Teamwork Self-Efficacy Development Through Workshops: Effects on Students' Confidence, Leadership, and Resilience

P Rajasekaran[1], Prawnya V[2] & Dr. P. S. Sreedevi[3]

Department of Education, The Gandhigram Rural Institute-DTBU, Dindigul, India

Abstract

The increasing complexity of academic and professional contexts has intensified the need for higher education students to develop socio-emotional and interpersonal capabilities that support effective collaboration. Teamwork self-efficacy, grounded in Bandura's Social Cognitive Theory, reflects students beliefs about their capacity to communicate, lead, and adapt under team-based demands, while Kolb's Experiential Learning Theory suggests these competencies are strengthened through active participation, reflection, and feedback. This study investigated whether participation in teamwork-focused workshops contributes to B.Ed students teamwork self-efficacy by examining the interconnected development of confidence in communication, leadership abilities, and resilience in managing team challenges. Using a quantitative, cross-sectional correlational design, data were collected from 38 B.Ed students in a teacher education institution who voluntarily attended the workshops (63.2% female; mean age 20.8 years, SD = 1.4; 47.4% third-year undergraduates). A 15-item teamwork self-efficacy instrument assessed Confidence (6 items), Leadership (5 items), and Resilience (4 items), capturing communication self-belief, coordination and motivational behaviors, and adaptability including conflict management and emotional regulation. Correlational analyses revealed strong, statistically significant positive associations among all constructs: Confidence–Leadership (r = .71, p < .001), Confidence–Resilience (r = .81, p < .001), and Leadership–Resilience (r = .77, p < .001). These findings indicate that workshops are associated with integrated growth across key dimensions of teamwork self-efficacy, with improvements in one domain closely aligned with gains in others, consistent with distributed leadership perspectives and resilience frameworks. Although generalizability is limited by the small convenience sample, single-institution context, cross-sectional design, and reliance on self-report, the results support embedding structured workshops to foster mutually reinforcing communication confidence, leadership, and resilience, while highlighting the need for longitudinal, experimental, and mixed-methods research to clarify mechanisms and causal effects, Teamwork self-efficacy

Keywords: confidence, leadership, resilience, experiential workshop, communication socio-emotional skills, interpersonal skills

Introduction

As university and professional environments become more complicated, there is an incrementally greater need for students to develop both cognitive competencies as well as socio-emotional and interpersonal skills that will enable them to collaborate effectively. Teamwork has now emerged as a fundamental attribute of all graduates. More and more, employers are seeking individuals who communicate well, can lead, and can respond effectively to changing conditions within groups (Johnson & Johnson, 2017; OECD, 2019). In response, universities are now moving away from teaching just content, toward experiential learning models that encourage the total development of students.

Teamwork effectiveness is influenced significantly by how students perceive their ability to successfully complete collaborative tasks. This perception is typically referred to as teamwork self-efficacy. Self-efficacy is defined as an individual's perception of his/her capacity to organize and implement the actions necessary to produce the effects expected (Bandura, 1997). Research indicates that when individuals have high levels of self-efficacy, they demonstrate greater motivation, persistence, emotional regulation, and performance in relation to that group of people (Salanova et al., 2011). Within teamwork settings, teamwork self-efficacy is typically demonstrated through one's level of confidence in communication, leadership style, and resiliency when facing difficulties related to interpersonal or task completion.

The most important part of working together on a team is good communication and an ability to connect with one another as individuals. Doing so will allow people to articulate their thoughts in an understandable manner and provide for the opportunity to have meaningful exchange with other members of the team. This will positively affect the ability of an individual to help the team as a whole in reaching their plans for the future (Lizzio & Wilson, 2006). In addition to communication and interpersonal skills, teams are much more effective if they have leaders who possess specific competencies including the ability to coordinate, make decisions, and motivate others (Northouse, 2021). By possessing these competencies, it provides the necessary structure for the team to work toward the same goals. Another key aspect of effective teamwork is resilience; this is defined as one's ability to respond adaptively to stress, use conflict resolution skills, and maintain composure during periods of high stress (Hartley, 2011). These areas collectively constitute the various dimensions of self-efficacy for teamwork, which in turn can support individual growth and group success.

