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*Research Article*

# Personality Traits As Predictors Of Social Loafing Behavior In Collaborative Tasks Among University Students

Junette Blanch M. Libarnes [1] | Joanne S. Cataquez [2] | Kenneth Bombales [3] | Hexcel Andreu G. Khua [4]

[1-2] Student; College of Arts and Sciences Education, University of Mindanao j.libarnes.534833@umindanao.edu.ph
[3-4] Faculty Member; College of Arts and Sciences Education, University of Mindanao

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**A b s t r a c t**

Social loafing, where individuals exert less effort in group settings, is common in academic and workplace environments, impacting productivity and the quality of education. This phenomenon is often experienced by students in group work, influenced not only by social factors but also by personality traits. Recognizing that individuals display varying levels of social loafing based on their traits, this study examined personality traits as predictors of social loafing in collaborative tasks. Using a non-experimental correlational design, the research employed quantitative methods to analyze the relationships between variables. Personality traits were assessed using the Big Five Inventory (BFI), while social loafing tendencies were measured with the Perceived Social Loafing Questionnaire (PSLQ) and Social Loafing Tendency Questionnaire (SLTQ). Stratified random sampling ensured diverse representation, with 228 university students participating. Agreeableness emerged as the strongest negative predictor of social loafing, with a value of -0.405 and $p < .001$, suggesting that agreeable individuals are less likely to loaf in group tasks. Notably, Conscientiousness did not significantly predict social loafing contradicting expectations, with the values of $\beta = 0.058$ and $p = .306$. These results offer valuable insights into how personality traits influence group dynamics, enhancing understanding of individual differences in collaborative settings.

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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

## Introduction

In collaborative environments, there are instances and situations in which individuals work with lesser effort when they are part of a group as opposed to working alone, thus affecting productivity. This phenomenon is defined as social loafing, a prevalent issue in the academe and workplaces (Karau & Wilhau, 2020). This occurrence is frequently experienced by students when working in groups, and with that, social loafing negatively impacts learning and education quality (Luo et al., 2021). Moreover, anxiety and excessive burden influence the overall group dynamics that usually stem from social loafing behaviors (Fronza & Wang, 2021). Bonifacio (2024) suggests that although situational factors (e.g., group size, task visibility, reward structure) are the main reasons for social loafing, individual differences such as personality traits are also significant (Schippers & Scheepers, 2020). Hence, individuals may demonstrate varying levels of social loafing depending on their personality traits. Delving into the correlation between personality traits and social loafing may provide insights into understanding the influences of individual differences on group dynamics.

Recent studies have explored the role of personality traits in social loafing behavior. A study among employees in enterprises revealed that there is a negative correlation between conscientiousness and social loafing, while neuroticism yields the opposite (Bokhari & Aftab, 2020). Moreover, Stouten and Liden's (2020) study about effective servant leadership within an organization expressed that servant leaders whose attributes include high agreeableness, conscientiousness, and extraversion, along with low neuroticism, contribute to a reduced level of social loafing. This supports the idea that when a group member exhibits these traits or is in environments that encourage them, it lessens the likelihood of social loafing behaviors. In a study on students by Sherif (2022), findings indicated that social loafing in group projects is not associated with conscientiousness or openness to experience since students who engage in social loafing exhibit a lack of curiosity and thoroughness. On the other hand, neuroticism, agreeableness, and extraversion have mixed impacts on social loafing; certain traits contribute more than others. This implies that personality qualities influence social loafing and shape group dynamics in learning environments. In the field of sports science, Dal (2019) focused on the personality trait of extraversion and found that extroverted athletes reduce social loafing and perform better when their contributions to a group are identifiable, implying that visibility motivates them in contrast to introverted athletes, who maintained consistent performance regardless of identifiability. This indicates that extroverts respond to recognition, potentially due to their need for social affirmation. The findings emphasize how personality traits, particularly extraversion, can influence motivation, social loafing behaviors, and effort in group tasks.

