LINKING EMPLOYEE MOTIVATION WITH TEAMWORK-SPIRIT: THE INFLUENCE OF SOCIAL SKILLS AND SELF-CONFIDENCE

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KEYWORDS	ABSTRACT
Employee Motivation, Teamwork Spirit, Self-Confidence, Social Skills	No organization can perform efficiently without 'Teamwork-spirit' which is indispensable to welding team members together into a single mind with several hands to run the organization towards best possible results. Creation of TMS is however, an uphill task. Motivated employees have been reportedly found inclined to join teamwork. Further, research tells that attributes of 'Social-skills' and 'Self-confidence' play as supporting and strengthening factors for the contributions of motivated employees in generating TWS. Positivism based on scientific methodology was the vehicle to view the research and implement research model. Statistical tools of correlation and regression has been used to compute the logical relations between predictor and criterion variables as well as mediators. The study reveals that SS is playing dominant role in reinforcing the relations between 'employee-motivation' and TWS while SC has partially mediated between predictor and criterion variables. The findings offers statistically established guidelines for the stakeholders.

INTRODUCTION

Employee motivation is the critical issue for every organization including both the public and private sectors. Every management and particularly HRM in the organization takes measures to create and maintain certain level of the employee motivation otherwise, the organizational and employee performance is unachievable. Motivated employees are reportedly more inclined to generate teamwork in the work environment, leads to greater and best possible individual and group performance. As per theories of motivation, employees are motivated on the surety by the management and organization regarding the understanding and fulfillment of employee needs in the organization. Maslow (1943) suggested that there is hierarchy of needs starting from low level to higher order needs: physical, security, social, self-esteem and self-actualization. As the lower needs are fulfilled, employees are motivated by satisfying upper levels of needs. Herzberg (1986) two factor theory is taken as more focused on the workplace motivation. He suggested

that hygiene factors bring the satisfaction and motivation to the zero level and their absence crease dissatisfaction. The motivators are the factors which help management in motivating the employees. Only motivated workforce is expected to join teamwork with the commitment and attention.

The creation of teamwork spirit is an indispensable requirement in every organization where groups perform different functions of their organization in their workplace. Organizations are always looking for the workers who have the ability to work in groups with members who can participate in every activity with interest and devotion. Obviously, every employee gets more if all team members are trying their level best to form team with commitment and determination. Only motivated employees are more expected to take on the above-cited responsibilities thereby adding to the creation of teamwork spirit in the organizational groups (Weiner, 2012). Lack of motivation generates working as habit to fulfil continuance commitment which aims at earning and not learning to become effective member of groups and organization. Teamwork demands building relationships and working with co-workers based on several group-related skills or social skills:

- ✓ Feeling the sense of responsibility
- ✓ Respect for others' opinions and preferences
- ✓ Working together cooperatively
- ✓ Making group-contributing through new ideas, proposals, and hardworking
- ✓ Effective and participative communication
- ✓ Ability of every employee to play role in group decision-making

Technical expertise and knowledge are referred to 'hard skills' needed for performing particular task. While the soft skills or interpersonal qualities (also called people-skills) are the personal attributes of individual employees (Nealy, 2005). New technology is main reason for changing expectations of management from their employees regarding new knowledge and skills as per new technologies (Mitchell, Skinner & White, 2010). Similarly, a shift from industrial revolution to knowledge economies are result of progress in digital technologies which has transformed traditional workplaces into digital platforms by demanding unique skills of integrity, flexibility, and communication. So far, hard skills dominated and guided the career employment; but in contemporary work environments, hard skills are no more sufficient to keep employees standing when companies are cutting positions and right-sizing (James & James, 2004). Since soft skills are unavoidable in modern workplaces therefore current management and leadership is taking employees' social skills very seriously (Robles, 2012).

The concept of self-confidence was introduced in 1986 by Albert Bandura who suggested that SC is the belief of an employee about himself to successfully perform a particular task or duty in a given work environment or context. Change in context changes the level of confidence thus context-specific definition of SC is what explains concept (Akomolafe, Ogunmakin, & Fasooto, 2013). Employees with high level of SC handle their duties with commitment and try to bring

all resources available together to realize the defined objectives of their own work and that of group members and the organization (Baidi & Suyatno, 2018). Self-confidence earns its power from four cannons including mastery-experiences, vicarious-experiences, social-persuasion and physical/psychological arousal or behavior. If an individual has good and positive memories from the past practices, it enhances the ability of SC (Bandura, 2012). However, conversely, self-confidence is discouraged and reduced.