Workshops have emerged as an effective means for developing these competencies. Based on David A. Kolb's Experiential Learning Theory, workshops are characterized by active engagement in the activity, reflection on the own performance and the performance of their peers, and exposure to problems typical of today's world so that they can learn through their own experiences (Kolb, 2015). Evidence from research indicates that participation in structured experiential learning activities, such as simulations, role-playing and group-based activities, can increase university students' leadership ability, self-confidence and adaptive coping skills (Seifert et al., 2011; Chan, 2012). By providing students with opportunities to experiment with their teamwork skills in an environment that is psychologically safe, they can also gain support from fellow students and build resilience through repetitive learning.

Although there is an expanding amount of evidence documenting an increase in the implementation of these types of workshops, there is very little empirical evidence that examines the relationship between confidence, leadership, and resilience (as a result of these experiential types of workshops). It is important to understand the relationship between these competencies to design interventions that foster integrated socio-emotional growth rather than the development of skills in isolation. As such, this study examines how an experiential workshop can positively affect students' perceptions of their own abilities to work with others (teamwork self-efficacy) by examining how improving their confidence, leadership development, and resilience will help them to work with their peers better as a team.

Theoretical Background

In order to understand how students develop their teamwork skills, it is necessary to have a solid theoretical framework to explain how individuals develop their ability to work well with others, display confidence in leading others, and build resilienc while working as a team member. The current study is based on Social Cognitive Theory (Bandura, 1986), Experiential Learning Theory (Kolb, 1984), and new pedagogy for developing Teamwork and Leadership, which work together to explain how workshops positively influence self-efficacy in teamwork.

i. *Social Cognitive Theory and Self-Efficacy*

Bandura's Social Cognitive Theory is the basis for the development of self-efficacy regarding teamwork. Social Cognitive Theory explains that learning occurs through the interaction of the personal, behavioral, and environmental components (Bandura, 1986). According to Bandura (1997), self-efficacy is the belief that an individual has the ability to perform a task. The belief of the student in their ability to complete a task has an effect on how they behave in teams and will impact their performance. Self confidence of team members tends to continue, maintain emotional control, and perform at a higher level than less self confidence of team members. Additionally, self-efficacy has an impact on communication and problem-solving within teams. Individuals who believe that they can make a contribution to the success of their team will express their ideas more effectively and manage conflicts more effectively (Salanova et al., 2011). Furthermore, self-efficacy is a predictor of motivation and group performance (Zimmerman, 2000).

ii. *Experiential Learning Theory*

According to Kolb's Experiential Learning Theory, individuals create knowledge through their involvement and direct participation in experience, reflection, and active experimentation (Kolb, 2015). Simulations and role play opportunities provide students with an opportunity to build their knowledge about leadership and communication, while providing a venue for cognitive processes (Seifert et al., 2011).

iii. *Leadership and Resilience Frameworks*

Leadership development theories explain how people develop coordination and decision-making abilities. Current leadership theories emphasize that leadership is a set of behaviors that develop as a result of people working together with others (Northouse, 2021). Environments that are focused on the needs of students foster initiative and build interpersonal competence (Komives et al., 2005). Resilience theories discuss the ability to adapt to challenges, as well as to continue working through conflict and team pressure (Hartley, 2011). All three theoretical perspectives support using workshops to assist students in developing their capabilities and ability to be resilient when faced with challenges, which in turn increases their team-based self-efficacy.

Literature Review

Teamwork Skills in Higher Education

Teamwork is playing an increased role in many higher education programs because of the demand for collaboration in today's workplace. Research indicates that students who engage in structured team projects will enhance their communication skills, develop a stronger network of support from peers, and achieve greater levels of academic achievement (Johnson & Johnson, 2016). Collaborative learning experiences also help to build trust and mutual accountability among team members, which are essential elements for achieving success as a team. The problems that many students will encounter with teamwork will include confidence issues, difficulties coordinating team members' efforts, and managing conflicts. Therefore, it is critical that faculty create and implement interventions specifically designed to provide students with the skills necessary to work effectively as a team; rather than assuming this will happen naturally.

Confidence and Communication Self-Beliefs

Confidence while communicating is an extremely important measure of how well a group works together as a team for success. Students with a high

level of confidence in their communication and interpersonal abilities generally participate actively and effectively, clearly express their ideas, Work collaboratively toward solutions through constructive dialogue and communication. These factors contribute positively to overall group decisions (Lizzio & Wilson, 2006). Higher levels of self-efficacy in communicating lowers levels of anxiety about communicating and decreases withdrawal from social situations; therefore, it enhances the students' ability to engage collaboratively (Prieto Navarro, 2006). Some ways that students improve their confidence as communicators through practice-based learning, peer feedback, and reflective discussion (Chan, 2012). Workshops allow students to gain additional practice opportunities in a low-risk environment; therefore, students build self-efficacy through skills acquired through successful practice.