A study conducted on candidate teachers revealed that conscientiousness and agreeableness negatively predict social loafing; neuroticism exhibited a weak negative correlation, while extraversion and openness have no significant relationship with social loafing. This implies that responsible, well-organized people have reduced social loafing tendencies in group settings (Tok, 2019). Similarly, the key results in another study involving teachers indicate that personality traits positively correlate with social loafing among kindergarten teachers. Traits like suspicion (e.g., mistrust and jealousy), which is associated with low agreeableness, and tension (e.g., irritability and quick temper), which can be linked with high neuroticism, are highly correlated with higher levels of social loafing. Moreover, traits such as lower responsibilities (low conscientiousness) and reduced group cooperation (low agreeableness) also indicate

[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

diminished effort while working on group tasks (Ahmed, 2020). Furthermore, Hou et al. (2021) discovered that only two personality traits, extraversion and neuroticism, have an impact on social loafing, while openness, conscientiousness, and agreeableness do not.

Although previous studies involving university students have examined the role of personality traits on financial management behavior (Obenza et al., 2024), and financial well-being (Obenza et al., 2024), there are still discrepancies regarding the impact of these traits on social loafing. Additionally, traits like openness and agreeableness have shown mixed results, which calls for a more thorough examination of how these traits interact with various factors in group dynamics. The limited investigation of these variables strengthens the need to conduct the study. This gap is particularly notable in the Philippines and, more specifically, in Davao City, where no prior studies have examined the relationship between personality traits and social loafing in this context. Students' social loafing behaviors may exhibit unique patterns that are not observed in international studies due to the cultural context and local educational environment. The scarcity of localized research emphasizes how crucial it is to conduct a study particularly targeted at this demographic to offer a more profound understanding of personality's function in group dynamics within the specific context of Filipino students in Davao City. In consideration of that, this study intends to address the gap by exploring how Big Five personality traits predict social loafing among university students

## Theoretical Framework

To understand the correlation between the two variables, this study will anchor its results on three theories: Social Exchange Theory, Trait Activation Theory, and Expectancy-Value Theory. As proposed by Homans (1961), the Social Exchange Theory states that social behavior involves a cost-benefit analysis, where people adjust their efforts based on perceived fairness. Group members who feel unappreciated or have an unfair workload are more likely to reduce their efforts, thus loafing in compensation. Additionally, Trait Activation Theory suggests that when prompted by certain situational cues, personality traits impact behavior (Tett & Burnett, 2003). For instance, conscientiousness reduces social loafing in group tasks when effort is rewarded, whereas neuroticism may promote social loafing under pressure. Lastly, Vroom (1964) introduced the Expectancy-Value Theory, which focuses on the idea that a person's behavior is motivated by their anticipated outcomes. Individuals high in conscientiousness are likely to exert effort in groups expecting success, whereas those low in extraversion or high in neuroticism may social loaf if they feel their contributions will not be recognized.

## Materials and Methods

To assess the relationship between personality traits and social loafing, this study employed a quantitative research methodology, particularly a non-experimental correlational design. It makes use of statistical tools to measure numerical data and test hypotheses to examine the relationships among variables. It is, therefore, a scientific method for collecting, assessing, and analyzing data and information commonly obtained through surveys (Creswell, 2019).

In this study, John and Srivasta's Big Five Inventory (1999) was used to assess personality traits, while social loafing among university

[1]Corresponding Author: Junette Blanch M. Libarnes
*Corresponding Email: j.libarnes.534833@umindanao.edu.ph

students was measured using a combination of the Perceived Social Loafing Questionnaire (PSLQ) by Mulvey and Klein (1998) and Social Loafing Tendency Questionnaire (SLTQ) by Ying et al. (2014). The self-reported questionnaires utilized a 5-point Likert scale and were distributed to university students through an online survey conducted via Google Forms. To ensure that the research findings will reflect accurate results, a stratified simple random sampling will be used. Stratified random sampling involves the division of the population into smaller subgroups. This sampling method highlights the uniqueness among groups in the population (Soriano & Sumayo, 2024). Moreover, this approach ensures that the sample selected represents the population (Hayes, 2024). In this study, the respondents will be based on academic year levels.

Priori Power Analysis using G*Power 3.1.9.6 was used to test the hypothesis regarding the correlation between personality traits and social loafing behavior (Faul et al., 2007). It identified that for medium impact size classification ($f2=0.15$) at $\alpha=0.05$, 95% power requires $n=89$. With six predictors in the model, the calculated noncentrality parameter was 3.654, the crucial t-value was 1.989, and the degree of freedom (Df) was 82. This study's actual size of $N=228$ notably exceeded the calculated threshold, demonstrating the study's strength in elucidating the complex relationship between the variables.

