned by students but was retained test its relevance quantitatively. Furthermore, unclear roles in the group described with leadership, which make obvious that an exploration of leadership effectiveness in this context was suitable. In addition, due to diversity Mettu University (like all university in Ethiopia) students may experience different group dynamics from those in other contexts, so diverse groups and multi-cultural difference that contribute to social loafing was included.

II. Focus Group Discussion analysis

The focus group discussion (n=10) conducted with group leaders on such question as 'what social loafer do? What did you /your group does in response to the social loafing? This generated several elements considered to survey development.

The result of the discussion revealed the students perceived the touching of the phone during discussion considered as Social loafing behavior. This substantiated the need to

quantitatively measure whether the students touching or using their cell phone at inappropriate time considered social loafing. The group also indicated that they clearly believe students can label certain behavior as social loafing and differentiate between what is or is not loafing behavior. This could be the reason to the conflict avoidance tendency because they are not certain of what behavior is or not appropriate. This also confirmed requirement of descriptive measures to collect more data about individual and group response to social loafer as well as loafers reaction afterwards.

4.2 Result of Quantitative analysis

4.2.1 Results of the Explorative Factor Analysis of Contributing factors to social loafing

Assumption testing

First, the factorability of the 15 items examined. Several well-known criteria for the factorability of correlation applied. Most scholars agreed that a Kaiser-Meier-Olkin Measure of Sampling Adequacy(KMO)value over .5 and a significance level for the Barlett's test below .05 indicate there is a reasonable amount of correlation in the data ((Tabachnick & Fidell, 2007). All the items correlated with at least one of the items in the scale, suggesting acceptable factorability. Second, the Kaiser-Meier-Olkin Measure of Sampling Adequacy(KMO)value was 0.69, above the recommended value and Barlett's test of sphericity was significant ($p < .001$). finally the communalities were all above .4, which further confirmed that each item shared some common variance with other items.

Table 1: Factor analysis: Contributing factors to Social loafing final Pattern Matrix

Item	Factor		Communalities
	1	2	
FAC7: The loafer did not seem to care about the team assignment	.974		.877
FAC8: The loafer did not seem to want high grade	.938		.462
FAC6: The loafer did not seem to mind receiving a low grade	.669		.942
FAC13: The loafer seemed to have poor communication skills		.921	.584
FAC14: The loafer seemed unable to contribute quality work because of their poor communication skills		.781	.621
FAC12 The loafer did not seem to have the skills to do the assignment		.765	.843
Eigenvalue	2.570	2.258	
Individual total variance (%)	42.828	37.828	
Cumulative total variance (%)	42.828	80.459	

Extraction Method: Principal Axis Factoring. Rotation Method: Oblimin with Kaiser

Normalization. Notes.n=160 after listwise deletion of missing data. Principal axis factoring with direct oblimin rotation. Only significant loadings are presented here.

Number of factors

The 15 items measuring *contributing factors* to social loafing behaviors scales (n=160) were subjected to an EFA using principal axis factoring. The fittingness of the data assessed and the correlation matrix revealed the presence of several correlations .3. The KMO value was .69 and Barlett’s test was statistically significant ($\chi^2 = (15) = 592.330; p < 001$). The first EFA produced multiple items with cross-loading, to gain clarity regarding the factor structure, as recommended by (Tabachnick & Fidell, 2014), direct oblimin rotation (an oblique rotation method) was used. This considered appropriate as the factors correlated. The items with low factor loading removed through an iterative process.

Two distinct factors emerged with eigenvalues exceeding 1 and these explained a cumulative variance of 80.46%. The screen plot examined in order to determine the factor numbers. These factors represent the dimensions of factors contributing to perceived students’ Social Loafing Behaviors. Dimensions ordered and grouped in size of loading to assist with

interpretation. Generally exploratory factor analysis of contributing factors to student social loafing confirmed the factorial validity of the scale. The most variables had a factor loading greater than .3. Some items descriptions indicated that factor one, measured *apathy* while factor two measured *poor communication skills*.

4.2.2 Result of the Explorative Factor Analysis for Students' Social Loafing Behaviors (SSLBs)

Assumption testing

Initially, the factorability of the 19 items measured the SSLBs were examined. The kaiser-meyer-Olkin measure of sampling adequacy value was (.67), which is above the recommended value of 0.5, Barlett's test of sphericity was statistically significant ($\chi^2 = (66) = 883.940; p < .001$). This indicated that the data in SSLBs meet the assumptions of factor analysis. The commonalities of the items further confirm that each item shared some common variance with the others items. Given these indicators, factor analysis conducted with all the *ninety* items of SSLBs.

Number of factors

Table 2: Factor analysis: Final item SSLB pattern matrix

Items	Factor				Com.
	1	2	3	4	
The loafer did not respond quickly when using messenger app or email	.729	.303	.351	.214	.631
The loafer was mostly unavailable when the team wanted to work	.649	.382	.317	.105	.794
The loafer was largely not present when the team held discussions	.553	.374	.258	.078	.606
The loafer did poor quality work	.392	.447	-.032	.089	.797
The loafer had trouble completing team related work	.331	.686	-.110	.181	.676
The loafer did poor job of the work they were assigned	.380	.656	.023	.318	.751
The loafer avoided taking on any work for the team	.337	-.054	.735	-.371	.792
The loafer was poorly prepared for the team discussions	.382	.036	.621	-.271	.680
The loafer did not contribute their share to the assignment	.173	-.037	.413	-.168	.518
The loafer spent more time on their devices than participating in the team meetings	.158	-.317	.249	.675	.466
The loafer did other work on their devices(laptop, cell phone, tablet)during the team meetings	.117	-.304	.217	.559	.643
The loafer was distracted by their devices during the team meetings	.202	-.305	.238	.455	.598
<i>Eigenvalue</i>	2.645	2.142	1.950	1.834	
<i>Individual total variance (%)</i>	22.038	17.853	16.254	15.286	
<i>Cumulative total variance (%)</i>	22.038	39.891	56.145	71.431	
Extraction Method: Principal Axis Factoring.					
Rotation Method: Oblimin with Kaiser Normalization.					

Factorability of R was supported and Direct oblimin rotation, an oblique rotation method was used which considered appropriate as the factor correlation matrix depicted several moderate correlation matrix. The items with low factor loadings removed through an iteration process.

Four distinct factors emerged with eigenvalues exceeding 1 and these explained a cumulative variance of (71.43). these factors represent the dimensions of perceived social loafing behavior. Dimensions ordered and grouped by size of loading to assist with interpretation. Factor one related to failing to attend meeting for group-work labeled *unavailability*. Factor 2 related to lack of participation when organizing work-using technology and was labeled *tech loafing*. Factor 3 related to contribution of poor work quality and slacking off and labeled as poor work quality. Factor 4 related to the poor contribution to the group discussions and labeled as *discussion non-contribution*. The items relating to the distractive and disruptive behavior eliminated as a dimension of social loafing. This result indicates hypothesis 1 supported.

