

**The Relationship between Social Loafing,
Achievement Motivation and Academic Performance
among Psychology students at Addis Ababa University**

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**This Thesis is submitted to the School of Psychology in
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Dedication

I dedicate this work to my husband, to recognize his unwavering encouragement and support with persistence. Thank you for always seeing the best in me, even during difficult times.

Declaration

I, Lidiya Berihun, hereby declare that this thesis titled “The relationship between social loafing, achievement motivation, and academic performance among Addis Ababa University students” is my original work, completed in partial fulfillment of the requirements for the MA Degree in Social Psychology at Addis Ababa University.

This work has not been submitted for any other degree or qualification at any institution. All sources of information and assistance used in this thesis have been properly acknowledged.

I affirm that I have adhered to the ethical guidelines set forth by Addis Ababa University and that this research is conducted with integrity.

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List of Acronyms

AAU	Addis Ababa University
ANOVA	Analysis of Variance
CEBS	Dean of the College of Education and Behavioral Studies
EDPM	Educational Planning Management
GPA	Grade Point Average
PDGT	Post Graduate Diploma Teaching

Abstract

Social loafing behavior is one of the most destructive issues encountered in group projects, often described as a social disease. The primary objective of this study is to investigate the relationships among social loafing, achievement motivation, and academic performance among psychology students at Addis Ababa University. Additionally, the study analyzes gender differences in social loafing, achievement motivation, and academic performance, as well as how social loafing and achievement motivation predict academic performance. Data was collected from 127 participants, comprising second, third, and fourth-year regular psychology students, using questionnaires that included two standardized scales: one for social loafing and one for achievement motivation along with a general GPA question to evaluate academic performance. This study employed a quantitative research approach, and the collected data were analyzed using descriptive statistics, including frequency, mean, standard deviation, maximum, and minimum values, as well as Pearson product moment correlation. Regression analysis was also conducted to address the research questions. The results indicated a relationship between social loafing and achievement motivation ($r = .243, p < .006$). On the other hand, no significant relationships were found between social loafing and academic performance or between achievement motivation and academic performance. The study revealed high levels of social loafing, with 59.8% of participants exhibiting this behavior. Gender differences were noted in social loafing behavior, although significant differences in achievement motivation and academic performance were not observed. On the other hand, none of the variables predict the academic performance of students. The study recommends that future research consider additional factors to gain a comprehensive understanding of variables that impact academic performance. At last, the study recommends collaboration with stakeholders, including teachers, should involve students as agents of change to develop effective solutions for mitigating social loafing issues in university contexts.

Key Words: Social Loafing, Achievement Motivation, and Academic performance

CHAPTER ONE

INTRODUCTION

The purpose of this chapter is to introduce readers with the study. Thus, it addresses background of the study through providing context with relevant existing research, statement of the problem by defining the knowledge gap or challenge that needs to be investigated, research objectives that are specific goals that this study aims to address, significance of the study to explain how the findings will contribute to others or to the field, delimitation of the study to see the boundaries, and concluding with the operational definitions for key variables.

1.1 Background of the study

Group work promotes active learning and enhances students' education by enabling them to develop a variety of critical thinking, analytical, and communication skills, as well as effective teamwork, appreciation, and respect for other group members' views, and problem-solving techniques (Sofroniou & Poutos, 2016). Social loafing has been conceptualized as a phenomenon that occurs in group settings and has been described as a social disease (Latané et al., 1979). It presents a major global challenge in various group work contexts within university settings, where conducive environments for learning and growth are intended to foster the development of innovative solutions through diverse perspectives and integrated insights (Demirkasimoglu & Bezen, 2022).

Zhang and Tu (2023), Luo et al. (2021), and Marder et al. (2021), explained that social loafing remains prevalent among individuals of various cultures, nationalities, genders, and ages, significantly hindering team collaboration among students. The social facilitation model describes social loafing as the imagined, real, or implied presence of others that contributes to an increase in

the level of effort on a given task (McLeod, 2023). Similarly, Zhu (2018) defines a social loafer as someone who avoids tasks and exploits the efforts of others while reaping more rewards from the group than they have contributed. Additionally, social loafing is a tendency for individuals to exert less effort when working in groups compared to when they work alone. It is also associated with procrastination in the pursuit of personal and group goals (Firouzjaeian & Sharifi, 2017).

Social loafing experiences can be categorized into two levels: individual and group. At the individual level, factors include commitment, task visibility, distinctiveness, evaluation potential, attachment to the task, the task's importance and significance, perceptions of distributive justice, personality traits, as well as cultural and gender differences, and organizational citizenship. At the group level, antecedents identified include group size, group cohesion, and perceived social loafing behaviors of group members (Liden et al., 2004).

A study conducted in Turkey indicated that the social loafing behaviors of the group influenced individual social loafing behaviors, affecting both individual and group performances in group studies (Tosuntaş, 2020).

While several studies have highlighted the negative consequences of social loafing in educational and work settings for both individuals and group members, one study suggests that social loafing can enhance job performance and improve subsequent performance by facilitating recovery and reducing guilt. This research implies that among employees facing high job demands or possessing a strong moral identity, social loafing in the morning can enhance afternoon job performance by aiding recovery or mitigating guilt (Liu et al., 2024).

Achievement is an essential endeavor that has been studied in psychological inquiry since the 1800s, leading to the development of several achievement-oriented behavior theories (Kaplan et

al., 2014). In line with achievement, it is crucial to address the innate driving factors for our activities; motivation encompasses our needs, desires, and ambitions, manifesting in various forms such as external, intrinsic, psychological, and achievement motivation. This latter type involves the need for success and the fear of failure, directing behavior toward positive and negative consequences (Bency, 2019). Achievement motivation is considered a central human drive, representing the need to perform well or strive for success, demonstrated by persistence and determination in the face of difficulties (Marshall, 2024).

Researchers in education have studied achievement motivation to understand the processes influencing an individual's choices, engagement, performance, and educational attainment. Earlier theories of achievement motivation focused on gender-related personality traits, while recent theories emphasize the formation of self-perceptions, beliefs, and identities as means of fostering achievement motivation (Meece & Agger, 2018).

Achievement motivation is an internal, subjective psychological drive that propels individuals toward their goals, allowing them to pursue objectives they consider valuable, rooted in a comparative and competitive mindset (Singh, 2011). It involves the need for success and the completion of excellence, and motivation can be viewed in two forms: extrinsic and intrinsic (Rani & Kumar, 2022).

In addition to achievement motivation, the concept of academic achievement plays a crucial role in individuals' lives and a nation's prosperity globally (Steinmayr et al., 2014). Academic achievement is one of the most important metrics for evaluating students' performance and educational success (Liu & Luo, 2019). A study by Novliadi and Eliana (2017) indicated that individuals with low achievement motives were associated with high social loafing tendencies,

and a mediational analysis showed that a high tendency for social loafing is influenced by achievement motivation and predicted lower academic achievement.

According to a study conducted in Ghana exploring the relationship between motivation, academic self-concept, and academic achievement among university students, academic self-concept, motivation, and academic achievement were significantly correlated, with female students being significantly more motivated than their male classmates (Korantwi-Barimah, 2017). Several psychological factors may affect academic achievement, with social loafing and motivation being two significant ones. Understanding the effects of social loafing behaviors on the performance of individuals and group members in the context of group work is considered important (Tosuntaş, 2020). Thus, the aim of this study is to explore the relationships between social loafing, achievement motivation, and academic achievement among Addis Ababa University students.

2. Statement of the problem

In Ethiopia, a study at Madda Walabu University showed that social loafing was more prevalent among second- and third-year students, adversely impacting their group projects (Zenebe, 2022). Social loafing in academic contexts is associated with several negative consequences, including reduced overall team performance and lower individual grades (Chen et al., 2023). Moreover, findings indicate a correlation between students' tendencies toward social loafing and poorer academic achievements (Zahra et al., 2015).

While various studies have examined the factors contributing to social loafing behavior in teamwork, the relationships between students' motivation and academic achievement remain underexplored (Berhanu, 2023). Existing studies have predominantly focused on identifying the causes and consequences of social loafing without adequately addressing how achievement motivation influences this behavior and, consequently, academic performance. Although social loafing has been studied in diverse international contexts, including several African nations, there is a notable scarcity of research specifically targeting this phenomenon within Ethiopian higher education institutions.

This study aims to fill this critical gap by providing a comprehensive analysis of the interrelationships among social loafing, achievement motivation, and academic performance. By exploring these dimensions, the research will assess the levels of social loafing and achievement motivation among university students while also examining their impact on academic performance. Additionally, this study will offer context-specific insights that can inform the development of tailored interventions to mitigate social loafing and enhance academic outcomes.

Furthermore, this research will investigate gender differences in social loafing, achievement motivation, and academic performance areas that have yet to be thoroughly examined in the Ethiopian context. By revealing how social loafing and achievement motivation predict students' academic performance, this study aims to contribute valuable knowledge that can enhance educational practices and foster a more supportive learning environment.

1.3. Research Questions

This study attempted to answer the following research questions:

1. What is the level of social loafing among Psychology students at Addis Ababa University?
2. Are there gender differences in social loafing, achievement motivation, and academic performance?
3. Is there a relationship between Social loafing, achievement motivation, and academic performance?
4. To what extent do social loafing and achievement motivation predict academic performance?

1.4. Research Objective

The general objective of this study was to examine the relationship between social loafing, achievement motivation and academic performance.

1.5. Significance of the study

The significance of this study lies in its potential to enhance the understanding of the dynamics of social loafing within the academic environment of Addis Ababa University (AAU). By examining how social loafing correlates with achievement motivation and academic performance among study participants, the findings could provide valuable insights. Understanding the levels of social loafing may serve as a predictive tool for academic performance, enabling proactive measures to address this issue and enhance student outcomes.

For students, the results of the study may offer a valuable opportunity for learning and self-reflection. By grasping the relationship of social loafing with academic performance, students can identify areas for improvement and adopt proactive approaches to enhance their engagement and contribution within group settings. Similarly, for educators, the study may provide insights about the levels of social loafing on academic performance in the university classrooms. Equipped with this data, teachers can tailor their methodologies and interventions to effectively address social loafing behaviors, fostering a more collaborative and productive learning environment. Furthermore, this study holds significance for future research endeavors, offering information for researchers interested in exploring social loafing within university settings in relation to achievement motivation and academic performance. The insights gained could contribute to the development of strategies to mitigate social loafing tendencies, thereby creating a more conducive learning environment that enhances the overall academic experience and outcomes for students at AAU. At last, the findings are expected to deepen the understanding of how individual and group behaviors affect academic outcomes and provide practical recommendations for improving educational strategies and support systems.

1.6. Delimitation of the study

This study specifically focuses on students enrolled at Addis Ababa University (AAU) and seeks to explore the relationship between social loafing, achievement motivation, and academic performance within this academic context. While this targeted approach allows for investigation of these interconnected variables among AAU students, it may limit the generalizability of the findings to other universities or academic environments.

The primary aim of the study is to gain a deeper understanding of how social loafing behaviors, achievement motivation levels, and academic performance outcomes are interrelated among AAU students. By examining these dynamics within a specific university setting, the study aims to provide valuable insights that can inform tailored educational policies and interventions.

1.7. Operational Definition

- **Social Loafing Behavior:** - it was assessed through five-point Likert scale measurement. These are Strongly agree =5, Agree =4, Neutral = 3, Disagree=2 and Strongly disagree=1. Seven items were summed up then categorized based on the mean (average value). So, those values above mean were categorized as level one social loafing behavior and the rest was level two. In other way, the computed total score was considered as continuous variable for conducting correlation analysis (Waletzko, 2021).
- **Achievement Motivation:** - it was measured using 14 items adapted from standard guideline through No, Neutral, and Yes responses. The items' responses were summed up and the total score were computed based on the response category then the whole item responses were treated as a continuous variable which is used for conducting correlation analysis (Ram, 2005).
- **Academic performance:** - were assessed by the respondents' last GPA through Addis Ababa University's ranking style that are 3.75-4.00 Excellent, 3.00-3.5 Very Good, 2.5-2.75 Good, and 2.0 Satisfactory.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter explores the relationship between social loafing, achievement motivation, and academic performance. By reviewing existing literature, this section provides a deeper understanding of these constructs and their interactions.

2.1. Overview of Social Loafing

The saying "many hands make light the work" highlights the importance of social collaboration in achieving individual goals. However, it also implies that individuals may exert less effort when working in groups (Latane, 2008). In recent years, students have been encouraged to exchange skills and information in collaborative and interactive environments (Laal & Ghodsi, 2012). Despite these efforts, a phenomenon known as social loafing can occur, leading to decreased productivity within groups (Cicekdagi et al., 2018).

