

## Original Research

# Correlation Between Groupwork Skills and Social Loafing Antecedents among Undergraduate Students

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### Abstracts

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**Introduction:** Collaborative learning in academia is imperfect, as challenges such as uneven group participation may arise. Research on group work skills and social loafing in the academic context is also limited, particularly in higher education settings in the Philippines. The primary objective of this study was to examine the relationship between group work skills and antecedents of social loafing among Filipino undergraduate students in their collaborative academic pursuits. This study primarily investigated how the group work skills of individuals engaging in social loafing influence their behaviors and those of peers. **Methods:** Data were collected from 410 Filipino undergraduate students ( $n = 410$ ) attending both public and private higher education institutions (HEIs) in the National Capital Region (NCR). Participants willingly completed an online survey using Google Forms. **Results:** Using Pearson's correlation coefficient, the study identified a weak yet significant negative correlation between group work skills and social loafing antecedents ( $r(408) = -.26, p < .001$ ). **Conclusion:** The paper offers valuable insights into the dynamics of social loafing and underscores the importance of teamwork in academic settings. It emphasizes the significance of adopting a comprehensive approach to enhance group performance, emphasizing personal accountability, fair task allocation, and cultivating a constructive and stimulating social environment.

**Keywords:** Groupwork Skills, Social Loafing, Social Loafer, Filipino Undergraduate Students

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## INTRODUCTION

Bayanihan serves as a binding element within myriad Filipino communities. Bayanihan, or “team spirit,” embodies a multidimensional idea encompassing shared goals, camaraderie, common progress, and symbolic expressions of affection and allegiance through communal engagement, such as when a community member relocates their traditional nipa and bamboo dwelling [1]. Also, bayanihan is seen as “togetherness in common effort,” evident through resources, skills, and labor to achieve a shared goal [2]. Contemporarily, bayanihan can have different forms and occur in various settings, such as within and beyond the four corners of Filipino classrooms. Bayanihan can also be embodied through the collaborative learning of learners of all ages. Correspondingly, collaborative learning fosters a climate where learners actively cultivate a sense of community. In Philippine classrooms, collaborative learning enables students to actively contribute to knowledge construction, improve problem-solving abilities, share thoughts and perspectives, acquire valuable expertise, and learn things about communication, discipline, and problem-solving that can be applied in authentic workplace settings [3]. Undergraduate learners are immersed and sharpened in handling academic responsibilities with persistent patterns of shared labor. Shared effort, utilizing the group’s skills, and the presence of problem resolution and reflection are characteristics of group work [4]. The essence of intellectual coherence can be embodied by maintaining a fair share of exerted efforts. Using the lens of educational psychology, it is believed that over the past decades, there has been a drastic increase in interest in collaborative learning as a result of the publication of research that demonstrates how it can be used to advance cognitive proficiency, scientific conceptual growth, mathematical problem-solving, and higher-order cognitive abilities [5]. Collaboration is also emphasized with the expanding list of twenty-first (21st) century skills. Many

international studies on the phenomenon of social loafing have examined the impact of social loafing on the workplace [6]. Furthermore, only a few studies on social loafing in undergraduate collaborative learning have been published in higher education journals [7]. There is also limited research on social loafing in the academic context, and there is a negligible quantity of research in higher education settings in the Philippines. Therefore, further studies are required in this area.

It is critical to ascertain how students conceptualize elements (in this case, group work skills) that motivate social loafing behavior. There is a lack of cultural background on the social loafing behavior of students from Eastern cultures (like in the Philippines) [8]. In light of these research gaps, the principal purpose of this study was to examine the relationship between group work skills and the social loafing antecedents of Filipino undergraduate students in accomplishing their collaborative academic pursuits, which require sufficient group effort. This correlational study aims to answer the following research questions and proposes the following hypotheses:

