NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
BUSINESS ADMINISTRATIONN PROGRAM

THE INFLUENCE OF TASK VISIBILITY AND CONTRIBUTION ON SOCIAL LOAFING AMONG STUDENTS: A CASE STUDY OF NEAR EAST UNIVERSITY

LANDING BEYAI

MASTER'S THESIS

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THESIS SUPERVISOR
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ACCEPTANCE/APPROVAL

We as the jury members certify the 'The Influence of Task Visibility and Contribution on Social Loafing Among Students: A Case Study of Near East University' prepared by the LANDING BEYAI defended on 13/12 /2019 has been found satisfactory for the award of degree of Master

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ABSTRACT

THE INFLUENCE OF TASK VISIBILITY AND CONTRIBUTION ON SOCIAL LOAFING AMONG STUDENTS: A CASE STUDY OF NEAR EAST UNIVERSITY

Social loafing which can be define as the tendency for individuals to reduce their efforts when working in groups compared to the individual effort expended when working alone.The aim of this study was to identify the influence of task visibility and contribution onthe social loafing of students.

The study utilized a structured questionaire which was randomly distributed to students studying at the Faculty of Economics and Administrative Sciences, Near East University. Of the 274 students randomly approached 151 agreed to take part in the study. Data analysis conducted included descriptive statistics, correlation analysis , and regression analysis.

The results revealed that a negative statistically significant relationship exist between task visibility and contribution and social-loafing. That is, an increase in task visibility and contribution leads to a decrease or reduction in social-loafing amongst students, or a decrease in task visibility and contribution leads to an increase in social loafing amongst students. This findings are consistent with prior research which concluded that the extent of social loafing will always be great or high when individual tasks are invisible than when they are visible and recognizable. .Finding from this study also concluded that there was no significant relationship between gender of the students and social loafing.

This study concluded that although there are several possible solutions to the problem of social loafing on student group projects increasing task visibility is one of the most important and effective method to control or reduce social loafing, thus making group projects more effective.

Keywords: Social loafing,task visibility , contribution,group work,Gender.

ÖZ

ÖĞRENCİLER AŞINDAKİ SOSYAL HİZMETLERDE GÖREV GÖREVİNE VE KATKILARIN ETKİSİ: YAKIN DOĞU BİR VAKA ÇALIŞMAS

Bireylerin gruplar halinde çalışırken çabalarını azaltma eğilimi olarak tanımlanabilecek olan sosyal somunluk, tek başına çalışırken harcanan bireysel çabaya kıyasla.Bu çalışmanın amacı, öğrencilerin görebilmeleri ve sosyal kaygısızlıklarına katkısının etkilerini ortaya koymaktır. Çalışmada Yakın Doğu Üniversitesi İktisadi ve İdari Bilimler Fakültesi'nde okuyan öğrencilere rastgele dağıtılmış bir soru formu kullanılmıştır. Rasgele rastlanan 274 öğrenciden 151'i çalışmaya katılmıştır. Yapılan veri analizi, tanımlayıcı istatistikler, korelasyon analizi ve regresyon analizini içermektedir. Sonuçlar, görevin görünürlüğü ile katkı ve sosyal kaynaştırma arasında istatistiksel olarak anlamlı bir ilişki olduğunu ortaya koydu. Yani, görev görünürlüğünde ve katkı payında bir artış, öğrenciler arasında sosyal somunlukta bir azalmaya veya azalmaya ya da öğrenciler arasında sosyal görünüşte bir azalmaya ya da öğrenciler arasında sosyal somutluğun artmasına neden olur.

Bu bulgular, bireysel görevlerin görünür ve tanınabilir olduklarından ziyade görünmez olmadıklarında sosyal somunluğun boyutunun her zaman büyük veya yüksek olacağı sonucuna varılan önceki araştırmalarla tutarlıdır. Bu çalışmanın sonucunda, öğrencilerin cinsiyeti ile sosyal somunluk arasında anlamlı bir ilişki olmadığı sonucuna varılmıştır.Bu çalışma, öğrenci grubu projelerinde sosyal somunluk sorununa birkaç olası çözüm bulunmasına rağmen, görev görünürlüğünün arttırılmasının sosyal somunları kontrol etmenin veya azaltmanın en önemli ve etkili yöntemlerinden biri olduğu ve böylece grup projelerinin daha etkili olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Sosyal kayma, görev görünürlüğü, grup çalışması

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INTRODUCTION

In today's business world, the ability of employees to collaborate is becoming increasingly important. corporations anticipate their new appointees to have the group interaction practice and talents. To the extent it is accepted that institution or universities should train students for expertise life,thus necessary for universities to put students to cluster or teams learning skill. Universities have acknowledged the necessity to endow students with group ability. As a result university prospectus has become engrossed with team task assessments.According to Ettington& Camp (2002) a team project is an assessment graded base on the collecvtive effeorts exerted by students during class hours and also outside class hours, which entails regular meetings.

The use of student group projects or task in Near East University Faculty Of Economics And Administrative has been has been gaining strength and growing over the past decade. Lectures have been grouping students into small or large group depending on the size of the category so to making them (students) experience corporate task situations, team tasks pledges to execute various educational motives, such as fostering greater educational results. Group projects also boosts learners endeavors by generating greater prospects for decisive thinking and answering to critical reactions of peers, group projects upholds learners (student) endeavors and accomplishment and increase student retention. Team tasks can further be wide-ranging in span compared to personal tasks and thus offering additional realistic educational skills for students. Various prospective of communal benefits of team task exist. The more the society turns into individualistic and prospects for individual interface diminish, learning organizations should be more proactive in organizing learners to work healthily with their colleaques (Pfaff & Huddleston, 2003).Encouragements headed for higher individualism is occurring at an era that our student fraternities and workforce are becoming ethnically and culturally assorted, especially in Near East University.Team projects will put students from different cultures together to work together,

allowing them to learn not only about the subject but also about each other. The social context of a group can also motivate students to work hard. Surveys state that a team task is capable of boosting student's "self-esteem" and sagacity of achievement in the course of mutual learning. It permits learners to operate Collectively, to tackle multifaceted Issues and aid them build up interpersonal interaction, presentation techniques, and management capabilities. For teams to be efficient, learners (students) have to build great communication and "time Management skills".Team tasks facilitate "cooperative learning" thus it provides learners with a chance to grow vital skills. Teams tasks can further benefits instructors. They trigger lecturer's effectiveness and reduce grading load (Williams et al., 1991).Lecturers can experience a better interface with students when they are with team members (instead of meeting individual students). Some learners might felt more relaxed to get-together with lecturer as a team compared to individual interaction (Pfaff & Huddleston, 2003).

A phenomenon was discovered in 1913 that was not receiving enough attention at that moment. A french engineer,Maximillien Ringlemann concluded that when individuals collectively pulled a rope joinly,the production was lower than when pulled separately (Ringelman,1913).Findings from this study were not regarded ontill around 1974 when the test was recreated by Ingham et al. "social loafing"as a term was invented for the finding that group members exert less effort than individual members.It has been defined as having a detrimental impact on people and related organizations (Latane et al 1979) .

"Social loafing" is perceived to be a conduct prototype in which a person functioning in a team situation fall short of contributing his or her exertion to the effort of the team believed by teams members. for students, "social loafing" is the main grumbling for non-prefenece of team works (Williams et al., 1991). Thus previous encounters with Members of the group who refuse to attend meetings, has bad conduct and reluctant to perform their functions as team members. Students are not only concern with freeloading;(Freeloading happens when a person does not carry a

proportionate quantity of job and yet shares the group's advantages (Albanese & Van Fleet, 1985 ; Jones, 1984) , they further raise concern about the probable occurrences of such (McCorkle et al., 1999).

Students view the issue of "social-loafing" to be among the greatest issues that confronts team tasks. One loafer has the ability of impacting the efforts and dynamic strength of the whole team. Less is contributed by the individuals who engage in loafing, they tend to perform less as compared to their share in the team, however they are usually entitle to same grade as other members of the team. They (social loafers) have the capabilities to put less exertion when operating as a team than at individual level hence at personal level each person is held accountable to of hid or her task (Beatty,Haas, & Sciglimpaglia,). There are numerous issues that perform a responsibility in the reason students prefer not to engage wholeheartedly. It migh that students are fearful of revealing their inability of comprehending the task or lack self confidence or naturally not a talkative (Webb, 1997).

Some learners (students) might perceived their exertion is insipid hence it will be unnoticed if they perform or not (Webb, 1997). Regardless of the motive "social loafing", the truth is that "social loafing "impacts greater than only the individual engaging on it (slacking) , thus it affect the entire team. Scholars have stated variety of apparatus in assisting students to be more efficient as group members. It was stated that lecturers hardly explain and discuss different team and team managerial methods and that faculties and departments should make it a necessity in lecturing students about team management methods and procedures (Chapman and Van Auken, 2001). They also sad that this methods and procedures should include how to divide the workload, how to conduct group business, how to set up a group and how to set group norms.

i. Problem Statement

The significance of team task is hardly apprehended when the teams are less functional. The dysfuctionality of the team might be as a result of numerous issues. Student might hate functioning in a team due to her egoistic

characteristics (Wagner, 1995). Existence of "lone Wolves" in a team can hinder other members functioning has this member to choose working alone in decision making putting in preferences and objectives (Dixon et al., 2003). Dysfunctions might further arise from diversity in individual approach of team members. Some individuals might concentrate on results whilst others ignore the procedure of team task and performance. Others might prefer to remove personal work from the main team work so to avoid or diminishes communication and interface. That specialization in function might push each team member to function alone, thereby declining their exposure to the criticalness and significance of the project.