Social loafing is defined as the phenomenon whereby an individual's effort in group tasks is lower than expected (Ilgın, 2013). It is characterized by a reduction in performance or effort when working in a group compared to working alone, as described by Robbins and Judge (2015). This behavior is often referred to as "motivation loss" (Karau & Wilhau, 2020).

Research on social loafing has consistently shown that individuals frequently exert less effort on collective tasks than on individual ones (Karau & Williams, 1993). A recent study found that students are aware of their tendency to engage in social loafing and recognize the effort they contribute to tasks (Opena et al., 2022). However, not all individuals are equally affected by social loafing. According to Simms and Nichols (2014), some individuals do not feel physically or psychologically burdened when exerting little effort in a group, particularly if the group achieves its goal and everyone is satisfied with the outcome.

The presence of social loafing can lead group members to respond in humanitarian, punitive, and threatening ways toward those who exhibit loafing behaviors, as noted in a study conducted at the University College of Tanzania (Milinga et al., 2019). To mitigate social loafing, Berhanu (2023) suggests improving teaching practices, broadening perspectives, strengthening insights, and enhancing knowledge of group assignments as effective interventions.

Developing and implementing clear guidelines for group-based assignments is another effective strategy for preventing social loafing (Berhanu, 2023). Additionally, Milinga et al. (2019) emphasized the importance of providing clear expectations and guidelines for collaboration. This approach empowers group members to take proactive measures against social loafers by increasing accountability and fostering a supportive environment that discourages loafing tendencies. Similarly, individual accountability in group work is crucial for mitigating the effects of social loafing (Chen et al., 2023).

2.1.1. Factors affecting social loafing

While the visibility of social loafing is generally undeniable, a clear explanation for this phenomenon remains elusive (Stieglitz et al., 2022). In a study by Nihal (2019), it was found that an individual's personality traits significantly influence social loafing behavior. Specifically, extraversion was examined as a moderator of social loafing, predicting the consistency of team members' performance in a motor task. In contrast, individuals with introverted personality traits exhibited less reliance on individual contributions compared to their extroverted counterparts. This study emphasized the importance of considering team members' personalities to mitigate social loafing.

Another significant factor influencing social loafing behavior is disruptive behavior, which negatively impacts work quality in group assignments. The level of disruptive behavior among social loafers correlates with poorer work quality, creating a toxic environment that damages the overall learning experience for the group (Shin & Ryan, 2017). Additionally, group members may face challenges related to compensating for the loss of productivity caused by disruptive individuals (Deleau, 2017). Low motivation, arising from perceptions of being unrewarded, unneeded, or facing excessive costs, also contributes to decreased productivity among individuals working collaboratively compared to those working alone (Karau & Williams, 1995).

The sense of ownership an individual feel within a group is another factor influencing social loafing. A study revealed that groups fostering a strong collective identity, especially those using the pronoun “us” experienced diminished social loafing (Nihal, 2019). Furthermore, belief in the organization or institution can either contribute to or prevent social loafing behaviors (Vveinhardt & Banikonytė, 2017).

Task clarity and visibility are also critical in relation to social loafing behavior. Hall and Buzwell (2013) found that social loafing often arises from a lack of understanding of task performance. Their theory suggests that when individuals perceive their contributions as recognizable by themselves and others, they are more motivated to perform effectively. Supporting this idea, Lam (2015), indicated that individuals are more inclined to exert effort when they know their performance is observable within the group. Therefore, structuring tasks in a way that allows for monitoring individual effort can help mitigate social loafing.

In this context, teachers play a central role in the classroom, as both students' achievement motivation and the classroom environment depend on teachers' attitudes and capabilities. When

the relationship between teachers and learners is characterized by friendliness, maximum educational benefit occurs, making learning an enjoyable experience (Bency, 2019). On another note, a study among Chinese undergraduate students identified competencies, emotional relationships, and collective identities as key determinants of social loafing behavior (Luo et al., 2021).

Cultural and gender factors also contribute to social loafing behavior. Tsaw et al. (2011), found that gender influences social loafing within different cultural contexts, with Chinese students demonstrating a lower tendency for social loafing compared to American students; women exhibited lower rates of loafing across both cultures. Gabrenya et al. (1985), noted that there are gender differences regarding social loafing across cultures. Finally, the nature of group-based tasks contributes to the occurrence of social loafing. Zahara et al. (2015), reported that group-based tasks commonly assigned to students could lead to a decrease in academic performance due to social loafing behavior.

2.1.2. Theories and concepts of social loafing

2.1.2.1. Ringelmann Effect Theory

Social loafing was first identified by French agricultural engineer Max Ringelmann during his study of group performance, which involved a rope-pulling experiment designed to assess the effects of teamwork on performance (Simms & Nicholas, 2014). Ringelmann discovered that group members exert significantly less effort when collaborating on a task, such as pulling a rope, compared to when they work individually.

Moreover, he found that as the size of the group increases, its effectiveness diminishes, contradicting the assumption that teamwork and collective effort invariably lead to greater

individual effort. Forsyth (2014), suggests that the loss of motivation and coordination issues are potential causes of reduced productivity in larger groups. It is also indicated that a group's performance is contingent upon the resources of its members, including their talents, skills, and efforts. Even when group members possess the necessary abilities and expertise to complete assigned tasks, they may fail to coordinate their resources effectively. Thus, the performance of group members is heavily influenced by their coordination abilities and skills.

Ringelmann observed that when groups of individuals pulled on a rope together, the total force generated was less than the cumulative force that would result if each participant pulled alone. This effect became more pronounced with an increase in the number of participants. The phenomenon is attributed not to coordination issues among group members but rather to a decline in their motivation and willingness to exert effort (Karau & Williams, 2020).

2.1.2.2. Social Impact Theory

Social Impact Theory was first developed by Bibb Latane in 1981. It suggests that as the number of targets of impact increases, the effect on each individual target diminishes. Latane suggested that individuals can function both as sources and as targets of social impact (Latane, 1981).

Social impact is understood as the outcome of various social forces, which include the immediate nature of an event, the intensity of the source of impact, and the number of sources exerting influence (Hogg & Tindale, 2008). Following the introduction of Social Impact Theory, several researchers have explored its implications. For instance, Mullen (1985) and Jack & Williams (1985), explained how social impact exerts maximum effort on tasks divided among targets, resulting in diminished effort as group size increases. This division of impact is expected to follow

an inverse power function, characterized by a negative exponent with an absolute value of less than 1, leading to a marginal decrease in impact as group size expands.

While Social Impact Theory effectively delineates the effects of group size, it has faced criticism for neglecting the factors of strength and immediacy, as well as for failing to address the underlying psychological processes involved. Additionally, the concept of “Arousal Reduction” aligns with Social Impact Theory, positing that the presence of others serves as a drive-reducing factor, as these individuals act as co-targets of an external source of social impact (Jackson & Williams, 1985).

2.1.3. Consequences of social loafing

When group members put in less effort when working in groups as opposed to alone “social loaf”, it brings a negative effect on the academic group projects as well as the group’s performance (Karau & Williams, 1995). In addition, based on a study conducted by Zenebe (2020), on students in Medda Welabu university it is found that social loafing resulted a lack of satisfaction within group members, unfair grading of the student result, group split and lack of cohesion a decrease of generating new ideas and has limited knowledge transfer from the group work. A social loafing behavior determines group outcomes such as group morale and satisfaction when members perceive that one individual relies excessively on the group to complete their share of the work, while unfairly benefiting from the group's efforts without contributing equally (Zhu & Wang, 2018).

According to a study made in Tanzania, students as group members employed punitive and threatening approaches as they responded to social loafers and this implies that social loafing can put others at risk of feeling insecure (Milinga et al., 2019). On the other hand, students may fear

to expose their classmates, friends, or group member's social loafer behaviors as a study by Jassawalla et al. (2008), mentioned students do not want to confront their group members who are not contributing sufficiently rather they prefer their instructors to take action after the project is completed, using the students own accounts of their contributions to assess and address any unfairness.

2.2. Overview of Achievement Motivation

Achievement motivation is a critical component of the human motivation system. As a result, several personality and social psychology researchers have given attention to the “Achievement Motivation” concept (McClelland, 1985). As per McClelland definition, achievement motivation it is achieving comparative consistency of accomplishment and success, as this preparation is in the bodies of the individual until some stimulus is stimulated under certain circumstances, he argues that achievement behavior revenues hope or disappointment or accomplishment. Achievement stands for achieving the necessary success in a field by requiring the excellence and quality expected in a particular subject. In addition, motivation refers to an internal driving force that motivates the person to accomplish or perform the task efficiently. In general, achievement motivation is a psychological concept that explains the drive of individuals, motivation, and accompanied by success or task accomplishment (Ansary, 2023).

According to Ryan and Deci (2000), motivation is defined into three categories: a motivation, extrinsic motivation, and intrinsic motivation. A-motivation refers to the absence of a driving force. For example, when a student receives negative comments about their performance or feels unsuccessful repeatedly, it can lead to motivation. That results, a belief that they lack the skills necessary to achieve their goals. Intrinsic motivation drive is the underlying need for competence and self-determination. It supplies energy for different psychological and behavioral processes. On a similar note, achievement motivation is defined as an extended person’s intrinsic motivation exhibiting a behavior pattern, emotional state, and planning associated with aiming to meet internalized criteria of excellence.

2.2.1. Factors affecting achievement motivation

Motivation is an inherently personal concept that is the driving factor to achieve or achieve something that it wants to achieve success (Juwita R. and Sowiyah, 2018). Likewise, a study by Nagi and Maruthachalam (2017), agrees that individual's needs, and desire have a strong impact on the direction of a person's behavior. In addition, they have highlighted in their research that the level of one's motivation varies from one person to another. As a result, it has been discussed that student's achievement motivation regarding their life has to be identified by their own.

Similarly, Munandar (2010), as cited by Juwita R. and Sowiyah (2018), individuals with a strong desire to succeed are more interested in personal achievement than in personal gain. They are driven to outperform previous results. This is known as the need for achievement.

A study indicated that individuals with high achievement motivation are crucial for the team performance than those with low achievement motivation. This implicated that the performance of the other team members does not guarantee good team performance, hence people with low achievement motivation do not have the intrinsic motivation to work hard on achievement-related tasks (Zhang & Tu, 2023).

On another note, McClelland (1961), explained the factor of achievement motivation with the degree of environmental challenge. He explained with example taking child rearing practices as activity that comes with training children to be independent and to master certain skills and promotes high need for achievement (n-Ach). In the contrast, a study indicated that the early theories of achievement motivation centered on differences in the achievement motives of men and women (Meece & Agger, 2018).

According to a study conducted Regueiro et al., (2016), Yusuf (2011), Singh et al. (2020), and Chouinard et al. (2017), cited by Thapa & Dhakal (2023), examined the factors that influence students' achievement motivation in relation to their academic goals, self-efficacy, internal locus of control, and positive classroom relationship, academic goals and self-efficacy did not have a big impact on students' achievement motivation. On the other hand, when students have their own control over their own success and have good interactions with their teachers and classmates, it has shown that they get motivated and do well in their education. This implies that student's good relationship with their surroundings in the education, contributes to their academic success.

At last, teachers' attitude and mental ability in the classroom play a pivotal role which influences both the classroom climate and the students' motivation to achieve as the maximum of education and learning becomes friendliness activity for the students when the teacher and student have an enjoyable learning practice (Bency, 2019).

2.2.2. Theories and Concepts of Achievement Motivation

2.2.2.1. Need for Achievement (n) Theory

Need for achievement is an individual's personality affective person's behavior and it is recognized as a learnt motivator (Chetri, 2014). This study is grounded in McClelland's Achievement Motivation Theory, also known as the Acquired Needs Theory or the Learned Needs Theory (Acquah, 2017). McClelland in his first book dedicated much energy in exploring the relation of the n achievement and found that people with high n achievement scores show evidence of better learning and performance (McClelland, 1995).

David McClelland, in collaboration with his colleagues, significantly contributed to the advancement of research on the necessity of achievement. They modified the Thematic Apperception Test to evaluate the motivation to achieve success. He defined the need for

achievement as a general and relatively stable personality disposition that is learned on the basis of affective experiences (Weiner, 2013).

Following his similar work McClelland et. al (1985), defined the need for Achievement (n Achievement) as success in competition with some standard of excellence. This presupposes that, the goal of some individual is to be successful in terms of competition with some standard of excellence. The individual may fail to achieve this goal, but the concern over competition with a standard of excellence still enables one to identify the goal sought as an achievement goal. This, then, is the generic definition of n Achievement". He additionally described that competition with a standard of excellence was most notable when an individual was in direct competition with someone else but that it can also be evident in the concern for how well one individual performs a task, regardless of how someone else is doing. McClelland stated that an individual's need for achievement is driven by the challenge of success and the fear of failure. Peoples need for achievement is moderate and they set for themselves moderately difficult tasks. They are analytical in nature and take calculated risks. Such people are motivated to perform when they see at least some chances of success (McClelland, 1985; Singh, 2011).

