Social-Loafing-Viewed-From-The-University-Students-Achievement-Goal-Orientation-ago-Type (4) (2)

by Rozi Sastra

Social Loafing Viewed From The University Students Achievement Goal Orientation (AGO) Type

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Abstract: This research aims to observe if there is an influence of Achievement Goal Orientation (AGO) on Social Loafing to university students in lectures at the Andalas University. The method used is a quantitative approach with AGO as the independent variable and Social Loafing as the dependent variable. This research design is used as a correlational research study. In this research, the data analysis method used is a partial least squares path modeling (PLS-PM). This research is conducted to examine the influence between variables that are built in that model. Evidently, in the hypothesis model of the AGO variable (Achievement Goal Orientation), it has a formative relationship structure between AGO and its four constituent dimensions. They are Mastery-approach, Mastery-avoidance, Performance-approach, and Performance-avoidance. The sample in this research is 377 university student respondents. The analysis is used a regression techniques through the PLS application. The results are shown that the achievement goal orientation is influenced by social loafing. Achievement goal orientation on the social loafing in a negative direction. The calculation result is showed that the path coefficient is -0.278 ($p<0.05$) this means giving a decision that the achievement goal orientation has a significant influence on social loafing. The calculation results of R^2 show that the variation on social loafing which describes by the achievement goal orientation is about 38,7%, while the rest is explained by other variables.

Index Terms: Achievement goal orientation, and Social Loafing

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1 INTRODUCTION

THE quality of education is determined by various factors, one of them is the teaching and learning process. Therefore, the changes in the teaching and learning process are very important. The method is currently being developed due to student-centered learning, namely, learner-centered learning and the teacher is only as a facilitator. One of the cores of the method of student-centered learning is a small group discussion or small group discussion models. Through this method, it is wished that the students may actively search the sources of information and discuss topics related that are given by teachers. However, the reality in the field, it is found that many students show behavior that is not as expected. It is found a tendency on social loafing to university students which has an impact on group dynamics and the lack of optimal self-development on these college students. According to the previous research, there are several things that influence the tendency of social loafing, among them is cohesiveness dan achievement goal orientation. After obtaining how much influence between these constructs, therefore, it may be used as a basis for intervention steps to overcome the tendency of social learning among university students. According to Kenrick, D. T., Neuberg, S. T., & Cialdini (2010) working together in groups is potentially more effective than working individually. It is because many people are responsible for the task. The workload may be distributed among several individuals. So, different people may do different tasks at the same time. By working in groups, it is more likely that a goal may be achieved more effectively and efficiently. On the other hand, working in groups may actually be ineffective if group members fail to cooperate effectively. According to Karau & Williams (1993), explains that working in groups may also trigger social loafing.

Social loafing is the tendency of individuals who exist in group situations to use their little abilities when these individuals are asked to participate in order to achieve common goals (Myers, 2012). The negative consequences of social loafing may not only affect the group as a whole, but also the individuals who perform it. In addition, social loafing may reduce group performance, also social loafing actors may lose the opportunity to practice skills and develop themselves (Schnake, in Liden et al., 2004). Social loafing may be decreased one of the ways is by setting the achievement goal orientation. Achievement goal orientation is a process that involves cognitive, affective, and behavioral consequences that determine how individuals perform tasks that are related to achievement. A high achievement goal orientation may reduce the tendency of social loafing. Karau & Williams (1993) states that individuals will work hard at a given task if the following conditions are fulfilled. The first condition is that they believe that working hard will result in better performance (expectations). The second condition is that they believe that better performance will be appreciated and rewarded. Furthermore, the third condition is about the appreciation that are they obtained is something they consider valuable and desirable (Baron, R.A. dan Byrne, 2005). These are elements of the achievement goal orientation.

2. METHOD

This type of research is quantitative research. Quantitative research is a systematic scientific study of the parts and phenomena also the causality of their relationships. This research design is used as a causal correlational research study.

2.1 Population and Sample

The population of this research is all university students of the Andalas University, in Padang City, totaling overall is 25,806 people of university students. The population characteristic is active university students. The researchers are used published data called a sampling frame on the existing population. The sample size in this research is 378 university student

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respondents (based on the table of Krejcie Morgan). The sampling method used in this research is the cluster random sampling. Obtaining the sample is conducted randomly by determining the cluster (Faculty), then selecting the subject in each cluster which is either conducted by using a lot number.