Furthermore, it is probable that team leaders might be very belligerent, thereby might take the main role, conduct the tasks involve in the project and prevent other team members from the privilege of contributing their quota in the task (Pfaff & Huddleston, 2003). Contrary when students posses less courage in their capabilities to attain the objectives of the project, they are probably to function less and recognize team members ideas and contributions (Deeter-Schmelz et al., 2002).

Therefore a team might have few individuals who embark on "social loafing" and fail to perform their quota (fair share) of the team's workload,because they feel their task is not visible. The aim of this research is to identify the influence of task visibility and contribution among students in Near East UNİVERSİTY faculty of economics and administrative science and to identify the relatonship between gender and social loafing

ii.   Aim and Objective of the Study

The aim of this study is to identify the influence of task visibility and contribution on social loafing among students in Near East University Faculty Of Economics And Administrative Science.

1. To determine the relationship between perceived "task visibility and contribution" and perceived "social loafing" amongst students.
2. To determine the relationship between gender and social loafing.

iii. Significance of the Study

The results obtained from this research will help lecturers to better monitor students in group settings, in a manner which will avoid or reduce social loafing. In addition, this research will help lecturers achieve the desired goals in group projects.

iv. Overview of thesis

The introduction gives an overview of social loafing among students in Near East University and also a short description of the problem statement, the aim of the study and its significant.

In chapter 1, recent studies on social loafing and task visibility and contribution during group task,and that of gender and social loafing.

Chapter 2, gives an overview of theoretical framework and hypothesis development.

Chapter 3 shows the different methods used to analyze the data and simulation tools used for this study.

In chapter 4, the results obtained from the study and it also highlighly how these results supported the thesis hypothesis and as well as analysis done with the mentioned parameters.

Chapter 5, conclusion and the limitations of the study.

CHAPTER 1

LITERATURE REVIEW

1.1 Social Loafing

"Social loafing" which is the act by which individuals reduce their efforts when working in a group, began with "The Ringelmann Effect," which showed people's natural tendency to decrease their effectiveness when team work is involved. The act of Social loafing is the predisposition to lessen personal effort when functioning as a team contrast to the personal effort exhausted while working alone (Williams and Karau, 1991). Free riding is when a person enjoys the privileges of working in a team but does not perform the prorated amount of task to be performed (Albanese and Van Fleet, 1985).

Kidwell and Bennett (1993) dispute that "free riding and social loafing", in fact joint a comparable attribute, thereby both describing how an individual do not give the optimal efforts either due to circumstance or motivation. They additional assert that the important dissimilarity connecting the duo is the tangible explanation for the plunge or deficiency in of team involvement. Study on "social loafing" has discovered that people recurrently put forth not as much of effort on joint tasks as on personal errands (Karau and Williams, 1993; Latane et al., 1979).The Ringelmann effect explains the conflicting association between the effort and team size. In a "rope pulling experiment, Ringelmann renowned that with the raise in group members, th entire efficiency reduce. Ringelmann moreover converse about an experimentation in which inmates gave motive control to a flour mill. He details that with the adding up of more men, each memberk happened to depend on his neighbor to formulate the preferred action. "Various inmates were glad to let their

hands pursue the nonconformist and some went so far as to let the crank pull their hands. He accredited that to a loss of motivation" (Kravitz and Martin 198).

The academics recommended that "Social loafing" is a form of illness that is preserved to adversely affect the participants. It is possibly this perspective motivated the focal point of identify the extenuating dynamics of "social loafing". Numerous schemas of classifying "social loafing" precursor have been proposed over time (Kidwell and Bennett, 1993;; George). Nevertheless, despite of the research methods developed used, there emerge to be reliable record of variables which are linked with the"social loafing" review. Below is an elucidation of most regularly cited background to social loafing

1.1.1. Factors Which Encourage and discourage Social Loafing

After replicating "social loafing" research, scientists started to investigate backgrounds and deterrents. With an added variable, Williams, Harkins and Latane(1979) extended their cheering experiment:If individuals believed they could measure their individual effort, they would be less likely to loaf (Williams, Harkins, & Latane, 1981). Microphones were connected to each person to persuade respondents that their individual efforts would be measured.The findings indicate that the measurement of the faith in their private attempts discourages social loafing. They argued in their second survey that measuring personal effectiveness is paramount if individuals carried out task alone. Participants were told that their production could not be measured, and the findings revealed that the productivity of participants decreased even when working alone ; they loafed. furthermore, it was stated by Harkins and Petty (1982) in a survey about "making the job more interesting or more difficult would reduce social loafing". the results gives that people with hard task tend to perform hard in a given group as compared to if it was individual task.

Social loafing is minimise if individuals are skillful and capable on the task in question.(Harkins & Petty, Task Difficulty Effects and Social LoafingTask

Uniqueness, 1982.They also looked at another option that might decrease social loafing: an individual who sees their contribution as distinctive. surveys conducted all joint inculcate "group task" however "Harkins and Petty"argues that the individial joint exertion was diffrential in the group. Their survey showed its less probable for people to loaf if they perceived that their exertion is unique and team members has no skill to add value to the task (Harkins & Petty 1982). Nevertheless, it was discovered that "social loafing" took place regardless the utilized "thought-provoking assignments" which gave rise to distinctive contributions.

In an effort by Latane et al. (1979) to expand and refine the job, Zaccaro (1984) researched the "role of task attractiveness in social loafing". They discovered that group interaction, job engagement and capacity deterrence of social loafing are feasible. Three years after their research in 1982, Jackson and Williams looked in communities and separately, again, at social loafing and job difficulty. They assumed that challenging tasks led to increased efficiency. Perfoming in team and performing easy exertion alone is better (Jackson & Williams,1985).

The reseachers also noted group cohesiveness as a variable in the debate of the results that would influence whether or not a person will loaf and need to study further. They further indicated that "social loafing" might not necessarily be a weak conduct and may in reality be a useful system; menas to decrease a person's pressure while opreating in a team (Jackson & Williams, 1985).Szymanski and Harkins (1988) investigated if "self-assessment" was sufficient to mitigate "social loafing".Their evaluation on a social norm in 1987 and analyse on an specified motives in 1988 (Harkins & Szymanski, 1988).

The findings of the experiment on social norm expalined "self-assessment of a social standard" provided to outstanding people a rewarding job was the entire motive required to motivate a person not to loaf, both separately and at team level. Moreover, hence participants have never fe form such a task before, the question of whether the motivation of a person will decline decline

after proving themselves to be able to do the task aadequately Szymanski&Harkins,1987).Afterward they jointly conducted another research to analyse if "self-assessment" of a person with a "objective standard" will provide same outcome compared to "social standard". Utilising a maximizing work in this experiment (touching buttons after seeing a dot flash on screen of television).

Their postulate was confrimed; if a person has an "objective standard" the outcome of their output, it is sufficient to be able to match the duo motivate a person. Contrast to their past studies, they thought that, even after a person becomes acquainted with the assignment, feedback on enhanced performance motivates performance (Harkins & Szymanski, 1988).

1.1.1.1 Rewards and Social Loafing

George (1992) discovered that social loafing is negatively correlated with task visibility and inherent task participation in sales people.She hypothesized in 1995 and discovered that circumstance (contigent) rewards from a manager had a adverse impact on "social loafing" and that noncontingent rewards had no impact; however, "contingent penalty" did not appear to be a metigator, although "non-contingent penalties" had a beneficial impact on "social loafing".

On the basis of this analysis, George indicates that a manager must rethink prior to punishing anindividual; the longrun impacts of penalty are less effective for providing better conduct as they are (George, 1995). which proved Schnake (1991), who discovered that putting goals proves to be a bore efficient approach to reduce social loafing than penalty.An interestinghypothesis wasput forward in 1998: "the stage at which people are encouraged to" self-validate", e.g. belief that they are more skillful and effective than counterparts, lead to a distinction in the context of "collective work" (Charbonnier et al.1998).

The research information supports the postulate.people who perceived they are special do engaging in "social loafing", but also in the future these people are also rather unwilling to work in organizations. The researchers also discovered though gender in prior research have been discovered to

influence "social loafing" (women are less probable to loaf than man), self uniqueness matter more than gender.

1.1.1.2 Fatigue and Social Loafing

Fatigue was considered as a cause of social loafing in 1998. It was suggested that when an individual was deprived of sleep and tired (Webb, 1997), the tendency to participate in social loafing would happen more often.They caused tiredness in one of three respects: people worked on the assignment for twenty-five minutes, continually 3 hours and 30 minutes , and in total for twenty hours (preventing people to refresh-sleep) (Hoeksema-van Orden, 1998). He supports the postulate and states that when fatigued, easier tasks become more prone to "social loafing" compared to than hard tasks, Williams and Jackson (1985) establish the same. There are two suggested procedures to metigate this by giving public feedback on the individual contributions of group members and further by personalising the work, though individualization can not always be enforced in actual life.

