

**THE DIMENTION OF PEER EVALUATION SYSTEMS: THE
INFLUENCE OF SOCIAL LOAFING BEHAVIOURS AND THE
MODERATION EFFECT OF SELF-MONITORING IN STUDENT
GROUP**

**Written by:
Ni Putu Christina Wulandari Rediana
Supervisor,
Debora Wintriarsi H, SE., MM., M.Sc**

Abstract

The purpose of conducting this research is to know the influence of the dimension of Peer Evaluation Systems (PES) which are the awareness and the perceive importance of peer evaluation systems to social loafing behavior. This research also involving the role of moderator variable, in this case self-monitoring, to increase the interaction of the dependent variable and the dependent variable. The respondents of this research come from the student groups those conducting peer evaluation systems in the class. The number of respondents that collected is 221 students. The analysis methods of this research are by using Multiple Regression Analysis and Moderating Regression Analysis (MRA). The result of this research shows that there is an influence between the perceive importance of peer evaluation systems to social loafing behaviors. As for the awareness of peer evaluation and the moderating role of self-monitoring cannot give a strong influence over social loafing behavior.

BACKGROUND

Group has become one of the most favorite tools to gain effectiveness in completing some task. People have to work as a group to make their work more effective and will result in good performance. As we know, the definition of group itself is two or more individuals interacting and interdependent who have come together to achieve particular objectives (Robbins and Judge, 2013). Indeed, the group is the appropriate work unit when it is desirable to bring multiple perspectives to bear on a task (Comer, 1995). Group can produce a high caliber solutions, especially complex problem that independently working individuals (Comer, 1995). The existence of group will help the individual demonstrate their potential in working together in the group.

However, the question of why and how working in a group will always give a best result is still debatable. As groups have become more prevalent as performance units in organizations, there has been a parallel interest in enhancing productivity by eliminating from these groups those “dysfunctional behaviors that

interfere with the attainment of desirable interpersonal and task outcomes” (Greenbaum, Kaplan and Damiano, 1991 in Comer, 1995). A group behavior phenomenon called social loafing has frequently happen in a group. Karau and Williams (1993) describe social loafing as the decrease in individual effort while working collectively. It has been described as a “social disease” because of its detrimental effects on teams, social institutions, and societies (Latane et al., 1979; Karau and Williams, 1993 in Cotter, 2013). However, Latane et al.’s (1979) social loafing is simply consequences of participants who are working together as a group (Szymanski and Harkins, 1987).

It can be conclude that social loafers will most likely exist within the group. In order to determine the degree of social loafing within the group, some assessment has to be conducted. An assessment to know and reduce social loafing behavior is by using a tool of examination called Peer Evaluation Systems (PES). Peer evaluations systems are well-accepted as accurate sources of performance assessment in organizations and higher education (Bernadin, Dahmus, and Redmon, 1993; Fox, Ben-Nahum, and Yihon, 1989; Huber, Neale, Northcraft, 1987 in Brutus and Donia, 2010). Some may perceive that peer evaluation will give a good result in decreasing social loafing. Nicholson, (2012) stated that there are two dimension of Peer Evaluation Systems (PES). There are the awareness of peer evaluation systems and perceived importance of peer evaluation systems. In this case, Peer Evaluation Systems (PES) may work if there is in the awareness and perceived importance within individual.

The degree of social loafing can be managed by how someone maintains its own attitude or behavior towards the task. Personal attitude play an important role at the group particularly self-monitoring personality has in work context plays an important role within the organization (Synder, 1974 in Day and Schleicher, 2006). Self-monitoring is defined as a personality trait that refers to an ability to regulate behavior to accommodate social situations (Robbins and Judge, 2013). People who closely monitor themselves are categorized as high self-monitors and often behave in a manner that is highly responsive to social cues and their situational context. However, if someone has a low self-monitoring, peer evaluation will not be influencing one person. Interestingly, although most people try to get along, get ahead, and make sense at work. It has been noted that there are substantial individual differences in how their efforts are evaluated by others (J. Hogan and Holland, 2003 in Day and Schleicher, 2006). The researcher interested to see whether self-monitoring will influence and moderate social loafing and peer evaluation systems.