4.2.3 Results of the Explorative Factor Analysis of Consequences social loafing

Assumption testing

The eight items measuring the consequences of social loafing (n= 160) were subjected to an EFA using principal axis factoring. The appropriateness of the data assessed as such the correlation matrix revealed the presence of several correlations above .3. The KMO value was .76 and Bartlett’s test of sphericity was statistically significant ($\chi^2 (28)=294.873;p<.001$).

Table 3: Factor analysis: Final 6 items of Consequences of Loafing Pattern matrix

Items	Factors		
	1	2	Com
CONS3 As a result of social loafing other team members had to re-do the work done by social loafer	.869		.694
CONS1 As a result of social loafing other team members had to waste their time explaining things to the loafer	.835		.751
CONS2 As a result of social loafing other team members had to do more than their share work	.817		.698
CONS6 As a result of social loafing other team members did not try their best		.840	.708
CONS8 As a result of social loafing other team members did not work as hard as they could have		.420	.475
CONS5 As a result of social loafing other team members did not continue to work hard on the assignment		.445	.507
Eigenvalue	2.417	1.430	
Individual total variance (%)	30.203	17.872	
Cumulative total variance (%)	30.203	48.079	

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

Two distinct factors emerged from the EFA. Factor one measured the social compensation. It had an eigenvalue of 2.417 and accounted for 30.203% of the variance. Factor two related to sucker effect. It had an eigenvalue of 1.430 and a variance of 17.872%. as such , a dual factor structure was retained which explained a cumulative variance of 48.079% these findings support the notion that social compensation and the sucker effect are two distinct responses to perceived Social loafing behaviors. The sucker effect and social compensation were each considered unidimensional scales.

Demographics and group compositions

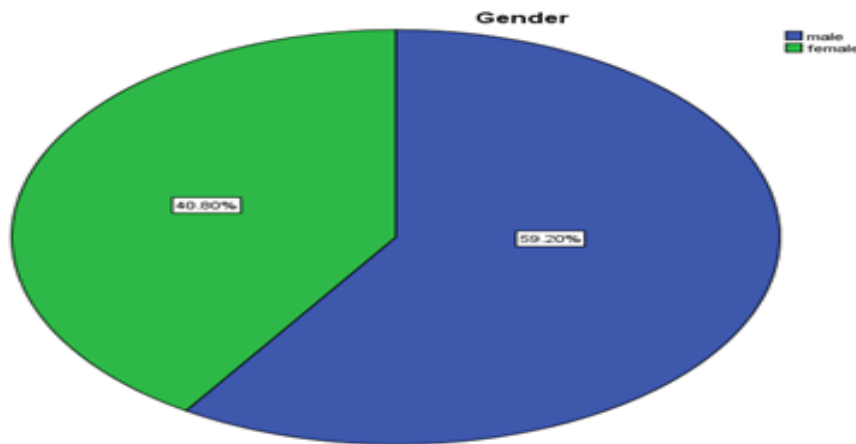
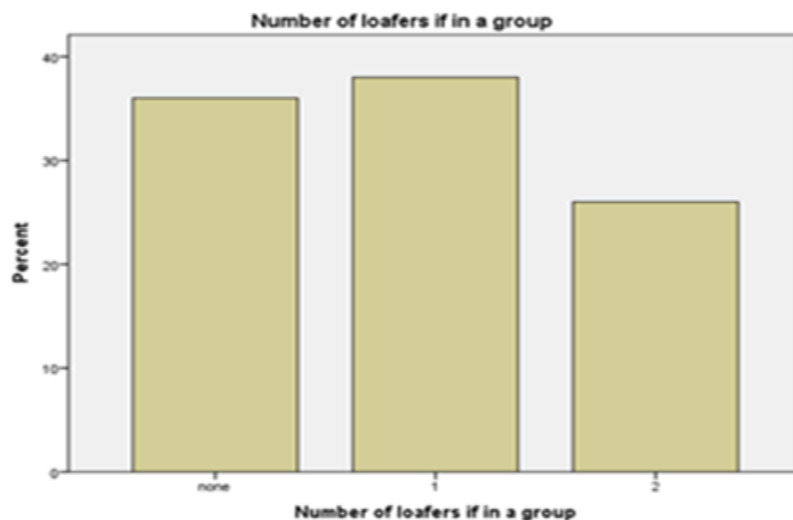


Figure1: Gender of student participants

The above pie chart indicated participants’ gender distribution (n=250), accordingly 59.20% more than half of the participants were male students and the rest 40.8% were female students.

Figure 1 Number of loafers in a group



Regarding prevalence of social loafing about (63.5%) of participants (n=250) reported had experience at least one in their group, while 36.5% reported there no one loafing, and only 12(4.8%) of participants admitted they have loafed at least once previously.

Table 4 : Participants’ group composition and group structures

Category		Frequency	Percent
Loafer gender	Male	75	46.87
	Female	85	53.13
	Total		100
loafer academic ability	very weak student	5	3.1
	weak average student	78	48.1
	strong students	57	35.2
	very strong student	20	12.3
	Total	160	100
Was Your Group Diverse?	Not Very Diverse	7	4.3
	Averagely Diverse	67	41.4
	Diverse	73	45.1
	Very Diverse	13	8.0
	Total	160	100
Did You Have A Team Leader?	No	65	25.8
	Yes	185	73.4
	Total	250	100
Was The Leader Effective?	Strongly Disagree	15	8.1
	Disagree	67	36.3
	Neither Agree Nor Disagree	70	37.8
	Agree	33	17.8
	Total	185	100
pre-existing friendship	No	200	79.4
	Yes	50	19.8
	Total	250	100
Group performance	Terrible	69	27.4
	Average	135	53.6
	Good	46	18.3
	Total	250	100

Source: Survey data

The participant’s description of the social loafer’s demographics variables (n=160) are reported in the bar chart indicated that the perceived social loafer was most frequently described as an average student(48.75%)and the majority of perceived social loafer was Female students male (53.13%).

Student participants reported that the groups to be diverse(45.1%) or very diverse (8.0%), about quarter of the sample reported they did not have a formal leader(25.8%) and about(37.8%) of the sample were neutral about their leaders effectiveness.

Descriptive statistics provides student perspectives on social loafing behaviors. This includes what may contribute to it and how students respond to it as an individual or as a group.