2.2 Research Instruments

This research instrument uses a scale of psychology to measure each research construct. The research instrument is used as the social loafing scale and the achievement goal orientation scale.

a. Social Loafing Scale

The social loafing Scale is developed by researchers referred to the concepts and theories of social loafing that is proposed by Myers (2012). There are five aspects to the social loafing scale. First, the decrease in individual motivation to be involved in the group activities, second, the passive attitude of members in the group, third, the widening of responsibilities, fourth, joining/shifting his/her responsibility to fellow members (free riders), and fifth, the decreasing awareness of evaluations from others. Based on the results of the social loafing measuring instrument of reliability test, it is obtained the reliability coefficient is 0.946.

b. AGO Scale (Achievement Goal Orientation)

The AGO scale is developed by researchers that referred to the concepts and theories proposed by Elliot & McGregor (2001). There are four dimension scales of achievement goal orientation, they are mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. Based on the reliability test results of the achievement goal orientation measurement tool, it is obtained the reliability coefficient is 0.938.

2.3 Data Analysis

Data analysis used in this research is descriptive analysis and partial least squares path modeling (PLS-PM). PLS-PM is a statistical data analysis methodology that combines the regression models, structural equation models, and multiple table analysis methods (Sanchez, 2013). This study is analyzed by using primary data collected through a questionnaire by using a survey method. This research questionnaire consists of statements that include four variables or constructs that are measured by several dimensions or aspects. The analytical tool that is used to test the hypothesis is software Smart PLS version 3.2.7.

3 RESULTS

The description of each variable is directed at the description of each aspect score based on the minimum values, maximum, average/mean, and theoretical mean values. The theoretical mean values are the mean theoretical score that might occur. If the description found the mean value is higher than the middle value, it means that this aspect tends to have a good/high/strong condition. The descriptions of the research subjects are based on sample characteristics will be described in Table 1 below.

Table 1. The Sample Characteristics

Characteristics	Categories	Frequencies	Percentages (%)
Sex/Gender	Male	110	29.2
	Female	267	70.8

Duration/Length of Study	1-2 Semester	92	24.4
	3-4 Semester	160	42.4
	5-6 Semester	96	25.5
	7-8 Semester	28	7.4
	More than 9 Semester	1	0.3
Grade-Point Average (GPA)	2.00 - 2.99	32	8.5
	3.00 - 4.00	345	91.5
Total		377	100.0

The next descriptive analysis is a description of each variable. The first variable is the achievement goal orientation. This variable consists of four dimensions, They are: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance, and each dimension consists of several aspects. The following explanation will state each aspect in each dimension of the achievement goal orientation variable. The mastery approach dimension consists of 6 items with an average/mean score of 22.89. This value is greater than the theoretical mean value of 18. This means that the student achievement goal orientation in the mastery approach dimension is quite good. The minimum value of 14 in the mastery approach dimension explains that there are a small number of student colleges who have a weak mastery approach. The further descriptions of each aspect have resulted in the highest item mean score of 3.85, which is in the aspect of expanding mastery of its material. While the lowest item mean score is 3.63, that is in the aspect of improving personal skills. The description of the mastery approach dimensions will be explained in Table 2 below.

Table 2. The Description of Mastery Approach Dimensions

Dimensions/Aspects		Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
Dimensions Mastery Approach		14	30	22.89	18	6	3.82
Aspect							
1.	Improving self-skills	1	5	3.63	3	1	3.63
2.	Expanding to mastery of the material	7	15	11.56	9	3	3.85
3.	Improving the self-competence and gaining achievement	4	10	7.69	6	2	3.84

The second dimension is the mastery avoidance. This dimension consists of 15 items with a mean score of 62.09. This value/score is greater than the theoretical mean value of 45. This means that university students' achievement goal orientation in the dimension of mastery avoidance is classified as good. The minimum value of 35 in the mastery avoidance dimension explains that some college students have weak mastery avoidance. The further descriptions of each aspect are obtained the highest item mean score is 4.21, which is in the aspect of avoiding failure in mastering the material. Meanwhile, the lowest item mean score is 3.92, which is in the aspect of avoiding bad actions that have been conducted previously. The description of the dimensions of mastery avoidance will be explained in Table 3 below.