RESEARCH PROBLEM

Based on the background of this research, the problems that will be emphasizing in this research are;

1. How awareness of the peer evaluation systems will influence social loafing behavior?
2. How the perceive of importance of the peer evaluation systems will influence social loafing behavior?
3. How does self-monitoring will moderate the influence of awareness of the peer evaluation systems and social loafing behavior?
4. How does self-monitoring will moderate the influence perceive importance of the peer evaluation systems and social loafing behavior?

LITERATURE REVIEW

1. Social Loafing

Social loafing is a social disease that often occurs among the group member. Robbins and Judge (2013) stated that tendency for individuals to expend less effort when working collectively than alone. Social loafing becomes one of the reasons why the group cannot run very well.

2. Self-Monitoring

Self-monitoring is one of the personality traits that relevant to organization behavior. According to Robbins and Jude (2013), self-monitoring refers to individual ability to adjust his or her behavior based on situational factors. In this research, the researcher will correlate self-monitoring with the awareness of social loafing.

3. Peer Evaluations Systems (PES)

Peer Evaluation Systems (PES) is a tool to measure group dynamics. This tool used to measure member performance by using other member's evaluation. Peer Evaluation Systems (PES) is one of the ways to reduce social loafing (Robbins and Judge, 2013). According to Nicholson (2012), peer evaluation systems (PES) are influence by the awareness of the peer evaluation systems, and perceive importance. Nicholson (2012) stated that the presence of other group members has positive effects on individual performance only when their presence is a sign that the individual will be evaluated. As for perceive importance, in order to show that user's perceived importance or acceptance of the systems does not in fact results in an increased intent to use it (Nicholson, 2012). Both of the dimensions are compulsory indicator about how it will correlate with social loafing.

HYPOTHESIS DEVELOPMENT

1. The Awareness of Peer Evaluation Systems (PES) and Social Loafing Behavior

Nicholson (2012) stated that the presence of other group members has positive effects on individual performance only when their presence is a sign that the individual will be evaluated. It is cleared that individual performance (work quality) is related to the individual willingness (motivation) and ability to perform the task (Nicholson, 2012). Presumably, if one individual is aware and expects the evaluation by his or her peers, the willingness to put large efforts and to hand in assignment on time will be affected.

H1(a): The awareness of the peer evaluation systems will influence social loafing behavior.

2. The Perceived Importance of Peer Evaluation Systems (PES) and Social Loafing Behavior

According to Nicholson (2012) in order to show that user's perceived importance or acceptance of the systems does not in fact result in an increased intent to use it (Chen and Tan, 2004; DeSanctis and Courtney, 1983). There enough to suggest that if there a students who perceive the peer systems very important, he or she will take the task more seriously and therefore engage in less social loafing behavior.

H1(b): Perceived importance of the peer evaluation system will influence social loafing behavior.

3. Self-Monitoring as Moderator Variables for the Perceived Importance of Peer Evaluation Systems (PES) and Social Loafing Behavior.

Miiler and Cardy, (2000) stated that individual with well-developed abilities to modify their self-presentation in different situation and for different audiences will fare better in terms of rating outcomes than who lack such abilities (Nicholson, 2012). Nicholson (2012) implies that if a student have a high self-monitor, then if he or she feels that the peer evaluation is unimportant or he or she was not aware of it. The impact is that he or she might still get good feedback and not be seen as social loafer because he or she was simply altering his behavior to make people like him or her.

H2(a): Self-monitoring will moderate the influence between perceived importance of the peer evaluation systems and social loafing behavior.

4. Self-Monitoring as Moderator Variables for the Awareness of the Peer Evaluation Systems (PES) and Social Loafing Behavior.