Likewise, perceptions of individual regarding his co-workers' success or failure stories is the second major factor to make or break self-confidence of individual employee. Social persuasion by others also increases the confidence of employees (Honicke & Broadbent, 2016). The mood of an individual matters a lot in increasing or decreasing his SC at time of making presentations (Travis & Freeman, 2017). As per literature, the researcher has developed the relationship model of employees' motivation, teamwork spirit, social skills and self-confidence (see Figure-1). It has been hypothesized that employees' motivation determines quality of teamwork spirit and this relationship is supported and strengthened by abilities of social skills and self-confidence. The study presents the issues of employees from higher education institutions in Southern Punjab. The results have confirmed these relations with full mediation of social skills while partial mediation by self-confidence. The study has implications for people concerned and researchers in the same area of investigation.

LITERATURE REVIEW

Employee Motivation (IV)

Employee motivation is the 'readiness' of an employee to work as per organizational standards. Readiness refers to intellectual, emotional and behavioral activity. Theoretically, readiness as final stage of motivation process passes through the steps of 'employee-need-analysis', which is transformed into 'drive' (need with direction) and finally need is fulfilled/rewarded thereby switching-on the readiness mode in employee. Two theories of motivation are very popular and widely used to understand and implement the concept of motivation in the workplace. Maslow's theory of 'Hierarchy of needs' suggests that humans are motivated gradually from basic physical needs over security, social, self-esteem and self-actualization needs to be motivated. Herzberg's 2-factor theory (also known as dual-factor and motivation-hygiene theory) suggests that there are distinct factors (hygiene) in work environment, which create job satisfaction while another set of variables that help in motivating (motivators) the workers (Weiner, 2012).

Herzberg (1964) two-factor theory of motivation is considered specific to the work environment. He suggested that work-motivation is not as simple as mentioned by Maslow's theory of needs. The issue is complicated and can be viewed as made of hygiene and motivation factors:

1. Hygiene factors (job security, status, work conditions, salary, vacations) don't increase higher motivation, their absence rather adds to dissatisfaction. The concept of hygiene actually refers to the 'maintenance factors'. These factors are external to work and consists

of company policies, supervisory practices, working conditions, leave policy etc., in the workplace.

2. Motivators (recognition of achievement, challenging work, share in making decisions, opportunities to develop, sense of importance), which satisfy the employees thereby getting them ready to work with interest. Motivators are internal factors leading to the personal growth the workforce.

Teamwork-Spirit (DV)

The attitude, which enables employees to work together is called Team spirit. Teamwork spirit is squarely founded on the organizational culture of concerned organization. The organizations where collaboration and teamwork are supported they reportedly have high levels of teamwork because when employees become familiar and positively connected with the co-workers, they perform better. Teamwork is defined as kind of cooperation occurring between group members working on a task/assignment. Likewise, teamwork is commonly understood as the readiness/ willingness of people in a group to work together and achieve the common objectives (Mulika, 2010). The willingness is conditional for creating a real team of the workers. Similarly, common objectives and collective performance are also critical for creating true team of employees filled with required level of teamwork spirit. The existence of teamwork attributes provides its team member self-confidence, high level of the emotional security, ability to plan and make collective decisions positively.

It also helps in creating a work environment, which is healthy and based on fair agenda, helpful strategies, and creative tasks. Likewise, the absence of the teamwork values and practices, the disappointment, occupational failures, lower levels of employee morale and consequently poor productivity (Oseiboakye, 2015). The teamwork enables the group to capitalize on the collective intelligence instead of individualized decision making. The group decisions are discussed and explained by every member of the group therefore earns the support of every group member. The productivity of a group is always greater than individual outputs provided that the team has been created with standard group protocols. When the work demands advanced knowledge and skills, group intellectual practices are far better. If nature of the job requires creative and the innovative models for working, then thinking as a group is very pertinent (Mulika. 2010). Thus, teamwork is always critical for the organizations of any type because organization is a group activity (Sanyal & Hisam, 2018).

Social-Skills (MV-1)

The social skills refer to the ability of an individual or employee to interact with team members effectively. These are also called soft skills, which are becoming important with the focus on using employees in groups rather teams with a distinct project to work on rather than just job description for the individual (Hochwarter, Kiewitz, Gundlach & Stoner, 2004). These skills are used by employees to communicate with others both verbally and non-verbally as well as body language, through the gestures and appearing personally. Human are sociable and capable to

develop several methods to communicate and share messages, feelings and thoughts. Research tells that five most common forms of social skills includes basic communication including listening ability, following the directions, empathy, interpersonal communication, the problem solving, and accountability.