1.1.1.3 Task Interdependence and Loafing

In 2004, research was lastly carried out on social loafing in pre-existing communities of two distinct businesses, rather than fresh groups of student respondents, which had been the majority of past studies.

They suggested four hypotheses at an individual level: an individdual's belief of "task interdependence" is strongly linked to "social loafing", task visibilty is negatively linked to an individuals belief of "social loafing", "fair pay and fairness" in the allocation of benefits (shared justice) has a negative linked to "social loafing", as is the perception of a person.The research findings support the positive relationship between job interdependence and loafing (supporting Jones, 1984 ; and Williamson, 1975), however social loafing has negative connection with distributed justice and visibility of tasks (George, 1995 ; Karau & Williams, 1993).It has been discovered that procedural justice has no effect on the inclination of an individual to loaf evidencing (Karau & Williams 1993; George 1995 ;).They suggested three hypotheses

at a group level: group size has a beneficial impact on "social loafing", team togetherness have a adverse impact on "social loafing", especially if a person thinks a coworker is loafing, and that belief influence the degree of loafing positively .

The researchers examined some already studied social loafing variables ; organizational "justice and procedural justice". They contrasted team effectiveness with incentivized rulers (minimum social loafing) with team effectiveness without a great leader. They found that groups with a formal, encouraged rulers work efficiently and loafed small frequently compared to those without official rulers (Ferrante et al., 2006).A significant pitfall with this research, like many research before, was the use of student respondents, 90% male, and all between the ages of 19-24.Another restriction of the research was the self-reporting of social loafing, not measured by the perspective of the team leader on the social loafing of team members. It has been stated that future research is required to tackle the study's constraints.

1.1.1.4 Task preference and Social Loafing

Stark et al. (2007) investigated if preference of a person for team task improved "social loafing". They assumed a person's partiality for team task has negative associated with "social loafing". They further postulate that if the "winning orientation" of an individual is small, a apprehension for positive social similarity and comparative situation (Stark et al., 2007) the adverse relationship between group job preferences would be greater. A person with small endearing orientation is less worried with adverse social assessment and therefore, given the chance, would have no motive to prevent loafing. They meanwhile theorized that even though a person with small "winning orientation" and an adverse perspective on team task is probably to loaf when job interdependence is high. As anticipated, team job preference has been negative to loafing, from "self-assessment and peer-assessments", as people are further prepared to highlight their faults and bit prepared to mention other people's faults. The hypothesis of winning orientation and social loafing was endorsed only by "self-assessments, not peer-assessments". They also discovered that a strong winning orientation could

contradict the adverse impacts of low preference for group work. On the other side, peer-evaluations backed the task interdependence hypothesis, however is not restricted to self-evaluations. Their results corroborate that "social loafing" cannot be only associate with situation, but also linked in a complex way to the psychology of a person structured (Liden et al., 2004). Talking about prior surveys, they were restrictive as they employed only students thereby limiting the outcomes. Results can differ greatly depending on circumstances hence for instance working tasks are compared to student's scores from assessment. They confessed that there were several weaknesses in their peer-evaluations and prospect scientists must analyze means to improve it. The survey also showed that sexual category is linked to "social loafing" in self-assessment as well as peer-assessment and suggested that these aspects be examined more closely in future studies. Klehe and Anderson attempt to counter a problem pretense by Williams at al. (1981) which was further explained by Charbonnier et al. (1998): does culture affect social loafing?. They also researched personality, social psychology, occupation and corporation psychology together with culture. They employed three(3) proportions of personality: awareness, acceptability, and openness. Contrary to their hypotheses, there is no impact on the propensity of an individual to loaf in a scenario (Klehe & Anderson, 2007).As hypothesized; the "cultural dimensions" of individuality against communalism and expanse from authority influence the tendency of an individual to loaf. Individuals are more willing to loaf, and individuals from "collectivistic societies" are more motivated when functioning in institutions. As assumed, "high-power distance" people are probable to loaf compared to "lower-power distance" people (Klehe & Anderson, 2007).The correlation connecting authority distance and "social loafing" is so powerful, they suggested more tests to analyse whether an idiosyncratic orientation of culture essentially triggers loafing or whether authority distance unaided is sufficient to forecast loafing. There are two major experiment restrictions, firstly was the common problem that was used only by undergraduate learners. Secondly, they utilized paper individuals to receive a notion whether their postulate was in the correct direction or otherwise, they were not certain that such outcome will be attained in real life.

1.1.1.5 The Impact of Character on Social Loafing

Like the 2007 research by Klehe and Anderson, Tan and Tan looked into the impacts of character on social loafing in 2008.The second hypothesis that loafing is negatively connected with organizational nationality conduct. They also found that the behavior of institutional citizenship was positive on preciseness, and belief loafing to be negatively connected to conscientiousness. The third postulate, however, was not endorsed by the background indicators of "task visibility, group cohesion, task interdependence and sense of accountability" are were negative with loafing (Tan & Tan, 2008).Because most study on contextual variables has been performed before (e.g. Geroge, 1992; Latane et al., 1979 ;; Pearce & Gregersen, 1991 ; Karau & Hart, 1998), these studies have helped to demonstrate that the personality of a person further performs a function in their "social loafing", which can assist staff to restrain workplace loafing when recruiting and employing management class tasks outside the laboratory.

1.1.2. Social Loafing and Distributive Justice

Distributive justice is the discernment of a blond allocation of remunerations (i.e., money, grades) among members of a team. A conviction that the allocation of compensation (award) is equitable and posed a negative linked to social loafing (Liden et al, 2004).

In the labor force the remuneration of staffs depends on their efficiency, the compensations are in the form of lofty salaries, promotions and non –cash benefits such as cars. In academia often rewards are limited in terms of participation hence they benefit from team contribution and participation. The most common forms of compensation in academics are marks and good feedbacks. When an individual feel that rewards are unfairly shared, he or she can improve the individual work in consideration the size of the group, seeming loses of salaries if sacked, and visibility of task (Kidwell & Bennett, 1993). Employees who wants to reserve efforts due to the perception that the rewards of "social loafing" overshadows the cost in less participation in tasks (Murphy et al., 2003).

George (1995) premeditated that the consequences of sticks and carrots. She affirms that compensations and penalties did not comprise a proportioned consequence on personal manners. Astonishingly, her examination or exhibited that an administrator's contingent chastisement does not seems to be a warning. Consequently, first level disincentives such as reproaching substandard act are not actual efficient in dissuading "social loafing". In fact, observing and strengthening required behaviors was set up to be copiously more efficient in discouraging "social loafing". If, when the supervisor is not present on the same physical location as group members, it become extremely difficult to determine their personal contributions.

1.1.3. Social loafing and Procedural Justice

Distributive justice symbolizes the allocation of remunerates; procedural justice is the apparent equality of the measures or strategies that encircle distributive justice. Issues of free riding in team tasks are a widespread criticism amongst learners who testify discontent with team tasks knowledge (Brooks & Ammons, 2003).

Research has established a noteworthy correspondence connecting "procedural justice and social loafing". A person's opinion of equality in "distribution dealings" might impact the exertion depleted on task conducts (Karau&Williams, 1993; Liden et al, 2004). A probable way by which routine even handedness might be solved is by give personal marks to members during student group assignments. These marks can be indomitable by an amalgamation of the group score, personal involvement to the absolute project, attendance of meetings, and submission required to be made by individual students as stated by the lecturer. Furthermore, the instructor has to make sure that task are equitably and fairly distributed among the students.

1.1.4. Relationship between Perceived Co-Worker Loafing

Superficial co-worker loafing is 'the level at which team members perceived that other staff are engaging in loafing (Comer, 1995). People did not need to distribute their results with people, who engage in free riding, if they notice a staff loafing they might possibly engage in similar activities thereby declining their exertion on the team task (Kerr, 1983; Schnake, 1991). Coupled with the judgment, recommending that people that deduce others loafing are usually more probable in dabbling into social loafing themselves (Liden et al., 2004). Furthermore, Albanese and Van Fleet (1985) moreover postulated that if individuals perceived that they would not be harm by others indolent and dormant team associates when they perform in equal way. Individuals engage in it thus they aim to practice even handedness (Adams, 1965); they do not need free riders to take credit on their outcome effectiveness. If people noticed that other group members are indolent and dormant, the probability of declining their personal distribution to works increment due to personal distribution to works increment thus they endeavor to defend themselves from being impair by these free riders (Comer, 1995).

Depending with this disagreement, Mulvey et.al (1998), showed a negative connection among supposed loafing between cluster members and effectiveness (Liden et al., 2004). Base on the reason, supposed co-worker loafing would have an important consequence on social loafing.