As it is stated before, if a student perceives the peer evaluation systems as a very important, they will take the task more seriously and therefore engage in less social loafing behaviors (Nicholson, 2012). In addition, Nicholson (2012) stated that there are many researchers have found links between differences in self-monitoring orientation and job outcomes such job performance, leadership,

and impression management (Day et al, 2002; Mehra & Brass, 2001). The researcher expects that self-monitoring will moderate the awareness of peer evaluation systems (PES).

H2(b): Self-monitoring will moderate the influence between the awareness of the peer evaluation systems and social loafing behavior.

RESEARCH METHODOLOGY

Data Source

The data that will be used to in this research is a primary data source. The data that the researcher use for further research come from the student who participate in certain subject that involving Peer Evaluation Systems in the class. Genuinely, the researcher collecting the data from the questionnaire that distributed to selected class.

Population and Sampling

The populations of this research are students that involve in group project from selected class and under the supervision of Peer Evaluation Systems to determine the performance in the class. In total of 221 undergraduate students from economics faculty become the population for this study. This research is using total population sampling. In this case, all of 221 students is act as the sample for this research.

DATA ANALYSIS

Demographic Profile

Descriptive analysis is done to describe the data that will be used to analyze. By looking at the maximum and the minimum point, the interval that will be used as a scale (Lind, Marchal, and Wathen, 2015). According to frequency statistic, it shows that the number of male respondent is 117 (53,2%) and the number of female respondent is 104 (46,8%). From the frequency distribution it shows that 2014 batch is 113 (51,4%) which is the most, 2010 batch is the least one in total of 1 (0,5%) respondent. Batch 2011 is 3 (1,4%) respondent, batch 2012 is 9 (4,1%) respondent, batch 2013 is 25 (11,3%) respondent, and batch 2015 is 70 (31,5%) respondent.

Variable Descriptive Statistic

Below is the descriptive statistic of all variables. Based on the descriptive statistic above it shows that the awareness of peer evaluation systems has the highest mean of variable compares to the independent variable which the

perception of peer evaluation systems. It shows that the awareness of peer evaluation systems is quite high among the students. The second highest mean of variable is the self-monitoring. As the moderator variable, self-monitoring probably will give a high influence over the other variable. The lowest value of mean variable is social loafing. It indicates that most of the respondents perceive social loafing as a drawback for the group.

Table 1.1
Table of Variable Descriptive Statistic

	N	Minimum	Maximum	Mean
PERCEPTION_OF_PES	4	3,90	4,03	4,128
AWARENESS_OF_PES	4	3,03	3,58	3,278
SOCIAL_LOAFING	6	3,32	3,80	3,605
SELF_MONITORING	13	2,68	4,20	3,83
Valid N (listwise)	4			

Source: tested primary data, 2016

Validity and Reliability Analysis

In the Perceive Importance and the Awareness Peer Evaluation Systems, the entire question is valid to use. In the Social Loafing part, there are two questions that declared to be invalid to use, which are questions 3 and 4. As for Self-Monitoring, there is one question that cannot be use, which is the question number 5. In the reliability testing, the researcher will use Cronbach's Alpha that proves to be the most accurate method. An instrument can be say as a reliable instrument is when the Cronbach alpha of the item is over passed 0,60. It can be concluding from the results that all of the instruments are reliable to use because all of the instruments over passed the Cronbach Alpha.

Multiple Regression Analysis

The Coefficient determination testing is conducted with two variable independent which are, Perceived importance of peer evaluation systems (X1), and the awareness of peer evaluation systems (X2). It is shows that the value of adjusted r-square 0,32 or equal to 32%. This results emphasize that the influence of between the independent variable and the dependent variable is low, because the value of the r-square is less than 0,5. It can be concluding that, both of the dimensions of peer evaluation systems has low influence over the social loafing behavior. Also, because there is only 32% influence over the variables the rest of 68% is influence by other variables beside perceived importance of peer evaluation systems and the awareness of peer evaluation

Table 1.2
The Result of Coefficient Determination

Independent Variable	R	R-Square	Adjusted R-Square
Perceived Importance of Peer Evaluation Systems (X1)	0,201	0,40	0,32
The Awareness of Peer Evaluation Systems (X2)			