Table: 5 Checklist: Response to social loafing and loafer’s action

<i>Checklist item</i>	<i>Individual</i>		<i>Group</i>	
	<i>Freq.</i>	<i>%</i>	<i>Freq.</i>	<i>%</i>
<i>Response to social loafing</i>				
Did nothing	56	35	52	32.5
Left the group	-	-	-	-
Talked to the lecturer about the problem we were having	-	-	16	10
Ignored them	14	8.75	17	10.62
Tried to engage them	47	29.37	35	21.87
Confronted them	18	11.25	16	10
Indirectly let them know we did not approve of their behavior	30	18.75	29	18.12
Kicked the member out the group	-	-	-	-
Applied some conflict resolution process	-	-	6	3.75
<i>Social loafer action after the response</i>				
The loafer contributed more	23	14.37	20	12.5
The loafer contributed less	5	3.12	4	2.5
The social loafing continued as before	58	36.25	63	39.37
The group had to work harder	46	28.75	35	21.87
The loafer became defensive and withdrew further	26	16.25	10	6.25

Source: survey data

Table 5 presents the reaction of the group to the perceived social loafer as well as how the social loafer responded to these actions (or inaction). The most frequent responses as a group and as an individual to *do nothing*. Second to this, both the group and the individual *attempted to engage* with the social loafer. *Indirect disapproval* was more common than *direct confrontation* to the social loafer. Occasionally the team attempted *some type of conflict resolution process* or *spoke to the lecturer* about the problem they were experiencing. In some cases, the social loafer did contribute more because of the individuals or the group’s intentions. More often, the loafer did not change their behavior in response to the group or individual. As a result, of the individual

or the group’s actions, the loafer contributed less became defensive and withdrew further from the group.

4.2.4 Correlation analysis

Pearson’s product moment correlation (Pearson’s r) used to examine the bivariate relationships between variables. Cohen(1988) recommendations were used to analyze correlation coefficients. A coefficient of .5 considered a large, .3 considered a medium effect, and .1 considered a weak effect.

Table 6: Mean, Standard deviation, Inter-correlations and Reliability of composite variables

Variables	Correlations									
	Mean	Std. Deviation	Apathy	Poor communication skills	Unavailability	Poor work quality	Tech loafing	Discussion non-contribution	social compensation	Sucker effect
Apathy	2.97	1.04	(.82)							
Poor communication Skills	3.04	1.34	-.311**	(.82)						
Unavailability	2.85	1.14	.234**	-.19**	(.77)					
Poor work quality	2.94	1.02	.688**	-.157*	.451**	(.79)				
Tech loafing	2.93	1.03	.441**	-.160*	.449**	.574**	(.79)			
Discussion non-contribution	2.80	1.11	.265**	-.044	.528**	.448**	.521**	(.80)		
Social Compensation	3.02	.96	.653**	-.184*	.532**	.961**	.618**	.506**	(.77)	
Sucker effect	3.97	.40	-.035	.01	.016	.035	.005	.001	.059	(.85)

The composite variables mean (M), standard deviation (SD), correlation coefficients and significance shown in the Table 6. Unavailability (M=2.85, SD=1.14), poor work quality (M=2.91,SD=1.05) and discussion non contribution (M=2.80, SD=1.11). These behaviors taking place in the present *Tech loafing* mean (M=2.93, SD=1.03) fell below the mid-point value of .3, indicating that on average this behavior occurred between *rarely* and *sometimes*. *It was not as frequent as the other SLBs. Loafer apathy had a relatively more mean* (M=3.04, SD= 1.32) in

comparison to poor communication skills' (M=2.96, SD=1.05) Loafer apathy was the contributing factor that occurred more frequently.

The result also indicates that *social compensation* exhibited significant correlation with each Social loafing behaviors having strongest positive and significant correlation with *poor work quality* ($r=.96, p<.01, n=160$) which means as poor work quality increases social compensation increases. In addition, social compensation have, positive, correlations with *apathy*, *Tech loafing*, *Unavailability* and *discussion non-contribution*. The sucker effect had no significant correlations with all social loafing behaviors as well as with *apathy*. The standard deviation the sucker effect (M=3.97, SD=.40) and social compensation (M=3.02, SD=.96) indicated that it was not a common response to perceived social loafing in the current study sample of students. Social compensation fell well above one standard deviation away the midpoint (M=3.69, SD=1.00), which demonstrated that the students engaged in social compensation and that it was a more common response to perceived social loafing than the sucker effect. The statistically insignificant relationship very close to zero ($r=.06, p=.716, n=155$) confirmed that Hypothesis 4 was not supported, social compensation and sucker effect were not negatively related.

Table 7: Correlation between social loafing behavior and team composition

	Diversity	effective leadership	Loafer academic ability
Apathy	-.242**	.106	-.246**
Poor communication skills	-.246**	-.243**	-.167*
Unavailability	-.114	-.144	-.163*
Poor work quality	-.248**	-.101	-.325**
Tech loafing	-.193*	-.123	-.214**
Discussion non-contribution	.067	.117	.040
social Compensation	-.251**	.080	-.303**
Sucker effect	.100	.032	.043

Group composition variables (those with interval level of measurement) data were tested for their bivariate relationship with the SLBs, Predictors and consequences. Loafer academic ability shared medium, negative and significant correlations with poor work quality ($r= -.32, p<.001, n=160$). Diversity of the group shared weak, negative, significant correlations with

apathy ($r=-.24, p<.001, n=160$), poor work quality ($r=-.25, p<.001, n=160$), Tech loafing ($r=-.19, p=.05, n=160$), social compensation ($r=-.25, p<.001, n=160$) and shared weak, negative, significant correlations with poor communication ($r=-.25, p<.001, n=160$). Social compensation and loafer academic ability have medium, negative and significant correlations ($r=-.30, p<.001, n=160$). And also effective leadership appeared to have weak, negative and significant correlations with poor communication ($r=-.24, p<.001, n=160$). This indicates as effective leadership increases, poor communications skills decreases.

4.2.5 Regression analyses of factors predicts social loafing behaviors

Several standard multiple regression analyses were performed, using the forced entry method, to evaluate Hypothesis two and three. Four standard multiple regression analysis were conducted to determine whether the factor *apathy* and *poor communication skill* (independent variables) would predict the four SLBs (*unavailability, tech loafing, poor work quality* and *discussion non-contribution*). Table 8 below presents the four regression models and specifies the standardized regression coefficient (β), significance, the confidence intervals as well as R^2 and adjusted R^2 .