On another note, the basic motivational model is derived from the model of motivation theory which indicates the general characteristics of an individual that is in action. It also shows the determinants and course of motivation in action (Hidi & Renninger, 2019).

Figure1

The Basic Motivational Model



(Source: Hidi & Renninger, 2019)

As indicated by Dweck et al., (2003), and Roeser & Peck (2009), cited in Hidi & Renninger (2019), the idea of rewards and opportunities of any circumstances encourages the motives, need, wishes, and emotions of a person's self, which is through generating an action goal.

2.3. Overview of Academic Performance

Academic performance is a central element of the education system, encompassing various significant components, and has become a focal point of interest for researchers, parents, policymakers, and planners, particularly regarding students in Higher Education Institutions (HEIs) (Kumar et al., 2021). It refers to performance outcomes in intellectual domains taught at school, college, and university, indicating that an individual has accomplished specific goals emphasized in instructional environments (Spinath, 2012).

The concept of academic performance includes gaining knowledge, acquiring skills and competencies, achieving high grades, and demonstrating intention and persistence in education. When assessing students' academic performance, the most significant focus is placed on academic achievement, followed by the knowledge gained and the skills acquired (Yorl et al., 2019; Kumar et al., 2021).

According to Kuncel, Hezlett, and Ones (2004), caution is advised regarding self-reported GPAs, as grades reflect students' performance in the classroom as rated by teachers and can be influenced by the frame of reference effect, also known as the "big fish little pond" effect. Standardized achievement tests serve as important indicators of academic achievement because they offer more objective assessments than grades, providing a "purer" measure of academic knowledge. Academic achievement encompasses the performance students attain through their efforts across various disciplines, typically expressed through grades, marks, scores, or descriptive evaluations (Ansary, 2023). Odeh et al. (2015), define academic achievement as a student's success in meeting short- and long-term educational goals, such as completing high school or earning a college degree.

Furthermore, the success of academic performance can also be analyzed through variables like student interest in a particular discipline or field of study, which relates to achieving training-related goals (Kuh et al., 2006). Some studies have approached this concept from a structural perspective, treating academic performance as an academic construct based on test scores (Weatherton & Schussler, 2021). In developed societies, academic achievement is often measured by GPA (grade point average) or standardized assessments (Steinmayr et al., 2014). Geisinger (2013), notes that GPA is one of the most frequently investigated variables in educational psychology and education.

2.3.1. Factors Affecting Academic performance

Several factors influence students' academic performance, with motivation being one of the most significant. Students' academic achievement is highly affected by their achievement motivation (Ansary, 2023). Similarly, research by Chaturvedi (2009), Tuckman and Trimble (1997), and Kobal and Musek (2001), as cited in Chetri (2014), indicates that the level of aspiration provided to students plays a crucial role in enhancing their academic achievement, encouraging them to strive for higher goals. Furthermore, a study examining university students found that both extrinsic and intrinsic motivation positively impact their academic performance (Afzal, 2010).

In the Ethiopian context, a study exploring the impact of cultural capital on students' academic performance in higher educational institutions revealed significant positive associations between cultural capital encompassing possession, transmission, and appropriation and students' performance. However, the study also found no relationship between educational outcomes and variations in parental cultural capital among students (Negewo & Murugan, 2018).

Additionally, factors related to the school and learning environment, such as the curriculum, course offerings, school systems, and academic supervision, contribute to academic performance (Ko & Chung, 2014). Another important factor is the relationship between students' mental health and their academic achievement, which has garnered priority and attention from educators, policymakers, and community members (Gilav & Shooriabi, 2016).

2.3.2. Theories and concepts of Academic performance

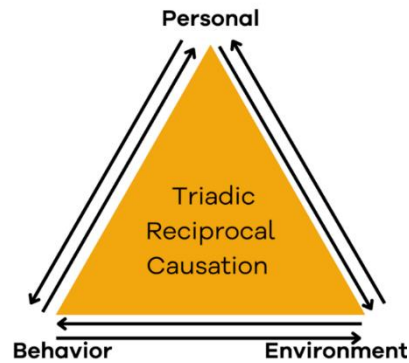
2.3.2.1. Social cognitive theory

The Social Cognitive Theory explains how learning occurs through both direct exposure and observation, emphasizing triadic reciprocal causation, which suggests that individuals are not merely products of their environment but possess the agency to shape their own environments, involving three key factors behavior, environment, and personal attributes (according to, Bandura, 2009; Frances & Davidson, 2003).

Behavioral factors pertain to the responses individuals receive after performing actions, which can create an enabling environment that fosters successful learning, while environmental factors refer to the external conditions influencing a person's ability to exhibit certain behaviors, such as the provision of support that enhances self-efficacy, and personal factors encompass an individual's internal characteristics, including beliefs, attitudes, and self-efficacy, all of which significantly impact their behavior and overall performance (IsabelGue, 2023).

Figure 2

Social cognitive theory



(Source: Luszczynska & Schwarzer, 2015; IsabelGue, 2023)

2.3.2.2. Carroll's Model of School Learning

According to Carroll (1963), as cited in Reeves (2014), student achievement, or the degree of learning effectiveness, is defined as a function of the actual time needed for learning and the time spent on learning, underscoring the crucial role of time in this context. Carroll's original model is a formal and quasi-mathematical framework that expresses three of the five classes of variables explaining variance in school achievement in terms of time. According to Edutechwiki (2014), the Carroll model of school learning describes the relationship between time spent learning and learning effectiveness, raising important questions about the appropriate timing necessary for effective learning.

2.4. Findings on the relationship between social loafing, achievement motivation and academic performance

According to a study investigating the relationship between students' self-efficacy, achievement motivation, and social loafing, social loafing negatively correlates with achievement motivation, indicating that students with high achievement motivation tend to exhibit less social loafing behavior. Specifically, individuals with high achievement motivation are less likely to reduce their effort when working in groups. Additionally, self-efficacy directly influences achievement motivation, helping to reduce or eliminate social loafing (Zhang & Tu, 2023). Supporting this, research by Stark et al. (2007) and Seitchik and Harkins (2014) highlights that individuals with high achievement motivation tend to work diligently towards their goals, even when their teammates do not. Conversely, those with low achievement motivation are more likely to engage in social loafing if their group members do not fully exert themselves. Further, increasing achievement motivation has been shown to encourage individuals to contribute more in group settings.

Social loafing and achievement motivation are two important aspects that impact academic performance in universities (Chen et al., 2023). According to a study made by Zhang and Tu (2023), it revealed that achievement motivation negatively forecasts social loafing behavior. The study explains that individuals who are social loafers tend to lack high achievement motivation.

According to Ferry and Rika (2017), they discussed the impacts of student motivation with social loafing and academic achievement through their experimental study. The results of the study indicated that individuals with higher achievement motivation will have lower social loafing tendency while it affects students' academic achievement. Likewise, another study made on the relationship between high achievement records in schools through applying group work indicated

that group work improves the learning process as well as the performance of the students. It also improves the performance of the students related to achievement skills and behavior (Al-Masri, 2018). Other findings of a study by Hagen (2015), that is related to reduction of social loafing in virtual groups through increased cohesion, reduced deindividuation, and heightened evaluation potential through self-disclosure, indicated that performance and social loafing had no statistical significance in the virtual group work environment.

Social loafing has also been investigated related to job performance outside the educational context and it has been identified that social loafing may improve the following job performance by enhancing recovery and guilt feelings. In addition, those employees who experience higher job demands or have higher moral identity may benefit from social loafing (Shao et al., 2024). On another study conducted to see the relationship between achievement motivation and social loafing in relation to self-efficacy, the results of the study indicated that individuals who exercise social loafing tend to lack high achievement motivation. In addition, it has been found in the research that there is a relationship between achievement motivation and social loafing maybe mediated by self-efficacy (Jones & Cooke, 2021).

In a study conducted at a university in Australia, researchers examined student attitudes toward group work and found that free riding emerged as a significant concern across various disciplines (Hall & Buzwell, 2023). Similarly, another study indicated that social loafing is a trait variable activated in group dynamics during typical situations (Ying et al., 2014). Achievement motivation and academic performance are closely linked; a study by Ansary (2023) revealed a positive correlation between achievement motivation and academic achievement among higher secondary students. However, it noted no significant differences in achievement motivation based on gender or living context (rural vs. urban). Additionally, achievement motivation has been found to predict

academic success, leading researchers to recommend enhancing achievement motivation as a strategy to improve academic performance (Zambuk, 2021).

Another study was made to demonstrate the relative importance of student's ability self-concepts, their task values, learning goals, and achievement motives for students grades in different academic subjects above and beyond intelligence and priori achievement. The findings of the study expanded the knowledge related to the role of students' motivation for academic achievement. The study gave evidence that believing in own competencies is advantageous with respect to academic achievement (Steinmayr et al., 2019).

Zahara (2015), cited by Eliana & Novliadi (2018), high achievement motivation predicts less social loafing tendency meaning that students with high achievement motivation are less likely to engage in social loafing when assigned to work in a group. On the contrary, according to the study's finding, students' motive, power and affiliation motives do not predict social loafing tendency. However, the study indicated that social loafing tendency is affected by motivation which predicted students' academic achievement. As a result of this, it has been concluded that those who have high social loafing tendency have low academic achievement.

Moreover, a study by Kumhar and Tankha (2020) established a correlation between students' academic performance and their achievement motivation. In contrast, research examining differences in achievement motivation and academic achievement among English students found no significant differences based on levels of achievement motivation, suggesting that it may not significantly contribute to academic success (Erlinda R., 2016). Furthermore, Tucker et al. (2002), as cited by Kumar (2018), discuss the concept of academic achievement motivation as a crucial factor in students' academic success, describing it as the "moving force" that drives an individual

to complete tasks. This concept highlights how motivation influences academic engagement through cognitive, emotional, and behavioral indicators. The formula presented in the study— $\text{Goal/Target} + \text{Motivation} = \text{Academic Achievement Motivation}$ —emphasizes that a student's achievement motivation fosters enthusiasm for learning and personal growth within the academic environment.

2.5. Summary and implications of reviewed literature

The literature reviewed for this study explored the concepts, models, and theories associated with social loafing, achievement motivation, and academic performance in adolescents. The literature on social loafing reveals key insights, starting with the Ringelmann Effect identified by Max Ringelmann in 1913, which shows that individuals exert less effort in groups than when alone, particularly as group size increases. This decline in effort is linked to reduced motivation and coordination challenges. Bibb Latane's Social Impact Theory, developed in 1981, further illustrates that individual impact diminishes with larger groups, although it has faced criticism for overlooking psychological factors. The consequences of social loafing include dissatisfaction, unfair grading, and lack of cohesion, as group members often resent those who contribute less and prefer instructors to address these issues rather than confront peers directly.

Achievement motivation represents the internal drive to succeed and is influenced by personality traits and environmental factors. High achievement motivation is crucial for effective team performance, and positive relationships with teachers enhance academic success. McClelland's Need for Achievement Theory posits that this motivation is a learned trait, with individuals thriving on competition and challenges.

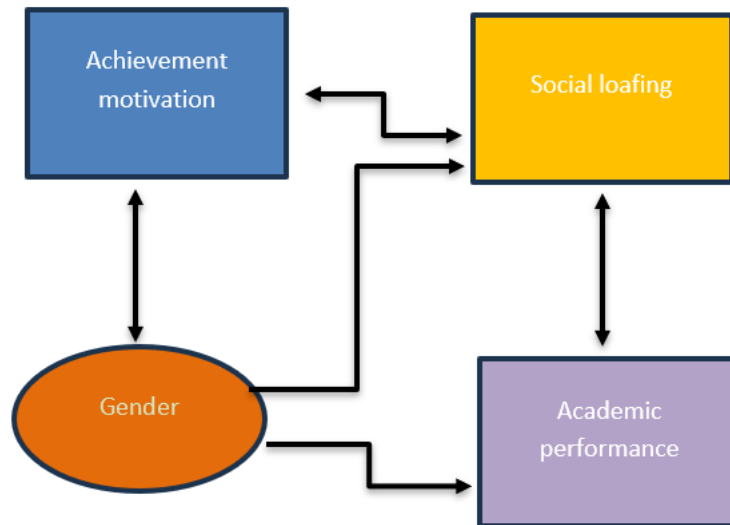
In terms of academic performance, Social Cognitive Theory emphasizes that learning occurs through experience and observation, shaped by the interplay of behavior, environment, and personal attributes. Carroll's Model of School Learning highlights the critical role of time in achieving effective learning, positing that student achievement is influenced by factors such as the time needed to learn, quality of instruction, and student perseverance.