Expert validation was utilized to analyze the reliability and validity of the instruments. Reliability was evaluated using Cronbach's alpha and McDonald's omega. Moreover, descriptive statistics were generated using Jamovi software version 2.0 to calculate mean and standard deviation, providing a characterization of university students' personality traits and social loafing behavior. Additionally, the same software was utilized to analyze the correlation and linear regression, including model fit measures, omnibus ANOVA test, and model coefficients, to evaluate the predictive power of personality traits on the social loafing behavior in collaborative tasks among university students.

Throughout the study, a rigorous commitment to the ethical guidelines set forth by the University was upheld to safeguard the rights and welfare of all respondents. Initially, the identities of the respondents were maintained in strict confidentiality, and the data were anonymized to safeguard privacy. This procedure was accomplished through the allocation of distinct identifiers for each respondent and the secure storage of data to safeguard against unauthorized access. Furthermore, thorough informed consent was secured from all respondents, outlining the study's objectives, methodologies, potential risks, and advantages. Consequently, involvement was wholly voluntary and grounded in informed decision-making (Ortega & Sumayo, 2024; Royeras & Sumayo, 2024).

Furthermore, adherence to the Data Privacy Act of 2012 was meticulously maintained during the processes of data collection, storage, and analysis. As a result, personal information was safeguarded, and data were managed with due diligence to avert any violations of privacy (Redocto & Sumayo, 2024). Moreover, the research underscored the importance of voluntary participation, ensuring that no coercion or undue influence was applied to the respondents. Furthermore, respondents were guaranteed their entitlement to exit the study at any moment without concern for any adverse repercussions (Esto, 2024; Tanoja & Sumayo, 2024).

**Hypothesis H1:** There is a significant relationship between the Big Five personality traits and social loafing behavior in collaborative tasks among university students.

[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

## Results

Before conducting regression analysis, an assessment of the reliability and validity of the measurement model should be carried out to highlight the importance of acquiring meaningful and accurate results (William, 2024). In evaluating the reliability and validity of the constructs, certain items may require omission. Through reliability testing, the questionnaire could provide consistent results over time, thereby minimizing measurement errors. Conversely, validity testing ensures that the questionnaire accurately measures what it intends to measure (Salomão, 2024). Table 1 shows the reliability and validity of the instrument used in the study. Cronbach's Alpha and McDonald's Omega were utilized to measure the internal consistency of reliability in the instrument; they indicated how well the items on each scale correlate with each other. The questionnaires' internal consistency for Social Loafing and Five Personality traits is strongly evident in the Cronbach's alpha and Mcdonald's omega values for social loafing (0.791, 0.845), Extraversion (0.763, 0.775), Agreeableness (0.698, 0.725), Conscientiousness (0.804, 0.807), Neuroticism (0.746, 0.751), Openness (0.657, 0.776). Devellis (2017) emphasized that a Cronbach's alpha equal to or above 0.7 is generally accepted, and values that exceed 0.95 could be problematic. Since most of the values were above or equal to 0.7, it means that the items measuring each construct are consistent and suitable for further analysis, except for Openness and Agreeableness, which were slightly lower in values, suggesting room for improvement in scale development for these traits.

**Table 1.** Construct Reliability and Validity

| Variables | Cronbach's alpha | McDonald's omega |
|---|---|---|
| Social Loafing | 0.791 | 0.845 |
| Extraversion | 0.763 | 0.775 |
| Agreeableness | 0.698 | 0.725 |
| Conscientiousness | 0.804 | 0.807 |
| Neuroticism | 0.746 | 0.751 |
| Openness | 0.657 | 0.776 |

The analyzed data from 228 respondents provided a significant understanding of personality traits as a predictor of social loafing tendencies in collaborative tasks among university students. As shown in Table 2, the mean social loafing behavior score was 2.23, with a standard deviation of 0.502, suggesting that there was a moderate level of social loafing among university students in collaborative tasks. These findings align with the research conducted by Riwoe et al. (2022), indicating that there is a moderate level of social loafing tendencies in group task completion of university students.