Table 8: Regression Analysis: Factors predicting the four Social loafing Behaviors

Independent variables	Unavailability		Tech loafing		Poor work quality		Discussion noncontribution	
	B	95% CI	B	95% CI	B	95% CI	B	95% CI
<i>Apathy</i>	.18	[.01;.35]	.36	[.22;.50]	.59	[.47;.72]	.26	[.10;.42]
<i>Poor communication skill</i>	-.13	[-.27;.00]	-.04	[-.16;.08]	.02	[.08; -.13]	0.03	[-.09;.17]
R^2	.03		.15		.32		.05	
Adjusted R^2	.02		.14		.32		.05	

Poor work quality had result which indicated 32.8% of the variance ($R^2=.32, F_{1,158}=77.0, P<.001$) was explained by the predictor *apathy*. Unavailability was predicted to the least extent by the model as only 3.3 % ($R^2=0.33, F_{1,158}=5.45, p=.021$), followed by discussion non-contribution 5.5% ($R^2=.55, F_{1,158}=9.22, p<.01$). The model also predicted 15% the variance in

tech loafing ($R^2=.152, F_{1,158}=28.30, p<.001$). Hypotheses 2 was supported as apathy explained significant variance in the four components of Social loafing behaviors. Apathy was a significant predictor of the four social loafing behaviors: poor work quality ($\beta = .59, t = 9.15, p < .001$) and tech loafing ($\beta = .36, t = 4.5, p < .001$). Hypotheses 3 was not supported as poor communication skills did not predict significant variance in the four social loafing behaviors.

4.2.6 Hierarchical regression analysis: Apathy and the four social loafing behaviors predicting social compensation

A standard multiple linear regression ($n=160$) was performed to test whether the four social loafing behaviors would explain significant variance in the sucker effect. The model was insignificant ($R^2 = .00, F_{4,155} = .004, p = .99$). The variance in the sucker effect did not differ significantly from zero as a result, of the social loafing behaviors. Hypothesis 7 not supported. The four social loafing behaviors were not statistically significant predictors of variance in the sucker effect.

A hierarchical multiple regression was performed to investigate the predictive relationship between the social loafing behaviors and social compensation over and above loafers' characteristics as well as apathy.

An initial hierarchical regression analysis ($n=160$) indicated that when entered in step 1, the demographic control variables did not significantly contribute to the model ($R^2=.04, F_{(1,158)}=.55, P=.739$). so they were excluded and the hierarchical regression analysis was rerun. Table 9 presents the final regression model and displays the standardized coefficients (β) their significant p-values, the confidence interval in step2, as well as R^2 , adjusted R^2 , and change in R^2 . After each step, R^2 was significantly different from zero.

Table 9: Hierarchical regression analysis: Apathy and the four social loafing behaviors predicting social compensation

Model	Unst.dizd		Std. Coef.	95.0% CI				R ²	Adj . R ²	ΔR ²
	B	Std. Er.		Lower B.	Upper B.	T	Sig.			
1 (Constant)	1.486	.203			7.327	.000	1.086	1.887		
Apathy	.505	.064	.531		7.884	.000	.378	.631	.28	.27
2 (Constant)	.132	.074			1.799	.074	-.013	.278		
Apathy	-.022	.022	-.023		-.987	.325	-.066	.022		
Unavailability	.080	.021	.091		3.800	.000	.039	.122	.94	.662
Poor work quality	.849	.027	.891		32.002	.000	.797	.902		
Tech loafing	.054	.025	.056		2.182	.031	.005	.104		
Discussion non-contribution	.024	.022	.026		1.076	.284	-.020	.067		

a. Dependent Variable: social Compensation

The final hierarchical regression model (n=160) entered apathy in step one. Apathy entered, as the correlation results identified it was the only factor related to social compensation. In steps one, apathy explained 28% of the statistically significant variance in social compensation ($R^2 = .28, F_{1,158} = 62.156, p < .001$). This pattern of result suggests that *apathy* explain more than a quarter of the variability in social compensation. *In step two social compensation was explained by the social loafing behaviors above and beyond the factor apathy. This suggests that the students' social loafing behaviors explain more than half of the variability in social compensations.*

Step two entered the social loafing behaviors (*unavailability, tech loafing, poor work quality, discussion non-contribution*). And about 66.20% of the variance in social compensation ($\Delta R^2 = .662, F_{4,154} = 456.314, p < .001$) was explained by the three social loafing behaviors (*unavailability, tech loafing, poor work quality*). However, *discussion non-contribution* of the four components of social loafing was not significant contributor ($t=1.076, p=.284, B=.026$) to the model. So generally, In the final model, all the independent variables except (*discussion non-contribution*) were statistically significant with *apathy* ($t=7.884, p<.001, B=.53$), *Unavailability* ($t=3.800, p<.001, B=.091$), *Poor work quality* ($t=32.00, p<.001, B=.891$), *tech loafing* ($t=2.182, p=.031, B=.056$).

Table 10: ANOVA table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	45.028	1	45.028	62.156	.000 ^b
	Residual	114.461	158	.724		
	Total	159.490	159			
2	Regression	150.584	5	30.117	520.777	.000 ^c
	Residual	8.906	154	.058		
	Total	159.490	159			

a. Dependent Variable: social Compensation
b. Predictors: (Constant), Apathy
c. Predictors: (Constant), Apathy, Unavailability, Discussion non-contribution, Tech loafing, Poor work quality

The overall model explained 94.4% of the variance in social compensation $R^2 = .94, F_{5,154} = 520.777, p < .001$).

Unavailability, poor work quality and tech loafing were social loafing behaviors that were statistically significant in predicted *social compensation*. *Poor work quality* alone scored the highest significant beta value of all of the predictors ($\beta = .89, 95\% CI [.79; .90], t = 32, p < .001$), the confidence interval did not include zero and so Hypothesis 6 was supported. The beta value was positive meaning that as poor work quality increased, social compensation increased.

Chapter Five: Discussions

5.1 Prevalence Student Social Loafing Behaviors

Finding revealed that social loafing was a prevalent phenomenon with 63.5% of the participants. The finding regarding self-reporting showed that only 12 reported themselves as a social loafer, which led to an underreported amount of self-reported social loafing. Students did not want to admit or report themselves as a social loafer though they have told their response remains anonymous. This finding is unlikely to the study of done by (Stark et al., 2007) where the participants have no hesitation to admit to their own social loafing, they are even more willing to admit their own loafing than to a group members' loafing.

Meyer, Schermuly and Kauffeld, (2016) demonstrated that social loafing was more common in groups that are diverse in certain attributes such as ethnicity. In contrast to this finding of (Kamau & Spong, 2015), those groups formed from larger sub-groups were more likely to loaf. In the present study, diversity shared a weak negative relationship with poor communication skills which indicates that as diversity increased, social loafers were perceived as fewer contributors due to poor communication. Diversity also weakly but negatively and significantly related to apathy, poor work quality and social compensation, which means as diversity increases social loafers are perceived as less apathetic, less likely poor work contributors and less social compensation is expected.

5.2 Dimension of Student's Social Loafing Behaviors

Four distinct social loafing factors were retained from the explorative factor analysis on the items SSLB measures. Hypothesis 1 supported, dimensions of students' social loafing behaviors consist of (a) unavailability, (b) tech loafing (c) poor work quality and (d) discussion non-contribution. Touching phone or laptop frequently in appropriate times such as during group discussion emerged as a distinct measure of students' social loafing behaviors (tech loafing). Though technology is intended to help with learning in universities, *tech loafing* during lecture times has been an issue that lecturers wrestle with (Ragan et al., 2014).