Research indicates a negative correlation between social loafing and achievement motivation, with motivated students less likely to engage in loafing. Enhancing achievement motivation can improve contributions in group settings and academic performance. Additionally, self-efficacy mediates the relationship between achievement motivation and social loafing, suggesting that motivated individuals with strong self-beliefs are less prone to loaf.

However, while existing research has independently examined social loafing, achievement motivation, and academic performance in students, there is a notable lack of comprehensive studies that explore the relationships among these three variables. Therefore, this study aims to address this gap by investigating their interconnectedness and levels within a higher education setting, with a focus on demographic characteristics such as gender.

Figure 3

Conceptual Framework of social loafing, achievement motivation, and academic performance.



(Source: Eliana & Novliadi, 2018)

This conceptual framework highlights the crucial relationships between achievement motivation, social loafing, and academic performance. It demonstrates that higher achievement motivation reduces social loafing, leading to increased engagement in group tasks and improved academic outcomes. On the other hand, social loafing negatively impacts performance, as lack of participation diminishes learning.

Additionally, incorporating demographic factors, such as gender, underscores the importance of understanding how these characteristics influence motivation and loafing behaviors. By addressing these interconnections, educators can implement targeted strategies to enhance motivation and reduce social loafing, ultimately fostering a more effective learning environment and maximizing student success.

CHAPTER THREE

METHODS

This chapter describes the research design, study site, study population, data gathering tools, sample and sampling techniques. It also describes the tools, data collection and data analysis procedures, and ethical considerations. Additionally, this chapter discusses the survey instruments, which include the Social Loafing Questionnaire (SLQ), and Achievement Motivation Questionnaire (AMQ), and Academic performance assessment questions adopted from existing questionnaire.

3.1. Study Design

This study uses quantitative research methods to explore the relationship between Social Loafing, Academic performance, and Achievement Motivation. To understand the relationship between the dependent and independent variables, and to address the research questions, this study uses correlational descriptive research design to show the relationship between variables, allowing for a comprehensive analysis of how these variables interact without manipulation, thus aligning perfectly with the research objectives and questions.

3.2. Study area and period

This study was conducted in Addis Ababa, Ethiopia, at Addis Ababa University's College of Education and Behavioral Studies. Addis Ababa University (AAU), which was established in 1950 as the University College of Addis Ababa (UCAA), is the oldest and the largest higher learning and research institution in Ethiopia. Since its inception, the University has been the leading center in teaching-learning, research and community services (Addis Ababa University, 2024). The College of Education and Behavioral Studies (CEBS) had its beginnings in 1952, initially offering major area courses in the arts Faculty. In 1963, it was promoted to the level of Faculty of Education

and started training educators in different fields through its five Departments: Elementary Education, Secondary Education, Psychology, Library Science, and Technical Teacher Education.

For this research, I selected Addis Ababa University as the study area due to its accessibility and convenience for data collection. Being a student at this institution allows me to easily access to university authorities and the diverse student population to efficiently gather the necessary data. In addition, my familiarity with the campus enables effective participant engagement, thereby enhancing the validity of the findings. The period the data collection undertaken started from providing induction to those who supported this study with data collection. The onboarding process and accessing student's response took a total of five weeks to gather complete data.

3.3. Target Population

The target population for this study is Psychology Second year and above students at Addis Ababa University. The student researcher selected the target population primarily for the convenience of data gathering and because it aligns with my field of study. As Addis Ababa University is the oldest, largest higher learning institution which remained in leading center in teaching, research, and community services in Ethiopia, the student researcher selected the target population from the university. By focusing on psychology students at Addis Ababa University, where I am currently enrolled, I can effectively leverage my access to participants and ensure a relevant context for exploring the research questions. This study excludes freshman year students as they are transitioning to new higher institutions in line with uncertainty of their new field of study. Therefore, this study focuses on regular psychology students. Regular psychology students were chosen for this study because they are government assigned to the university, ensuring a diverse background fully immersed in the academic environment. Unlike extension students, who often manage multiple commitments and have varied schedules, regular students engage deeply in the

curriculum and campus life. This engagement fosters understandings into the academic dynamics and allows for more meaningful interactions during data collection. By focusing on regular psychology students, the study can effectively examine the relationship between social loafing, achievement motivation, and academic performance. The student researcher approached the class representatives, respectively, to gather insights. The target population for this study consists of 46,873 students enrolled at Addis Ababa University as of June 2020 (Addis Ababa University Press, 2020). Within this population, the focus is on regular psychology students, with a total enrollment of 133 in that program. Of these, 127 students participated in the study, providing a relevant sample for examining the research questions.

3.4. Sampling Technique

This study used stratified sampling technique. The reason for using stratified sampling is that it represented the subgroups of the study population from second to fourth year regular psychology students.

The sample size for this study consisted of 127 regular psychology students out of a total of 133 enrolled in the program. Among the participants, there were 82 females and 45 males, distributed across the academic years as follows: 79 second-year students, 19 third-year students, and 29 fourth-year students. The Dean of the college referred the student researcher to the registrar and the total number of study participants, including gender disaggregated data was obtained. This process enabled the understanding of the study population before proceeding with data collection. After finding necessary data from the registrar's office, the student researcher visited the designated locations and onboarded data collectors to provide overview of the data gathering and collect data using surveys.

3.5. Instruments of data collection

This study used a survey questionnaire to gather insights from participants. The study employs a 7-item Social Loafing Tendency Questionnaire to assess individual variations in social loafing (Waletzko, 2021; Ferry & Eliana, 2017). The scale was used in different studies and it brought reliability over .8. It asks the participants to rate each item on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). In addition, the scale consisted of two subscales (behavioral tendency and cognitive tendency). The cognitive tendency items describe covert ideas and motivation closely related to social loafing, whereas the behavioral tendency items measure overt loafing behavior.

In order to collect the required data on achievement motivation, the study utilized the Ray 14 item a short form of quick measure of Achievement Motivation scale, which includes Yes (3), Neutral (2), and No (1) responses (Naik & Kiran, 2018; Ray, 1979). This Ray 14 item Achievement Motivation scale was developed and tested in Europe and Africa, and it showed over .77 reliability.

Furthermore, to assesses the academic performance of students, the study inquiries about their recent Grade Point Average (GPA) and includes one reflective question regarding their feelings about their academic performance in order to understand the participants views about themselves. The study uses the AAU academic performance ranking category which is Excellent (3.75-4.00), Very Good (3.00-3.5), Good (2.5-2.75), and Satisfactory (2.0).

In this study, after composing the instruments, the student researcher used a total of four expert opinions (1 Psychology teacher, 1 Monitoring and Evaluation officer, 1 Research officer, and 1 student from Addis Ababa University) to make modifications and changes to the scales. Both the English and translated Amharic questionnaires were used. The experts contributed by providing

their opinions and reviewing the changes made in response to their feedback. The modified questions were sent to the experts, inviting them to rephrase the wording in their own way.

After modifications, the questions were checked again to ensure clarity and coherence. This process was conducted both in person and virtually. Specifically, changes were made on how to approach the participants, ensuring a good representation of evaluation questions for social loafing, achievement motivation, and academic performance.

After the questionnaires were finalized, the student researcher employed both hard copy questionnaires and a soft copy (Google Form survey) to gather responses from participants. The online Google survey allowed class representatives to share it within their Telegram groups, corresponding to their class year. Additionally, data collectors approached remaining participants who had not yet filled out the survey in person. In general, the data collection process prioritized student convenience, accommodating their preferences to ensure comprehensive participation and gather the necessary data.

Regarding the tool translation and validation, the Questionnaires were piloted on 12 participants from Addis Ababa University, Sociology class to examine the psychometric properties of items and tools. The reliability of the instruments was estimated using Cronbach's alpha analysis. The social loafing reliability was .88 and the achievement motivation reliability was .73. In the present study, reliability (alpha) of the scales in main study indicates .78 for of social loafing and .61 for achievement motivation.

3.6. Methods of data analysis

This study used SPSS version 26 as a tool to find the relationship between social loafing, achievement motivation, and academic performance among Addis Ababa University students.

Additionally, the study used descriptive statistics to describe the socio-demographic characteristics i.e., gender of the participants using the frequency, percentage, mean, and standard deviation to better define and give information of the result. In addition, Person correlation coefficient was used to examine the relationship between social loafing, achievement motivation, and academic performance among Addis Ababa University students. Furthermore, Regression analysis was used to analyze the data to answer number 4 research question.

Furthermore, the procedures followed in this study included collecting data through surveys administered to participants, ensuring ethical considerations by obtaining informed consent and maintaining confidentiality, and employing data cleaning methods to address any missing values. Statistical assumptions were checked prior to analysis and the interpretation of results was guided by established significance levels and confidence intervals to ensure robust conclusions.

3.7. Ethical consideration

To ensure ethical compliance, the student researcher obtained approval from the Dean of the College of Education and Behavioral Studies (CEBS) to access data from the college registrar's office. Following the approval of the request, the registrar office provided the student researcher with essential student data, while safeguarding the confidentiality and privacy of the participants. Prior to gathering data from respondents, the student researcher asked the respondents about their willingness to fill out the questionnaires to ensure active involvement. The participants were ensured that their information and responses will be kept private as to adherence to ethical standards. Following their confirmation to participate, the student researcher provided them with a choice if they feel comfortable using the English or translated into Amharic questionnaire. Based on their decision the survey was dispatched. In order to mitigate the concern that the student researcher had about biased responses, particularly regarding GPA and the tendency to loaf due to

fear of judgment or consequences, the participants were encouraged to provide honest responses and assured that there would be no negative consequences resulting from their answers. They were also directed to read the purpose of the questionnaire at the top of the paper to emphasize the confidentiality of the study. If there were any concerns or questions, the data collectors informed the participants to communicate using the contact information provided for clarification. Additionally, during the data collection process, data was gathered without stereotyping or discrimination against any participant, and questions were addressed.

CHAPTER FOUR

FINDINGS

This chapter presents the findings of the study, which were collected using a survey to demonstrate the results. It includes the socio-demographic characteristics of the respondents in a frequency table, the levels of social loafing, gender differences in social loafing, achievement motivation, and academic performance. Additionally, the chapter discusses the correlation results regarding the relationships between social loafing, achievement motivation, and academic performance. Finally, it presents the results of the regression analysis that examines which variables predict academic performance.

4.1. Socio-demographic characteristics of the respondents

Out of a total population of 133 students, 127 were included in the study, resulting in a response rate of 95.48%. In the study, 82 (64.6%) female and 45 (35.4%) male students were part of the study. This indicates a gender imbalance in the sample, with females being more represented.

In addition, 79 (62.2%) from second year, 19 (15%) of third year, and 29 (22.8%) of fourth year students were part of this study. The 6 (4.5%) non-response rate that the participants were not accessible to take part in the study.

The average age of participants is 21.07 years, indicating that most individuals are in their early twenties. The majority of participants are aged 21-23, comprising 50.4% of the sample. The 18-20 age group follows closely with 40.9%. This suggests that the sample is primarily composed of younger students, likely in the early years of their higher education. The below table indicates the demographic characteristics of a sample population based on three variables: age, gender, and class year. (see Table 1).

Table 1

Socio-demographic characteristics in frequency and percentages

Variable	Category	Frequency (Percentage)
Age	18-20	52 (40.9)
	21-23	64 (50.4)
	24-26	11 (8.7)
Gender	Female	82 (64.6)
	Male	45 (35.4)
Class year	Second year	79 (62.2)
	Third year	19 (15)
	Fourth year	29 (22.8)

In addition, the minimum and maximum ages are 18 and 26. The largest group of participants, 64 (50.4%) were between aged 21-23, while 52 (40.9%) were aged 18-20, and 11 (8.6%) were aged 24-26. The standard deviation is 1.619, which suggests that the ages of participants are relatively close to the mean, with some variation. In general, these results reflect a youthful population, predominantly in the early twenties, with a limited age range that spans from 18 to 26 years.

On the other hand, the results of the study indicated that the majority of the respondents were second year female students, with a total of 79 (53 female and 26 male). Fourth year students ranked second, with a total of 29 participants (13 female and 16 male), while third year students had the fewest participants, 19 in total (16 female and 3 male). The data shows a predominance of females in the second and third years, while in the fourth year, the distribution is more balanced,

with a higher proportion of males. This could suggest variations in gender enrollment patterns across different years of education. (see Table 2).

Table 2

The Number of Male and Female Students along with their Class Year

		Class Year			
			Third		
		Second year	year	Fourth year	Total
Gender	Female	53	16	13	82
	Male	26	3	16	45
Total		79	19	29	127

4.2. Level of Social Loafing, Achievement Motivation, and Academic Performance

4.2.1. Level of Social Loafing

This section presents the findings related to the first research question of the study, which examines the level of social loafing. The data indicates the distribution of participants based on their level of social loafing, categorized into two levels. Social loafing is defined in this context by a mean average score that is categorized into two. The total mean was calculated, and scores greater than average mean score were classified as "Level One," while scores below average mean score were classified as "Level Two."