1. Is there a relationship between Filipino undergraduate students’ overall groupwork skills and social loafing antecedents?
2. Is there a relationship between the task groupwork skills of Filipino undergraduate students and the sub-variables of social loafing antecedents?
  - 2.1 Team Members Do More to Pickup the Slack
  - 2.2 Poor Overall Team Performance
  - 3. Is there a relationship between the interpersonal groupwork skills of Filipino undergraduate students and the sub-variables of social loafing antecedents?
    - 3.1 Loafer’s Apathy
    - 3.2 Loafer’s Distractive and Disruptive Behavior
    - 3.3 Loafer’s Disconnectedness
    - 3.4 Loafer’s Poor Work Quality

Three hypotheses were formulated by the researchers considering the design of the study. The hypotheses are as follows:

H1a: A negative relationship exists between Filipino undergraduate students' groupwork skills and social loafing antecedents.

H2a: A negative relationship exists between task groupwork skills and the two specified sub-variables of social loafing antecedents of Filipino undergraduate students.

H3a: A negative relationship exists between task interpersonal skills and the four specified sub-variables of social loafing antecedents of Filipino undergraduate students.

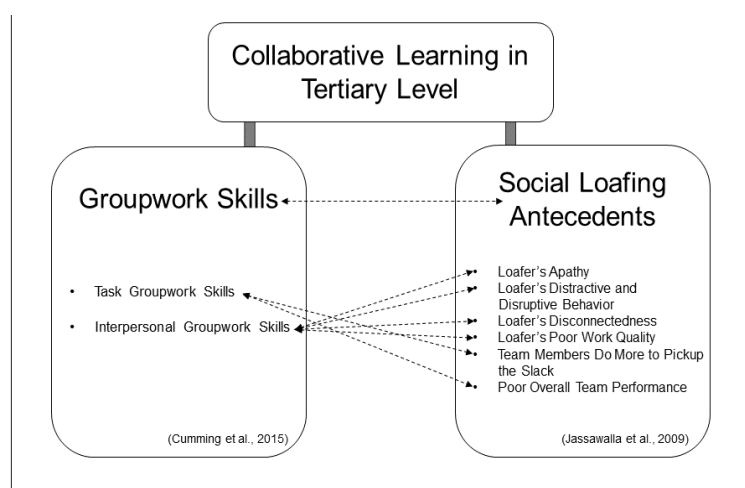
The study offers valuable insights for future researchers to contribute to the broader understanding of human behavior and group dynamics. Research on the relationship between groupwork abilities and social loafing is essential because it can advance theoretical paradigms, encourage methodological innovation, encourage interdisciplinary collaboration, and direct the creation of effective interventions and regulations. Relatively, it helps the community realize the importance of studying social loafing at the tertiary level in preparation for the pro-

fessional world. Through this research, educators in academia may increase their understanding of the multiple dimensions of the social loafing phenomenon. This encourages them to formulate collaborative activities and perform helpful strategies to minimize or eradicate social loafing in their respective classes. For 21st-century adult learners, this research study encourages and empowers them to contribute fairly during class group activities. This may also lead to their greater appreciation for equitable collaboration and contribution. Ultimately, they may also realize the value of groupwork skills, which may improve group performance.

### Conceptual Framework

Figure 1 provides a visual framework that demonstrates the hypothesized relationship between group work skills and social loafing antecedents for tertiary (undergraduate) collaborative learning activities. Furthermore, the dotted arrows are the subvariables to be examined in terms of their relationship. The researchers examined the relationship between task group work skills and the two sub-variables of social loafing antecedents.

Figure 1. Conceptual Framework of the Relationship of Groupwork Skills and Social Loafing Antecedents



## METHODS

### Research Design

This research study used a quantitative approach to correlate and examine key sub-vari-

ables of the co-variables of the study. The quantitative approach was selected to obtain a large amount of data for generalizability as support for the recommendations of previ-

ous researchers to have larger and different samples from different specializations or settings [9]. Using this approach, descriptive and correlational designs were used to analyze the data. The descriptive design was vital, as it focused on comparing identified characteristics, frequencies, patterns, and classifications of the chosen sample. Correlational design is instrumental in assessing the presence and strength of relationships among the identified variables [10]. It is a type of non-experimental design that evaluates the relationships between or among two or more variables in a single group, which can occur at multiple levels. Correlation involves gauging the strength and/or orientation of a connection between two or more variables, which can be either positive or negative [11].