Social skills allow employees to interact with others based on a level of 'predictability' thereby more eagerly understand each other as well as sound understood (Ferris, Perrewé & Douglas, 2002). Social skills strengthen the interpersonal interactions and relations, which are precursor to effective job outcomes (Alan, Kim, Susan & Julie, 2004). These skills provide an opportunity to the employees to express positive and negative moods in interpersonal situations with social reinforcement. Some researchers suggest that these skills are learned and better interactions can be generated through a precise training and then provision of facilities to practice these skills. When communicating with others, the content of the message, words or phrases, all are very important. Further, how the message is communicated is also decisive in creating effects, for instance, body language, facial expressions, eye contact, and the steady tone will help to powerfully communicate (Klaus, 2010). Training in social skills should focus on refining both what employees say and how they say it. Social effectiveness is individual's ability to effectively read, follow, and manage social interactions.

Self-Confidence (MV-2)

Self-confidence is considered as the most powerful force with regard to motivation and learning. Teachers' confidence in their ability to motivate students for learning has been recognized by many researchers and scholars. Teachers' confidence has been founded connected with factors as innovations, classroom management, student motivation, ratings of teachers' capability, and time duration of delivering lectures. Self-confidence is 'Belief' of an individual/employee about his/her ability to successfully perform a task/function in a particular environment (Sewell et al, 2000). This belief keeps growing across the life trajectory of every single human being (Hebert et al., 2014). There are several factors which create, increase, decrease this belief and researchers have explored a number of factors. One of the classification is:

1. *Mastery Experiences*: It is an individual's personal mastery experiences, ascertained from experiences of successes or failures in the past. One who has done things well previously, he/she is more likely to feel capable to perform well in future (Bandura, 1977). If an employee has high SC (good experiences) in a particular area, he is expected to complete a task with better results. If another worker has encountered more failures in workplace, these experiences will discourage and thereby reduce confidence in that task or (Bandura, 1977). The successful achievements generate success, likewise, failures early in the working experience damage the belief about social confidence.

2. *Social Modelling*: The belief about the performance of co-workers can generate high or low social confidence. Every worker observes fellow workers and compares his ability with them (Bandura, 1977). When an employee watches the success of his co-workers, it

inspires his SC. Likewise, the failures in work experiences of other employees can reduce the belief of an employee regarding confidence. Mentoring programs are used to compare every employee's performance outcomes with similar employees to enhance employee's SC in his personality.

3. *Social Persuasion*: People can accomplish a task successfully through encouragement in the form of either self-instruction or advice by somebody. The literature reveled that SC also depends on the encouragement and discouragement about an employee's ability or performance. Bandura notes that people can be motivated to believe in their abilities to perform successfully. Positive verbal persuasion leads employees to work with interest and succeed. Likewise, if persuasion is negative, it will generate misperceptions about one's belief of social confidence.

4. *Physical/psychological Arousal*: the humans experience sensations, feelings in different situations and the way they manage them affects their beliefs of SC (Bandura, 1977). For example, presentations or talks by employees can cause anxiety, sweaty palms, agitation, and high speed heartbeat. If an individual feels easy with a task, it shows his SC. Bandura asserts that not only intensity of physical and emotional reactions is critical, rather more important is that how they are perceived or interpreted. Employees can progress in their confidence by learning to control stress and raise mood in face of challenging tasks.

Figure-1 Schematic Diagram of Theoretical Framework
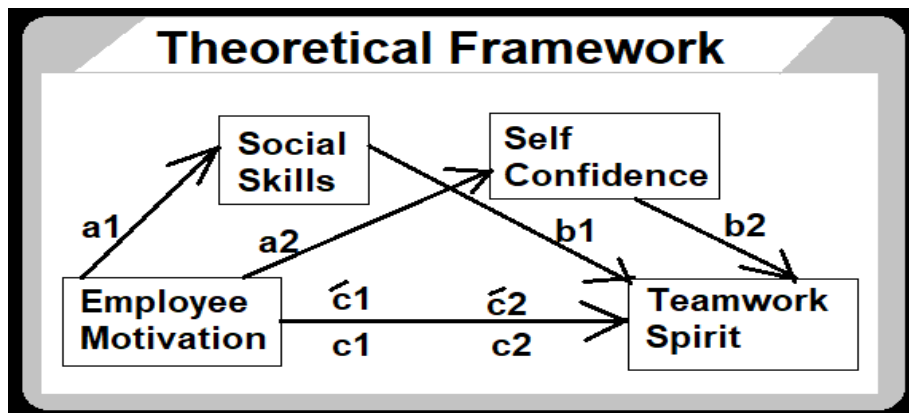
RESEARCH DESIGN