1.1.5. Race and Social Loafing

Tweed and Lehman (2002) reported that several researchers (Salali, 1996) recommended that Chinese learners (students) are supplementary to see schooling as a way to an end for cultural reasons than Western learners (students). This practical orientation towards education might strengthen in Western countries when Chinese ethnic study is carried out because education can lead to higher-level profession when favoritism and additional blockades block certain direction (Sue and Okazaki, 1990). They claim: "contrasts with Dewey's (1916) Western philosophical orientation that teaching ought to be its own end and that learning lose connotation if it is

concentrated on an extrinsic objective. "Clark and Baker suggest that, as they often fail to see the pedagogical value of group work ("I don't see its real advantage. It's wasting time"), some Chinese learners may focus on their practical skills, value the better grades they can achieve, and conclude that if they can get better grades, they can do most of the job for national students. A sense of guilt wasn't enough to prevent this Chinese student's social loafing. Christopher P (1989) hypothesized that in collectivist societies social loafing would be decline, focusing more on group accomplishment than individual accomplishment. He performed a research in the U.S. and China, which are regarded conflicting in their civilization group value (with the U.S. being more personalistic and China being more mutualist, to determine whether there was a distinction in "social loafing" among the duo societies. In terms of demographics and time spent with each other, earlier created communities from both nations comparable (respondents in each group had well-known each one for 3-5 weeks). Every cluster had the task of finishing different types of documentation comparable to the job they would have to do in their career. The official procedure was intended to obtain 2-5 minutes for every article, and when finished, the supervisors were transformed into subordinates to prevent judging each persons work against the other. Each member had one hour to accomplish as numerous items as necessary and was divided into both the High responsibility team, were required to accomplish a group objective, or a Low responsibility team, were instructed to accomplish an objective alone. They were in addition divided into groups of elevated and low mutual accountability. It was discovered that extremely individualistic individuals performed more poorly on the job in accordance with other research when elevated collective accountability and low responsibility existed than when high responsibility subsisted. Nevertheless, when high shared responsibility was present, the collectivists performed somewhat better on the task, irrespective of how answerable were they contrast to while functioning alone. This proof indicates that the social loafing impact is reduced by collectivist thinking. Additional proof from a comparable research showed that the impact was linked to collectivist thinking rather than nationality, since individualistic Chinese employees had a social loafing impact.

1.2. Task Visibility in Group Work

Task visibility actually is when a person perceived that he is under supervision by the instructor for the tasks he or she performs (Kidwell and Bennett, 1993).According to Mullen (1983) people operating on mutual tasks will eventually trigger a decline in self-confidence. He recommended that the decline in self confidence would trigger a person's disrespect of efficiency standards and commitment in minimal self regulation.

Black (2002) recommended that handing over group leaders and visibly explaining members roles in the group, making sure learning team members ascertain effective targets, information disseminating procedures and techniques for resolving tribulations are techniques utilized to augment task visibility and the people's awareness that others are dragging their equitable share of the tasks at hand. Trainee student might predominantly discover it is advantageous for the lecturers to present this regulation.

Researcher also recommend that persons might put forth fewer endeavor when working cooperatively since they believe their participation is not indispensable to a high-quality team performance (Blair, & Huebsch, 2000; Weldon).It was assumed and found by (Jennifer M.George) that visibility of duties and intrinsic task involvement in an ongoing organization would be negatively associated with "social loafing." persons occupied in "social loafing" employ small endeavor when caring out job in a team. Fundamental participation was not a momentous forecaster of "social loafing" if task visibility was proscribed. Though, fundamental participation sensible the association connecting social loafing and task visibility in way that the connection was strongest when fundamental participation was little Jone (1984) reasoned that economically motivated individual exert efforts on the job to the extent that they think their efforts will be rewarded or the lack of efforts faulted. If people think that their administrator is generally not conscious of personal exertion and work performed in groups, it may be economically rational for them to practice social mooching (loafing) (Albanese &Van Fleet, 1995).that is, if individual perceived task visibility to be

low, They will think that they can reap the benefits of overall group performance at a low personal cost.

In an actual working situation, when task visibility is low and work is performed in groups individual may perceived their effort as dispensable and not necessary for the group to be effective (Kerr&Brunn, 1983).If people see their efforts as dispensable, it is likely that that they will see their work as making less of a contribution and as less significant and meaningful then they would otherwise.

1.2.1 Contribution and task visibility

Well documented explanations for individual efforts to reduce when individuals operate in organizations rather than individually; this tendency has been called social loafing (Latane, William. Harkins, 1979) and has been shown to happen for a considerable variety of tasks. Prior study suggests that variables linked to both extrinsic and inherent tasks are accountable for the social loafing event.However ,researchers have studied the phenomenon exclusively in laboratory setting and have not determine the extent to which those results generalized to ongoing work group in an organizational context.

George 1992 developed a hypothesis concerning both the extrinsic and intrinsic origin of social loafing and their joined effect on individual effort in group work.

1.2.2 Extrinsic contribution and task visibility

The extrinsic explanation of social loafing focuses on the fact that individual contributions to team work are often not visible (Latane, William, Harkin, 1981) ; where this is the situation, motivation may be low as the perceived relationship between individual contributions or efforts and rewards is weak (Jone 1984).An person may not be able to claim any advantage from high effort or incur penalties for low effort if individual group contributions to group results are not noticeable or identifiable (Jone 1984).Indeed, laboratory studies have recorded that "social loafing" does not happen when students

working in a group believe or think their individual attempts or contributions to others can be identified (William et al 1981). In a laboratory, task visibility is an absolute; at the start of the study, subjects or group members are told whether or not their individual efforts are identifiable.in an actual work settings, it is likely that workers perception of task visibility vary.

1.2.3 Intrinsic Contribution and Task Visibility

Intrinsic involvement is define by Jenifer M Jones (1992) as a belief that the task or work being done is meaningful and important and that one's own effort are an important contribution to organization.While extrinsic motivation is strong force (Lawler 1971), employees may have an intrinsic interest in their job (Hackman, Oldham, 1980). When intrinsic motivation is high, it may not be necessary for lecturers or managers to monitor students ' efforts carefully to maintain appropriate efficiency.

Consistent with this reasoning are research findings that intrinsic involvement in a task itself eliminates social loafing in a laboratory situation (Latane et al 1986).For instance, Harkin and Petty (1992) discovered that social loafing did not take place when individuals believed they could make a distinctive contribution to group performance even if their input was not noticeable.Building on these results, Harkins et al (1986) again discovered that social loafing did not happen in laboratory settings when a job was high in individual contributions, but occurred for tasks low in individual contributions.

In addition, when intrinsic involvement is high workers or group members believe that their efforts are very critical for their group's success and are therefore unlikely to engage in social loafing, even if the visibility of the task is low. This argument is based on partly on the fact that people generally consider themselves to be above average on a variety of dimension (Goethal, Zanna 1979). If the job to be accomplished is high on substantial, meaningful, contribution, individuals may see their own above-average efforts as an important contribution to group performance.

1.2.4 Type of Task

Tasks can be described as divisible or unitary (i.e., a lot of people versus "one-man employment") (Strong and Anderson 1990). Several important documents recognize various task kinds: conjunctive, disjunctive, additive and discretionary. Some of these duties can be adequately evaluated through group work; others are best evaluated by other means (Bartlett 1998; Ruel et al. 2003; Steiner 1972; Watkins 2004).The task categories can be characterized as follows.

1.2.5 Disjunctive Tasks

Disjunctive task can be accomplished only by one individual in a cluster that is compulsory to reflect and supply a respond, for instance, including triangles in a illustration in an finance class (Watkins 2004). Disjunctive tasks are obviously unbefitting for team exertion evaluation training. In this task, the efficiency of the cluster is base on the efficiency of the productiveness of the most excellent team member (Ruel et al. 2003). Consequently they promote and persuade "free- riding".

1.2.6 Conjunctive Task

As the name suggests, this necessitate every associate to contribute to an review task. An illustration will be a squad writes a composition exclusive of evidently certain parts that are dispense to associate of the team. These responsibilities might or might not be appropriate for team task. If the answer to the training acquires the outline of a preservative job afterward it might be fitting. Though, in a conjunctive task the efficiency of the cluster might rely on the performance of the efficiency of the less functioning member of the team (Ruel et al.2003).

1.2.7. Additive Tasks

These are tasks in which each group member contributes something to the task, i.e. there are inputs representing a composite whole from each group

member. An example would be an exercise in collaborative writing or a separate segment study (Bartlett 1998; Watkins 2004). The example of Bartlett is the theme: "Should the UK adopt the Euro?" The group is asked to subdivide the subject into sections written by each member of the group. Each feedback is given for comment to other group members, who are then written down as a joint response to the assignment question. Each component is important for additive tasks. Some part of the task necessarily requires feedback from other group members ' work (some participant deals with monetary policy implications, another consumer price index, etc.). Participants ' contributions are best labeled as such and evaluated individually in an additive task. These are the best types of tasks to minimize "free-riding," as they make indispensable individual contributions (Strobe et al. 1996).

1.2.8. DiscretionaryTasks

These job permits learners to utilize their prudence on how they exert to a given obligation. An instance could be providing learners (students) various distinct portion of financial information in which they will able to evaluate the results of a given nation. To accomplish the work efficiently information needs to be retrieve from other learners in the same or related procedure of fixing a puzzle. This necessitates an alliance and harmonization of information between members of the team. This form of assignment might result to disjunctive or additive task (conjunctive) varying base on how learners measure the amount of work to be dome by an individual. Thus "discretionary tasks" are unbiased when compared with team work-(task) effectiveness. According to Strong and Anderson 1990 other literatures recommended that discretionary tasks normally facilitate free riding and must be utilized with carefulness.

