

Improving Team Cohesiveness Based on Perspective of Self-efficacy and Leadership Behaviour

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Abstract: The main purpose of this research is to reveal the effect of self-efficacy and leadership behaviour on team cohesiveness. This research was conducted in several private universities in Bogor, Indonesia. Path analysis is applied to analyse the collected data. The population of this research comprises 707 lecturers. The questionnaires of this research were calibrated on 30 lecturers. The samples of this research were 130 lecturers which were selected proportionally and randomly. The research findings are as follows: (1) there is a positive direct effect of self-efficacy on team cohesiveness, and (2) there is a positive, direct effect of head of department's leadership behaviour on team cohesiveness. The research findings show that team cohesiveness can be improved by enhancing the self-efficacy and leadership behaviour.

1 INTRODUCTION

The team cohesiveness has been a very pivotal factor in gaining organizational objectives. Gibson (2006) stated the more cohesive the team, the better performance it shall have. According to Vecchio (2006), such cohesiveness may influence the following aspects: (1) job satisfaction, (2) communication, (3) superiority which endangers other groups, and (4) productivity increase.

Mc Shane and Von Glinow (2010) related the employees with a high sense of team cohesiveness are highly motivated to maintain team membership and willing to assist the team to perform effectively. A study conducted by Spector (2007) in Hong Kong revealed that team cohesiveness affects the employee performance. The existence of a team in the organization is an interesting object for the study of organization behaviour. Mullins (2005) argued that the existence of groups and teams in an organization indicates intention in the heart of the workers to perform better. A harmonious working relationship within the team will improve the employees' professional morality and the achievement from organizational performance.

Many factors have expectedly influenced the team cohesiveness within the organization and these include communication, leadership, supervision, and knowledge management. In relation to the

significance of the team cohesiveness mentioned above, this study examines the size of influence of two independent variables, those were self-efficacy and leadership behaviour, and the dependent variable that was team cohesiveness.

2 THEORETICAL BACKGROUND

2.1 Team Cohesiveness

Achua and Lussier (2010) stated that team cohesiveness is defined by the level of engagement among the team members and their commitment to achieve the team's objectives. Vecchio (2006) argues that the team cohesiveness refers to the level at which one is attracted to the group and willing to be continually part of the group. Kreitner and Kinicki (2010) said that team cohesiveness refers to the process of integration as any deference and any individual motivation have successfully been settled. Gibson et al. (2006) stated that the team cohesiveness is the strength of the group members to maintain their commitment and their loyalty to the group.

According to Colquit et al. (2009) The team cohesiveness is the emotional engagement among the team members which may foster the level of

motivation and commitment of team members to achieve high team performance. Mc Shane and Von Glinow (2010) stated that the team cohesiveness is related to the level of member engagement in the team as well as the members' motivation to be part of the team. The team cohesiveness, according to Lussier (2008), means "...the attractiveness and closeness that group members have for one another and for the group". Spector (2007:313) stated that it is ".....the sum of the forces attracting group members and keeping the group together".

Based on All conceptual descriptions above, team cohesiveness can be synthesized as the level of interest and engagement among the team members that drive their loyalty to the organization and their commitment to achieve the organizational goals, indicated by: (1) their loyalty to the organization, (2) their trust to the members of the organization, (3) their cooperation with other members of the organization (4) their commitment to duties, (5) their willingness to settle any conflict, and (6) their determination to be emotionally stable.

2.2 Self-efficacy

The concept of self-efficacy relates to an inner belief about the ability and competence to perform tasks successfully. Newstrom (2007) suggested "...self-efficacy is an internal belief regarding one's job-related capabilities and competencies". Colquit et al. (2009) stated that self-efficacy is a belief in a person that he has the skills needed to carry out the job successfully. The higher the self-efficacy, the higher confidence one will have to perform the task successfully (Robbins and Judge, 2013). The self-efficacy may encourage one to act ethically (Hidayat, 2017).

George and Jones (2012) explained three ways of how self-efficacy influences employees; (1) the self-efficacy affects the activity and achievement of the employee's goals because they greatly endeavour to achieve the goal, (2) the efficacy influences the way employees learn because they want to learn to achieve what they want, and (3) the self-efficacy affects the employees' persistence because they have confidence in themselves to carry out the duty or the task.

Colquit et al. (2009) suggested that some people feel confidence in performing their duties whereas the rests do not and this is caused by some determinative factors, namely: past accomplishment, which is the success of doing their tasks in the past, vicarious experience which is the success of paying attention to others who successfully perform their

task, verbal persuasion which is any persuasion through which a co-worker or a leader manages to build their confidence to perform the task.

Therefore, we may synthesize the above concepts into an understanding that self-efficacy is the confidence within a person about his ability and competence to perform tasks successfully, indicated by their willingness to: (1) strive for success, (2) be good learners, (3) listen to others' argument, (4) improve themselves, (5) evaluate their personalities, (6) evaluate their tasks, and (7) evaluate situations.