Table 3. *The Description of Mastery Avoidance Dimensions*

Dimensions / Aspects	Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
Dimensions Mastery Avoidance Aspects	35	75	62.09	45	15	4.14
1. Avoiding failures in mastering the material	17	35	29.49	21	7	4.21
2. Avoiding failures in college assignments	1	5	4.20	3	1	4.20
3. Avoiding failures in building talent and insight	9	20	16.64	12	4	4.16
4. Avoiding bad deeds that have been done previously	4	15	11.77	9	3	3.92

The third dimension is the performance approach. This dimension consists of 6 items with a mean score of 23.51. This value is greater than the theoretical mean value of 18. This means that the university student's achievement goal orientation in the performance approach dimension is quite good. A minimum value of 12 in this dimension explains that there are a small number of university students who have a weak performance approach. The further descriptions of each aspect are obtained the highest item mean score of 4.00, that is the aspect of motivation to get better achievement than others. Meanwhile, the lowest item mean score is 3.51, which is in the aspect of orientation to pursue the achievement in order to get recognition and appreciation from others for his/her abilities. The description of the performance approach dimensions will be explained in Table 4 below.

Table 4. *The Dimensions Description of The Performance Approach*

Dimensions Aspects /	Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
Dimensions Performance Approach Aspects	12	30	23.51	18	6	3.92
1. The achievement orientation in order to get recognition from others for the abilities that he/she has	1	5	3.51	3	1	3.51

Dimensions / Aspects	Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
2. The Motivation to get better achievement than others	10	25	19.99	15	5	4.00

The fourth dimension is performance-avoidance. This dimension consists of 2 items with a mean score of 7.94. This value is greater than the theoretical mean value of 6. This means that university students' achievement goal orientation in the dimension of performance-avoidance is quite good. A minimum value of 4 in this dimension explains that there are a small number of university students have weak performance-avoidance. The further descriptions of each aspect are obtained the highest item mean score of 4.09, that is in the aspect of avoiding for getting worse achievement than others. Meanwhile, the lowest item mean score is 3.85, which is in the aspect of avoiding bad judgment on his/her poor competence. The description of the performance-avoidance dimensions will be explained in Table 5 below.

Table 5. *The Description of Performance Avoidance Dimensions*

Dimensions/Aspects	Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
Dimensions Performance Avoidance Aspects	4	10	7.94	6	2	3.97
1. Avoiding a bad judgment on his/her poor competence	2	5	3.85	3	1	3.85
2. Avoiding to get worse achievement than others	2	5	4.09	3	1	4.09

Next, the writers will be discussing a descriptive analysis of the second variable, which is social loafing. The description of social loafing variables will be explained in Table 6 below.

Table 6. *Description of Social Loafing*

Variable/ Aspect	Min	Max	Mean Score	Theoretical Mean Value/Score	Item	Mean Item
Variable Social Loafing Aspects	32	74	51.10	96	32	1.60
1. Decreasing the individual motivation to be involved in group activities	1	4	1.67	3	1	1.67
2. Passive attitude	12	32	19.51	36	12	1.63
3. Widening of responsibilities	8	20	12.71	24	8	1.59
4. joining/shifting his/her responsibility to fellow members (free riders)	4	10	5.85	12	4	1.46
5. Decreasing the awareness of evaluations from others	7	16	11.37	21	7	1.62

The social loafing variable consists of 32 items with mean score that is obtained from this research of 51.10. This value is smaller than the theoretical mean value of 96. This means that the social loafing of the research subject is classified as good because this variable has low scores that indicate better conditions. The maximum value that is obtained in this research is 74. This value is smaller than the theoretical mean value. This means that there are no university students that have a high score on social loafing. Further descriptions of each aspect obtained in the highest item mean score of 1.67, which is in the aspect of decreasing individual motivation to engage in the group activities. Meanwhile, the lowest item mean score is 1.46 which is in the free ride aspect (joining/shifting his/her responsibility to fellow members). Besides measuring each variable, this research also aims to examine the influence between variables that are built into its model. The results of the path coefficient test on the inner model will be explained in Table 7 below.