Source: tested primary data, 2016

F-test

F-table can be fine by finding the degree of freedom (df) which is 221 and df of Regression which is 2 and the significance level is 0,05 or equal to 5%. From the calculation, the f-table is 3,04. Based on the result above, the value of Sig. is $0,011 < 0,05$ which means the result is significant. From the f-test value, it shows that $4,610 > 3,04$. Hence, it can be conclude that overall there is an influence between social loafing behaviors (Y) as the dependent variable with the independent variable which are the perceive importance of peer evaluation systems (X1) and the awareness of peer evaluation systems (X2).

Table 1.4
The Result of F-test

Independent Variable	F-count	Result	Sig.	Result
The Perceive Importance of Peer Evaluation Systems (X1)	4,610	Influence	0,011	Significant
The Awareness of Peer Evaluation Systems (X2)				

Source: tested primary data, 2016

T-test

The value of t-table must be calculated before doing a compare ration. The value of the t-table can be find by looking the degree of freedom (df) which is 221 with the level of significance of 5% or 0,05. Then it can be conclude that the value of t-table is 1,972. From the t-table, the researcher conclude that, the sig. for the perceived Importance of peer evaluation systems is less than 0,05 ($0,022 < 0,05$) so the result is significant. The t-test result for the perceived Importance of peer evaluation systems (X1) is $2,303 > 1,972$. For the awareness of peer evaluation systems, it shows that $0,155 > 0,05$, so the result is not significant. The result of the t-test is $1,472 < 1,972$.

Table 1.3
The Result of T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8,701	1,051		8,275	,000
X1: Perception of PES	,134	,058	,156	2,303	,022
X2: Awareness of PES	,073	,051	,097	1,427	,155

Source: tested primary data, 2016

Moderating Regression Analysis (MRA)

Moderator 1 (Perceived Importance of Peer Evaluation Systems x Self-Monitoring)

Table 1.5
Interaction Testing of Self-Monitoring in Moderating the Perceive Importance of Peer Evaluation Systems and Social Loafing Behavior

Independent Variable	Dependent Variable	Adjusted R-Square	Sig. F
The Perceive Importance of Peer Evaluation Systems (X1)	Social Loafing (Y)	0,27	0,08
The Perceive Importance of Peer Evaluation Systems (X1) and Self-Monitoring (Z)		0,28	0,16
Interaction X1*Z		0,25	0,37

Source: tested primary data, 2016

The table above explains the interaction between dependent variable and the dependent variable follow with the interaction of moderating variable. The first attempt is the regression between the perceptions of peer evaluation systems (X1) and social loafing (Y). The value of adjusted r-square is 0,27 or equal by 27%. The second attempt is to test the interaction between perceive importance of peer evaluation systems (X1), self-monitoring (Z), and social loafing (Y). The value of adjusted r-square reveals that the interaction is 0,28 or equal by 28%. It also indicates that there is an interaction enhancement from 27% to 28%. The last attempt is to see the interaction between the multiplication of the perceive importance of peer evaluation systems x self-monitoring (X1*Z) and the social loafing (Y). The results reveal that the value of adjusted r-square is 0,25 or equal by 25%. It indicates that there is a decreasing interaction from 28% to 25%. In the other words, it can be explained that the interaction 1 (Self-monitoring x

Perceived importance of peer evaluation systems) moderates a low contribution of both of the variable.