2.3 Leadership Behavior

Leadership is closely linked to the efforts or processes of inspiring, influencing, motivating, supporting, guiding, directing, developing ideas and vision so that other people or members of the organization may achieve the organizational goals together.

Goetsch and Davis (2013) stated that leadership is the ability to inspire people that they are totally willing and voluntarily commit to complete or achieve the organizational goals. Hughes et al. (2009) defined leadership "as a process of influencing an organized group toward accomplishing its goals to be fairly comprehensive and helpful". Ivancevich et al. (2008) stated that leadership is a process of influencing a group of organized people to achieve goals perfectly. Leadership behavior affects the employees' behavior (Patras, 2017).

Leadership behavior potentially affects their subordinates through actions or ways described by Goetsch and Davis (2013) as follows: (1) *aligning personnel with the vision*, (2) *providing a sense of direction*, (3) *communicating effectively and often*, (4) *empowering* and (5) *training and mentoring*. Leadership behavior that mostly affects subordinates in achieving the organizational goals according to Huges et al. (2009) includes employee-centered behavior, job-centered behavior, and concentration on both. Yukl (2008) states that the behavior that mostly affects the subordinates includes *task-oriented behavior*, *relation-oriented behavior*, and *change-oriented behavior*.

All conceptual descriptions of leadership behaviour can be synthesized as an action of a leader to influence members of the organization so that they may perform the task successfully while simultaneously the organization manages to be of high quality that is indicated by: (1) orientation towards the successful task carried out by the members of the organization, (2) orientation towards

the improvement of relationships among members of the organization, (3) orientation towards the changes, (4) orientation towards empowerment, and (5) orientation towards improving the quality of the organization.

3 RESEARCH METHODS

This study aims to describe the influence of the variable of lecturers' self-efficacy and leadership behaviour of the head of the department on the team's cohesiveness within the organization. The study was conducted in Universitas Pakuan, Universitas Djuanda, Universitas Ibnu Khaldun and Universitas Nusa Bangsa. All are located in Bogor and parts of the Private Higher Education Coordinator (Kopertis) IV for West Java and Banten Areas.

Applying the quantitative approach as the research method, this study tests the research hypothesis using path analysis technique. The population in this study is 707 permanent lecturers who have already obtained the National Registration Number for Lecturers (NIDN) with the size of the study that covers 130 samples and the instrument that was tested out to 30 respondents not drawn from the sample. The validity of this research instruments was tested through correlation techniques of *Pearson Product Moment*. The research instrument reliability was tested using Cronbach Alpha calculations whereas the data was analyzed by the variance of inferential statistic and regression analysis test.

The formulation of the problem in this research is then tested by the following hypothetical testings: (1) Is there any influence of self-efficacy of the lecturers on the team's cohesiveness in the organization?; (2) Is there any influence of the leadership behaviour of the head of study program on the team cohesiveness in the organization?

4 RESULTS AND DISCUSSION

4.1 Results

Based on the hypothetical testing, it is found that self-efficacy has positive and direct influences toward the team cohesiveness. This can be seen from the value of the path coefficient obtained, namely $\rho_{y1} = 0,230$ with $t_{score} = 2,480$ whereas $t_{table} (\alpha= 0,05) = 1,960$. This fact confirms that $t_{count} > t_{table}$ which

means the hypothesis stating that there is a positive effect of self-efficacy on the team's cohesiveness is not rejected and the path coefficient $\rho_{y1} = 0,230$ is significant at a significant rate $\alpha= 0,05$. Thus, this research has proven that self-efficacy has a positive, direct effect on the team's cohesiveness.

The results of the hypothetical testing reveal that the leadership behaviour of the Head of Department has a positive, direct effect on team cohesiveness. This can be seen from the value of the path coefficient obtained, namely $\rho_{y2} = 0,282$ with $t_{score} = 3,039$ whereas $t_{table} (\alpha= 0,05) = 1,960$. This fact confirms that $t_{count} > t_{table}$ which means the hypothesis stating that leadership behaviour influences the team's cohesiveness is not rejected and the path coefficient = 0,282 is significant at a significant rate $\alpha= 0,05$. Thus this research has obviously revealed that the Head of Department's leadership behaviour has a positive, direct effect on the team's cohesiveness.

The direct influence of both self-efficacy and the Head of Department's leadership behavior on the team's cohesiveness is $R^2_{y.12} = (0,402)^2 = 0,162$. This means that the variation of the team's cohesiveness determined by self-efficacy variation and the Head of Department's leadership is 16,2%. The visualization of the form and coefficient values on each path is shown in the following figure 1.