As the descriptive analysis indicated, the most prominent traits among students are Agreeableness, with a mean score of 3.69, with a standard deviation of 0.540, and Openness, with a mean of 3.46 with a standard deviation of 0.474, which indicates that the majority of the students tend to be cooperative and tend to try new things. This can be associated with the results of the study conducted by Bochiş et al. (2022) which revealed that Openness is prevalent among university students, which contributed to having a positive attitude towards themselves, their fellow students, and their academic life. Additionally, a study also found that agreeableness is a dominant trait among

[1]Corresponding Author: Junette Blanch M. Libarnes
*Corresponding Email: j.libarnes.534833@umindanao.edu.ph

college students (Yang & Tu, 2020). Similarly, the study of Seyal et al. (2019) coincided with the results of this study, highlighting agreeableness and openness as dominant personality traits among higher education students. Both the traits agreeableness and openness are the most prominent traits of the Filipino, being collectivist in nature, prioritizing creating harmonious relationships with other people, and having the desire to avoid conflict. Additionally, these two traits are key aspects of the value "pakikisama," practiced at a young age to effectively get along with other people (Menguin, 2024).

Furthermore, Extraversion, with a mean score of 2.99, with a standard deviation of 0.618, and Conscientiousness, with a mean score of 3.35, with a standard deviation of 0.646, these personality traits mentioned scored moderately show students' balance between the level of responsibility and social interaction among university students. Conscientious people tend to be organized, reliable, and self-disciplined (Darby, 2024), While according to the study of Mueller et al. (2024), high levels of extraversion have a positive impact on group performance. On the other hand, Neuroticism yielded a standard deviation of 0.632, with a mean score of 3.10, indicating a moderately high level (M = 3.10, SD = 0.632), suggesting variability in emotional stability among students. Individuals who score high in neuroticism have emotional instability and are easily distracted from letting their emotions take over (Meyer, 2024).

**Table 2.** Level of University Students' Social Loafing and Their Personality Traits

| | N | Mean | SD (s) | Description |
|---|---|---|---|---|
| Social Loafing | 228 | 2.23 | 0.502 | Moderate level |
| Extraversion | 228 | 2.99 | 0.618 | Moderate level |
| Agreeableness | 228 | 3.69 | 0.540 | High level |
| Conscientiousness | 228 | 3.35 | 0.646 | Moderate level |
| Neuroticism | 228 | 3.10 | 0.632 | Moderate level |
| Openness | 228 | 3.46 | 0.474 | High level |

The results of the correlational analysis revealed statistically significant associations among the key variables of the study. As shown in Table 3, social loafing had a negative correlation with Extraversion ($r = -0.230$, $p < .001$), Agreeableness ($r = -0.405$, $p < .001$), and Openness ($r = -0.333$, $p < .001$). This data indicates that individuals with higher levels of these traits are less likely to engage in social loafing. These findings are consistent with previous studies indicating that individuals who are low in openness and conscientiousness are more likely to engage in social loafing when doing group tasks (Sherif, 2020). Another study by Dal (2019) demonstrated parallel tendencies, denoting that extraverted people are less likely to social loaf compared to introverted ones. Notably, neuroticism also yielded a weaker but significant negative correlation with social loafing ($r = -0.151$, $p = .022$), indicating a potential protective effect against loafing tendencies. These statistics diverged from the findings of Bokhari and Aftab (2020) and another study published by Ülke and Bilgiç (2011), which stated that neuroticism is positively correlated with social loafing.

[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

**Table 3.** Correlation Matrix of Social Loafing and Personality Traits

| | | Social Loafing | Extraversion | Agreeableness | Conscientiousness | Neuroticism | Openness |
|---|---|---|---|---|---|---|---|
| Social Loafing | Pearson's r | — | | | | | |
| | df | — | | | | | |
| | p-value | — | | | | | |
| Extraversion | Pearson's r | -0.230*** | — | | | | |
| | df | 226 | — | | | | |
| | p-value | <.001 | — | | | | |
| Agreeableness | Pearson's r | -0.405*** | 0.162* | — | | | |
| | df | 226 | 226 | — | | | |
| | p-value | <.001 | 0.014 | — | | | |
| Conscientiousness | Pearson's r | -0.122 | 0.232*** | 0.478*** | — | | |
| | df | 226 | 226 | 226 | — | | |
| | p-value | 0.065 | <.001 | <.001 | — | | |
| Neuroticism | Pearson's r | -0.151* | -0.08 | -0.201*** | -0.409*** | — | |
| | df | 226 | 226 | 226 | 226 | — | |
| | p-value | 0.022 | 0.228 | 0.002 | <.001 | — | |
| Openness | Pearson's r | -0.333*** | 0.260*** | 0.415*** | 0.380*** | -0.034 | — |
| | df | 226 | 226 | 226 | 226 | 226 | — |
| | p-value | <.001 | <.001 | <.001 | <.001 | 0.61 | — |

