Motivation and Social Loafing Tendency as Determinant of Academic Achievement

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Abstract: In this present paper we report a correlational study aboutthe effect of motivation (achievement, power, and affiliation motive) and social loafing tendency on student's academic achievement. Social Loafing Tendency is a relatively new construct, which refers to individual's habitual response to cease contributionor effort when assigned to work in a group. The results showed that power and affiliation motive did not relate significantly with individual's Social Loafing Tendency. However, low achievement motive was associated with high Social Loafing Tendency. Mediational analysis showed that high Social Loafing Tendency as affected by achievement motivation predicted lower academic achievement

1 INTRODUCTION

Learning in group is a common concept for students. Even some assignments given by lecturers tend to make students work in groups. Number of studies have shown that learning in group might increase students probability to engage in social loafing. Social loafing is a term that refers to the situation where an individual, reduce their performance when working in a team. Social loafing has been known to have a negative effect in group performance. Therefore, considering the likelihood of social loafing is crucial when applying a collaborative method of learning in class. This research's purpose is to answer the limit of students' motivations before affecting their tendency to commit social loafing when assigned for collaborative learning. Social loafing indicate that individual's reduce effort when they assigned to work in a group, tend to working alone (Karau,William, 1993]. Studies thus far have focused on contextual factor in social loafing. For example, people were more likely partake in social loafing when their individual contribution is not appraised (Harkins,Szymanski, 1989) When individual feels their contribution is unnecessary for group performance (Price, 2006) and when there were no contingency such as rewards or punishment for their individual performance. Previous studies showed out the importance of personality in social loafing. For Example , People who highly need for achievement is less likely to be involved in social loafing when working in group (Hart, 2004)].Recently, Ying et all proposed social loafing in terms of personality construct. They formulated the social loafing tendency (SLT), which refers to individual's habitual (trait-like) response when assigned to work in a group. They proposed that people possessed varying degree of preference to engage in social loafing. Some individuals have higher preference for social loafing than others. To test their proposal, Ying devised the social loafing tendency questionnaire (SLTQ) designed to tap on participants' preference to engage in social loafing when working in a group.(Ying 2014) The performance of high SLT individuals was worse only when they work in group, but not when they work by themselves. These results validated Ying's et al proposal that individuals possessed varying degree and preference of SLT when assigned to work in a group. The values of working as a team may propel students in a group to assure that each individuals in the group possessed sufficient knowledge and understanding on a given task. However, it is often the case that some members of a work group refuse to value and endorse the ethic of working as a team. As described by Clark and Baker (Clark, 2011) in

their longitudinal research, some students just want a past as they intentionally reduce their effort when working in a group. Motivation is driving force to activate, direct, a goal directed behavior (Kleinginna,1981) In human motivation theory David McClelland postulated three are three main motivators: (1) achievement, (2) power, (3) and affiliation motive. Based upon McClelland's explanation, several hypotheses may be postulated in regard to the relationships of motivation and Social Loafing Tendency. According to McClelland, people with high achievement motive have a strong need to struggle and achieve success (Schönbrodt,2012). It could be hypothesized that people who have high achievement motive will tend to avoid off social loafin, because social loafing will be an inhibitor factor for its success. Studies also show that people with high power motive has the encouragement to conduct and affect othersTherefore, we hypothesized people with high need of power would not do and avoid social loafing because they will show their weaknesses in terms of influencing others. People with high affiliation has a strong need to be affiliated and accepted to their group, so we hypothesized that someone with high affiliation motive will try not to do with social loafing.

2 RESEARCH OBJECTIVES

This research objectives is to identify whether social loafing as consequences of achievement motivation, affiliation, and power has impact on low academic achievement

3 METHODS

3.1 Study Design and Data Collection

This research is correlational study and using survey method.Participants were 148 psychology students from the Universitas Sumatera Utara (24 male, 124 female). Participants were invited to participate in the study. They were initially told that the research was aimed to test a new psychological personality assessment tool. After signing an inform consent, participants completed the questionnaire. They were subsequently thanked, debriefed, and given a souvenir.