Table 7. *The Results of Testing the Path Coefficient on the Inner Model*

Correlation	Path coefficient	Standard Deviation	Statistics t	p
Between Variables Achievement Goal Orientation -> Social Loafing	-0.278	0.044	6.252	0.000
The dimension of Achievement Goal Orientation Mastery Approach -> Achievement Goal Orientation	0.277	0.012	22.418	0.000
Mastery Avoidance -> Achievement Goal Orientation	0.463	0.013	34.899	0.000
Performance Approach -> Achievement Goal Orientation	0.236	0.011	21.841	0.000
Performance Avoidance -> Achievement Goal Orientation	0.207	0.010	20.880	0.000

From the table of the path coefficient test results on the inner model above, it may be concluded several cases as follows, they are:

1. Achievement goal orientation on social loafing has a negative path coefficient. The calculation result shows that the path coefficient is -0.278 with a t-statistic of 6.252 (p <0.05). This means that achievement goal orientation has a significant influence on social loafing.
2. Especially for the achievement goal orientation variable with its dimensions, it is not interpreted as a causality because the four dimensions mentioned previously are the measuring of achievement goal orientation. The correlation between the four dimensions and the achievement goal orientation is formative. meaning that what is measured by the four dimensions cannot be unidirectional or not always strongly correlated between one dimension and another. The results of the loading factor test on the four dimensions overall were significantly tested (p <0.05). The strongest of achievement goal orientation is in the mastery avoidance

dimension, which is described through the existence of a learning orientation to avoid conducting: failure in mastering material, lecture assignments, building talents, and insights, and either the bad actions/deeds that have been conducted previously.

Table 8. *The R-Square coefficient*

Variable	R^2
Social Loafing	0.387

The results of the calculation of R^2 show that the variation of social loafing has been explained by the achievement goal orientation is 38.7%, while the rest is explained by other variables.

4 DISCUSSION

The results have shown that the achievement goal orientation influenced social loafing in a negative direction. The calculation result shows that the path coefficient is -0.278 with a t-statistic of 6.252 (p <0.05). This means the achievement goal orientation is significantly influenced by social loafing. This is suitable for the research conducted by (Hbigaard & Ommundsen, 2007) on 170 soccer players. The results show that there is a correlation between the achievement goal orientation and social loafing on soccer players. Besides, Simms & Nichols (2014) also conducted the same research on university students. The results of this research indicate that there is a correlation between achievement goal orientation and social loafing. University students who have clear goals are able to minimize the emergence of social loafing behavior. Furthermore, the same research was also conducted by Liden et al., (2004) it was found that the possibility of social loafing behavior decreased through the effective communication with group members regarding the goals that the group wanted to achieve it. Furthermore, the results of the statistical test for the dimension of mastery avoidance in the achievement goal orientation have obtained a mean score of 62.09. This score/value is greater than the theoretical mean value of 45. This means that the depiction of mastery avoidance at Andalas University students is classified as good. The minimum score obtained is 35, meaning that there are some of the university students have weak mastery avoidance. The further descriptions of each aspect obtained the highest item mean score of 4.21, which is in the aspect of avoiding failure in mastering the material. Meanwhile, the lowest item mean score is 3.92, which is in the aspect of avoiding bad deeds that had been done previously. Mastery avoidance is included in the absolute/intrapersonal definition which is having a negative valence, that is rejecting the failure to master a particular assignment and building the individual talents and insights. Therefore, Those individuals try to avoid the bad deeds that have been conducted previously. Hence, the focus is on understanding and self-improvement. It may be said that this type's goal is focusing on high mastery that purposes mentioned before (Schwinger et al., 2016) and also that early adolescent students often mention the mastery of goals as reasons for learning (Lee & Bong, 2016). The second dimension is the mastery approach. The results of statistical tests on this dimension have obtained the mean score is 22.89. This value/score is greater than the theoretical mean value of 18. This means that the overview of the dimensions of the mastery approach to Andalas University students is classified as quite good. The minimum score obtained is 14,