The regression model demonstrated significant predictive power ($R = 0.523$, $R^2 = 0.273$, Adjusted $R^2 = 0.257$, $F(5, 222) = 16.7$, $p < .001$), with 27.3% of the variance in social loafing as presented in Table 4.1 and Table 4.2. This finding is supported by the study of Ahmed (2020), which revealed that social loafing is associated with personality traits characterized by a high and positive relationship.

**Table 4.1** Linear Regression – Model Fit Measures

| Model | R | $R^2$ | Adjusted $R^2$ | Overall Model Test | | | |
|---|---|---|---|---|---|---|---|
| | | | | F | df1 | df2 | p |
| 1 | 0.523 | 0.273 | 0.257 | 16.7 | 5 | 222 | <.001 |

This data was further explained by the five personality traits which yielded the following results: Extraversion ($\beta = -0.129$, $p = .009$), Agreeableness ($\beta = -0.363$, $p < .001$), Neuroticism ($\beta = -0.173$, $p < .001$), Openness ($\beta = -0.175$, $p = .014$), and Conscientiousness ($\beta = 0.058$, $p = .306$) shown on Table 4.3. These values indicated that lower extraversion predicted higher social loafing tendencies, suggesting that less sociable or assertive individuals may disengage in collaborative tasks. Moreover, higher emotional instability predicted greater social loafing tendencies, likely due to difficulty managing stress or interpersonal dynamics. The findings on extraversion did not align with the previous study, as reported by Waletzko et al. (2021), but were consistent with the results of neuroticism. The study revealed that higher levels of the traits extraversion and neuroticism are potential predictors of social loafing. The analysis presented that agreeableness was a strong predictor of social loafing, indicating that more cooperative and altruistic individuals were less likely to exhibit social loafing behaviors. These statistics were corroborated by the study of Schippers (2014), which revealed that there was a negative correlation between a high level of agreeableness and social loafing when students were working in teams.

[1]Corresponding Author: Junette Blanch M. Libarnes
*Corresponding Email: j.libarnes.534833@umindanao.edu.ph

**Table 4.2.** Linear Regression – Omnibus ANOVA Test

| | Sum of Squares | df | Mean Square | F | P |
|---|---|---|---|---|---|
| Extraversion | 1.319 | 1 | 0.618 | 7.05 | 0.009 |
| Agreeableness | 6.141 | 1 | 0.540 | 32.82 | <.001 |
| Conscientiousness | 0.197 | 1 | 0.646 | 1.05 | 0.306 |
| Neuroticism | 2.2 | 1 | 0.632 | 11.75 | <.001 |
| Openness | 1.155 | 1 | 0.474 | 6.17 | 0.014 |
| Residuals | 41.546 | 222 | | | |

Furthermore, individuals who were high in openness were less prone to social loafing, possibly due to their creative and exploratory approaches to tasks. In contrast, a study conducted by Atikah and Hariyadi (2019) found that despite the tendencies to be imaginative, creative, and independent, people with higher openness may be more inclined to work alone to generate ideas, which could lead to social loafing. Additionally, a study focusing on social laziness, which is a broader term to depict social loafing behaviors, highlighted that openness to experience yielded no significant relationship to the variable (Ziapour et al., 2014). This exemplified the idea that openness had a neutral impact and did not necessarily predict social loafing behaviors. Lastly, the results indicated that conscientiousness was not a significant predictor, suggesting that although conscientious individuals are generally diligent, this may not necessarily mitigate loafing behaviors in group settings. Other studies, such as those of Bokhari and Aftab (2022), also concluded with the same findings, such as conscientiousness is negatively associated with social loafing. Moreover, this study shows that the personality traits of Openness and Conscientiousness did not influence whether the students worked hard or slacked off during group assignments (Sherif, 2022). This current finding provides a different perspective compared to Tok (2019), as the study suggests that conscientiousness is a significant predictor of social loafing behaviors. Similarly, a study by Yang (2023) delved into the idea that individuals with higher conscientiousness are less likely to engage in social loafing behavior.