#### Sampling

The research study's target population comprised Filipino undergraduate students currently enrolled in Metro Manila for the academic year 2022-2023. Probability sampling was used as the sampling technique. It is the process of selecting a sample from a population where every member has a known and non-zero chance of being included [12]. Employing this allowed each to have a known (or calculated) potential of being involved. Specifically, stratified under probability

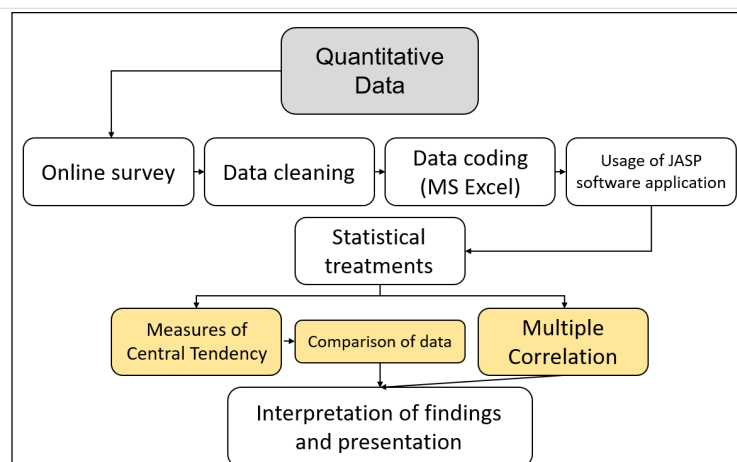
sampling was used. It includes segmenting the population into smaller groups that may have significant differences. Using the sample size formula with an acceptable margin of error (e) value of 5% or 0.05, the sample size was 384 ( $n = 384$ ) undergraduate students.

For their demographics, to meet the criteria, they should be male or female undergraduate students, at least 18 years old and above, currently enrolled for A.Y. 2022-2023 in any higher education institution (HEI) within Metro Manila, have experience working in teams (e.g., class activity/output, extra-curricular), and have worked with a social loafer or free-rider team member. Lastly, the respondents initially agreed to the consent form regulated by the Republic Act 10173, or the Data Privacy Act of 2012; they read the brief background or purpose of the study and answered the digital survey itself.

#### Data Gathering Procedures

An online survey was conducted to gather salient data for the research method. This was also applicable to coordination with administrators of certain institutions to disseminate the survey invitation with granted permission. A flowchart of the data-gathering procedures and data analysis is shown below in Figure 2.

Figure 2. lowchart of the Data Gathering Procedures



#### Measurement

The instrument used to measure the first vari-

able is the Groupwork Skills Questionnaire (GSQ), it is a 10-item, Likert-type scale to

gauge the two-factor structure of the construct: interpersonal (i.e., contributing to the group's interpersonal dynamics by offering comfort and showing consideration for others' feelings) and task (i.e., acting in ways that help govern the group, such as creating goals, timetables, and tactics, as well as assigning roles to group members) groupwork skills. Two subscales with five questions each comprised the entire questionnaire. In the original survey, the students were instructed to score the statements that followed the stem "When working in groups, I tend to..." The GSQ has strong psychometric properties; the developer assessed its internal reliability using Cronbach alpha coefficients, which was acceptable for all measurements ( $\alpha > .70$ ), except for task groupwork skills at ( $\alpha = .59$ ); in terms of the test-retest reliability, a repeated measures MANOVA indicated no significant multivariate effect for time [13]. Initially, the self-report scale used the pronoun "I" to measure personal groupwork skills. For the study context, the researchers modified these pronouns into the "social loafer" or the third-person point of view, the researchers sought the test developers' approval for these changes.

The second questionnaire was a 22-item instrument developed to measure the social loafing antecedent using a multidimensional perspective. The survey of social loafing uses a 5-point Likert-type scale that indicates: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree or undecided), 4 (agree), and 5 (strongly agree). A high score indicates a high degree of social loafing. The scales were derived from qualitative data during the researchers' initial exploratory interviews and were used to measure the six constructs of interest (with Cronbach's alpha coefficients as reliability measures).