2.2.9. Inappropriate Group Work Tasks

An illustration of an unsuitable (inappropriate) team job task is a composition project based on a subject matter or question in which each member of the team is anticipated to deliver a quota, however they are not vividly separable

fragment or sub divisions and learners are not provided with unambiguous supervision or necessities about the procedures to accomplishing the objective. This would perpetually escort to the assessment being accomplished as disjunctive task. It is an evaluation implement that practically assures. In this instance, it is normally difficult for the instructor to all team members evenly participated in the task therefore people are face with demerits and fairness issues with regards to evaluation. Learners who are incapable can possess their capabilities efficiency masked by other team members who are more capable.

1.2.10 Recognition of Effort during Group Work

Also very important is the influence of individual effort recognition in group work. Some studies have shown that in efficient group work, it is not the complexity of a specified assignment that is critical, but the individual effort identification factor. Some articles indicate an inverse correlation between an individual's job identification and the probability of loafing.The more difficult it is to say in an assignment "who did what," the higher the likelihood of group members loafing (Ingham et al. 1974 ; Kerr and Bruun 1981 ; Lantane et al. 1979 ; Petty et al. 1977).Some studies indicate that merely monitoring and identifying the contributions of individual learners to a group assignment could prevent the issue of "free-rider" (Harkins and Jackson 1985).Other studies indicate that lecturers should enable learners to assess the job of fellow team members ' contributions anonymously or to perform peer assessments (Strong and Anderson 1990).

There is proof that this is connected with perceptions of group members of enhanced interaction and decreased free riding when used for more than just behavioral or formative reasons (i.e., summative assessment and grading) (Brooks and Ammons 2003 ; Druskat and Wolff 1999.As stated previously, web-based learning instruments are now accessible to provide anonymous individualized assessment of this type. The literature promotes their use to overcome issues of group job such as social loafing.

1.2.11 Creating a Cohesive Group

Group cohesion means the binding capacity of the group as a whole. studies suggests that people can make small effort to work together since they do not consider their input essential (Kerr, 1983; Welson and Huebsch, 2000).The further coherent the team, the more probable its objectives are to be achieved. In physical assignments, social loafing was already created, but the same outcomes would be discovered in cognitive group tasks.

Latane et al performed a survey in 1977 that shows cognitive duties were as sensitive as physical duties to social loafing.The other team consisted of four members, and a team of sixteen was thought by the third group. The findings favor the cognitive duties of social loafing (Lataneet al, 1977).However, this study was being restricted because there was no benefits for the participants for doing a successful job and there was no employee feedback. Latane and other researcher redid there study with clapping and cheering few years after the ground breaking research of Ingham et al. (1974). This findings contributed to two significant developments: they proved that the findings of Ringelmann was indid repeatable, thus due to the simple mode of clapping and yelling, the researchers also made it clear that the findings which reduced attempts was not merely due to issues of cooperation between members of the group or complexity of the assignment. Supporting the impact resulted only in more issues.They concluded famously that social loafing is "form of coperateillness.they also claim that it has adverse implications for people, social organisations, and communities "(Lantane at al., 1979). While they outlined loafing with rough descriptions, researchers mentioned in their debate, individuals might have chosen to loaf in communities due to the fact that they wished to reserve some energy for moments which they could receive personal benefits (Latane et al, 1980).Their persprctive of social loafing after thirty years later was fully explored.

1.3. Gender and Their Effects on Group Work

Two viewpoints on gender differences need to be addressed when analyzing the impact of gender diversity in the process and achievement of group work.

One is the ability of female students in the overall achievements of the school curriculum to outperform male students (Tinklin, 2003; Want et al., 2002; Bernard, 1997) and successes in certain areas such as reading (Topping et al., 2008). The great success and achievement of female learners in school work could have also contributed to their success in national exams such as GCSEs in England, Wales and Northern Ireland (Elwood, 2005). Specific analyzes show more complex subject-specific levels of gender achievement in these exams (Elwood & Murphy, 2002), as well as gender differences in behavior and educational progress through the education system (Murphy & Elwood, 1988).

Gabrenya et al. (1985) institute that social loafing differs among man and women in American and Chinese customs. Women articulated with a reduction of social loafing compared to men athwart diverse cultures.He argues that despite of the varying in social roles, men have become more distintive and rational than women.

Naoki Kughiara (1999) carried out survey on "social loafing tendencies" in Japan employing comparable techniques as "MaxRingelmann's rope-pulling experiment". He revealed that, as a team approximately 40% of men show less exertion in doing a task than female and accredited the variance to the propensity to have a mutually dependent self-concept.Other studies employing female and male participant, sexual category, appear to play an ample part in "social loafing". Kerr (1983) initiated that the male partaker are probable to loaf higher than women in this study.

Karau and Williams (1993) theorize that personal belief and cultural background impact on social loafing; however gender plays the same significant role, which was after supported by Kugihara (1999), who stated that women loaf lesser when compared men. Stark et al. (2007) found diverse intensity of loafing between different sexual categories in both "self and peer-evaluations" (JIll Clark and Trish Baker, 2011). . The same study by Karau and william also explains that men tend to work individually which causes them to be lazy if they have to work with others. Thus, their behavior

will have an impact on productivity and performance that would not be optimal.

Over-performance of female students over male students is often due to the different attitudes shown by the genders towards school work from the early stages of education; while boys are under pressure to look ' hot ' and don't care about school work, girls are more likely to embrace peers ' attitudes to work hard (Warrington et al., 2000). Women take school more seriously under these conditions, are better prepared, are better organized and show more respect and cooperative attitudes, while boys are poorly prepared, competitive, disruptive and less attentive (Tinklin 2003). Warin and Dempster (2007) research reports that, in line with the need to appear ' cool ' in schools, university male students try to give an impression of being ' laddish, ' associated with features such as heavy drinking and loudness. This is part of their temporary attempts by fellow students to fit in and be accepted and is limited to the early days until more real relationships are established. However, according to the study, appearing less committed to academic practice is not included in these tendencies towards apparent ' laziness '. This is because by entering university, male students accept an element of academic effort in themselves and in their male peer group.

In addition, even without peer pressure to appear less serious about academic work, male students are still showing signs of less dedication and less achievement in tertiary education. Woodfield et al. (2006) found that in the final degree results female students' outperformed male undergraduate students with significantly higher absence rates.

1.3.1 Gender Diversity and Its Effects on Group Work

The impact of group member diversity on team performance is a field of extensive research (Maznevski, 1994; Milliken & Martins, 1996) in both organizational and educational settings Research has been carried out to explore the impact of diversity in groups such as the composition of top management teams (Carpenter et al., 2004; Nielsen, 2010), the composition of boards (Adams & Ferreira, 2009; Miller & Triana, 2009) or the composition

of working teams (Joshi et al., 2011), including those that focus on ethnic diversity (Earley, 1989) and gender diversity (Carli, 2001; Wood, 1987).

In educational institution settings, the impact of ethnic diversity in student teams is investigated intensively (Watson et al., 1993; McLeod et al., 1996; Paulus et al., 2005). There are also several comprehensive studies that focus exclusively on the effect of gender diversity on the student group's performance (Sormunen-Jones et al., 2000; Orlitzky & Benjamin, 2003) A research by Milliken and Martins (1996) shows the general consensus in the literature that diversity in observable attributes such as race / nationality, ethnicity, gender and age prevents smooth incorporation into the work system of the group. Maznevski (1994) incorporates the general conclusion of previous group participation studies that different groups of people do less well than homogeneous ones, although with better communication this heterogeneity limitation can be moderated or converted into an advantage.Nevertheless, it is not consistent with the evidence presented by researchers. Jehn et al. (1999) found that age and gender diversity had a positive impact on individual morality, including commitment to satisfaction and expected efficiency.

On the other hand, the results of Robbins and Fredendall (2001) indicate a positive relationship between homogeneity and team success and motivation. The research results focusing on gender diversity in teams are clearer. The Orlitzky and Benjamin (2003) study of 138 students shows that mixed-gender groups are more homogeneous. Wood's (1987) meta-analytic review suggests a tendency to outperform same-sex groups for mixed-sex groups, although the tendency cannot be determined as significant.Carli's meta-analytic analysis (2001) shows that male members have stronger influence in sexually diverse groups than female members, and male members' contributions gain more support from other group members than female members' contributions. This pattern highlights the disadvantage of women in gender-impaired groups, especially in groups with only one male or one woman. Gender balance in societies, on the other hand, increases women's strength and weakens gender inequality in group woks. It eventually leads to a change in the essence of the relationship between group members,

generating mutual support and team unity. Therefore, the study results of the effect of diversity on group work and performance differ widely.