**Table 4.3** Model Coefficients – Social Loafing

| Predictor | Estimate | SE | t | p |
|---|---|---|---|---|
| Intercept | 4.9044 | 0.3291 | 14.9 | <.001 |
| Extraversion | -0.1292 | 0.0487 | -2.65 | 0.009 |
| Agreeableness | -0.3629 | 0.0634 | -5.73 | <.001 |
| Conscientiousness | 0.0583 | 0.0568 | 1.03 | 0.306 |
| Neuroticism | -0.1726 | 0.0504 | -3.43 | <.001 |
| Openness | -0.1749 | 0.0704 | -2.48 | 0.014 |

[1]Corresponding Author: Junette Blanch M. Libarnes
*Corresponding Email: j.libarnes.534833@umindanao.edu.ph

## Discussions

### Theoretical Implications

This study extends the literature on personality and team dynamics by quantifying the impact of the Big Five traits on social loafing in collaborative tasks. It highlights the nuanced roles of traits like openness and agreeableness while challenging assumptions about conscientiousness as a universal predictor of task engagement. Moreover, this extends concepts established by pre-existing theories utilized to provide a framework for the study's results. Social Exchange Theory, as proposed by Homans (1961), highlights maximizing rewards and minimizing costs by placing importance on cost-benefit analysis. This study expands this theory by including how personality traits influence mutually beneficial interactions within the academe and will potentially improve learning outcomes, hence widening the scope to personality as an important element of group dynamics and challenges, especially social loafing.

Moreover, Tett and Burnett's (2003) Trait Activation Theory explains that certain traits surface when activated by situational cues. The study enriches this theory by presenting how certain academic situations, such as group tasks that involve the possibility of social loafing taking place, may prompt traits like agreeableness and conscientiousness, emphasizing that personality traits are dependent on situational factors in collaborative settings. Lastly, the Expectancy-Value Theory by Vroom (1964) is centered on the idea that behavior, related to personality traits, is driven by self-imposed expected outcomes. The findings of this study further the concept of the theory by elaborating how personality traits impact an individual's expectations for success when working in groups and how this could influence the emergence of social loafers.

This study revealed critical insights by analyzing the different types of personality traits and their relationship with social loafing tendencies in collaborative tasks. The research findings presented a good understanding of how the unique traits of individuals affect group participation and group dynamics. The role of personality traits in predicting social loafing tendencies, specifically in Agreeableness, is considered the strongest negative predictor of social loafing (Klehe & Anderson, 2007). Students who scored high in Agreeableness are less likely to engage in social loafing, this type of personality tends to be cooperative, kind, and sympathetic (Sherif, 2022). Furthermore, based on the study of Schippers (2013), Openness and Extraversion also played significant roles, supporting the idea that students who scored high in these indicators value creativity, curiosity, and sociability in promoting active participation. In a study conducted by Ireland et al. (2014), the negative association of neuroticism suggests that individuals with high emotional instability might avoid collaborative responsibilities due to anxiety or stress. This aligns with prior studies indicating that neuroticism can impair interpersonal dynamics and task performance (Dillon et al., 2019). Moreover, the non-significant role of conscientiousness was contrary to expectations, as Ülke and Bilgiç (2011) discovered that it does not significantly predict social loafing. This finding may suggest that while conscientiousness promotes individual diligence, its impact may diminish in group settings where task delegation and shared responsibilities dilute individual accountability (Schippers, 2014).

[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

**Implications for Collaborative Task Design**

The findings of the study have significant implications for designing and managing collaborative tasks in academic settings, particularly in fostering student engagement, leveraging digital tools, and promoting effective communication. Key areas of focus include team composition, task structuring, support mechanisms, and the integration of interactive learning strategies.

An effective group performance hinges on a thoughtfully considered team composition, involving the balancing of personality traits such as agreeableness and openness to mitigate tendencies toward social loafing. This is supported by Radović et al. (2020), who highlighted that adequately formed groups substantially contribute to the success of collaborative efforts. Moreover, including students with diverse communication styles and proficiency levels ensures dynamic and inclusive participation, fostering a richer collaborative experience.