### Ethical considerations

There were no foreseen ethical or political issues associated with this study. Informed consent is one of the cornerstones of re-

search ethics. Its objective is to ensure that human volunteers can participate in research freely (or voluntarily), are fully informed of what participation entails, and provide consent prior to participating in the study [14]. The respondents first perused and agreed to the informed consent before participating in the study. None of their answers in any of the given categories were shared or kept confidential. Also, regarding the data retention period, the data will only be retained as long as necessary to fulfill the research aims. Once the data retention term has elapsed, the researchers adhere to specified processes for securely deleting or destroying data to prevent unauthorized access or use. By adhering to these ethical considerations for data safeguarding, the researchers can demonstrate a commitment to protecting the rights of participants, preserving data integrity, and contributing to accountable and truthful research procedures.

## RESULTS

This quantitative study aimed to investigate whether there was a connection between group work abilities and social loafing antecedents among Filipino undergraduate students in Metro Manila who attended private and public higher education institutions. This section presents the data analysis procedure and results of the study.

### Reliability Analysis

The researchers began by determining the reliability of the covariables. The technique for determining the dependability of the two variables was to test Cronbach's alpha, the most generally used measure of reliability [15]. Using the JASP 0.17.2 software version, the researchers utilized Cronbach's alpha to analyze the internal consistency of the GSQ and SLAS questionnaires. Otherwise stated, to verify that each item for the distinct variables evaluates the same item. The commonly acknowledged standard for Cronbach's alpha is 0.70 [16]. The values obtained and their corresponding interpretations are listed in Table 1.



Table 1. Reliability table for the research variables

Scale	Cronbach's $\alpha$	Internal Consistency
<b>Groupwork Skills Questionnaire (GSQ)</b>	0.965	Excellent
<i>Task groupwork skills</i>	0.946	Excellent
<i>Interpersonal groupwork skills</i>	0.919	Excellent
<b>Social Loafing Antecedent Scale (SLAS)</b>	0.889	Good
<i>Loafer's apathy</i>	0.781	Acceptable
<i>Loafer's distractive and disruptive behavior</i>	0.733	Acceptable
<i>Loafer's disconnectedness</i>	0.862	Good
<i>Loafer's poor work quality</i>	0.893	Good
<i>Team members do more to pick up the slack</i>	0.860	Good
<i>Poor overall team performance</i>	0.779	Acceptable

The ten items of the Groupwork Skills Questionnaire (GSQ) were distributed equally between the two hypothesized subscales of task groupwork skills (TGS, items 2, 4, 6, 8, and 10) and interpersonal groupwork skills (IGS, items 1, 3, 5, 7, and 9). Each item asked respondents to indicate how frequently the social loafers perform particular actions when working in groups. As reflected in Table 1, the entire Groupwork Skills Questionnaire (GSQ) employed in this study has an excellent (10 items;  $\alpha = 0.965$ ) Cronbach's alpha coefficient as well as its subscales, which also have excellent internal consistencies: TGS (5 items;  $\alpha = 0.946$ ) and IGS (5 items;  $\alpha = 0.919$ ). The Social Loafing Antecedent Scale (SLAS) is a 22-item instrument that employs a multidimensional perspective to measure social loafing an-

tecedents. In agreement with the developers' study, researchers reported that after administering it to 349 students who are enrolled in a business program at the undergraduate level, its Cronbach alpha coefficient values were either tolerable or acceptable ( $0.600$  to  $0.792$ ;  $0.8 > \alpha \geq 0.6$ ), while "Loafer's poor work quality" is the only subscale with good internal consistency ( $\alpha = 0.820$ ).

### Descriptive Analysis

The actual sample size of this study consisted of four hundred ten ( $n = 410$ ) undergraduate students from the National Capital Region (NCR). They were enrolled during the academic year 2022-2023, and the study did not examine their chosen specialization or degree program. Table 2 presents a comprehensive array of demographic profiles.