Students perceived the inappropriate use of their electronic devices at a time of group meetings to be social loafing behaviors. Tech loafing is the second most frequently perceived

behavior taking place in comparison to the other three social loafing behaviors. The finding of the current study indicated that the unintended consequences of using tech device to facilitate group-work; other group's members perceived it as a social loafing behavior (Taneja et al., 2015).

EFA load failing to attend group discussions as distinct social loafing behaviors. Unavailability includes non-responsiveness on social media, which indicates that students attributes social loafing to behavior extended outside of face-to-face meetings and beyond the poor contribution of work. Students perceived not attending, not making time for group-work and not responding to the team on social media to be a social loafing behaviors (Boren & Morales, 2018).

Another factor loaded by EFA as distinct social loafing behavior was poor quality work, which describes behavior of contributing unsatisfactory work to the group. This social loafing behavior is also identified by undergraduate students in (Jassawalla et al., 2009b) study. Similarly, the current study covered both poor work quality and slacking as most thoroughly aligned with the traditional view of social loafing as a member's failure to contribute their share to the group (Aggarwal & O'Brien, 2008).

The fourth factor surface itself as social loafing behavior is discussion non-contribution, to describe those student loafers who were not participate in-group discussion in person or via social media. The item loaded on this factor was conceptual distinct from poor quality. Those students who do not participate in generating new idea for the group-work and remain silent during group discussion perceived loafer. This result indicated students perceive loafing behavior more than insufficient contribution of work.

5.3 Predictors of Students' Social loafing Behaviors

The contributing factors of students' social loafing behaviors were examined by multiple regression analysis to know whether the *apathy* and poor communication skills predict variance in the students' social loafing behaviors-unavailability, poor work quality, tech loafing and discussion non-contribution. Those excluded factors such as social disconnectedness and other responsibilities not tested along with hypothesis related to them. Apathy was a significant predictor of the four social loafing behaviors-unavailability, tech loafing, poor work quality and discussion non-contribution. As such, hypotheses 2 supported, as apathy explained significant

variance in the four components of Social loafing behaviors. However, poor communication skill was not significant predictor of the students' social loafing behaviors. So, Hypotheses 3 not supported, as poor communication skills did not predict significant variance in the four social loafing behaviors.

Apathy explained moderate significant variance in poor work quality, which indicated as apathy increased, students' evaluation of the poor work quality increased. This suggests students attributes lack of interest or care to poor work quality of the loafer. This finding is almost consistent with result of the study done in North America by (Jassawalla et al., 2009b) which reported moderate significant variance. Unlike previous study the present explored the rest of the students' social loafing behaviors, found that tech loafing was the next well explained social loafing behavior by apathy while unavailability and discussion non-contribution were the least well explained. This indicated that students attributed tech loafing to loafer's apathy, regardless of what the student was doing on their tech devices.

5.4 Reactions to social Loafing behaviors

As to response to students' social loafing behaviors descriptive findings, indicated groups largely avoided confronting the social loafer. Both at group and at individual level they indirectly show disapproval to the perceived loafer. These findings suggest the possibilities of students are finishing school without important skill like conflict management skills and teamwork skills. The social compensation appeared as more frequent responses to perceived social loafing behaviors by far than sucker effect in the current study. Which makes this finding consistent with study of (Schippers, 2014).

5.5 Consequences of Social Loafing Behaviors

The finding of current study indicated that *social compensation* exhibited significant correlation with each *Social loafing behaviors* as well as *apathy* having strongest positive and significant correlation with *poor work quality*, which means as poor work quality increases social compensation increases. In addition, social compensation found to have medium, *positive*, correlations with *apathy*, *Unavailability* and *discussion non-contribution*. The sucker effect had no significant correlations with all *social loafing behaviors* as well as with *apathy*. The *sucker*

effect was not a common response to perceived social loafing in the current sample of students. Like Schippers, (2014) the current study also found Social compensation was a more common response to perceived social loafing than the sucker effect. Hypothesis 4 not supported social compensation and sucker effect not negatively related.

Hierarchical regression entered apathy in step one. In steps one, apathy explained 28% of the statistically significant variance in social compensation. Unlike to Jassawalla et al., (2009) who did not address the relationship of apathy and social compensation the current findings suggests that *apathy* explain more than a quarter of the variability in social compensation. Step 2 entered the social loafing behaviors (*unavailability, tech loafing, poor work quality, discussion non-contribution*). And about 66.20% of the variance in social compensation was explained by social loafing behaviors. However, *discussion non-contribution* of the four components of social loafing was not significant contributor to the model. The model in step two was explained by the social loafing behaviors above and beyond the factor *apathy*. Therefore, this result suggested that the students' social loafing behaviors explain more than half of the variability in social compensation. The second model explained 94.4% of the variance in social compensation.

In the final model, apathy lost its predictability as did not explain statistically significant variance in social compensation. However, *Unavailability, poor work quality* and *tech loafing* were the only statistically significant social loafing behaviors that predicted social compensation. Poor work quality alone scored the highest significant beta value of all of the predictors, so Hypothesis 6 supported. The beta value was positive meaning that as poor work quality increased, social compensation increased.

Chapter Six: Summary, Conclusion and Recommendation

6.1 Summary

The major aim of this research was to investigate predictors and consequences of students' social loafing behaviors in group-work among undergraduate students of Mettu University, main campus. Both qualitative and quantitative method used. Multi stage sampling, simple random sampling techniques and proportion for gender, year of study and department used to select 250 participant students to conduct descriptive survey research design. Before collecting data, pilot test conducted and the Cronbach alpha reliability test of all the scales confirmed above 0.7 and data collected and analyzed using SPSS version 24. Sixty three percent of students participants (n=160) reported they had at least one loafer in their group. Factor analysis produced four components of perceived students' social loafing behaviors unavailability, tech loafing, poor work quality and discussion non-contribution. Apathy found to be the only statistically significant predictor of all four social loafing behaviors and social compensation. Moreover, social compensation was a more common response to perceived social loafing than the sucker effect. The finding also showed the group ends up compensating for apathetic and poor work quality. It is possible students are rewarded for the work of others and may graduate with grades that is incongruent with their competence. Assessing team performance thoroughly, using peer evaluation in performance assessment and classroom instruction on group dynamics before group work begins among recommendations forwarded.