In addition, the impact of gender diversity on group work is being discussed. The analysis of Milliken and Martins (1996) shows negative effects of diversity on the group work phase.In comparison, Carli (2001) found in a meta-analysis that the dominance of male team member is mitigated by providing a gender balance in teams, leading to the development of mutual support and gender equality of power within the groups. Carli's (2001) study focuses on gender diversity, while Milliken and Martins (1996) consider different measurable characteristics of diversity.

1.3.2 Gender Exception Groups and Group Work

Sormunen-Jones et al. (2000) defined "gender exception groups" as groups in which all participants except the opposite sex are one gender. Researchers found that in group writing projects in content, structure, design, and mechanics, as well as in the overall score, the gender exception groups received lower scores relative to the same sex or mixed gender groups. Researched on 486 working groups across different jobs and organizations, Sackett et al (1991) found that women's performance is lower than men's when they make up less than 20 percent of the group. If women make up more than 50% of the group, their performance is higher than that of men. They didn't find the same trend when men made up less than 20 percent of the party. Gammie and Matson (2007) find significant results in efforts to account for the gender gap in the group; more female students than male students report additional efforts. This can put female students at a disadvantage if they represent a minority in a class. Such a drawback may be generated by the fact that they can not share the additional work needed to compensate for some group members ' underperformance with other female students.

Kaenzig et al. (2007) found that female students in business studies had more negative experiences with group work assignments than male students. This may have to do with their additional work in the group workContrary to

the disadvantageous position faced by women in minority groups, the research by Craig and Sherif (1986) found that men exerted significant influence over other members and groups when they were in a minority of one in a group compared to groups of two men / two women or 14 with three men or one women. In addition, the above-mentioned meta-analysis of Carli (2001) supports these findingsConsequently, previous studies indicate that being the only sex in a group creates a more influential position for male gender exception participants, yet an unfavorable position for female members.

CHAPTER 2
THEORETICAL FRAMEWORK AND HYPOTHESIS DEVELOPMENT

This reseach aims to identify the influence of task visibility and contribution on social loafing among students in Near East University Faculty Of Economics And Administrative Science. To determine the relationship between perceived "task visibility and contribution" and perceived "social loafing" amongst students and also determine the relationship between "social loafing" and "gender"

2.1 Relationship between Task Visibility and Social Loafing among students.

This study seeks to unfold perceived "task visibility and contribution" and perceived "social loafing" amongst students .In previous studies scholars stated that some people think that lecturers or teachers are unable to define the real magnitude of individual efforts and that they are unable to reward and punish them on the basis of team efforts (Brickner et al., 1986 ; George, 1992 ; Gagné and Zuckerman, 1999 ; Guerin, 1999). This makes team members or group members view their individual attempts and contributions as unworthy of the group, and further pushes them to hide within the group (Kerr and Bruun, 1981 ; 1983). This diminishes personal motivation for the work and the team. Thus, when individual tasks are not visible and recognizable, the incidence and extent of social loafing is greater than when they are visible and recognizable, (George, 1992; Gagné and Zuckerman, 1999; Liden et al., 2004; Suleiman and Watson, 2008).

According to the experiment of Connolly et al. (1990), visibility of tasks can encourage team members to express their thoughts and can also boost the amount of thoughts produced. According to the theory of social loafing,

Zhang, Pablos and Zhou (2012) stated that people will reduce their contribution to teamwork when individual performance and effort can not be assessed .Visibility of project outcomes is therefore a vital environmental and organizational variable that is negatively correlated with organizational social loafing behaviour.

Therefore, in light of the above theoretical and empirical context, it is possible to state that a negative relationship between perceive task visibility and perceive social loafing is expect. Therefore, this study proposed the following;

HI: Perceived task visibility and contribution is expected to indicate a negative statistically significant relationship with social-loafing.

2.2 Relationship between Gender and Social Loafing.

This study also aims to identify the relationship between gender and social loafing .Gabrenya et al. (1985) institute that social loafing differs among men and women in American and Chinese customs. Women articulated with a reduction of social loafing compared to men in diverse cultures.He argues that despite of the varying in social roles, men have become more idiosyncratic and rational than women.

Naoki Kughiara (1999) carried out another survey on "social loafing tendencies" in Japan employing comparable techniques as "MaxRingelmann's rope-pulling experiment". He revealed that, as a team approximately 40% of men show less exertion in doing a task than female and accredited the variance to the propensity to have a mutually dependent self-concept. Other studies employing female and male participant, sexual category, appear to play an ample part in "social loafing". Kerr (1983) initiated that the male partaker are probable to loaf higher than women in the study.

Karau and Williams (1993) theorize that personal belief and cultural background impact on social loafing; however gender plays the same

significant role, which was after supported by Kugihara (1999), who stated that women loaf lesser when compared men. Stark et al. (2007) found diverse intensity of loafing between different sexual categories in both "self and peer-evaluations" (JIll Clark and Trish Baker, 2011). . The same study by Karau and william also explains that men tend to work individually which causes them to be lazy if they have to work with others. Thus, their behavior will have an impact on productivity and performance that would not be optimal.

Therefore, in light of the above theoretical and empirical context, it is possible to state that a significant relationship between gender and social loafing is expect. Therefore, this study proposed the that;

H2 :Gender is expected to have a significant relationship with social loafing.

CHAPTER 3

METHODOLOGY

3.1 Study Area and Scope of the Study

For the purpose of the study, this research investigated and identified the influence of "task visibility and contribution"on "social loafing" among student in Near East University, Faculty of Economics and Administrative Science. The objective of this research is;

- To determine the relationship between perceived "task visibility and contribution" and perceived "social loafing" amongst students.

- To determine the relationship between gender and social loafing.

3.2 Questionnaire Design and Measures

The study used a structured questionnaires made of close-ended questions designed by George (1992) to gather data from student respondents and measure "task visibility and contribution" and"social loafing". Part one consisted of the demographic questions and part two consisted of the questions regarding task visibility and contribution and social loafing.

"Task visibility and contribution" was measured with a 9 item scale (see appendix). The scale items refer to the students' belief about the extent to which their lectures were aware of how much effort they exerted on projects and how hard they worked. Respondents were asked to rate each item on a five-point like scale ranging from 1(strongly disagree) to 5(strongly agree). A sample question from the task visibility scale includes "I defer responsibilities I should assume to other members" and sample questions from "Contribution" scale includes"I think that I can make unique contribution to how successful my group is".Task Visibility and contribution had a Cronbach's Alpha of 0.726.

"Social loafing" was measured with a 10 item scale (see appendix) measuring the extent to which a students tended to put forth low effort on the group work when others studentswere present to do the work. The five-point like scale ranges from"Not at all characteristic of me to Very much characteristic of me". Sample questions from "Social loafing" include"I puts forth less effort on the group project when other group members are around to do the work".Social Loafing had a Cronbach's Alpha of 0.891.

Secondary data and other relevant information was also used for the literature review.

3.3 Sampling Procedure and Data Collection

At the time of the study (2018-19 Academic Year Spring Semester) there were a total of 916 active undergraduate students at the faculty of economics and administrative science, Near East University. According to this population a sample size of 274 was found to be suitable (Sekaran & Bougie, 2013). Questionnaires were randomly distributed by the author, using a face-to-face technique, to 274 undergraduate students. They were instructed to complete the questionnaires and return them directly to the author, so the lecturers never had access to the completed questionnaires. Complete confidentiality was guaranteed and participation was voluntary. The undergraduate students returned 151 of the 274 questionnaires distributed, resulting in a 55% response rate.

3.4 Data Processing and Analysis

The data collected was processed first by descriptive statistics tests. The Mean Score, tables, and figures of percentage have been presented. The data was analyzed using Pearson Correlation test, Linear Regression Analysis, Reliability Analysis test. The predictability of Social Loafing by Task Visibility and Contribution was analyzed using Linear Regression analysis and Pearson Correlation. All the analyses were conducted using the

Statistical Package for Social Science (SPSS) software (IBM Armonk, New York). The p-value of 0.05 was considered significant for all the methods.

3.5 Ethical Considerations

This reseach the İnfluence Of Task Visibility on Social Loafing among Students –A Case Study of Near East University" with the application number YDÜ/SB/2019/461 has been evaluated by the NEU Scientific Research Ethics Committee and granted approval.

Many ethical considerations have been taken into account to ensure proper conduct of the research. All participants provided their consent to willingly participate in the research.The purpose of the research was explained to the participants and it was told to the participants that they could do so if they wanted to withdraw at any point. Participants were further told that their data would remain confidential.

CHAPTER 4

RESULT

4.1 Demographic Profile of Respondents

In this study, there were 151 participants, 101 male (66.9%) and 50 female (33.1%) students from the Near East University Faculty Of Economics And Administrative Science. The students' age group 21-23 had the highest percentage (37.1%), followed by 18-20 age group (31.1%), then 24-26 (24.5%) and 27 and above (7.3%) as shown below.

Table 1: Demographic Information of Participants

Variable	Group	Sample Size (n)	Percentage (%)
Age group (years)	18-20	47	31.1
	21-23	56	37.1
	24-26	37	24.5
	27 and Above	11	7.3
Gender	Male	101	66.9
	Female	50	33.1

4.1.1 Nationality of Participants

The results of the distribution of the nationality of the participants indicated that Nigerians has the highest participants 43 (28.5%), followed by Gambians and Zimbabweans with 24 (15.9%) each, and Sudan 9 (6.0%). All other Nationalities had below 5% participation as represented in Table 2.