Table 2. The Demographic Profile of the Respondents

Characteristics	Frequency	Percentage (%)
Sex at birth		
Female	285	70%
Male	115	28%
Prefer not to say	10	2%
Total	410	100%
Age		
18 years old	21	5%
19 years old	59	14%
20 years old	85	21%
21 years old	135	33%
22 years old	84	20%

Table 2. The Demographic Profile of the Respondents

Characteristics	Frequency	Percentage (%)
23 years old	14	3%
24 years old	6	1%
25 years old	4	1%
30 years old	1	1%
48 years old	1	1%
Total	410	100%
Year Level		
First-year	81	20%
Second-year	68	17%
Third-year	186	45%
Fourth-year	63	15%
Fifth-year	5	1%
In-between year	7	2%
levels		
Total	410	100%
College Type		
Private	176	43%
Public	234	57%
Total	410	100%

To gain insight into the general characteristics of the data, the researchers performed an initial investigation of the variables using descriptive statistics. As reported by their peers, the results indicated that the social loafers' overall level of groupwork skills yielded a mean value of 2.28 (SD = 1.08),

which indicates that this attribute is not often perceived. Correspondingly, 410 (95%) out of 430 respondents reported that they have experienced working with social loafer group members in their past curricular or co-curricular activities (see Table 3).

Table 3. The Levels of Groupwork Skills and Gauged Social Loafing Antecedents of the Social Loafers, as reported by the Respondents

Main variables and subvariables	Mean value	Standard Deviation	Interpretation
<b>Groupwork Skills Questionnaire (GSQ)</b>	2.28	1.08	Not very often
<i>Task groupwork skills</i>	2.20	1.15	Not very often
<i>Interpersonal groupwork skills</i>	2.37	1.04	Not very often
<b>Social Loafing Antecedent Scale (SLAS)</b>	3.81	0.58	Agree
<i>Loafer's apathy</i>	3.81	0.79	Agree
<i>Loafer's distractive and disruptive behavior</i>	3.74	0.87	Agree
<i>Loafer's disconnectedness</i>	3.18	1.05	Neither agree nor disagree
<i>Loafer's poor work quality</i>	4.16	0.80	Agree
<i>Team members do more to pick up the slack</i>	4.35	0.76	Agree
<i>Poor overall team performance</i>	3.36	0.99	Neither agree nor disagree

Note: Instead of using these scales as self-report scales, they were modified to report the social loafers' group behavior.

In the last portion of the survey, where social loafers' peers were asked about how they responded to the overall behavior of the loafer, the mode rating values were considered (see Table 4). It is also important to note that the respondents checked multiple options. Most of the team members who participated in the survey (n = 410) "tried to engage the social loafer during the team meetings" (f = 310, 75.2%), followed by those who "gave the

social loafer poor marks in the end-of-semester evaluations collected by the professor" (f = 280, 68%). Then others "talked to the professor about their problem" (f = 245, 59.5%). The listing and the other chosen options, corresponding percentage values, and rankings are shown in Table 4. The least number of peers "left the team with the professor's permission" (f = 30, 7.3%).

Table 4. Summary of mode rating results of the team's response to the social loafer's behavior

Team's response	Frequency	Percentage	Rank
Tried to engage the social loafer during the team meetings	310	75.2%	1st
Gave the social loafer poor marks in the 'end of semester' evaluations collected by the professor	280	68%	2nd
Talked to the professor about the problem we were having	245	59.5%	3rd
Confronted social loafer after class and asked her/him to change behaviours	198	48.1%	4th
Instead of confrontation, found INDIRECT ways of letting him/her know that we did not approve his/her behavior	172	41.7%	5th
Fired the member from the team	75	18.2%	6th
Ignored the social loafer during the team meetings	58	14.1%	7th
Did nothing	47	11.4%	8th
Left the team with the professor's permission	30	7.3%	9th

Note: Respondents were instructed to tick all that apply

### Inferential Statistics

A sample of 410 participants ( $n = 410$ ) determined their social loafer peers' level of groupwork skills and social loafing antecedents. After collecting and preparing the data, the researchers utilized the correlation matrix analysis to determine or gauge how strong and closely related each trait is to one another. A significant but modest relation-

ship was detected. As seen in Table 5, social loafers' groupwork skills are negatively correlated with social loafing antecedents ( $r(408) = -.26, p < .001$ ), with groupwork skills accounting for 7% of the variance in social loafing antecedents. In other words, group work skills explain around 7% of the variability of social loafing antecedents in undergraduate social loafer peers.