meaning that there are a small number of student colleges who have a weak mastery approach. Further descriptions of each aspect found that the highest item mean score is 3.85, which is in the aspect of expanding mastery of the material. Meanwhile, the lowest item mean score is 3.63, which is in the aspect of improving personal skills. Mastery-approach is included in the absolute/intrapersonal definition which has a positive valence, that is mastering assignment and building the talents and insights of an individual in achieving success. This means that the mastery approach strives to conduct better than the previous achievements and is related to many adaptive motivation variables such as the internal academic of control locus (Akin, 2008a) and compassion (Akin, 2010). University/college students show the adaptive patterns of adjustment and well-being. For example, having positive self-perceptions, high involvement and full of enjoyment, low negative influence and anxiety, and high academic achievement (Daniels et al., 2008; Gonçalves et al., 2017; Tapola & Niemivirta, 2008; Tuominen-Soini et al., 2008, 2012). The third dimension is the performance approach. The results of the statistical test on this dimension are obtained mean score of 23.51. This value/score is greater than the theoretical mean value of 18, which means that the performance approach to Andalas University students is quite good. The minimum value obtained is 12, meaning that there are a small number of student colleges that have a relatively weak performance approach. The further descriptions of each aspect obtained the highest item mean score of 4.00, which is in the aspect of motivation to get better achievement than others. Meanwhile, the lowest item mean score is 3.51, which is in the aspect of orientation to earn the achievement in order to get recognition and appreciation from others for his/her abilities. The performance-approach is included in the normative definition that has a positive valence, which is getting better performance than the performance of others in order to achieve success. Associated with maladaptive behavior such as negative affective, lack of persistence, stress, and anxiety (Akin, 2008b.) The fourth dimension is performance-avoidance. The results of statistical tests on this dimension obtained a mean score of 7.94. This value/score is greater than the theoretical mean value of 6, meaning that the depiction of performance-avoidance in Andalas University students is quite good. Performance-avoidance included in the normative definition that has a negative valence, that is rejecting failures regarding the performance that is better than the performance of others. Their stronger concern for performance may also increase their vulnerability to emotional distress, such as anxiety, stress, fear of failure, and burnout (Daniels et al., 2008; Tuominen-Soini et al., 2008, 2011; Zhang et al., 2016) The relationship between the four dimensions and the achievement goal orientation is formative. means that what is measured by the four dimensions may not be unidirectional or not always strongly correlated between one dimension and another. The results of the loading factor test on all four dimensions are wholly tested significant (p <0.05). The interpretation of achievement goal orientation on university students is measured easier than the dimensions of mastery approach, mastery avoidance, performance-approach dan performance-avoidance. The strongest achievement goal orientation is the mastery avoidance dimension, which is described through the existence of a learning orientation to avoid conducting: failure in mastering material, lecture assignments, building talents and insights, and bad actions/deeds that have been conducted on mastery-avoidance's cases, including in the absolute/intrapersonal definition that has a negative valence. What they can do on several conductions are rejecting failure to master a particular assignment, and building individual talents and insights. Those individuals try to avoid bad deeds that have been conducted previously. According to Mädamürk & Kikas (2018) and Tuominen-Soini et al., (2012), Students who live in mastery-oriented groups from time to time show the very positive patterns of motivation, achievement, and well-being. Theoretically, it is based on goal attainment theory which assumes that people differ in the way they define the achievement and assess their competence. Therefore, the perspective of an individual's goals has influences how a person thinks, feels, and acts in achieving it.

5 CONCLUSION

The achievement goal orientation variable consists of four dimensions and each dimension has several aspects. The mastery approach dimension consists of 6 items with mean score of 22.89. This value/score is greater than the theoretical mean value of 18. This means that the student achievement goal orientation in the mastery approach dimension is classified as quite well/good. The minimum value/score obtained in the mastery approach dimension is 14, meaning that there are a small number of university students who have a weak mastery approach. Further descriptions of each aspect show that the highest item mean score is 3.85, which is in the aspect of expanding mastery of the material. Meanwhile, the lowest item mean score is 3.63, that is on the aspect of improving personal skills. Especially for the achievement goal orientation variable with its dimensions, it cannot be interpreted as a causality because the four dimensions are measures of achievement goal orientation. The relationship between the four dimensions and the achievement goal orientation is formative, meaning that what is measured by the four dimensions cannot be unidirectional or not always strongly correlated between one dimension and another. Interpretation of achievement goal orientation on university students is measured easier than the mastery approach, mastery avoidance, performance-approach and performance-avoidance. The achievement goal orientation that is stronger existed in the dimension of mastery avoidance among them are described through the existence of a learning orientation to avoid conducting: failure in mastering the material, lecture assignments, building talents and insights, and either bad actions/deeds that have been conducted previously. The results of this research indicate that the value/score of achievement goal orientation towards social loafing has a coefficient in a negative direction. The results of the calculation show that the path coefficient is -0.278 with a t-statistic of 6.252 (p <0.05), which means that the achievement goal orientation has a significant influence on social loafing. The value/score achievement goal orientation on social loafing is obtained the result total influence of coefficient is -0.512 which is either obtained from the sum of the direct influence/effect (-0.278).

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Social-Loafing-Viewed-From-The-University-Students-Achievement-Goal-Orientation-ago-Type (4) (2)