Moderator 2 (The Awareness of Peer Evaluation Systems x Self-Monitoring)

Table 1.6
Interaction Testing of Self-Monitoring in Moderating the Awareness of Peer Evaluation Systems and Social Loafing Behavior

Independent Variable	Dependent Variable	Adjusted R-Square	Sig. F
The Awareness Importance of Peer Evaluation Systems (X2)	Social Loafing (Y)	0,13	0,51
The Awareness of Peer Evaluation Systems (X2) and Self-Monitoring (Z)		0,19	0,43
Interaction X2*Z		0,28	0,099

Source: tested primary data, 2016

Based on the table above, the adjusted r-square between the independent variable (X2) and the dependent variable (Y) is 0,13. The second attempt of the regression shows that the value of adjusted is increasing from 0,13 to 0,19. The final attempt shows that the value of adjusted R-square in the interaction between the awareness of peer evaluation systems and social loafing behavior (Z*X2) is 0,28. It can be conclude that, self-monitoring contribute 28% of the influence between Z and X2. From the table, it show that the adjusted R-square for the awareness of peer evaluation systems and social loafing behavior is 0,13 (13%) and 0,19 (0,28). There is increasing value of the interaction between the variable. It can be explained that the interaction 2 (Self-monitoring x the awareness of peer evaluation systems) moderates a quite high contribution of both of the variable.

DISCUSSION

Hypothesis H1(a): The awareness of the peer evaluation systems will influence social loafing behavior. (Rejected)

After the testing, the researcher finds that there is no influence between the independent variable and the dependent variable. In this case, the awareness of peer evaluation systems turns out does not have a significant influence over social loafing behavior. Based on the lecture information, when the group conducting a peer evaluation, they already discuss and decide what score that they will give to each other. However, it turns out that those who contribute a lot effort on the group give an objective score to the person who put a less effort on the group project. In addition, the lecture also asks the students to not submit the peer evaluation along with their group. Surprisingly, eventhough the groups already discuss to make each other peers to look good, not all of the members give the same score.

According to Harkins (1987), when participants work together, their outputs were pooled (combined). Thus, the individual outputs were “lost in the crowd”, and the participants could receive neither credit nor blame for their performance (Szymanski and Harkins, 1987). In other words, the students that loaf who thought that their peer will be fine is a kind of students that fully aware of the peer evaluation systems but do not give a high attention to it. The reason is that they know that their peers (evaluator) will give a good mark even though they did not contribute to the task. The lecturer also implies that peer evaluation systems is the most important aspect to determine the performance of each student and also their final grade in the end of the semester. Hence, the students who contribute well in the group project and aware of peer evaluation systems take their evaluation in serious thought. According to Clark and Baker (2011), who have done research on student groups, students’ perception that methods of assessing group work were unfair particularly when a common group mark was awarded to all members of the group. Group members who had contributed least to the group outputs received the same mark as those who had contributed most and, in fact, benefitted from “free riding” in the group.

Hypothesis H1(b): Perceive Importance of the peer evaluation systems will influence social loafing behavior.

The result of the regression shows that, perceive importance of peer evaluation systems will positively influence social loafing behavior. It is supported by the value of Sig. is less than 0,05. Hence, it can be concluded that hypothesis H1(b) is accepted.

The lecturer implies that, their anxiety within the group and finish the task in a good score is important. Also, because of the lecturer use the peer evaluation systems as one of the main indicator for giving grades, many students aware and also perceive it is important. Supposedly, for those who aware of peer evaluation systems will possibly think that it is an also important aspect. However, the results show that being aware is not enough to influence social loafing behavior. The students need to perceive it is important in order to influence social loafing behavior. From the results, it can be conclude the student perceptions of peer evaluation systems is high and it will give influence with social loafing behavior. Follow with the lecturer methods of giving grades, students perceive peer evaluation systems is an important thing.

Hypothesis H2(a): Self-monitoring moderates the influence between perceived importance of the peer evaluation systems and social loafing behavior..

The result of the test reveals that, there are no significant influence between a high self-monitoring person with perceived importance of peer evaluation systems and social loafing behavior. The value of Sig. is overpassed 0,05 ($>0,09$). It also supported by the research conduct by Nicholson (2012), stated that the moderating effect of self-monitoring orientation on the relationship between perceived importance's of peer evaluation systems was not supported. It can be concluded that hypothesis H2(a) is rejected.

Hypothesis H2(b): Self-monitoring moderates the influence between the awareness of the peer evaluation systems and social loafing behavior.