Table 5. Correlation between groupwork Skills (GS) and Social Loafing Antecedents (SLA)

			Df	Pearson's r	P
GS	-	SLA	408	-0.26***	< .001
<i>Correlation between Task groupwork Skills and the two specified subvariables of Social Loafing Antecedents</i>					
Task GS	-	Team Members Do More TPTS		-0.31***	< .001
Task GS	-	Poor Overall Team Performance		$6.346 \times 10^{-4}$	0.990
<i>Correlation between Interpersonal groupwork Skills and the four specified subvariables of Social Loafing Antecedents</i>					
Interpersonal GS	-	Loafer's Apathy		-0.26***	< .001
Interpersonal GS	-	Loafer's Distractive and Disruptive Behavior		-0.03	
Interpersonal GS	-	Loafer's Disconnectedness		-0.02	0.62
Interpersonal GS	-	Loafer's Poor Work Quality		-0.34***	< .001

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$



Task group work skills (also known as task management skills), one of the two sub-variables of group work skills, were correlated to the two specific sub-variables of social loafing antecedents, namely, team members doing more to pick up the slack and poor overall team performance. Task group work skills pertain to the members' (or, for the research context, social loafers') skills to successfully complete the task and the ability to initiate particular and challenging group goals. The score for this was obtained by adding the five (even-number) item questions, resulting in a minimum possible total score of 5 and a maximum of 25. After analyzing the correlation matrix, the relationships varied between the two SLA subscales. As presented in Table 5, task group work skills are negatively correlated with team members doing more to pick up the slack ( $r(408) = -.31, p < .001$ ), and their relationship is significant but apparently weak. Task group work skills also explain around 10% of the variance in the mentioned sub-variable. On the other hand, there is no detected relationship between task group work skills and poor overall team performance ( $r(408) = -.00, p = .99$ ).

The other subvariable of the group work skills, interpersonal group work skills, is then correlated to the four identified sub-variables of social loafing antecedents of the social loafers. Furthermore, these are the loafer's apathy (5 items), the loafer's distractive and disruptive behavior (3 items), the loafer's disconnectedness (3 items), and the loafer's poor work quality (4 items). Moreover, interpersonal groupwork skills are concerned with their connections to others in the group, including the capacity to settle disputes amicably, comprehend information, exchange networks, and use these networks to improve communication and provide social support for group members through constructive conversation alongside encouraging connections. The total score was generated by adding the five (odd-number) item questions, resulting in a minimum possible total score

of 5 and a maximum of 25. Two out of four relationships were significant. As shown in Table 5, interpersonal group work skills are both negatively correlated with a loafer's apathy ( $r(408) = -.26, p < .001$ ) and a loafer's poor work quality ( $r(408) = -.34, p < .001$ ), and these relationships were significant but seemingly weak. Interpersonal group work skills also explain around 7% of the variance in loafers' apathy and 12% of loafers' poor work quality. Conversely, there were no detected relationships between interpersonal group work skills and the loafer's distractive and disruptive behavior ( $r(408) = -.03, p = .57$ ) or the loafer's disconnectedness ( $r(408) = -.02, p = .62$ ).