"Level One," with 76 participants (59.8%), indicates a high tendency for social loafing, meaning these individuals exhibit behaviors consistent with reduced effort in group settings.

On the other hand, "Level Two," comprising 51 participants (40.2%), signifies a low tendency for social loafing, suggesting these individuals are less likely to reduce their effort when working in groups. This distribution highlights that a majority of the participants demonstrate a higher level of social loafing, which may impact group dynamics and overall performance. (see Table 3).

Table 3

Level of Social Loafing

Variables	Category	Frequency (Percentage)
Level of Social loafing	Level one (high social loafing)	76 (59.8)
	Level two (low social loafing)	51 (40.2)

4.2.2. Level of achievement motivation

Achievement Motivation was assessed through computing fourteen items which were described in the questionnaire. The results of the data indicates that the mean score for achievement motivation is 29.74, with a standard deviation of 11.005. The standard deviation indicates a relatively wide spread of scores around the mean, reflecting varying degrees of motivation among individuals. This variation may highlight differences in personal drive within the group, which could influence their academic performance. (see Table 4).

Table 4*Level of achievement motivation*

Item	Mean	Std.
Achievement motivation	29.74	11.005

4.2.3. Level of academic performance

The data on students' academic performance indicates that the majority of respondents, 101 students (79.53%), reported their last semester GPA as "Very good" (ranging from 3.00 to 3.5). A smaller group, 21 students (16.53%), categorized their GPA as "Good" (between 2.5 and 2.75). Only 5 students (3.94%) achieved an "Excellent" GPA (ranging from 3.75 to 4.00). This distribution suggests that most students are performing well academically, with a significant concentration of students in the "Very good" category, indicating a generally positive trend in academic achievement among the participants. (see Table 5)

Table 5*Academic performance of students*

Variable/Question	Category/Responses	Frequency/Percentage
What is your last semester GPA?	Good (2.5-2.75)	21(16.53%)
	Very good (3.00-3.5)	101(79.53%)
	Excellent (3.75-4.00)	5(3.94%)

In addition to the academic performance of students, each class years' average GPA shows that the second year (3.33), third year (3.50), showing that students are doing better, but it drops slightly in the fourth year (3.36). The third year has the highest academic performance, with an average GPA of 3.50 which is higher than both the second year (3.33) and the fourth year (3.36). There is also more variation in GPAs in the fourth year, meaning students' performance differs more as they advance in their studies. (see table 6)

Table 6

Academic performance of students with respect to class years

	N	Minimum	Maximum	Mean	Std. Deviation
Third year	79	2	4	3.33	.362
GPA					
Third year	19	3	4	3.50	.334
GPA					
Fourth year	29	3	4	3.36	.415
GPA					

In addition, when students were asked about their insights about their academic performance and whether they believe they are successful in their studies. The finding for the question "Do you think you are successful in your studies?" includes 127 respondents. The scores range from a minimum of 1 to a maximum of 5, indicating the use of a Likert scale for responses. The mean score of 3.13 suggests that, on average, students feel moderately successful in their studies, leaning slightly towards a neutral perception of success. The standard deviation of 0.992 indicates a moderate level of variability in responses, implying that while some students may feel quite

successful, others may have a less positive view of their academic performance. Overall, the finding indicates a mixed view of academic success among the students examined. (see Table 7)

Table 7

Reflection of student's academic performance

	N	Minimum	Maximum	Mean	Std. Deviation
9. Do you think you are successful in your studies?	127	1	5	3.13	.992
Valid N (listwise)	127				

4.2.4. Summary of level of social loafing, achievement motivation, and academic performance with respect to gender differences

The findings shows that the means and standard deviations of three variables: Social Loafing (SL), Academic Performance (AP), and Achievement Motivation (AM) categorized by gender. For Social Loafing, females have a higher mean score of approximately 28.84 with a standard deviation of about 2.99, indicating less variability in responses compared to males, who have a mean of 25.51 and a standard deviation of 5.84. This suggests that female students exhibit higher levels of social loafing than male students.

In terms of Academic Performance, females also have a slightly higher mean of 6.61 (SD =1.06) compared to males at 6.28 (SD = 1.26). Both groups show a relatively close mean, indicating that academic performance is similar across genders, with females performing marginally better. For

Achievement Motivation, females have a mean score of 30.22 (SD = 3.30), which is higher than the male mean of 28.91 (SD = 4.03). This indicates that female students tend to have higher achievement motivation than their male counterparts.

In general, the data suggests that while females score higher in social loafing and achievement motivation, academic performance is relatively similar between genders, with females showing a slight advantage. The standard deviations indicate varying levels of response consistency within each gender for the different variables. (see Table 8).

Table 8

Level of social loafing, achievement motivation, and academic performance with respect to gender

	Gender	Mean	Std.	N
SL	Female	28.8415	2.99576	82
	Male	25.5111	5.83727	45
	Total	27.6614	4.49730	127
AP	Female	6.6062	1.05616	82
	Male	6.2787	1.25683	45
	Total	6.4902	1.13730	127
AM	Female	30.2195	3.30366	82
	Male	28.9111	4.03295	45
	Total	29.7559	3.61811	127

On the other hand, for females, out of a total of 82 participants, 58 (70.7%) fall into Level One (high social loafing), while 24 (29.3%) fall into Level Two (low social loafing). Within the context of social loafing levels, females represent 76.3% of those exhibiting high social loafing and 47.1% of those in the lower level, indicating a significant tendency for females to show higher levels of

social loafing overall. In terms of the total population, females account for 64.6% of all participants, with 45.7% exhibiting high social loafing and 18.9% exhibiting low social loafing.

For males, of the 45 individuals, 18 (40.0%) are in Level One and 27 (60.0%) are in Level Two. In this case, males account for 23.7% of those in high social loafing and 52.9% in low social loafing. Thus, males exhibit a lower overall tendency towards social loafing compared to females, with only 14.2% of the total population being high social loafers and 21.3% in the low loafing category.

In general, the total counts show that 76 individuals (59.8%) are categorized as high social loafers (Level One) and 51 (40.2%) as low social loafers (Level Two). This indicates a prevalent issue of social loafing within the group, particularly among females, who contribute disproportionately to the higher loafing levels. (see Table 9)

Table 9*Percentage of social loafing with respect to gender*

			Social loafing level		
			1	2	Total
GENDER	female	Count	58	24	82
		% within GENDER	70.7%	29.3%	100.0%
		% within social loafing	76.3%	47.1%	64.6%
		% of Total	45.7%	18.9%	64.6%
	male	Count	18	27	45
		% within GENDER	40.0%	60.0%	100.0%
		% within Social loafing	23.7%	52.9%	35.4%
		% of Total	14.2%	21.3%	35.4%
Total		Count	76	51	127
		% within GENDER	59.8%	40.2%	100.0%
		% within Social loafing	100.0%	100.0%	100.0%
		% of Total	59.8%	40.2%	100.0%

On the other hand, the findings of this study indicates that "In my team/group, I was not important" received a mean score of 3.83, suggesting that a significant majority (over 59%) disagreed with this sentiment, indicating a general sense of importance among team members. Regarding their effort and contribution within the group, "In my team, I tried as hard as I could" (4.03) and "In a team, given my abilities, I did the best I could" (3.97), reflect a strong commitment to effort, with over 50% of respondents agreeing or strongly agreeing. (see Table 10).

Table 10

Social Loafing Tendencies Among Team Members

Items/ Behaviour	Strongly Disagree (%)	Disagre e (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
In my team/group, I was not important.	5 (3.9)	9(7.1)	13(10.2)	76(59.8)	24(18.9)	3.83	.952
In my team, I tried as hard as I could	5(3.9)	6 (4.7)	10(7.9)	65(51.2)	41(32.3)	4.03	.975
In my team, I contributed less than I should	2(1.6)	20(15.7)	8(6.3)	69 (54.3)	28 (22.0)	3.8	1.011

In my team, I actively participated in the discussion and contributed ideas.	3(2.4)	13(10.2)	14(11.0)	60(47.2)	37(29.1)	3.91	1.011
In my team, it was okay even if I did not do my share.	7(5.5)	6(4.7)	9(7.1)	57(44.9)	48(37.8)	4.05	1.068
In a team, it does not matter whether or not I try my best.	2(1.6)	7(5.5)	8(6.3)	71(55.9)	39 (30.7)	4.09	.855
In a team, given my abilities, I did the best I could.	1(0.8)	13(10.2)	12(9.4)	64(50.4)	37(29.1)	3.97	.934

On the other hand, respondents' participation related questions "In my team, I actively participated in the discussion and contributed ideas" produced a mean score of 3.91, suggesting active engagement among team members, although participation varies. The attitude towards responsibility also indicates that "In my team, it was okay even if I did not do my share" received a mean score of 4.05, indicating that a significant number of respondents feel comfortable with varying levels of contribution, which may reflect a more relaxed team culture.

Regarding the Achievement Motivation response, the majority of the participants (60.6%) prioritize comfort over moving forward, indicating a tendency to avoid challenges. The results also indicate that there is equal distribution regarding satisfaction with being better than others (51.2%) neutral, suggesting ambivalence about competition in studies. (See Table 11)

Table 11

Responses to Items Assessing Achievement Motivation

Items	Responses		
	No (%)	Neutral (%)	Yes (%)
Is staying comfortable more important to you than moving forward?	22 (17.3)	28 (22.0)	77(60.6)
Are you satisfied with being better than other people in your studies?	31(24.4)	65(51.2)	31(24.4)
Do you want to improve the way you study in your school?	4(3.1)	30(23.6)	93(73.2)
Do you have trouble making friends at school?	61(48.0)	26 (20.5)	40(31.5)
Do you become restless when you feel like you are wasting time?	15(11.8)	9(7.1)	103(81.1)
Do you always work hard to be among the best people around you? (School, etc...)	15 (11.8)	37(29.1)	75 (59.1)

Would you rather work with someone who supports you than with a difficult but highly competent partner?	74 (58.3)	19 (15.0)	34 (26.8)
Do you have a habit of planning a task before doing it?	39 (30.7)	23(18.1)	65 (51.2)
Is it important for you to continue life in a normal way?	70 (55.1)	23 (18.1)	34 (26.8)
Are you an over-planner (a person who desires more)?	54(42.5)	20(15.7)	53(41.7)
Do you tend to read other people's successes instead of doing the work of making yourself successful?	26(20.5)	28(22.0)	73(57.5)
Do you consider yourself lazy?	32(25.2)	32(25.2)	63(49.6)
Do days go by without you doing something you had planned to do earlier?	94(74.0)	16(12.6)	17(13.4)
Do you tend to accept life as it comes without much planning?	46(36.2)	33(26.0)	48 (37.8)

In general, the result indicates that there is a difference of motivations, social challenges, and planning behaviors among students, with a notable desire for improvement and a strong inclination towards productivity.

At last, to understand the significance of the variables t-test is conducted (see Table 12). The independent samples t-test results indicate a significant difference in scores between female and male students. Levene's Test for Equality of Variances showed a significant result ($F = 24.036$, $p < .001$), indicating that the assumption of equal variances was violated.

For the t-test for Equality of Means, the t-value was 4.254 with 125 degrees of freedom, and the two-tailed p-value was .000. The mean score for females ($M = 4.1202$) was significantly higher than that for males ($M = 3.6444$), with a mean difference of .47576. The standard error of the difference was .11184, and the 95% confidence interval for the mean difference ranged from .25441 to .69712. (see Table 12)

Table 12

T-test results

			Mean	Std. Deviation	Std. Error
GENDER			Mean	Std. Deviation	Mean
SL	female	82	4.1202	.42797	.04726
	male	45	3.6444	.83390	.12431

These findings suggest that there is a statistically significant difference in the measured variable based on gender, with females scoring higher than males.

4.3. ANOVA (Analysis of Variance) Results

In this analysis, ANOVA is conducted to assess the differences in means among groups regarding key variables Social Loafing (SL), Achievement Motivation (AM), and Academic Performance (AP) to determine whether any of these groups exhibit statistically significant differences, which can inform our understanding of how social loafing influences academic outcomes. (see Table 13)

Table 13

Analysis of Variance (ANOVA) Results

		Sum of		Mean		
		Squares	df	Square	F	Sig.
SL	Between	6.577	1	6.577	18.095	.000
	Groups					
	Within Groups	45.432	125	.363		
	Total	52.009	126			
AP	Between	1.531	1	1.531	1.563	.214
	Groups					
	Within Groups	122.453	125	.980		
	Total	123.984	126			
AM	Between	49.740	1	49.740	3.887	.051
	Groups					
	Within Groups	1599.693	125	12.798		
	Total	1649.433	126			

The ANOVA results reveal that for Social Loafing (SL), the between-groups sum of squares is 6.577 with an F-value of 18.095 and a statistically significant p-value of .000, indicating significant differences in SL levels across groups; for Academic Performance (AP), the between-groups sum of squares is 1.531 with an F-value of 1.563 and a non-significant p-value of .214, suggesting no meaningful differences in AP among groups; and for Achievement Motivation (AM), the between-groups sum of squares is 49.740 with an F-value of 3.887 and a marginally significant p-value of .051, indicating potential differences in AM levels that warrant further exploration.