From the result of the regression, it can be concluded that there is no significant influence between the moderating variable with independent and dependent variable.

In order to accommodate the hypothesis, the researcher has gather evidence to support the findings. The lecture explains the student's way of working in the class. The lecturer stated that in order to complete the task effectively, the student divided the task among the members. Hence, there will be an equal contribution to the task. The lecturer also implies that, among one group to another group, they sometimes work together if one group found difficulties in completing the task. However, sometimes there is a member of group that only search for the answer of the task. Hence, it shows that there are a number of high contributed students and there is a pack of students who most likely to loaf because of some of them cannot finish the task. The reason behind this is that, according from the lecture, there are students that take the college subjects because they have no other particular subject that fit with their interest. They do not have any choice but taking the class that still available. Hence, there is a possibility that they actually can finish the task, but they do not have any interest to do so. From the social loafing points of view, this could be called as passive social loafer. Nicholson (2012) stated that the element of doing less in work quality demonstrate that the team member is taking a passive approach, such as withholding performance or withdrawal from work or they really cannot done finish the task at all. As for the students that cannot finish to the task, they can be classified as an active social loafer.

However, each of the members has to contribute to the task equally. In order to do so, a self-presentation has to adjust to make it appropriate behavior. From the self-monitoring points of view, the student manage to act based on the situation that the environment ask. As it emphasizes Snyder (1974), one of the goals of self-monitoring is to conceal adaptively an inappropriate emotional state and appear to be experiencing an appropriate one. When a person are made uncertain of their emotional reactions, they look to the behavior of others for cues to define their emotional states and model the emotional expressive behavior of

others in the same situation who appear to be behaving appropriately (Schachter and Singer, 1962 in Snyder, 1974). Hence, they become a free rider to the other group.

From the findings emphasize in the first (H1(a)) and second (H1(b)) hypothesis, the student who contribute to the task, tend to take peer evaluation systems more seriously that those who most likely to loaf. They will take an objective evaluation to the person who not contributes to the task. In this case, there are much evidence that fit with the theory social loafing and low self-monitoring. Follow with a low score of peer evaluation, it can be possible that those reason could support the findings of why the third and the forth hypothesis are rejected. Other factors that become the reason why the hypotheses are rejected is that the questionnaires were not fill with an objective answer. There is a possibility that the students did not understand the purpose of the questionnaire, eventhough it already been explained by the researcher before the questionnaires are distributed.

CONCLUSION

Managerial Implications

In this research, it reveals that the independent variables which are the perceive importance of peer evaluation systems and the awareness of peer evaluation systems will not influence of the dependent variable. The Moderating Regression Analysis (MRA) also reveals that the moderating variables are not moderated between independent variable and the dependent variable. It shows from the regression that, self-monitoring will not highly moderate with the social loafing behavior and the independent variable which are the perceive importance of peer evaluation systems and the awareness of peer evaluation systems.

Researcher Limitations

Not all lectures are using peer evaluation systems in the class. Hence, there are only 6 classes that become the respondent. The student that chooses as a respondent is from Universitas Atma Jaya Yogyakarta. The questionnaires are distributed in the class.

Suggestion

Based on the entire summary from the managerial implications and limitations, the researcher has concluded several suggestions for future research. The researcher hopes that for further research, the topic of social loafing behavior can be develop more. It happen because, social loafing behavior often happens within groups. Also, peer evaluations systems is famous tool to test and reduce the