6.2 Conclusions

This study examined Mettu University Undergraduate regular students' social loafing behaviors in group-work with the aim of answering three research questions. The result showed that 63% of students have experience one or two social loafers in their group, which verifies its commonness. The findings shown that, the students perceive social loafing as it goes beyond inadequacy of contributions. Students perceives social loafing as not participating in a team discussion, touching or using phone and others device at appropriate time, failing to attend group meeting, and poor work contribution. They also attribute those behaviors to apathy (lack of care and interest). The finding also shown group ends up compensating for apathetic and poor work

quality. It is possible students are rewarded for the work of others and may graduate with grades that is incongruent with their competence.

6.2 Recommendations

Based on the findings of the study the following recommendations suggested-

- ψ One factor that increases group productivity is when the group members feel evaluated individually. Increasing identifiability, therefore, tends to decrease social loafing. Use peer review evaluations at the end of the project and formatively (intermittently at milestones throughout the project).
- ψ Minimizing free riding is another important step that groups can take to decrease social loafing. Free riding refers to situations in which group members exert less effort because others will compensate for them. When group members stop the tendency to free ride, social loafing decreases because, group members feel more responsibility.
- ψ Assign separate and distinct contributions for every team member. Without distinct goals, groups and group members drift into the territory of social loafing with much more ease. Setting clear goals helps group members be more productive and decrease social loafing. The goals also must be attainable; they should be not too easy, but also not too difficult.
- ψ Another factor that can greatly affect the presence of social loafing is involvement in the group. When group members involved and invested in the group, they tend to be more productive. Therefore, increasing involvement in the group can encourage team loyalty and decrease social loafing.

For future researcher:-

Because, identifications of social loafing behaviors related to amount of time individual spent together as a group, researches should consider the role of time factors in identifying social loafing behaviors.

Ethiopia is country diverse society, so future researcher must focus how these diverse cultures, social economical and linguistic related to perceive and actual social loafing.

Though the current study result indicated using tech devises can be both helpful and distraction, future research on a social loafing should remain, incorporating technology as a variable given students' use of it in appropriate time and places.

As long as employers continue to seek team-building skills, it is incumbent on university researchers to test the best practices for turning out practice-ready graduates.

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Appendix A: Amharic Version of Questionnaires

ጅማ ዩኒቨርሲቲ

የትምህርት እና ሥነ-ባሕርይ ጥናት ኮሌጅ

የስነ-ልቦና ትምህርት ክፍል

የዚህ መጠይቅ ዓላማ የመቱ ዩኒቨርሲቲ ተማሪዎችን የቡድን ስራ አስተዋጋ/ተሳትፎ መዘዘንን (Loafing) የሚዳስስ ነው። በመጀመሪያ በዚህ ጥናት ተሳታፊ በመሆንዎ እያመሰገንሁኩኝ እርስዎ የሚሰጡት መረጃ ትክክለኛነት ለጥናቱ ስኬት ከፍተኛ አስተዋጋ ስላለው የመጥይቁን 5 ክፍሎች በጥንቃቄ በመረዳት እውነተኛ ምላሽ እንድሰጡ በትህትና እጠይቃለሁ።

ማስታወሻ: ስም መጻፍ አያስፈልግም ፤ የሚሰጡት መረጃ ሚስጥራዊነትም የተጠበቀ ነው።

ለየትኛውም ጥያቄ ትክክለኛ ወይም ስህተት የሚባል መልስ የለውም፤ ለእርስዎ ትክክለኛ የሚሉትን ምላሽ ይስጡ።

ክፍል 1: የተሳታፊው መረጃ

ቀጥለው ለቀረቡት ጥያቄዎች ትክክለኛውን ምላሽ በተሰጠው ክፍት ቦታ ያስቀምጡ።

- 1. ጾታ: ወንድ ሴት
- 2. የአፍ መፍቻ ቋንቋ ?
- አርሜኛ አማራኛ ሶማሊ ሌላ ቋንቋ
- 3. የስንተኛ አመት ተማሪ ነህ/ነሽ? _____
- 4. የራስ መሀበራዊና እኩኞሚያዊ ደረጃ ምልክታ
- በቂ ከበቂ በታች ከበቂ በላይ

ክፍል 2፤ የቡድን ውቅር ና የቡድን ስራ ውጤትን በተመለከተ

የቡድኑ መለያ ቁጥር-----

- 5. የቡድኑ ስብጥር ምን መስላል?
- ስብጥር የለውም
- በጣም የተሰባጠረ አይደለም
- አማካይ ስብጥር አለው
- የተሰባጠረ ነው
- በጣም የተሰባጠረ ነው
- 6. ለኮርስ ----- የቡድን ስራ ውጤት-----ነው
- በጣም መጥፎ
- መጥፎ
- አማካይ፤
- ጥሩ
- በጣም ጥሩ
- 7. እኔ አባል በሆንኩበት ቡድን ዉስጥ በቡድን ስራ አስተዋጋ የሚሰጡ ተማሪዎች ስንት ናቸው
- 0 1 2 3 4 5
- 8. ከቡድኑ አባላት ጋር ከዚህቀደም ጓደኝነት ነበረክ/ሽ
- አዎ ነበረኝ
- አይ አልነበረኝም
- እረግጠኛ አይደለሁም
- 9. የቡድን መሪ አላችሁ
- አዎ አለን አይ የለንም እረግጠኛ አይደለሁም
- 10. የቡድን መሪው ብቃት አለሁ
- በጣም አልስማማም
- አልስማማም
- እረግጠኛ አይደለሁም
- እስማማለሁ
- በጣም እስማማለሁ

ክፍል 3፡ ቀጥለው የቀረቡትን ጥያቄዎችን በትክክል በመሙላት ጥናቱ ውጤታማ ይሆናል። በመሆኑም ዓረፍተ-ነገሮችን በማንበብ ለእርስዎ የሚስማማውን ምላሽ በቀኝ ረዕይ ከቀረቡት አማራጮች ላይ ያክብቡትን (O) ምልክትን በማስፈረስ ስምዎን ይግለጹ።