4.4. Tests of Between-Subjects Effects

The Tests of Between-Subjects Effects for the dependent variable, Academic Performance (AP), indicate that the corrected model explains a significant portion of the variance in AP, with a Type III Sum of Squares of 14.822 and a significance level of 0.045. The intercept is highly significant, demonstrating that the overall mean AP is significantly different from zero. However, neither Social Loafing (SL) nor Achievement Motivation (AM) shows a statistically significant effect on AP, with significance levels of 0.261 and 0.547, respectively. In contrast, the interaction between SL and AM reveals a significant effect on AP, with a Type III Sum of Squares of 10.104 and a significance level of 0.027. Overall, while the model has strong explanatory power (R Squared = 0.847), it is the interaction effect that significantly impacts academic performance, whereas SL and AM alone do not. (see Table 14)

Table 14*Tests of Between-Subjects Effects*

Source	Type III Sum of			F	Sig.	Partial Squared	Eta
	Squares	Df	Mean Square				
Corrected Model	14.822 ^a	96	.154	1.728	.045	.847	
Intercept	663.722	1	663.722	7426.307	.000	.996	
SL	2.297	20	.115	1.285	.261	.461	
AM	1.330	16	.083	.930	.547	.332	
SL * AM	10.104	59	.171	1.916	.027	.790	
Error	2.681	30	.089				
Total	1454.846	127					
Corrected Total	17.503	126					

a. R Squared = .847 (Adjusted R Squared = .357)

4.5. Relationship between social loafing, achievement motivation, and academic performance

The correlation matrix presents the relationships between three variables: Social Loafing (SL), Academic Performance (AP), and Achievement Motivation (AM) based on a sample of 127

participants. Social Loafing (SL) and Academic Performance (AP): The Pearson correlation coefficient is 0.143, indicating a weak positive relationship between social loafing and academic performance. However, the significance value ($p = 0.109$) is above the conventional threshold of 0.05, suggesting that this correlation is not statistically significant.

When we see Social Loafing (SL) and Achievement Motivation (AM), The correlation here is 0.243, with a significance value of 0.006. This indicates a moderate positive relationship between social loafing and achievement motivation, and the correlation is statistically significant at the 0.01 level.

On the other hand, it shows the Academic Performance (AP) and Achievement Motivation (AM) of the Pearson correlation is 0.169, with a significance value of 0.058. This indicates a weak positive relationship between academic performance and achievement motivation, but it is not statistically significant at the 0.05 level.

In general, the most substantial finding is the significant positive correlation between social loafing and achievement motivation. This finding indicates that higher levels of achievement motivation may be associated with increased social loafing behavior among the participants. The other correlations, while positive, do not reach statistical significance, indicating that the relationships may not be strong enough to draw firm conclusions. (see Table 15)

Table 15*Correlation between social loafing, achievement motivation, and academic performance*

		SL	AP	AMT
SL	Pearson Correlation	1	.143	.243**
	Sig. (2-tailed)		.109	.006
	N	127	127	127
AP	Pearson Correlation	.143	1	.169
	Sig. (2-tailed)	.109		.058
	N	127	127	127
AM	Pearson Correlation	.243**	.169	1
	Sig. (2-tailed)	.006	.058	
	N	127	127	127

** . Correlation is significant at the 0.01 level (2-tailed).

4.6. The extent to which social loafing and achievement motivation predict academic performance

To gain further understandings following the relationships, regression analysis is conducted to understand the dynamics among these variables more comprehensively. Therefore, the regression analysis indicates that Social Loafing (SL) has a weak positive correlation with the dependent variable Academic Performance (AP), represented by an R value of 0.143. This explains approximately 2% of the variance, as shown by the R Square of 0.020, with an adjusted R Square of 0.013, confirming the limited explanatory power of SL. The standard error of the estimate is 0.37037, indicating a relatively high average distance of observed values from the regression line. Overall, these results suggest that Social Loafing is not a strong predictor of the outcome, academic performance. (see Table 16).

Table 16

Regression on social loafing and academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 ^a	.020	.013	.37037

a. Predictors: (Constant), SL

In addition, a coefficients table presents the results of the regression analysis with Academic Performance (AP) as the dependent variable and Social Loafing (SL) as the independent variable. The constant term is 3.037, indicating the predicted value of AP when SL is zero. The associated

standard error of the constant is 0.206, which reflects the variability in this estimate. The t-value for the constant is 14.772, with a significance level (Sig.) of 0.000, indicating that the constant is statistically significant. For SL, the unstandardized coefficient (*B*) is 0.083, suggesting that for each one-unit increase in SL, AP is expected to increase by 0.083 units, holding all else constant. The standard error for this coefficient is 0.051, indicating some variability in the estimate. The standardized coefficient (*B*) is 0.143, reflecting the relative strength of the relationship between SL and AP when considering different scales of measurement. The t-value for SL is 1.613, with a significance level of 0.109, which is above the conventional threshold of 0.05, indicating that the relationship is not statistically significant. In general, while there is a positive association between Social Loafing and Academic Performance, the effect is not statistically significant, suggesting that SL may not be a strong predictor of AP in this state. (see Table 17).

Table 17

Coefficients regression analysis

Model		Unstandardized		Standardized		T	Sig.
		Coefficients		Coefficients			
		B	Std. Error	Beta			
1	(Constant)	3.037	.206			14.772	.000
	SL	.083	.051	.143		1.613	.109

a. Dependent Variable: AP

4.6. Multivariate regression analysis

The results of multivariate regression analysis reveal that the R value of 0.210 indicates a weak positive correlation between the predictors Achievement Motivation (AM), Gender, and Social Loafing (SL) and Academic Performance (AP). The R Square value of 0.044 suggests that only 4.4% of the variance in AP is explained by these predictors, indicating a limited contribution to understanding AP. The Adjusted R Square value of 0.021 reinforces this, highlighting that other factors likely play a significant role. The Standard Error of the Estimate is 0.36883, reflecting the average deviation of observed AP values from predicted values. Overall, the results suggest that the current model does not effectively predict AP, pointing to the need for additional variables or a different analytical approach. (see Table 18)

Table 18

Model summary of multivariate regression

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.210 ^a	.044	.021	.36883

a. Predictors: (Constant), AM, GENDER, SL

In addition, the Coefficients table indicates that the constant term is 2.833, which represents the predicted value of Academic Performance (AP) when all predictors are zero. The unstandardized coefficient for Social Loafing (SL) is 0.049, suggesting a slight positive relationship with AP, but this is not statistically significant ($p = 0.384$). Gender shows a negative coefficient of -0.057, also

not statistically significant ($p = 0.443$). Achievement Motivation (AM) has a coefficient of 0.014, indicating a minimal positive influence on AP, with a significance level of 0.140 (see Table 19)

Table 19

Coefficients multivariate regression analysis

Coefficients^a						
Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.833	.365		7.753	.000
	SL	.049	.056	.084	.873	.384
	GENDER	-.057	.074	-.073	-.769	.443
	AM	.014	.009	.136	1.485	.140

a. Dependent Variable: AP

As a result of Multivariate Regression analysis, Achievement Motivation (AM), Social Loafing (SL) or Gender do not significantly predict Academic Performance (AP). The result suggests that further investigation with different variables may be necessary to better understand the factors affecting academic performance.

CHAPTER FIVE

DISCUSSION

In this chapter, we discuss the major findings of the present study considering the main topics of the research questions and the existing review of literature. The discussion section is organized by examining the results of socio-demographic characteristics, levels of social loafing, analysis of potential gender differences related to social loafing, achievement motivation, and academic performance, and exploration of the correlations between social loafing, achievement motivation, and academic performance.

5.1. Socio-demographic characteristics

A total of 127 participants were included in the study, producing a high response rate of 95.48%. The sample comprised 82 female students (64.6%) and 45 male students (35.4%), highlighting a gender imbalance with a greater representation of females. Participants included 79 second-year students (62.2%), 19 third-year students (15%), and 29 fourth-year students (22.8%). The average age of participants was 21.07 years, with most (50.4%) aged between 21 and 23, followed closely by those aged 18-20 (40.9%). The minimum and maximum ages recorded were 18 and 26, respectively. Particularly, the majority of respondents were second-year female students, 79 participants (53 female and 26 male).

5.2. Levels of Social Loafing, Achievement motivation, and Academic Performance

The findings of this study indicate that 59.8% of Psychology students at Addis Ababa University exhibit high levels of social loafing. This result aligns with previous research conducted at Meda Walabu University, which also identified significant social loafing among second- and third-year

students (Zenebe, 2020). However, this contradicts the findings of Tapiz et al. (2023), who reported that social loafing was less observed among undergraduate students.

This contradiction may stem from differences in educational contexts, group dynamics, or task structures. The environment at Addis Ababa University may lack the motivation or other factor that could mitigate social loafing, whereas the conditions in the study by Tapiz et al. might have fostered a more engaged and responsible student response. Understanding these variations is essential for addressing social loafing effectively in diverse educational settings. Further research is needed to identify the specific factors influencing social loafing across different institutions.

As indicated in the study result, the responses showed that 44.9% and 37.8% agreed and strongly agreed to the question “In my team, it was okay even if I did not do my share”. In addition, 55.9% and 30.7% of the participants similarly agreed to the question “In a team, it does not matter whether or not I try my best”. This result gives us insights that students individual contribution in a group work even not doing their share of work is a common experience. A similar study conducted by Tiongco (2018), indicated that social loafing is a common issue experienced in groups. The study indicated that even if group work is one of the opportunities to help students enhance their skills and capabilities, it also brings social loafing and free riding. In this study, it has been indicated that one of the challenges of group work from the student’s viewpoint was social loafing.

In general, among the participants, 76 individuals (59.8%) exhibited a high tendency for social loafing, indicating behaviors consistent with reduced effort in group settings. This finding suggests that female students demonstrate higher levels of social loafing compared to their male counterparts.

On the other hand, the results of the data indicate that the mean score for achievement motivation is 29.74, with a standard deviation of 11.005. This suggests that, on average, participants exhibit a moderate level of achievement motivation. Additionally, the results reveal a varying degree of motivation among individuals, which may highlight differences in personal drive within the group. Such variation could significantly influence their academic performance.

In addition, students' academic performance indicates that the majority of respondents, 101 students (79.53%), reported their last semester GPA as "Very good." This distribution suggests that most students are performing well academically, with a significant concentration of high achievers. Notably, third-year students demonstrate the highest academic performance, with an average GPA of 3.50. Additionally, there is more variation in GPAs among fourth-year students, indicating that performance differences increase as students advance in their studies. Regarding their perceptions of academic performance (GPA), the results suggest that, on average, students feel moderately successful, leaning slightly towards a neutral view of success. Overall, there is a moderate level of variability in responses, implying that while some students feel quite successful, others may have a less positive perception of their academic performance.

In general, the data suggests that females score higher in both social loafing and achievement motivation. Both groups exhibit relatively close mean scores, indicating similar academic performance across genders, with females performing marginally better. For achievement motivation, females have a mean score of 30.22 (SD = 3.30), which is higher than the male mean of 28.91 (SD = 4.03). This indicates that female students tend to have higher achievement motivation than their male counterparts. Overall, the total counts reveal that 76 individuals (59.8%) are categorized as high social loafers, highlighting a prevalent issue of social loafing within the group, particularly among females.

5.2. Gender differences in social loafing, achievement motivation and academic performance

The research results indicate that there are gender differences in the levels of social loafing. Females represent 76.3% of those exhibiting high social loafing and 47.1% of those in the lower category, indicating a significant tendency for females to show higher levels of social loafing overall. In contrast, males exhibit a lower overall tendency toward social loafing compared to females, with only 14.2% of the total population being high social loafers and 21.3% in the low loafing category.