Philosophy and Approach
In social research, positivism is the best philosophy when scientific and statistical tools are used to collect and analyze data on a topic. Positivism suggests that knowledge is what can be verified through observational methods and knowledge can be recorded and communicated onward using standard concepts or terminologies common to all the related community. Furthermore, survey approach is suggested in this regard at both literature and field levels of data collection.

Thematic analysis has been used to collect and analyze literature-based data while statistical tools helped in testing the hypotheses.

Population and Sample

Population is the group of people, objects, or ideas in which researcher has the interest. All teachers in GC University Faisalabad and its campuses constituted the population of this study. Using pilot study data, a sample of 253 was computed and the same no of questionnaires were distributed. The filled questionnaires returned were 207 with 81% rate of return.

Table 1 Sample-size Determination

z-value	SD	SE	N	n
1.96	0.67	0.08	4217	253.2692

Table 2 Reliability and Validity (Reliability Statistics)

	Factors/Variables	N of Items	Cronbach's Alpha
1	Employee-motivation [EM]	8	.796
2	Teamwork-spirit [TWS]	6	.844
3	Empathy [ENP]	7	.827
4	Social-skills [SS]	5	.777
5	Questionnaire	26	.941

Validity Statistics

Table 3 Pretests [KMO & Bartlett]

	Employee-Motivation	Teamwork-spirit	Empathy	Social-skills
KMO test	.741	.852	.828	.791
Bartlett's test	Chi-square [751.946] [df.28] p-value = .000	Chi-Square [539.565] [df.28] p-value = .000	Chi-Square [587.966] [df.21] p-value = .000	Chi-Square [255.760] [df.10] p-value = .000

Table 4 Factor-Loadings

EM Matrix		TWS Matrix		EMP Matrix		SS Matrix	
Items	Loadings	Items	Loadings	Items	Loadings	Items	Loadings
Em1	.814	DV TWS	.761	Emp1	.751	Ss1	.718
Em2	.352	Tvs2	.813	Emp2	.811	Ss2	.688
Em3	.539	Tvs3	.722	Emp3	.670	Ss3	.709
Em4	.659	Tvs4	.803	Emp4	.826	Ss4	.773
Em5	.504	Tvs5	.575	Emp5	.524	Ss5	.750
Em6	.518	Tvs6	.886	Emp6	.381	-	-
Em7	.834	-	-	Emp7	.878	-	-
Em8	.854	-	-	-	-	-	-
8	-	6	-	7	-	5	-

Required Critical-values: KMO test [Sampling Adequacy]: = or > 0.7
Bartlett's test [test of Sphericity]: = or < 0.05, Factor-loading: = or > 0.4

EMPIRICAL RESULTS

Following section provides field evidence to verify knowledge hypothesized from the theoretical model constructed from the existing literature. First hand data in the form of readings on the network of relationships between variables in model is presented in this section with answers to research questions.

Descriptive Statistics

Table 5 Descriptive Statistics (Social Confidence has Biggest Mean)

	N	Minimum	Maximum	Mean	Std. Deviation
Employee-motivation IV	207	3.11	5.89	4.4117	.57062
Teamwork Spirit DV	207	3.10	6.75	4.9128	.69535
Social Skills MV1	207	3.29	6.57	4.9034	.72128
Self-confidence MV2	207	2.80	7.00	5.2696	.81312

Testing of Hypotheses

H_1: TWS is significantly associated with EM, EMP & SS.

Table 6 Correlation Regression (H1)

		EWM	SS	SC
Teamwork Spirit	Pearson Correlation	**.672****	**.805****	**.817****
	Sig. (2-tailed)	.000	.000	.000
	N	207	207	207

The first hypothesis was related with the association among research variables. The teamwork spirit is significantly associated with all the three predictors. Therefore, from the results, H1 is accepted.