ተ.ቁ.	ጥያቄዎች					
የቡድን ስራ ቡድን መለኪያ		በጣም አልስማማም	አልስማማም	እርግጠኛ አይደለሁም	እስማማለሁ	በጣም እስማማለሁ
SLB1	በቡድን ስራ ውይይት ጊዜ አይገኝም	1	2	3	4	5
SLB2	በቡድን ስራ ውይይት ላይ ቢገኙም ሃሳብ አያመነጩም	1	2	3	4	5
SLB3	በቡድኑ ውይይት ጊዜ ዝምታን ይመርጣል/ላች	1	2	3	4	5
SLB4	ለቡድኑ ስራ የሚጠበቅባቸውን ድርሻ አይወጣም/አያበርክትም	1	2	3	4	5
SLB5	ለቡድን ስራ ድርሻም ሆነ ሐላፊነት አይቀበሉም	1	2	3	4	5
SLB6	የቡድን ውይይት ላይ ተዘጋጅቶ አይመጡም	1	2	3	4	5
SLB7	ለቡድን ስራ ደካማ አሥተዎ ማድረግ	1	2	3	4	5
SLB8	የቡድን ሥራውን በሰዓቱ አለማገማደድ	1	2	3	4	5
SLB9	የተሰጣቸውን ቡድን ስራ ድርሻ በትክክል አለመስራት	1	2	3	4	5
SLB10	ጥራት የሌለው ስራ ይሰራሉ	1	2	3	4	5
SLB11	ከቡድን ስራ ጋር ተያያዥነት በሌላቸው ነገሮች ቡድኑን ይረብሻሉ	1	2	3	4	5
SLB12	በረብሻ ቡድኑን ትኩረት ያሳጡታል	1	2	3	4	5
SLB13	በቡድኑ ስራ ሂደት ለመረዳት ይከብዳቸዋል	1	2	3	4	5
SLB14	ለኢ-ሜል / ሜሴንጅር መተግበሪያ ቶሎ ምላሽ አይሰጡም/አይመልሱም	1	2	3	4	5
SLB15	ብዙ ጊዜ በቡድኑ ቢፈለጉም አይገኙም	1	2	3	4	5
SLB16	በቡድኑ ውይይት ጊዜና ቦታ አለመገኘት	1	2	3	4	5
SLB17	በቡድኑ ውይይት ጊዜና ቦታ ሲልካቸውን ይነካካሉ	1	2	3	4	5
SLB18	የበለጠ ጊዜያቸውን ለቡድን ስራ ከማዋል ይልቅ ስልካቸውን በመነካካት ያሳልፋሉ	1	2	3	4	5
SLB19	በቡድን ውይይት ጊዜ የስልካቸው ጥሪ ይረብሻል	1	2	3	4	5

4. የቡድን ስራ አስተዋጾ ቡድን ምክንያቶች ና ውጤቶች

ተ.ቁ.	ጥያቄዎች	በጣም አልሰማም	አልሰማምም	እርግጠኛ አይደለም	እሰማለሁ	በጣም እሰማለሁ
የቡድን ስራ አስተዋጾ ቡድን ምክንያቶች ና ውጤቶች						
FAC1	በቡድን ስራ ሌሎች አባላት የኔን ድረሻ ቢሰሩልኝ እመርጣለሁ	1	2	3	4	5
FAC2	ከቡድኑ አባላት ያነሰ ጥረት አረጋለሁ	1	2	3	4	5
FAC3	ከቡድኑ ጋር ስራው አነስ ያለ ጥረት ነው የማረጋገጥ	1	2	3	4	5
FAC4	ከቡድን ስራው የራሴን ድርሻ ለሌላ የቡድኑ አባላት አሳልፋለሁ	1	2	3	4	5
FAC5	ያለምንም ስጋት ሌሎች የቡድኑ አባላት ይሰሩታል ብሎ ማመን	1	2	3	4	5
FAC6	በቡድኑ ሐሳብ አሊያም አሰራር አቅጣጫ ፍላጎት ማጣት	1	2	3	4	5
FAC7	ከፍተኛ ውጤት የማስመስገብ ፍላጎት ማጣት	1	2	3	4	5
FAC8	በዩኒቨርሲቲ ደረጃ ጥሩ ውጤት ማስመስገብ ፍላጎት ማጣት	1	2	3	4	5
FAC9	ስንፍና ወይም ሰነፍ መሆን ማሳያ ነው	1	2	3	4	5
FAC10	አነስተኛ ውጤት ማስመስገብ ግድ ስለማይሰጣቸው	1	2	3	4	5
FAC11	ለቡድን ስራ ግድ ማጣት	1	2	3	4	5
FAC12	ከፍተኛ ውጤት ማስመስገብ ግድ ማጣት	1	2	3	4	5
FAC13	ከአንድ ወይም አንድ በላይ ቡድኑ አባላት ጋር አለመግባባት	1	2	3	4	5
FAC14	ከቡድኑ ጋር በደምብ መዋሐድ አለመቻል	1	2	3	4	5
FAC15	የቡድን ስራውን ለመስራት በቂ ክህሎት ማጣት	1	2	3	4	5
FAC16	ደካማ የመግባባት ክህሎት ምክኒያት	1	2	3	4	5
FAC17	ጥሩ ተሳትፎና አስተዋጾ ማበርከት አለመቻል	1	2	3	4	5
FAC18	ደካማ የመግባባት ክህሎት ምክኒያት ሐሳባቸውን ምግለፅ አለመቻል	1	2	3	4	5
FAC19	ከትምህርት ውጪ ሌላ ኃላፊነት ስላላቸው	1	2	3	4	5
FAC20	ከትምህርት ይልቅ ሌላ ማህበራዊ ሕወታቸው ያላቸው ፍላጎት ማጋደል	1	2	3	4	5
FAC21	ቅድሚያ የሚሰጡት የቤተሰብ/ንደኛ ኃላፊነት ስላላቸው	1	2	3	4	5
FAC22	ሌላ እየወሰድኩት ላለው ኮርስ ቅድሚያ በመስጠቱ	1	2	3	4	5
CON1	ሌሎች የቡድኑ አባላት ልላ አባል ሲያሰረዱ ግዜያቸውን አቃጥለዋል	1	2	3	4	5
CON2	አንድ አንድ የቡድኑ አባላት ከድርሻቸው የበለጠ ስራ መስራት	1	2	3	4	5
CON3	ሌሎች አባላት ደግሞ ሌላው አባል የሰራውን ክእንደገና አስተካክለው ስርቷል	1	2	3	4	5
CON4	የስራ ድረሻ ክፍፍል በድጋሚ ተደርጓል	1	2	3	4	5
CON5	ሌሎች የቡድኑ አባላት ታትሮ መስራትን አቋርጠዋል	1	2	3	4	5
CON6	ሌሎች የቡድኑ አባላት በአቅማቸው ልክ ለመስራት አልሞክሩም	1	2	3	4	5
CON7	ሌሎች የቡድኑ አባላት ጥረታቸውን ቀንሰዋል	1	2	3	4	5
CON8	ሌሎች የቡድኑ አባላት ታትሮ መስራትን አቋርጠዋል	1	2	3	4	5