Several studies have indicated findings that contradict this result, suggesting that women have lower tendencies for social loafing. One such study demonstrated that social loafing is more likely to be exhibited by men than by women. This study attributes the observed gender differences to genetic and evolutionary characteristics, suggesting that men tend to be more individualistic while women tend to be more relational, reflecting their respective cultural values (Tsaw et al., 2011). In contrast, other research has found that women tend to express less social loafing than men across different cultures. For instance, a study conducted in Japan using Max Ringelmann's rope-pulling experiment showed that men had a higher loafing tendency than women (Kugihara, 1999). On a different note, Stratilat and Semechkin (2013) conducted a study to investigate potential gender differences in social loafing using empirical research in Russia. The results indicated that gender differences in social loafing cannot conclusively be determined due to limited studies, contradictory results, and potential bias from gender stereotypes. When studies indicated higher social loafing behavior among males, it was concluded that this may be influenced by stereotypes. Additionally, studies by Tosuntaş (2020) indicated no significant difference between gender and levels of social loafing.

The study employed ANOVA to assess differences in means among groups regarding key variables: Social Loafing (SL), Achievement Motivation (AM), and Academic Performance (AP). The results indicated no meaningful differences in AP among groups. However, another study aimed at understanding the relationship between achievement motivation and gender revealed that gender differences in achievement motivation still exist (Meece, Glienke, and Burg, 2006). For Academic Performance (AP), the between-groups sum of squares is 1.531 with an F-value of 1.563 and a non-significant p-value of .214, suggesting no meaningful differences in AP among groups. For Achievement Motivation (AM), the between-groups sum of squares is 49.740 with an F-value of 3.887 and a marginally significant p-value of .051, indicating potential differences in AM levels that warrant further exploration. When comparing potential gender differences related to achievement motivation and academic performance in this study, the results indicated no significant differences. A study in Turkey supports this finding, showing that the relationship between academic motivation and gender has a low significance level (Turhan, 2020). In contrast, another study reveals that women tend to be more motivated in relation to academic performance than men (Kuśnierz et al., 2020).

Similarly, GPA was positively related to conscientiousness and intellect in men. For Social Loafing (SL), the between-groups sum of squares is 6.577 with an F-value of 18.095 and a statistically significant p-value of .000, indicating significant differences in SL levels across groups. As a student researcher, the assessment of gender differences related to the level of social loafing behavior indicated that females are more likely to be social loafers, which could be attributed to the higher sample size of female participants. The study included a total of 127 participants, with 82 female and 45 males, suggesting that the variance in sample size may contribute to the higher level of social loafing among female participants.

Academic Performance (AP) indicates that the corrected framework explains a significant portion of the variance in AP. The intercept is highly significant, demonstrating that the overall mean AP is significantly different from zero. However, neither Social Loafing (SL) nor Achievement Motivation (AM) shows a statistically significant effect on AP, with significance levels of 0.261 and 0.547, respectively. In contrast, the interaction between SL and AM reveals a significant effect on AP, with a Type III Sum of Squares of 10.104 and a significance level of 0.027. Overall, while the framework has strong explanatory power ($R^2 = 0.847$), it is the interaction effect that significantly impacts academic performance, whereas SL and AM alone do not. Another study showed that women tend to possess a stronger academic ethic and achieve higher GPAs compared to men (Rahafar et al., 2016, cited by Chee et al., 2005). Similarly, a study in Saudi Arabia on General Academic Ability (GAA) across gender reveals that female students outperform their male counterparts in almost every aspect of academic life (Tsaousis & Alghamdi, 2022). This indicates that women have higher academic performance than men according to the research findings.

5.3. The relationship between achievement motivation and academic performance with students' level of social loafing behavior

In this study, there is a significant relationship between students' levels of social loafing and achievement motivation. However, no relationship was found between social loafing behavior and academic performance, nor between achievement motivation and academic performance. This aligns with findings from Eliana and Novliadi (2023), which suggest that low achievement motivation is associated with a high tendency for social loafing. The results indicate that a high tendency for social loafing is influenced by achievement motivation and contributes to lower academic performance.

Supporting this, Novliadi and Eliana (2017) demonstrated that achievement motivation training can reduce social loafing tendencies, positively impacting students' academic performance. Conversely, Zhang and Tu (2023) found that students' achievement motivation negatively affects their social loafing, suggesting that higher achievement motivation may reduce social loafing behavior in group tasks.

Further reinforcing this idea, Hart et al. (2004) noted that individuals with low achievement motivation tend to exert less effort in collective tasks, as they can hide within the group without accountability. This highlights the importance of personal motivation in collaborative settings.

In line with Khalil's insights (2014), our Ethiopian proverb, "ድር ቢያብር አንበሳ ያስር," well captures the essence of teamwork and its pivotal role in achieving collective success. Just like Khalil's exploration, this proverb vividly illustrates the power of collaboration within groups, highlighting how individual efforts, when combined harmoniously, propel the entire team towards success as it emphasizes how individual efforts, when harmonized, can drive the entire team towards success, resonating with the challenge of mitigating social loafing.

On a different note, Bercena (2022) found no correlation between achievement motivation and academic achievement, which is consistent with the results of this study. The Pearson correlation coefficient between social loafing and academic performance is 0.143, indicating a weak positive relationship. However, the significance value ($p = 0.109$) exceeds the conventional threshold of 0.05, suggesting that this correlation is not statistically significant.

In contrast, the correlation between social loafing and achievement motivation is 0.243, with a significance value of 0.006, indicating a moderate positive relationship that is statistically significant at the 0.01 level. This suggests that as achievement motivation increases, social loafing

also tends to increase, indicating a potential link between higher levels of achievement motivation and increased social loafing behavior among participants.

The other correlations, while positive, do not reach statistical significance, implying that these relationships may not be robust enough to draw firm conclusions. At last, the correlation between academic performance (AP) and achievement motivation (AM) is 0.169, with a significance value of 0.058. This indicates a weak positive relationship between academic performance and achievement motivation, but it is not statistically significant at the 0.05 level.

5.4. The extent to which social loafing and achievement motivation predict academic performance

The regression analysis indicates that Social Loafing (SL) has a weak positive correlation with Academic Performance (AP), represented by an R value of 0.143. Overall, the results suggest that Social Loafing is not a strong predictor of academic performance. Although there is a positive association between SL and AP, the effect is not statistically significant, indicating that SL may not effectively predict AP in this context.

Furthermore, the multivariate regression analysis reveals an R value of 0.210, indicating a weak positive correlation between the predictors: Achievement Motivation (AM), Gender, and Social Loafing and Academic Performance. This suggests that the current model does not adequately predict AP, highlighting the need for additional variables or alternative analytical approaches.

Specifically, the unstandardized coefficient for Social Loafing (SL) is 0.049, suggesting a slight positive relationship with AP; however, this is not statistically significant ($p = 0.384$). Gender has a negative coefficient of -0.057, which is also not statistically significant ($p = 0.443$). Achievement Motivation (AM) presents a coefficient of 0.014, indicating a minimal positive influence on AP, with a significance level of 0.140.

In conclusion, none of the predictors significantly impact academic performance. Studies that support these findings, such as Liu et al. (2024), indicate that social loafing has little effect on performance. On the contrary, other research Tosuntaş (2020), Zahra et al. (2015), and Zenebe (2022), argues that achievement motivation significantly influences academic outcomes. These contrasting views highlight the complexity of the factors affecting academic performance and suggest that further investigation with different variables may be necessary.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

This study chapter draws conclusions from the results of this research, existing relationship between social loafing, achievement motivation, and academic performance among Addis Ababa University students.

6.1. Conclusions

This study finding showed that social loafing exists among Addis Ababa University students. Based on the results of the data, 59.8% more than half of the study participants were categorized in level one as exhibiting “high social loafing behavior.” This shows that, like any other studies conducted in university or college institutions, social loafing exists among students.

Regarding gender differences, the results identified that female students exhibit social loafing behavior more than their male classmates. Of the total level of social loafing assessment, 64.6% were female and 35.4% were male. According to the student researcher, this variance may be influenced by the larger sample size of female students when gathering the data. However, when this study compared gender with achievement motivation and academic performance, it found no significant differences in this context.

Another assessment in this study was to check the correlation between achievement motivation and academic performance related to social loafing behavior. It was found that there is a significant relationship between social loafing and achievement motivation. This means that if individuals have high achievement motivation, social loafing behavior will become low, and vice versa. However, the study found that there was no correlation between students’ social loafing behavior

and academic performance. Similarly, students' achievement motivation and academic performance also showed no correlation.

As none of the predictors significantly impact academic performance, the complexity of the factors affecting academic performance suggests that further investigation with different variables may be necessary.

6.2. Recommendations

The student researcher provides the following recommendations based on the findings of the study. First, it is important to promote awareness among students about the negative impacts of social loafing on both group dynamics and academic performance. These awareness activities could be done using different platforms such as Workshops, seminars, etc... to educate students on the importance of individual contributions and the benefits of teamwork.

Second, the student researcher recommends that further studies should be conducted in the area of social loafing, especially in higher education institutions, to understand the levels of social loafing. It is also essential to design intervention that includes various stakeholders, such as teachers, policymakers, and students, to support solutions aimed at mitigating this problem. While social loafing behavior is common in group work, it is important to prevent the issue from occurring. Therefore, a properly designed solution for students' group assignments is crucial, with both instructors and students playing their roles to overcome social loafing.

Third, to effectively mitigate social loafing in group contexts, it is recommended that instructors implement strategies that encourage individual accountability and foster collaboration. One effective approach is to assign students to groups randomly, as this reduces the probability of social loafing; when students do not have established relationships with their group mates, they are more

likely to contribute actively to the group's success. Additionally, instructors should establish mechanisms to monitor individual contributions within group projects. This could include asking questions about the group project randomly so students could contribute from the beginning to the end of the project. In addition, regular progress checks, peer evaluations, or self-assessments, would allow for recognition of each member's efforts. By incorporating these strategies, educators can enhance participation and motivation among students, ultimately leading to more effective and productive group work.

Fourth, the student researcher recommends that strategists identify ways to increase students' achievement motivation, as it contributes to lower social loafing behavior. Since the study showed a correlation between social loafing behavior and achievement motivation, it is advisable to enhance students' achievement motivation alongside directly addressing the issue of social loafing.

Lastly, further studies should be conducted on social loafing related to other demographic characteristics, such as cultural contexts, individual factors, and other influences, to understand levels of social loafing from different angles. This study examined the relationship between gender, social loafing, achievement motivation, and academic performance. However, additional variables could be explored, including personality traits, economic status, and parenting. Moreover, it is important to conduct comparative studies on social loafing behavior across different types of institutions, such as government and private contexts, to examine correlations or differences. As none of the predictors significantly impact academic performance, the complexity of the factors affecting academic performance suggests that further investigation with different variables may be necessary.

Limitations

This study on the relationship between social loafing, achievement motivation, and academic achievement among Addis Ababa University students has several limitations that should be acknowledged.

First, the study relied on a sample size of 127 participants, which, while sufficient for preliminary analysis, may limit the generalizability of the findings to the broader population of students in higher education institutions in Ethiopia. A larger and more diverse sample size, including participants from different faculties and universities, would provide a more comprehensive understanding of these relationships.

Second, the study focused primarily on psychology students, which may not fully capture the experiences of students in other disciplines. Future research could benefit from including a variety of fields of study to explore whether social loafing and achievement motivation vary across different academic contexts.

Additionally, the study did not consider other potentially influential variables, which could further explain the dynamics of social loafing and achievement motivation. Furthermore, comparing the experiences of students in government institutions with those in private institutions was not included in this study. Such comparisons could reveal important differences in social loafing behaviors and achievement motivation based on institutional context, which may be influenced by varying educational cultures, resources, and student demographics. In summary, while this study contributes valuable insights into the issues of social loafing and achievement motivation among students, addressing these limitations in future research will enhance our understanding of these complex dynamics.

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Appendix- A

English version of Questionnaire

Addis Ababa University College of Education and Behavioral Studies Department of Psychology

Introduction

Dear participants

This survey questionnaire was designed to understand the relationship between Academic performance, Social Loafing, and Achievement Motivation among psychology students in Addis Ababa University.

I would like to express my sincere thanks for your willingness to participate in this survey questionnaire. I would like to assure you that the information you give me will be kept strictly confidential and the information collected will be used only for this research (This questionnaire is an anonymous survey). Finally, if you need an explanation or have any questions, please contact me via my email address *Berihunlidiya@gmail.com* or call (+251980 484283).

Find the practical definitions below:

- Academic performance: It measures the overall performance of a student in various subjects.
- Social Loafing: When a person is alone when he is required to work for a purpose or goal, he can work with better capacity and participation, but when he is required to work together with other people for the same purpose or goal, he lacks/does not show the same motivation and ability due to the presence of other people.
- Achievement Motivation: It is a strong effort to achieve excellence due to the desire and internal pressure to achieve personal success and to gain competitiveness from others.

Note

- You are not required to write your name.
- For each question, please answer by clicking next to the answer that you think best describes your answer.

Section 1: Background Information

Mark on the answer that describes you.