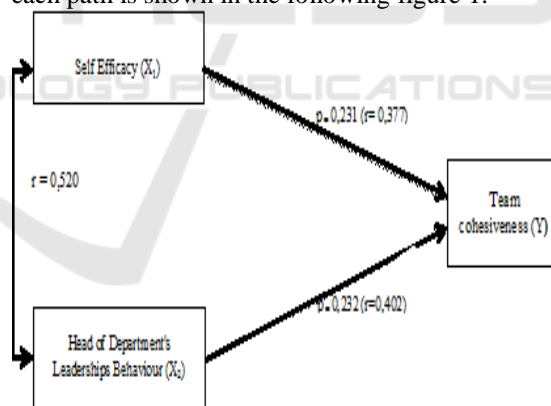


Figure 1: Result of Path Coefficient Calculation.

4.2 Discussion

The first finding of this research reveals that self-efficacy has a positive, direct effect on the team's cohesiveness. The findings of this study are in line with research on the effect of self-efficacy on team cohesiveness conducted by Ramzanezhad (2009) entitled *The Relationship Between Collective Efficacy, Group Cohesion and Team Performance in Professional Volleyball Teams*, revealing that there is a correlation between collective efficacy and

group cohesiveness with a correlation coefficient of $r = 0,57$.

This study is also in line with Gibson's (2009) explanation that self-efficacy in a person will cause the person to have a positive attitude, and be successful and goal-oriented. In contrast, those of low efficacy tend to avoid and fear of challenges and are drawn to failure.

George and Jones (2012) explain how self-efficacy affects a person especially when the person is in the team, that is: (1) the self-efficacy affects the activity and achievement of the employee's goals because they greatly endeavour to achieve the goal, (2) the efficacy influences the way employees learn because they want to learn to achieve what they want, and (3) the self-efficacy affects the employees' persistence because they have confidence in themselves to carry out the duty or the task.

Based on the above explanation, a self-efficacious person will be encouraged to carry out team tasks successfully by maintaining good relationships with team members, being loyal to the team and committing to team goals, offering talents, encouraging and motivating team members, willing to listen, considering different opinions, communicating information and ideas, persuading others to work, resolving and negotiating conflicts, building consensus, and showing all commitments. Such person carries out all the tasks on the basis of self-confidence that he is convinced to be able to carry out any task successfully.

The second finding of this study reveals that the leadership behaviour of the Head of Department has a positive, direct effect on team cohesiveness.

The findings of this study are in line with the results of the research on the influence of leadership on team cohesiveness conducted by Alemu and Babu (2012) entitled *The Relationship Between Coaches' Leadership Styles, Team Cohesion and Team Success: The Case of Premier League Soccer Clubs in Ethiopia*, which reveals that leadership behaviour (trainers) influences the team cohesiveness and the team's success.

Luthan (2008) also agrees with the finding that "...leaders may affect performance of group..." Goetsch and Davis (2013) state that leadership is the ability to inspire people that they are totally willing and voluntarily commit to completing or achieving the organizational goals. Hughes, Ginnet, and Curphy (2009) defines leadership "as a process of influencing an organized group toward accomplishing its goals to be fairly comprehensive and helpful". Leadership is a process of influencing a group of organized people to achieve goals

perfectly. Ivancevich et al. (2008) agree with this argument that "...leadership is the process of influencing others to facilitate the attainment of organizationally relevant goals".

Based on the concept above, leadership plays an integral role in driving organizations and achieving organizational goals, and it also plays an important role in creating team cohesiveness. The leaders do exert influence on the organization by, for example, influencing team cohesiveness which in turn covers actions to (1) *align personnel's standing points with the vision* (2) *provide a sense of direction* (3) *communicate effectively and often with them* (4) *empower them* and (5) *train and mentor them* (Ivancevich, 2008).

The influence of leadership behaviour on team cohesiveness can be seen from the efforts exerted by the Head of Department which include facilitating training and education for lecturers, inviting lecturers to share information and knowledge, involving lecturers in decision making which concerns the department, calling lecturers' attention to the vision and mission of study program, and inviting and involving lecturers to create conducive environment to achieve the goals of the department. Such leadership behaviour will potentially improve team cohesiveness within the organization.

5 CONCLUSIONS

There is evidently a positive, direct effect of self-efficacy on the team's cohesiveness which means that strong self-efficacy improves the team cohesiveness. Therefore, in improving the cohesiveness of the team, it is necessary to improve the self-efficacy of the lecturers by encouraging them to have strong confidence to succeed, to be good learners, to listen to others' argument, to improve themselves, to evaluate their personalities, to evaluate tasks, and to carry out situational evaluation.

There is evidently a positive, direct influence of the leadership behaviour of the Head of Department on the team's cohesiveness. This means that in improving the team cohesiveness, it is necessary to improve the leadership behaviour of the Head of the Department, that the person needs to encourage lecturers to reach the target in carrying out their duties, to improve the relationship among members of the department, to bring positive changes to the environment, to empower the lecturers, and to continuously improve the quality of the department.

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