3.2 Measurement

All items were constructed in a six points response format (1 = "not at all" – 6 = "very much"). Scales were created by averaging items. The achievement, power, and affiliation motive was taken and translated from the Unified Motive Scale (Schönbrodt,2012) Achievement motive was measured with 8 items(e.g., "Personally producing work of high quality", "Projects that challenge me to the limits of my ability"; α = .88). We measured power motive with 10 items (e.g., "I would like to be an executive with power over others", "I like to have to final say"; α = .87). We measured affiliation motive with 10 items (e.g., "I try to be in the company of friends as much as possible", "I spend a lot of time visiting friends"; α = .89). Social loafing tendency was measured by using the translated version of Ying's et al (2014) social loafing tendency questionnaire (SLTQ). The translated version of SLTQ was made by Zahra ,Eliana,Budiman, Novliadi (Zahra et al, 2015) which consisted of 7 items (e.g., "In a team, I am not indispensable", "In a team, it does not matter whether or not I try my best"; α = .88).We hypothesized that achievement, power, and affiliation motives would significantly predicted social loafing tendency. Moreover, we also expected social loafing tendency as affected by the motives would be predicted higher academic achievement.

3.3 Data Analysis

We tested the hypotheses through a path analysis. The visualization of the path analysis is presented in Figure 1, while the complete results are described in Table 1.
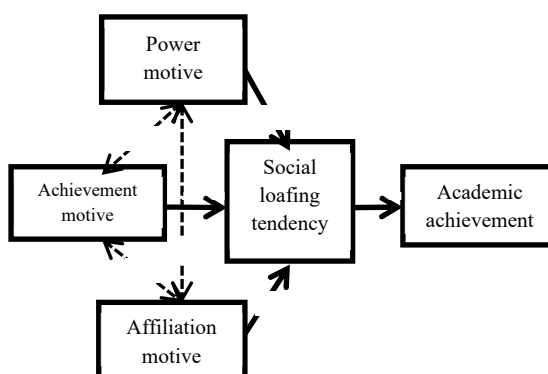
4 RESULTS

Figure 1: Motives, social loafing tendency, and academic achievement.

In line with hypothesis high achievement motivation predicted less social loafing tendency. This means that students with high achievement motivation are less likely to engage in social loafing when assigned to work in a group. In contrast with the other motive, power and affiliation motives did not significantly predicted social loafing tendency. Moreover, social loafing tendency as affected by motivation significantly predicted academic achievement. This means that students who were high in achievement motivation were less likely to engage in social loafing, as the consequence, they manage to achieve better than those with low achievement motivation.

Table 1: Motivation, social loafing tendency, and academic achievement

	B	Std. Error	Z-value	p
Academic achievement				
Social loafing tendency	-.24	0.080	-3.009	.003
Social loafing tendency				
Power motive	-.153	0.080	-1.907	.056
Affiliation motive	.018	0.074	0.244	.8807
Achievement motive	-.466	0.083	-5.616	.001

noted: ** = p < .01, * = p < .05, ns= non-significant

5 DISCUSSION

In this research, we focus on personality aspect,which is motivation that each individual have toward social loafing tendency. From this research the result is people that has high achievement motive tend to have low social loafing tendency. As McLelland in Kleinginexplained, people that have high achievement motive has the needs to decide, and finish the challenge and goal that their set or given to themKleingin,1981). Moreover, they also like feedback and rewards over their achievement or progress that their get. Therefore, they always want to maintain their quality on other work maximally. This cause people which has high achievement motive always avoiding habit that could decreasing their quality on work , including habit that could led to social loafing tendency. Furthermore, from the research, we could conclude that social loafing tendency have an impact on student academic achievement. The higher the social loafing tendency that the student have, the lower the academic achievement that the attained. Results also supports the research by Zahra et al (Zahra, 2015)]. Social loafing tendency could happen if someone faced group based task. University curriculum nowadays demands students with group based task that could led to boomerang to the students academic achievement it self. In other words, group based task that usually done by students could led to less positive thing in study which is social loafing. In line with Ying (Ying, 2014)] each individual that has social loafing tendency not necessarily respond the same while doing individual based task. On the contrary , the group presence that led someone to reducing their respond to work hard. Nonetheless, the research above shows that even though they faced to group based task,the people which has a strong achievement motive will not be affected of group task demand. To manage it work out the students have to has high achievement motive and the enhancement could be strived. Aside from that, this study shows that decreasing the social loafing tendency in the students circle is the important thing to do right now.

6 CONCLUSION

The result shows that individuality factor in this case motivation, give impact in social loafing tendency. Specifically our research show that university student who possess bigger motivation to achieve more will have low social loafing tendency. However affiliation motivation and power motivation did not have significant impact on social loafing tendency. Furthermore, social loafing influence on student academic achievement. From the description above , applying group based task on college curriculum need to be recheck. Aside from contextual factor which give impact on social loafing, personal factor that could appear also need to be taken to consideration. The lecturer who gives the assignment

must have control , to keep the group working effectively.

7 RECOMMENDATION

According the research above ,continue the research with intervention from contextual aspect could be alternative research in social loafing tendency number in among university student. Group based task could be given as long the task giver has control on in this case the controller is the lecturer.

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