## DISCUSSION

This correlational research study investigated the relationship between group work skills and social loafing antecedents among Filipino undergraduate students engaged in collaborative academic pursuits that require substantial group effort. Using modified scales, the study surveyed peers' perceptions of both social loafers' overall groupwork skills and their social loafing antecedents. The study's primary focus was to test three hypotheses: firstly, a negative relationship between group work skills and social loafing antecedents; secondly, a negative relationship between task group work skills and two specified sub-variables of social loafing antecedents; and lastly, a negative relationship between task interpersonal skills and four specified sub-variables of social loafing antecedents. The study confirmed only the first hypothesis, while the results did not entirely support the second and third hypotheses. Specifically, the correlational analysis revealed a significant but weak negative relationship between groupwork skills and social loafing behavior ( $r(408) = -.26, p < .001$ ), indicating that groupwork skills account for only 7% of the variance in social loafing antecedents. While individuals with slightly stronger groupwork skills may exhibit slightly reduced social loafing tenden-

cies, these skills alone are not potent enough to effectively mitigate or eliminate social loafing. Consequently, a comprehensive approach is necessary, considering various factors to foster positive group dynamics and elevate overall group performance within an academic context.

These findings align with Qureshi et al.'s [17] study, which emphasized the positive influence of social components such as interaction with professors and peers, social media use, and online presence, all of which have an impact on student engagement and active collaborative learning, which in turn affects academic performance. For instance, academic groups could establish guidelines and standards to govern expected group behavior, decision-making processes, and conflict resolution. Encouraging the involvement of all group members in formulating reasonable guidelines could emphasize the importance of group work skills and help alleviate potential instances of social loafing [18]. Therefore, this study underscores the need to consider multifaceted strategies in addressing social loafing, recognizing the nuanced interplay between groupwork skills, social dynamics, and academic achievement in collaborative settings [19]. These findings offer insightful information about the dynamics of social loafing and the value of teamwork abilities in academic settings. It highlights the need for a holistic approach to improving group performance, emphasizing personal responsibility, equitable task distribution, and a constructive and encouraging group environment. Academic institutes may work toward more fruitful and engaged collaborative activities by comprehending and addressing the factors contributing to social loafing.

## CONCLUSION

As collaboration in academic settings continues to unite adult learners in contemporary times, it is also important to capture how nurturing group work skills and unyield-

ing social loafing antecedents coexist. It is crucial to also study these constructs in the context of Filipino undergraduate learners in preparation for their future professional careers. This descriptive-correlational research study examined the relationship between group work skills and social loafing antecedents among Filipino undergraduate students engaged in collaborative academic endeavors that require sufficient cooperation. By conducting a correlation analysis, this study concluded that there is a significant but weak inverse relationship between group work skills and social loafing behaviors. The result suggests that, in essence, whereas people with slightly better groupwork skills may have slightly fewer social loafing tendencies, these skills are insufficient to diminish or completely eradicate social loafing significantly. Therefore, a thorough strategy that considers various aspects is required to promote favorable group dynamics and improve overall group performance in academic settings.

In conjunction, this study found that task group work skills are negatively correlated with team members doing more to pick up the slack; this inverse relationship was present despite being weak. This could imply that team members should ensure tasks are distributed equally. To prevent certain cluster members from contributing less effort than the majority, it might be advisable to refrain from assigning them more work than the rest of the group. Lastly, it was found that a loafer's apathy and poor work quality have a weak, negative, and significant correlation to interpersonal group work skills. This research provided new insights into the fields of educational and social psychology toward an understanding of the social loafing phenomenon among Filipino undergraduate students. It also contributed toward addressing the need for more resources or studies about the social loafing phenomenon in the Philippine context. Furthermore, the empirical data helped to comprehend the relationship between social loafing behavior and group

work skills in the academic context. The study encourages the community to realize the importance of studying social loafing at the tertiary level in preparation for the professional world [20]. For 21st-century adult learners, this research study encourages and empowers them to contribute to the fullest in their group activities inside the classroom and beyond.

#### Limitations

Since the study is quantitative, respondents were not able to elaborate on their perceptions or responses [21]. Also, the term “social loafing” may sound unfamiliar to some respondents, so the researchers solved this by including notations to avoid misunderstanding or confusion. The survey was also entirely conducted online, so other students (who may still be qualified) without internet access could not participate.

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#### CONFLICT OF INTEREST

None.

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