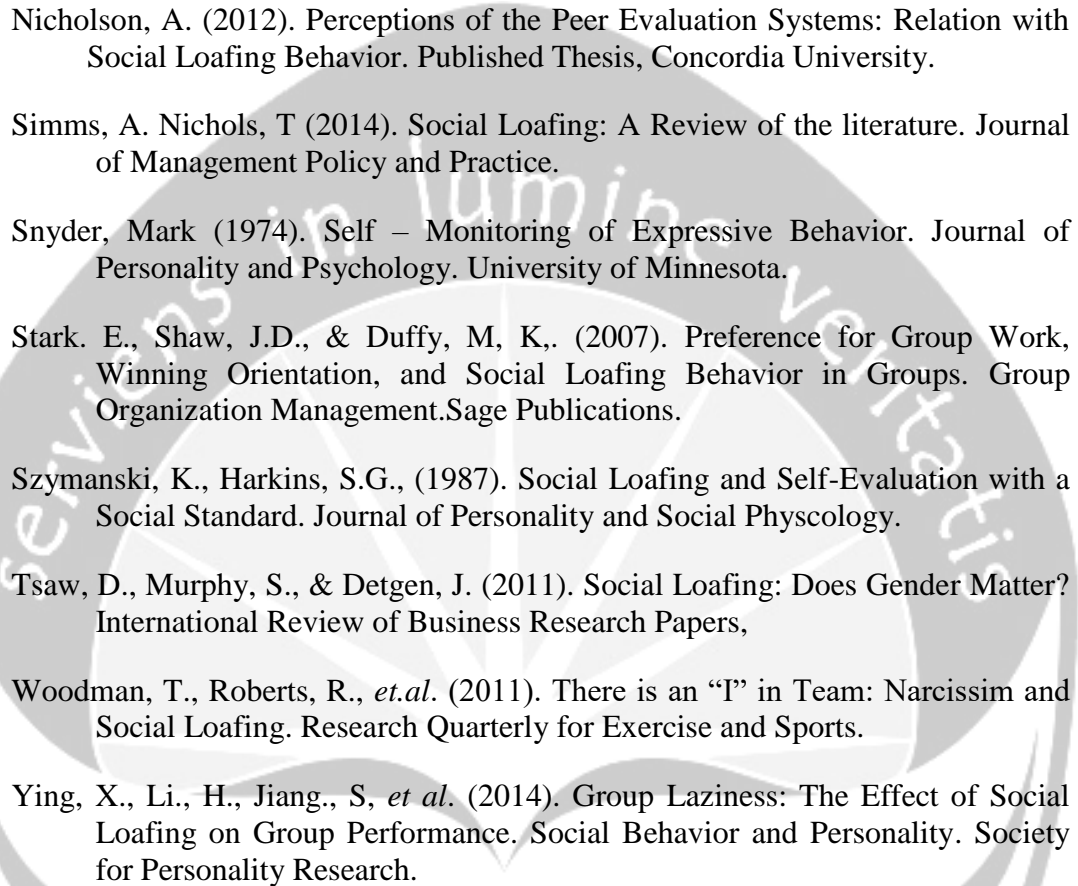
social loafing behavior. It is certain that there is a strong correlation between both of the topic. However, in this case the dimension of the peer evaluation systems turns out do not have a strong correlation with social loafing behavior. Group behavior is a dynamic environment that continuously change and the theory about this particular subject will also develop. The researcher hopes that there are many dimensions that can be tested that can be implemented and can be used.

The researcher also hope that the questionnaire is distribute to the respondent that experience and sensitive to group behavior. For example, group within a certain company or other group that involve a professional work environment instead of a student group. It will give a more significant result in order to prove the hypothesis.

REFERENCES

- Baron. R.M, and Kenny, D.A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology*.
- Bateman, B., and Wilson, F.C. (2002). Team Effectiveness – development of an audit questionnaire. *Journal of Management Development*.
- Brutus, S., and Donia, M. (2010). Improving the effectiveness of students in groups with a centralized peer evaluation system. *Academy of Management Learning and Education*.
- Bateman, B., and Wilson, F.C. (2002). Team Effectiveness – development of an audit questionnaire. *Journal of Management Development*.
- Chen. M, and Ding. C.G. (2003). Testing for categorical moderating effects: factor scores or factor-based score? *Asia Pacific Management Review*.
- Clark, J., and Baker, T. (2011). “It’s Not Fair” Cultural Attitudes to Social Loafing in Ethnically Diverse Groups. *Intercultural Communication Studies*.
- Comer, D.R. (1995). A Model of Social Loafing in Real Work Groups. *Human Relations*.
- Cotter, S.P,. (2013). Examining Social Loafing within Virtual Teams: The Moderating Influence of a Team’s Collective Orientation. University of Central Florida.
- Demirer. H, Gures. N, Akgul.H. (2008). The moderating effects of perceived accountability on the relationship between sales personnel’s empowerment and organizational commitment: a field research in Turkish travel agencies.