Sex

- Female
- Male

Age _____

Year of education

- First year
- Second year
- Third year
- Fourth year
- Fifth year

Field of study _____

Section 2: Recent Group Performance Measurement

Remember the last time you participated in a group activity where you and other people worked together for a common goal or goal that required everyone's participation (assignment; project or other group work). Mark on the answer that describes you.

1. In my team/group, I was not important.
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
2. In my team, I tried as hard as I could.
 - Strongly agree
 - Agree

- Neither agree or disagree
 - Disagree
 - Strongly disagree
3. In my team, I contributed less than I should.
- Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
4. In my team, I actively participated in the discussion and contributed ideas.
- Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
5. In my team, it was okay even if I did not do my share.
- Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
6. In a team, it does not matter whether or not I try my best.
- Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree
7. In a team, given my abilities, I did the best I could.
- Strongly agree
 - Agree
 - Neither agree or disagree

- Disagree
- Strongly disagree

Section 3: A measure of Academic performance

This section is designed to assess the relationship of your previous teamwork experience to academic performance. Mark on the answer that describes you.

8. What is your last semester GPA? _____
9. Do you think you are successful in your studies?
 - I strongly disagree
 - I disagree
 - Neutral
 - I agree
 - I strongly agree

Section 4: Achievement Motivation

This is a question to find out if you can assess the relationship of your previous teamwork experience with your motivation to succeed. Mark on the answer that describes you.

10. Is staying comfortable more important to you than moving forward?
 - Yes
 - Neutral
 - No
11. Are you satisfied with being better than other people in your studies?
 - Yes
 - Neutral
 - No
12. Do you want to improve the way you study in your school?
 - Yes
 - Neutral
 - No
13. Do you have trouble making friends at school?

- Yes
- Neutral
- No

14. Do you become restless when you feel like you are wasting time?

- Yes
- Neutral
- No

15. Do you always work hard to be among the best people around you? (school, etc...)

- Yes
- Neutral
- No

16. Would you rather work with someone who supports you than with a difficult but highly competent partner?

- Yes
- Neutral
- No

17. Do you have a habit of planning a task before doing it?

- Yes
- Neutral
- No

18. Is it important for you to continue life in a normal way?

- Yes
- Neutral
- No

19. Are you an over-planner (a person who desires more)?

- Yes
- Neutral
- No

20. Do you tend to read other people's successes instead of doing the work of making yourself successful?

- Yes

- Neutral
- No

21. Do you consider yourself lazy?

- Yes
- Neutral
- No

22. Do days go by without you doing something you had planned to do earlier?

- Yes
- Neutral
- No

23. Do you tend to accept life as it comes without much planning?

- Yes
- Neutral
- No

Appendix- B Amharic version of Questionnaire

አዲስ አበባ ዩኒቨርሲቲ የትምህርት እና የባህሪ ጥናት ኮሌጅ ሳይኮሎጂ ክፍል (ዲፓርትመንት)

መግቢያ

ውድ ተሳታፊዎች

ይህ የዳሰሳ ጥናት መጠይቅ የተዘጋጀው በአዲስ አበባ ዩኒቨርሲቲ ውስጥ ላሉ የሥነ ልቦና ተማሪዎችን በትምህርት ስኬት፣ በማህበራዊ ልግመት እና በስኬት ተነሳሽነት መካከል ያለውን ግንኙነት ለመረዳት እና ለመመዘን ነው የተዘጋጀው። በመሆኑም በዚህ የዳሰሳ ጥናት መጠይቅ ላይ ለመሳተፍ ፈቃደኛ ስለሆናችሁ ልባዊ ምስጋናዬን ማቅረብ እፈልጋለሁ። የምትሰጡኝ መረጃ በፍፁም ሚስጥራዊነቱ የተጠበቀ ሲሆን የተሰበሰበው መረጃም ለዚህ ጥናት ብቻ እንደሚውል ላረጋግጥልዎ እወዳለሁ። በመጨረሻም ማብራሪያ ቢፈልጉ ወይም ማንኛውንም ጥያቄ በኢሜይል አድራሻዬ Berihunlidiya@gmail.com ወይም በስልክ ቁጥር (+251980 484283) ላይ ቢደውሉ ፈጣን ምላሽ እሰጣለሁ።

ከዚህ በታች የተገለፁትን ተግባራዊ ትርጉሞችን ተመልከቱ።

- የትምህርት ስኬት፡- የአንድ ተማሪን የተለያዩ ትምህርቶች አጠቃላይ ውጤት የሚለካ ነው።
- ማህበራዊ ልግመት፡- አንድ ሰው ብቻውን ሆኖ ለአንድ አላማ ወይም ግብ መስራት በሚጠበቅበት ጊዜ በተሻለ አቅም እና ተሳትፎ መስራት ሲችል ነገር ግን ከሌሎች ሰዎች ጋር በጋራ በመሆን ለተመሳሳይ አላማ ወይም ግብ መስራት በሚጠበቅበት ጊዜ በሌሎች ሰዎች መኖር ምክንያት ተመሳሳይ ተነሳሽነት እና አቅም አለመኖር/አለማሳየት ነው።
- ለስኬት ተነሳሽነት፡- ለግላዊ ስኬት እና ከሌሎች ተወዳዳሪነት ለማግኘት በሚኖር ፍላጎትና ውስጣዊ ግፊት የላቀ ውጤት ለማምጣት የሚደረግ ከፍተኛ ጥረት ነው።

ማስታወሻ

- ስምዎን መጻፍ አይጠበቅብዎትም።
- ለእያንዳንዱ ጥያቄ ምላሽዎን የበለጠ ይገልጻል ብላችሁ የምታስቡት መልስ አጠገብ በማክበብ ትመልሱ ዘንድ በትህትና እጠይቃለሁ።

ክፍል 1: ግላዊ መረጃ

ጾታ

- ሴት
- ወንድ

እድሜ _____

የትምህርት ዘመን

- አንደኛ አመት
- ሁለተኛ አመት
- ሶስተኛ አመት
- አራተኛ አመት
- አምስተኛ አመት

የጥናት መስክ (Field of study) _____

ክፍል 2: የአቻዎን (የቡድን) አፈፃፀም መለኪያ

አንተ/አንቺ እና ሌሎች ሰዎች በጋራ በመሆን ለአንድ አላማ ወይም ግብ የሁላችሁንም ተሳትፎ የሚጠይቅ ስራ (አሳይመንት፣ ፕሮጀክት ወይም ሌላ የቡድን ስራ) የሰራችሁበትን በቅርብ ጊዜ የተሳተፍችሁበትን የቡድን ስራ አስታውሱ። ከዚህ በታች ያሉትን ጥያቄዎች በማንበብ ለእናንተ ቅርብ የሆነ ልምድ ትክክል የሆነውን ምን ያህል እንደተስማሙ ወይም እንዳልተስማሙ በማመልከት ለእያንዳንዱ መግለጫ ጥያቄ ምላሽ ይስጡ።

1. በኔ ቡድን ውስጥ አስፈላጊ ሰው አይደለሁም።
 - በጣም እስማማለሁ
 - እስማማለሁ
 - ከሁለቱም አይደለሁም
 - አልስማማም
 - በጣም አልስማማም
2. በኔ ቡድን ውስጥ የምችለውን ሁሉ ለማድረግ ሞክራለሁ።
 - በጣም እስማማለሁ
 - እስማማለሁ
 - ከሁለቱም አይደለሁም
 - አልስማማም
 - በጣም አልስማማም
3. በኔ ቡድን ውስጥ መስራት ከሚጠበቅብኝ በታች ነው የሰራሁት።
 - በጣም እስማማለሁ
 - እስማማለሁ
 - ከሁለቱም አይደለሁም
 - አልስማማም
 - በጣም አልስማማም
4. በኔ ቡድን ውስጥ በነበሩን ወይይቶች ላይ ሀሳብ በመስጠት በደንብ ተሳትፏለሁ።
 - በጣም እስማማለሁ

- እስማማለሁ
- ከሁለቱም አይደለሁም
- አልስማማም
- በጣም አልስማማም

5. በኔ ቡድን ውስጥ የኔን ድርሻ ባልሰራ እንኳን ምንም ችግር የለውም።

- በጣም እስማማለሁ
- እስማማለሁ
- ከሁለቱም አይደለሁም
- አልስማማም
- በጣም አልስማማም

6. በቡድን ውስጥ የምንችለውን ሁሉ ብሰራም ባልሰራም ችግር የለውም።

- በጣም እስማማለሁ
- እስማማለሁ
- ከሁለቱም አይደለሁም
- አልስማማም
- በጣም አልስማማም

7. በቡድኔ ውስጥ ባለኝ ክህሎት/አቅም/አወቀት የምንችለውን ሁሉ አድርጌያለሁ።

- በጣም እስማማለሁ
- እስማማለሁ
- ከሁለቱም አይደለሁም
- አልስማማም
- በጣም አልስማማም

ክፍል 3: የትምህርት ስኬት መለኪያ

ይህ ክፍል ከዚህ በፊት በነበረህ/ሽ የቡድን ስራ ልምድ ከትምህርት ስኬት ጋር ያለውን ግንኙነት ለመገምገም እንዲችል የቀረበ ጥያቄ ነው። በዚህ መግለጫ ምን ያህል እንደተስማሙ ወይም እንዳልተስማሙ በማመልከት ለእያንዳንዱ መግለጫ ጥያቄ ምላሽ ይስጡ።

8. የመጨረሻው ሴሚስተር GPA ውጤትህ/ሽ ስንት ነው? _____

9. በትምህርቱ ስኬታማ ነኝ ብለህ/ሽ ታስባለህ/ታስቢያለሽ?

- በጣም አልስማማም
- አልስማማም
- መካከለኛ
- እስማማለሁ

- በጣም እስማማለሁ

ክፍል 4: ለስኬት ያለ ተነሳሽነት

ከዚህ በፊት በነበረህ/ሽ የቡድን ስራ ልምድ ለስኬት ያለህን/ሽን ተነሳሽነት ጋር ያለውን ግኑፍነት መገምገም እንደሚችል ለማወቅ የቀረበ ጥያቄ ነው። በዚህ መግለጫ ምን ያህል እንደተስማሙ ወይም እንዳልተስማሙ በማመልከት ለእያንዳንዱ መግለጫ ጥያቄ ምላሽ ይሰጡ።

10. ወደፊት ከመጣር ይልቅ ምችትን መጠበቅ ለአንተ/ቺ የበለጠ አስፈላጊ ነው?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

11. በትምህትህ/ሽ ከሌሎች ሰዎች የተሻለ በመሆን/ሽ ረክተሃል/ሻል?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

12. አንተ/ቺ ባለሀብት/ሽበት ትምህርት ቤት ውስጥ በምትማሩበት ዘዴ ላይ ማሻሻያ እንዲደረግ ትፈልጋለህ/ጊያለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

13. በትምህርት ቤት ውስጥ ሊጠቅሙህ/ሽ የሚችሉ ሰዎችን ለማፍራት ትቸገራለህ/ጊያለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

14. ጊዜ እያባከንክ/ሽ እንደሆነ ሲሰማህ/ሽ አረፍት ታጣለህ/ታጫለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

15. በዙሪያህ/ሽ ውስጥ ካሉ ምርጥ ሰዎች መካከል ለመሆን ሁልጊዜ ጠንክረህ/ሽ ትሰራለህ/ትሰሪያለሽ? (ትምህርት ቤት፣ ወዘተ...)

- አዎ
- ምንም ማለት አልችልም
- አይደለም

16. ከአስቸጋሪ ነገር ግን ከፍተኛ ብቃት ካላቸው አጋር ጋር ከመስራት ይልቅ ከሚረዳህ/ሽ ጋር መስራት ትመርጣለህ/ትመርጫለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

17. አንድን ስራ ከመስራትህ/ሽ በፊት አስቀድሞ እቅድ የማውጣት ልማድ አለህ/ሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

18. በተለመደው መንገድ ህይወትን መቀጠል ለአንተ/ለአንቺ አስፈላጊ ነው?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

19. ከልክ በላይ የሚያቅድና የሚመኝ ሰው ነህ/ሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

20. ራስህን/ሽን ስኬታማ የማድረግን ሥራ ከመሥራት ይልቅ የሌሎችን ስኬቶች ወደ ማንበብ ታዘነብላለህ/ብያለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

21. እራስህን/እራስሽን እንደ ሰነፍ ትቆጥራለህ/ትቆጥሪያለሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

22. ብዙ ጊዜ አንድ ነገር ለመስራት አስቦህ/ሽ ሳታደርገው/ጊው ቀናት ያልፋሉ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም

23. ያለ ብዙ እቅድ ሕይወትን እንደአመጣጡ የመቀበል ዝንባሌ አለህ/ሽ?

- አዎ
- ምንም ማለት አልችልም
- አይደለም