Task structuring plays a pivotal role in maintaining engagement and reducing potential barriers to collaboration. Clear individual responsibilities, measurable goals, and accountability measures are essential, especially for groups with members who exhibit low extraversion or high neuroticism. To enhance task structuring, digital game-based learning platforms can be incorporated to simulate real-world scenarios, providing students with interactive and engaging environments that encourage active participation. Research by Singh et al. (2018) emphasized that effective task structuring not only addresses contribution conflicts but also enhances students' motivation and satisfaction when technology-mediated tasks are involved.

**Recommendations**

Interactive learning and digital game-based learning further enhance collaborative efforts by fostering active student engagement and teamwork. Gamified elements, such as rewards, leaderboards, and role-playing, help create a sense of shared purpose and enjoyment, making tasks more appealing and reducing disengagement. These approaches also improve problem-solving and decision-making skills, as students must work collaboratively to achieve objectives.

The incorporation of communicative language strategies in task design amplifies the effectiveness of collaborative activities, particularly in language learning contexts. Encouraging the use of language for authentic communication, negotiation of meaning, and peer feedback builds both language proficiency and interpersonal skills. This aligns with the communicative approach, where real-world tasks and meaningful dialogue play a central role in developing fluency and collaboration.

Support mechanisms are equally critical in managing group dynamics and ensuring sustained engagement. Providing emotional support, scaffolding, and conflict resolution strategies helps students navigate challenges and remain actively involved in tasks. For example, structured peer mentoring or mediated discussions can help alleviate stress for students with high neuroticism, fostering a more cohesive team dynamic. Adham (2023) underscored the importance of conflict resolution skills, emphasizing their role in reducing disagreements and fostering encouraging group environments.

[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

In response to the insights from this study, recommendations are outlined to aid future approaches and studies. Educational institutions and organizations may utilize personality tests to assess group dynamics. Through this, there would be proper task structure and role assignment, minimizing the likelihood of social loafing and potentially increasing productivity. While the study offers valuable insights, its cross-sectional design limits causal interpretations. Longitudinal studies could explore how personality traits interact with evolving group dynamics to influence social loafing over time. These studies may provide observations on the shift of team dynamics and how members adapt in certain circumstances when there are changes occurring. For instance, a change in leadership, addition and departure of members, and an increased task difficulty. Additionally, future research should examine contextual factors such as task difficulty and group size to provide a more holistic understanding. Studies should also explore gender differences in social loafing behaviors since these differences are associated with other factors, including gender roles, social perception, and identity, which could provide a deeper understanding of social loafing. Aside from that, future researchers should widen the scope of this study by going beyond the educational setting. This expansion may include other cultural groups or organizations and workplace environments. Furthermore, the results of this study also reflect discrepancies in the key findings in comparison to previous studies that could be explained by various factors, emphasizing the need for further research.

## Conclusion

This study underscores the significant role of personality traits in predicting social loafing behaviors among university students. Identifying the protective effects of agreeableness, openness, and extraversion offers actionable insights for educators and team leaders to optimize group performance. These findings contribute to the growing understanding of personality-based interventions in educational and organizational contexts. Based on the presented findings, the most dominant traits among university students are Agreeableness and Openness. On the other hand, the good predictors are those traits that were negatively correlated with social loafing, namely Agreeableness, Openness, Extraversion, and Neuroticism. This indicates that these traits are most likely to less engage with social loafing. Among these good predictors, Agreeableness exhibited results implying that it is the best predictor of social loafing, which introduces the idea that empathetic individuals who can put others' needs before their own are less likely to be social loafers. They tend to be more cooperative and approachable, thus reducing social loafing behaviors. Moreover, the findings suggest that Conscientiousness is not a significant predictor of social loafing. Although highly conscientious people are deemed to be diligent and organized, there is no guarantee that it could prevent the emergence of social loafing behavior.

[1]Corresponding Author: Junette Blanch M. Libarnes
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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph

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[1]Corresponding Author: Junette Blanch M. Libarnes
[*]Corresponding Email: j.libarnes.534833@umindanao.edu.ph