- Fretzier, P.A, Tix, A.P, and Barron, K.E. (2004). Testing Moderator and Mediator Effects in Counseling Psychology Research. 2004. *Journal of Counseling Psychology*.
- Gangestad, S.W., and Synder, M (2000). Self – Monitoring: Appraisal and Reappraisal. *Psychology Bulletin*.
- Garcia, R., and Kandemir, D. (2006). An Illustration of Modeling Moderating Variables in Cross-National Studies. *International Marketing Review*.
- Goode, M., and Harris, L. (2006). Online Behavioural Intentions: an Empirical Investigation of Antecedents and Moderators. *European Journal of Marketing*.
- Greenberg, J and Baron, R.A. (2008). *Behavior in Organizations*. United States: Pearson Prentice Hall. Ninth Edition.
- Harkins, Stephen G., and Syzmanski, Kate. (1989). Social Loafing and Group Evaluation. *Journal of Personality and Social Psychology*.
- Jassawalla, A., Sashittal, H., and Malshe, A. (2009). Students' perceptions of social loafing: Its antecedents and consequences in undergraduate business classroom teams. *The Academy of Management Learning and Education (AMLE)*.
- Judd C.M, Kenny D.A, and McClelland G.H. (2001). Estimating and Testing Mediation and Moderation in Within-Subject Designs. *Psychological Method*.
- Karau, S. J., and Williams, K. D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*.
- Lind D, Marchal W.G, and Wathen S.A (2015). *Statistical Techniques in Business & Economics*. McGraw – Hill International Edition. Sixteenth Edition.
- Meydan, C.H., Kahraman, C.A., & Basar, U. (2014). Social Loafing and Impression Management in an Organizational Context. *International Review of Management and Marketing*.
- Miller, J,. (2001). Individual Motivation Loss in Group Settings: An Exploratory Study of the Social Loafing Phenomenon. A Dissertation University of Southern California.
- Murphy, S.M., Domicone., H. (2011). Trustworthiness and Social Loafing: An Examination of Austrian and American Students. *Journal of International Business and Cultural Studies*.

- 
- Murphy, S.M., Wayne, S.J., *et.al.* (2003). Understanding Social Loafing: The Role of Justice Perceptions and Exchange Relationship. *Human Relation Journal*.
- Nicholson, A. (2012). Perceptions of the Peer Evaluation Systems: Relation with Social Loafing Behavior. Published Thesis, Concordia University.
- Simms, A. Nichols, T (2014). Social Loafing: A Review of the literature. *Journal of Management Policy and Practice*.
- Snyder, Mark (1974). Self – Monitoring of Expressive Behavior. *Journal of Personality and Psychology*. University of Minnesota.
- Stark. E., Shaw, J.D., & Duffy, M, K,. (2007). Preference for Group Work, Winning Orientation, and Social Loafing Behavior in Groups. *Group Organization Management*. Sage Publications.
- Szymanski, K., Harkins, S.G., (1987). Social Loafing and Self-Evaluation with a Social Standard. *Journal of Personality and Social Psychology*.
- Tsaw, D., Murphy, S., & Detgen, J. (2011). Social Loafing: Does Gender Matter? *International Review of Business Research Papers*,
- Woodman, T., Roberts, R., *et.al.* (2011). There is an “I” in Team: Narcissim and Social Loafing. *Research Quarterly for Exercise and Sports*.
- Ying, X., Li., H., Jiang., S, *et al.* (2014). Group Laziness: The Effect of Social Loafing on Group Performance. *Social Behavior and Personality*. Society for Personality Research.