Table2. Nationality of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Cameroonian	2	1.3	1.3	1.3
Gambian	24	15.9	15.9	17.2
Ghanaian	4	2.6	2.6	19.9
Iranian	4	2.6	2.6	22.5
Iraqi	4	2.6	2.6	25.2
Jordan	3	2.0	2.0	27.2
Kenyan	3	2.0	2.0	29.1
Moroccan	1	.7	.7	29.8
Nigerian	43	28.5	28.5	58.3
Palestinian	2	1.3	1.3	59.6
Russian	1	.7	.7	60.3
Rwanda	5	3.3	3.3	63.6
Congo	1	.7	.7	64.2
Somalian	4	2.6	2.6	66.9
South African	2	1.3	1.3	68.2
Sudan	9	6.0	6.0	74.2
Syrian	7	4.6	4.6	78.8
Tanzanian	1	.7	.7	79.5
Turkish	4	2.6	2.6	82.1
Ugandan	3	2.0	2.0	84.1
Zimbabwean	24	15.9	15.9	100.0
Total	151	100.0	100.0	

4.1.2 Departments of Participants

On the distribution of the participants' Departments, the Department of International Relations had the highest participants 50 (33.1%), followed by the Department of Business Administration 48 (31.8%), and the Department of Banking and Finance 18 (11.9%). The rest of the Departments had participants below 10, as represented in table 3.

Table3. Departments of Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Business Administration	48	31.8	31.8	31.8
Banking and Finance	18	11.9	11.9	43.7
Marketing	6	4.0	4.0	47.7
International Relations	50	33.1	33.1	80.8
Management Information Systems	1	.7	.7	81.5
Economics	9	6.0	6.0	87.4
EuropeanUnion Relations	2	1.3	1.3	88.7
Political Science	8	5.3	5.3	94.0
International Business Administration	7	4.6	4.6	98.7
Public Administration	1	.7	.7	99.3
HumanResource Management	1	.7	.7	100.0
Total	151	100.0	100.0	

4.2 Descriptive Statistics of Social Loafing, Task Visibility and Contribution.

The table 4 and 5 below presents the mean score, maximum score, minimum score and the standard deviation for questions from both the social loafing and task visibility and contribution.

Table 4.Descriptive Statistics for social loafing

	N	Minimum	Maximum	Mean	Std. Deviation
I defer responsibilities I should assume to other group members.	151	1.00	5.00	2.4371	1.46777
I put forth less effort on group project when other group member are around to do the work.	151	1.00	11.00	2.6358	1.61445
I do not perform my share of the group work.	151	1.00	5.00	2.5894	1.48894
I spend less time helping members of my group if other members are present to serve them.	151	1.00	5.00	2.7682	1.51633
I put forth less effort than other members of my group.	151	1.00	5.00	2.7550	1.42346
I avoids performing group as much as possible.	151	1.00	5.00	3.1126	1.46307
I delay work that should be really completed.	151	1.00	5.00	2.7483	1.51534
I am less likely to help my group members if other members are around to do the work	151	1.00	5.00	3.1987	1.29625
I take it easy on my group work if other members are around to the work.	151	1.00	5.00	3.4834	1.30053
I defer group activities to other group members if they are present.	151	1.00	5.00	3.6954	1.50552
OVERALLSL	151	1.00	5.00	2.9424	1.00654
Valid N (list wise)	151				

The table above is the Descriptive Statistics for social loafing, which shows the minimum score, maximum score, mean and the standard deviation for social loafing.

While, the expression having the highest average of the social loafing descriptive stastistic, is "I defer group activities to other group members if they are present"with the mean score of3.6954. This shows that students will always tend to reduce their efforts when working in a group as long as other members are present to do the the work.

The expreesion having the lowest average is"I defer responsibilities I should assume to other group members" with the mean score of 2.4371

Table 5.Descriptive Statistics for task visibility

	N	Minimum	Maximum	Mean	Std. Deviation
My lecturer is generally aware when a student is putting forth below average effort.	151	1.00	6.00	3.1656	1.38290
My lecturer is aware of the amount of work I do.	151	1.00	5.00	3.2318	1.25137
It is generally hard for my lecturer to figure out how hard I am working.	151	1.00	5.00	3.4106	1.20704
It is difficult for my lecturer to determine how hard we are working.	151	1.00	5.00	2.4437	1.25239
It is hard for my	151	1.00	5.00	2.0066	1.10452

lecturer to determine how much effort I exert on group work.					
I think that I can make unique contribution to how successful my group is.	151	1.00	5.00	3.8212	1.22249
How I perform my task is important for my group	151	1.00	5.00	3.9868	1.10747
My group's success depends on members like me.	151	1.00	5.00	3.9470	.99189
My lecturer usually noticed when a student is slacking off.	151	1.00	5.00	3.5894	1.17910
OVERALLTV	151	1.89	5.00	3.2892	.53872
Valid N (list wise)	151				

The table above is the Descriptive Statistics for task visibility and contribution, which shows the manimum, maximum, mean and the standard deviation for task visibility and contribution.

While, the expression having the highest average of the task visibility and contribution descriptive stastistics is"How I perform my task is important for my group" with the mean score 3.9868, this shows that even though most students underperform during group work, they do believe their contribution is important for the success of the group. The expression with lowest average is "It is hard for my lecturer to determine how much effort I exert on group work with the mean score of 2.0066.

4.3. Correlation

The table 6 and 7 below shows the The Pearson correlation test result between task visibility and contribution with social loafing and that of the relationship between Gender and social loafing.

Table 6. Correlations for task visibility and social Loafing.

		Total SL	Total TV
Total SL	Pearson Correlation	1	-0.191[*]
	Sig. (2-tailed)		0.019
	N	151	151
Total TV	Pearson Correlation	-0.191[*]	1
	Sig. (2-tailed)	0.019	
	N	151	151

[*]. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation test result revealed that there was a statistically significant negative relationship between Task Visibility and Social loafing($r = -0.191$, $p<0.05$). This result supports the hypothesis that perceived task visibility is negatively related to perceive social loafing, an increase in task visibility will lead to a decrease in social loafing.

Table 7 Correlations for Gender and Social Loafing

		Gender	SL__SCORE
Gender	Pearson Correlation	1	.058
	Sig. (2-tailed)		.477
	N	151	151
SL__SCORE	Pearson Correlation	.058	1
	Sig. (2-tailed)	.477	
	N	151	151

The Pearson correlation test result revealed that there was no statistically significant relationship between Gender and Social loafing(r =.058 p>0.05). This result does not supports the hypothesis that gender is expected to have a significant relationship with social loafing.

Since there was no correlation between the gender of students and social loafing, statistically there is no need to run a regression analysis since one variable (Gender) does not predict the other variable (Social loafing)

4.4 Hypothesis Testing

To test for H1 "perceived task visibility is expected to indicate a negative statistically significant relationship with social loafing", regresssion analysis was conducted and the results are presented below. Table 8 below presents the regression model summary.

Table 8. X Regression Model Summary for Task Visibility and Contribution on Social loafing

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.337ª	.113	.107	.95095

a. Predictors: (Constant), OVERALLTV

As can be seen from Table 8 the *R*square value (coefficient of determination) indicates how much of the total variation in the dependent variable can be explained by the independent variable. The regression output indicates that 11.3% of the variation in "social-loafing" (dependent variable) is explained by "task visibility and contribution" (independent variable). Therefore 88.7% of the variation is caused by factors other that "task visibility and contribution"so adding other independent variables could improve the fit of the model.

Table 9 below is the ANOVA table, which reports how well the regression equation fits the data (predicts the dependent variable).

Table 9. ANOVA for Task visibility and Contribution with Social Loafing

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.226	1	17.226	19.048	.000ᵇ
	Residual	134.743	149	.904		
	Total	151.969	150			

a. Dependent Variable: OVERALLSL

b. Predictors: (Constant), OVERALLTV

Table 9 above shows that the *F*-value is statistically significant (typically $p <$ .05). The model explains a **statistically** significant amount of variance in the dependent variable (social loafing).

The beta coefficient is the degree of change in the dependent variable for every 1-unit of change in the indepentdent variable.

From table 10 below the *t*-test value indicates that the beta coefficient is statistically significant; that is the independent variable does significantly predict the dependent varaible.

Table 10. Coefficients for Task Visibility and Contribution with Social Loafing

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	5.011	.480		10.433	.000
OVERALL TV	-.629	.144	-.337	-4.364	.000

a. Dependent Variable: OVERALLSL

The beta coefficient is negative (-.337). The interpretation of this is that for every 1-unit increase in the independent variable, the dependent variable will decrease by the beta coefficient value. Therefore, for every 1-unit increase in "task visibility and contribution" there will be a decrease of .337 units for"social-loafing".Likewise, for every 1-unit decrease in "task visibility and contribution", "social-loafing" will increase by .337 units.

To summarize, the regression analysis conducted indicates that "perceived task visibility and contribution" is expected to indicate a negative statistically significant relationship with social loafing". Therefore H1 is supported.