H2: EM, EMP & SS significantly explain variation in TWS

Table 7 Multiple-Regression (H2)

Model Summary					ANOVA	
Model	R	R^2	Adj R^2	Std. Error	F	Sig.
1	.849a	.721	.717	.37020	174.595	.000b
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.609	.209		2.920	.004
	Employees Motivation	.186	.074	.152	2.518	.013
	Social Skills	.251	.086	.260	2.919	.004
	Self-confidence	.428	.060	.500	7.075	.000
a. Dependent Variable: Team-work Spirit (TWS);						
b. Predictors: Self-confidence (SC); Employees Motivation (EM), Social Skills (SS)						

From the regression results, R2 0.721 shows huge variation in team work spirit by employees' motivation, empathy and social skills with biggest Beta-weight of self-confidence 0.428. H2 is therefore substantiated.

H3: Social Skills significantly reinforce the relation between EM and TWS.

Table 8 Mediation-1 Statistics (H3)

Model Summary											
Model	R	R2	Adj-R3	SE	Change Statistics					ANOVA	
					R2	F	df1	df2	Sig. F	F	Sig.
1	.672a	.452	.449	.5160	.452	168.9	1	205	.000	168.9	.000b
2	.807b	.652	.648	.4123	.200	117.1	1	204	.000	190.9	.000c
Coefficients											
Model		Unstandardized Coefficients			Standardized Coefficients					t	Sig.
		B		Std. Error		Beta					
1	(Constant)	1.299		.280						4.635	.000
	EM	.819		.063		.672				12.99	.000
2	(Constant)	.940		.226						4.150	.000
	EM	.124		.082		.102				1.519	.130
	SS	.699		.065		.725				10.825	.000
a. Dependent Variables: Team-work Spirit (TWS); b. Predictors: Employees (EM)											
c. Predictors: Employees Motivation (EM), Social Skills (SS)											

The results from regression shows that 20% increase in R2 is by Empathy. Insignificant ĉ further explains that there is Full-mediation occurring in employees' motivation, social skills and team work spirit. Therefore, H3 is accepted with explicit statistics.

H_4: Social-confidence support the relation of EM-TWS significantly.

Table 9 Mediation-2 Statistics (H4)

Model Summary											
Model	R	R2	Adj-R2	Std. Error	Change Statistics					ANOVA	
					R2	F	df1	df2	Sig.F	F	Sig.
1	.672a	.452	.449	.51608	.452	168.969	1	205	.000	168.9	.000b
2	.842b	.709	.706	.37696	.257	180.243	1	204	.000	248.4	.000c
Coefficients											
Model		Unstandardized Coefficients			Standardized Coefficients					t	Sig.
		B		Std. Error		Beta					
1	(Constant)	1.299		.280						4.635	.000
	EM	.819		.063		.672				12.99	.000
2	(Constant)	.567		.212						2.677	.008
	EM	.318		.059		.261				5.372	.000
	SC	.558		.042		.653				13.42	.000
a. Dependent Variable: Team-work Spirit (TWS) b. Predictor: Employees Motivation (EM)											
c. Predictors: Employees Motivation (EM), Social Skills (SC)											

Mediator has added 26% in R2. Ĉ is also significant thereby conditions of Partial-mediation are fulfilled. H4 is therefore accepted for the partial role of mediator (social confidence- SC).

DISCUSSION AND CONCLUSION

Teamwork spirit generates synergy to outperform number of employees. However, employee motivation is needed to weld group members into a team (Mulika, 2010). Further, the attributes of social skills and self-confidence of employees strengthen connection among their motivation and teamwork spirit (Maryam, 2014). The motivated employees better fit into the groups by expressing vigor and readiness to work. Teamwork demands determination of every employee to share his mind, hands, efforts and energies. The role of social skills and self-confidence in supporting the relationship between employees' motivation and team-work spirit are logically well supported as well as widely reported (Manzoor, 2012). The multiple conclusions can be drawn on the results and findings of present study, particularly with regard to the role of social skills and self-confidence between the two big issues of employees' motivation and teamwork spirit.

The teamwork spirit is needed to make or break the organizational performance but it is possible if the team members are motivated. However, self-confidence and social skills of employees assist motivated workers to create environment of the teamwork [employees' motivation (social skills & Self-confidence) teamwork spirit]. The empirical results discussed above offer native version of nature and weights of relationships between four critical success/failure factors in the organizational behavior of higher education institutions in Southern Punjab. The results of the study provide the valuable information about the relationships among the research variables. Results show that social skills can take on teamwork spirit as the strongest tool in the hands of motivated employees. While self-confidence is supportive to employees' motivation - teamwork spirit relationship.

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