ክፍል 5: የቡድን ስራ አስተዋጽኦ ሁኔታዎች ስር ያሉ ምላሽና ቀጥሎ በአስተዋጽኦ የባዘነው ተማሪ የሳየው ድረገት

ለቡድን ስራ አስተዋጽኦ ሁኔታዎች ምላሽ	እንደ ቡድን አባል	እንደ ቡድን
1. ምንም		
2. ለመምህሩ አሳወቅን		
3. ምንም ትኩረት አልሰጠናቸውም		
4. አግባብተን ወደ ስራ እንዲገቡ ለማረጋገጥ ተሞክሯል		
5. ፊት ለፊት በመጋፈጥ ባህሪያቸውን እንዲቀይሩ ተጠይቀዋል		
6. ከመጋፈጥ ይልቅ ቀጥተኛ ባልሆነ መንገድ ባህሪያቸውን ተቀባይነት እንደሌለው እንዲያቁት ተደርጓል		
7. ከቡድኑ ተባሯል		
8. የግጭት መፍቻ ሂደት ተግባራዊ ተደርጓል		
9. ደካማ የግምገማ ውጤት ተሰጥቶቿል		
ከቡድኑ ምላሽ/እርምጃ በኋላ በቡድን ስራ የባዘነው ተማሪ ድረገት		
1. የተሻለ አስተዋጽኦ አበርክቷል		
2. ያነሰ አስተዋጽኦ አበርክቷል		
3. በቡድን ስራ መባዛት ቀጥሎበታል		
4. በቡድኑ ላይ የበለጠ የስራ ጫና ጨምሮበታል		
5. እራሱን ከቡድኑ አግሎዋል		

6. How many of team members were social loafers (someone who is not contribute the same extent as others in the team)

0 1 2 3 4 5+

III. Description of social loafer

7. Academic ability ?

Very weak student

Weak average student

Strong student

Very strong student

8. Gender

Male

Female

9. Home language

Afaan Oromo

Amharic

Somali

Others

10. Socio-economic status ?

Less than enough

Enough

More than enough

11. Would you say there were pre-existing friendship /relationships between team members?

Yes

No

Not sure

Code	Items	1	2	3	4	5
	<i>Student social loafing behavior</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither agree nor</i>	<i>Agree</i>	<i>Strongly agree</i>
SLB 1	<i>The loafer had trouble attending team meeting</i>					
SLB 2	<i>The loafer did not participate in generating new ideas</i>					
SLB 3	<i>The loafer was mostly silent during team discussions</i>					
SLB 4	<i>The loafer did not contribute their share to the assignment</i>					
SLB 5	<i>The loafer avoided taking on any work for the team</i>					
SLB 6	<i>The loafer was poorly prepared for the team discussions</i>					
SLB 7	<i>The loafer contributed poorly to the team discussions</i>					
SLB 8	<i>The loafer had trouble completing team related work</i>					
SLB 9	<i>The loafer did poor job of the work they were assigned</i>					
SLB10	<i>The loafer did poor quality work</i>					
SLB11	<i>The loafer distracted the team with non-work related things</i>					
SLB12	<i>The loafer mostly distracted the team's focus on its goals and objectives</i>					
SLB13	<i>The loafer found it difficult to pay attention to what was going on in the team</i>					
SLB14	<i>The loafer did not respond quickly when using messenger app or email</i>					
SLB15	<i>The loafer was mostly unavailable when the team wanted to work</i>					

SLB16	<i>The loafer was largely not present when the team held discussions</i>					
SLB17	<i>The loafer did other work on their devices(laptop, cell phone, tablet)during the team meetings</i>					
SLB18	<i>The loafer spent more time on their devices than participating in the team meetings</i>					
SLB19	<i>The loafer was distracted by their devices during the team meetings</i>					

S. No	Items	1	2	3	4	5
<i>Contributing Factors to loafing</i>		<i>Strongl</i>	<i>Disagre</i>	<i>agree</i>	<i>Agree</i>	<i>Strongl</i>
FAC1	<i>I preferred to let the other group members do the work when possible</i>					
FAC2	<i>I put in less effort than other members of my team</i>					
FAC3	<i>I put less effort on the assignment when other team members are around to do the work</i>					
FAC4	<i>I deferred my responsibilities to other team members</i>					
FAC5	<i>The loafer seemed to expect others to pick up the slack with no consequences to their assignment grade</i>					
FAC6	<i>The loafer did not seem interested in the team’s idea or direction for the assignment</i>					
FAC 7	<i>The loafer did not seem to care about earning a high grade in the class</i>					
FAC 8	<i>The loafer just did not seem to care about how well they did at university</i>					
FAC9	<i>The loafer seemed to be just plain lazy</i>					
FAC10	<i>The loafer did not seem to mind receiving a low grade</i>					
FAC11	<i>The loafer did not seem to care about the team assignment</i>					
FAC12	<i>The loafer did not seem to want high grade</i>					
FAC13	<i>The loafer did not seem to like one or more members in the team</i>					
FAC14	<i>The loafer did not seem to get along with one or more team members</i>					
FAC15	<i>The loafer did not seem to belong to the team</i>					
FAC16	<i>The loafer did not seem to have the skills to do the assignment</i>					
FAC17	<i>The loafer seemed to have poor communication skills</i>					

FAC1 8	<i>The loafer seemed unable to contribute quality work because of their poor communication skills</i>					
FAC1 9	<i>The loafer seemed unable to express their ideas because of their poor communication skills</i>					
Consequences of social loafing						
CON1	<i>As a result of social loafing other team members had to waste their time explaining things to the loafer</i>					
CON2	<i>As a result of social loafing other team members had to do more than their share work</i>					
CON3	<i>As a result of social loafing other team members had to re-do the work done by social loafer</i>					
CON4	<i>As a result of social loafing the work had to be re-assigned to other members of the team</i>					
CON5	<i>As a result of social loafing other team members did not continue to work hard on the assignment</i>					
CON6	<i>As a result of social loafing other team members did not try their best</i>					
CON7	<i>As a result of social loafing other team members lowered their effort</i>					
CON8	<i>As a result of social loafing other team members did not work as hard as they could have</i>					

Checklist of responses towards social loafing and loafer action afterward

<i>Response to social loafing</i>	<i>Individually</i>	<i>As a group</i>
<i>Did nothing</i>		
<i>Talked to the lecturer about the problem we were having</i>		
<i>Ignored them</i>		
<i>Have tried to engage them</i>		
<i>Confronted them and asked them to change their behavior</i>		
<i>Instead of confrontation, found indirect ways of letting them know that we/I did not approve of their behavior</i>		
<i>Kicked the member out the team</i>		
<i>Applied some type of conflict resolution process</i>		
<i>Gave them a poor peer evaluation</i>		
<i>Social loafer action after team response</i>		
<i>The loafer contributed more to the team</i>		
<i>The loafer contributed less to the team</i>		
<i>The social loafing continued as before</i>		
<i>We had to do more as a team</i>		
<i>The loafer became defensive and withdrew further from the team</i>		

FOCUS GROUP DISCUSSION GUIDE QUESTIONS

1. What is the social loafers do?
2. What is impact of social loafers on the team?
3. What did you/your team does in your response to the social loafing?
4. What was the response from your team

INTERVIEW

1. Why you think social loafers do what they do?
2. How social loafing behavior manifested among your group?