Using regression analysis, overall, the regression was significant (P<0.05, $F_{(1, 148)}$ =19.048, R^2 = 0.113).

4.4 Overview of Hypothesis support

The Table 11 An overview of the proposed hypothesis.

Proposed hypothesis	Description of proposed hypothesis	Result
H1	perceived task visibility and contribution is expected to indicate a negative statistically significant relationship with social loafing	Supported
H2	Gender is expected to have a significant relationship with social loafing	Not supported

4.5 Discussion and Recommendation

The result of the study which are applied to the undergraduate students of the faculty of economics and administrative science, showed a significantly negative relationship between task visibility and contribution with social loafing, these findings are consistent with prior research by George (1995) in her research"Leader positive mood and group performance" and that of Ingham(1974) in his study"The Ringelman effect" both of which concluded that social loafing will always be higher when individual believe their tasks are not visible and not recognizable than when they are visible and more recognizable. Social loafing was more likely to occur when individual perceive task visibility to be low.

Findings from this study also concluded that students will always engage in the act of social loafing if they think their actions are not monitored,this finding is consistent with prior resaerch by George (1992) in her study "Extrinsic and Intrinsic Origins of Perceived Social Loafing in Organizations".when students believe their effort towards group task are not being monitors by their fellow students and most important their lecturers or supervisors they engage in loafing.

Findings from this study also concluded that there was no significant relationship between gender of the students and social loafing, even though prior studies by Kughiara (1999) named "Gender and Social loafing in Japan) ,Carli (2001) in his study"Gender and Social influence and studies made by Karau and william (1993) all of which included both male and female as participants, gender seems to play a substantial role in social loafing .

Finding from all this studies further concluded that social loafing will be greatly reduced when task visibility is increase during student group work.

Although there are several possible ways to prevent '' social loafing"on student group projects. Increasing task visibility is one of the most important and effective method to control or reduce social loafing, thus making group projects more effective.

Several solutions to 'social loafing'' as a problem which includes task visibility requires strong attention and intervention from the the lecturers with significant pee evaluation from work the students or learners. Given the reasons for including group projects in a course, lecturers may not want to be actively involved in helping students manage their tasks more efficiantly. As a result of such situations,lecturers and instructors could immensely benefit from including certain structural parameters in student group projects that do not require a big investment of their time and effort but still contributes to reducing social loafing, thus making group work or projects more effective..

In this reseach we recommend four such factors:

First, limiting the scope of the project will make task visibility easier thus making it easy to reduces the incidence of social loafing. lecturers can prevent or reduce the occurance of social loafing by either dividing a large group project into two or more smaller sections or by replacing bigger, semester-long projects with a small ones. Reducing a large group works into smaller sections will also be beneficial as it will give students the opportunity to change partners if they suspect their partners of being social loafers. There is also a strong possibility that students may be less sensitive to social loafing if the grades or stakes are lower.

The second factor that will help with the reduction or prevention of social loafing is reducing the group into smaller size. The size of the group is a factor that can be very easy to control by the lecturers.Reducing the group size will make it difficult for students that engage in social loafing or to hide behind the shield of anonymity provided by big groups and it will make task visibility easier. It also makes it easier for members of a group to arrange group meetings and evently distribute workload more efficiently when the group size is small. In groups that are small, each individual of the group feel that their contribution or efforts will contribute immensely towards the success of the group than in larger groups and their contributions will also be very visible. Members in small group setting can also get to fimilarise with each other better at a personal or at a social level.

The third factor that can reduce or discourage social loafing among students is by ensuring that each member of the group is accountable for a particular assignment that can be measured, evaluated and linked with an individual reward or marks,this list should be distributed to all group members and then include a copy with the final task indicating whether and when a group member has delivered. Failure to deliver points or marks from the group member should be penalized.

Final but not the least structural factor that can help to prevent or reduce the occurance of social loafing in group work is student peer evaluation and task visibility .The findings from this reseach conclude that when task visibility during a group project is high, the incidence of social loafing will be low. Peer evaluations and task visbility send a strong message to group members that there will be punishment consequences for non participation. With the absence of task visibility and peer evaluations , group members are very much garanted of getting the same grade as the rest of the group irrespective of the quantity and quality of their own contributions.

This study is not without limitation, for example it should be noted that questionnaire respondents are undergraduate students. Whether this findings generalized graduate students is an empirical question. Another limitation is

that the questionaires were distributed during the period of examination, as a result some student where reluctant to answer the suvey question. These limitations not withstanding, the result of the current study suggest that Task visibility is important for the understanding of the phenomenon of social loafing as it occurs in work groups in ongoing educational contexts.

By increasing our understanding of the effects of task visibility on social loafing, researchers will be in a better position to reduce its occurrence. Finally I will recommend further research on the influence of grades on social loafing amongs student

CONCLUSION

The result of the study which are applied to the undergraduate students of the faculty of economics and administrative science, showed a significantly negative relationship between task visibility and contribution with social loafing.Thus this study concluded that an increase in task visibility and contribution will lead to a decrease in social loafing,while a decrease in task visibility will lead to an increase in social loafing.The study also concluded that there was no significant relationship between gender of the students and social loafing. The study also concluded that students will always engage in the act of social loafing if they think their actions are not monitored. Therefore an increase of task visibility by the lecturers and peer evaluation by the students in Near East University Faculty of Economics and Administrative Science will help to prevent or reduce'' social loafing'' thus making student group task become more effective

This study is not without limitation, for example it should be noted that questionnaire respondents are undergraduate students. Whether this findings generalized graduate students is an empirical question. Another limitation is that the questionaires were distributed during the period of examination, as a result some student where reluctant to answer the suvey question. These limitations not withstanding, the result of the current study suggest that Task visibility is important for the understanding of the phenomenon of social loafing as it occurs in work groups in ongoing educational contexts.

By increasing our understanding of the effects of task visibility on social loafing, researchers will be in a better position to reduce its occurrence.

Finally I will recommend further research on the influence of grades on social loafing amongs student.

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APPENDIX

Appendix 1.survey form

Dear Participant,

This questionnaire is part of a thesis entitled "the influence of task visibility on social loafing among students." which is being conducted at Near East University, Department of Business Administration Master's Program.

As a respondent please complete the questionnaire as accurately as possible. All responses will be kept confidential and will only be used for academic purposes. Your correct and sincere responses will ensure the validity of this work. We would like to thank you in advance for your interest.

Landing Beyai	Prof.Dr. Şerife Eyüpoğlu
Near East University	Near East University
Department of Business Administration	Department of Business Administration
Master's Student	Thesis Supervisor
E-mail:Landingbeyai27@gmail.com	E-mail: serife.eyupoglu@neu.edu.tr

(**Please tick as appropriate**)

Demographics:

Gender:

Male ☐   Female ☐

Age:

18-20 ☐   21-23 ☐   24-26 ☐   27+ ☐

Nationality: ----------------------------------

Department:

1.0 Business administration

1.2 Banking and finance

1.3 Marketing

1.4 International relations

1.5 Management information systems

1.6 Economics

1.7 European Union Relation

1.8 Political science

1.9 International business administration

1.2.0 Public administration

1.2.1 Human Resource Management

Section 2:

Please indicate how much you strongly agree or strongly disagree with each of the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Task Visibility

	1	2	3	4	5
1. My lecturer is generally aware when a student is putting forth below average effort.					
2. My lecturer is aware of the amount of work I do.					
3. It is generally hard for my lecturer to figure out how hard I am working.					

	1	2	3	4	5
4. My lecturer usually notices when a student is slacking off.					
5. It is difficult for my lecturer to determine how hard we are working.					
6. It is hard for my lecturer to determine how much effort I exert on group work.					

Contribution

1. I think that I can make unique contribution to how successful my group is.					
2. How I perform my task is important for my group.					
3. My group's success depends on members like me.					

Social loafing

Not at all characteristic of me	Slightly characteristic of me	Somewhat characteristic of me	Moderately characteristic of me	Very much characteristic of me
1	2	3	4	5

Description	1	2	3	4	5
1. I Defer responsibilities I should assume to other group members.					
2. I puts forth less effort on the group project when other group members are around to do the work.					
3. I do not perform my share of the group work.					
4. I spend less time helping members of my group if other members are present to serve them.					

5. I Puts forth less effort than other members of my group.					
6. I Avoids performing group tasks as much as possible.					
7. I delay work that should be really completed.					
8. I am less likely to help my group members if other members are around to do the work.					
9. I take it easy on my group work if other group members are around to do the work.					
10. I defer group activities to other group members if they are present.					

PLAGIARISM REPORT

THE INFLUENCE OF TASK VISIBILITY ON SOCIAL LOAFING
AMONG STUDENTS: A CASE STUDY OF NEAR EAST
UNIVERSITY

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5	Deepanjana Varshney. "Relationship between social loafing and the self-concept", Journal of Indian Business Research, 2019 Publication	<1%

ETHICS COMMITEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

12.07.2019

Dear Landing Beyai

Your application titled **"The İnfluence Of Task Visibility On Social Loafing Among Students During Group Projects–A Case Study Of Near East University"** with the application number YDÜ/SB/2019/461 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnc Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.