Leadership Development through Experiential Programs

Experiential learning (learning by doing) and participatory learning approaches (working together) are the main ways to develop leadership skills. According to Komives et al. (2005) and Seifert et al. (2011), when participants are involved in workshops, provide service to the community, and/or participate in clubs or group projects, they develop their ability to make decisions, their accountability, and their level of motivation. This way, the student experiences what it means to be a leader naturally while sharing experiences with teammates in an experiential environment as opposed to just learning theory from books. The theory of distributed leadership emphasizes shared responsibility among all team members to create an environment of inclusivity and develop ownership of results (Northouse, 2021). Workshops are an example of such an environment that uses distributed leadership principles by providing participants with opportunities to rotate through leadership roles and facilitate for others.

Resilience and Coping in Team Challenges

Working together as a team is heavily reliant on the ability to be resilient when under stress. Deadlines, relationship problems, and performance pressures are just a few of the challenges that students face in an academic environment where they can benefit from emotional regulation and adaptive coping skills when experiencing these types of difficulties (Hartley, 2011). As a result, students who demonstrate higher levels of resilience possess a great deal of persistence, flexibility, and optimism which help them to resolve conflicts productively and remain productive (Cassidy, 2016).

Experiential interventions expose students to manageable obstacles and provide them with supportive feedback; both have been shown to strengthen their coping mechanisms and improve their psychological resilience (Steinhardt & Dolbier, 2008). In conclusion, participating in workshops provides students with an avenue for developing their resilience through structured experiences that include problem-solving.

Research Gap

Research on confidence, leadership and resilience is well-established; however, very few studies have examined the relationship between the three of them as an integrated construct of teamwork self-efficacy specifically within workshops. Additionally, there is a lack of empirical research that quantitatively assesses the degree of improvement in one of these competencies to determine how they relate to improvement in the others. It is critical to fill this gap in research because it will help with the design of integrated education interventions built to enhance holistic socio-emotional development instead of simply the development of isolated skills. Thus, this paper explores how participation in workshop participation contributes to the development/ confidence, leadership and resilience of students and offers an explanation on the ways in which these constructs work together to enhance the overall development of teamwork self-efficacy.

Methodology

Research Design

The present research utilized a quantitative cross-sectional correlational method to look at the role that participating in workshops played in developing students' self-efficacy with regard to working as a team member for such aspects as confidence, leadership, and resilience while providing solutions to challenges faced by their teams. Specifically, using a correlational design was appropriate in examining the relationships between these socio-emotional components rather than manipulating experimental situations. The cross-sectional correlational research allows researchers to identify patterns of association between constructs and provide empirical evidence for their joint development within the context of workshop experiences

Participants

Participants consisted of 38 B.Ed students enrolled in a teacher education institution who voluntarily attended teamwork-focused workshops. A convenience sampling technique was used due to accessibility and participation availability. The majority of participants (63.2%) were female with male participants comprising 36.8% (see Table 1). The average age of participants was 20.8 years (SD = 1.4). Participants were primarily in their undergraduate programme (47.4%) and as such, had limited knowledge and experience of successful collaborative academic practices. Participants were not compelled to participate in this study. However, they did provide informed consent prior to data collection and were assured that their individual data would remain confidential and anonymous and would only be used for the purpose of this research project.

Instrument

The 15-item teamwork self-efficacy tool was categorized into three constructs as Table 1 Confidence (6 items), Leadership (5 items), and Resilience in managing team challenges (4 items). Confidence measured communication and interpersonal self-belief, leadership assessed coordination and motivational behaviors, while resilience captured adaptability, conflict management, and emotional regulation during team difficulties.

Table 1 Three Constructs and Items Number with Description

Construct	Description	Number of Items
Confidence	Communication and interpersonal self-belief	6 (1, 2, 11, 12, 13, 14)
Leadership	Coordination, guidance, and motivational behaviors	5 (4, 6, 7, 10, 15)
Resilience	Adaptability, conflict management, emotional regulation	4 (3, 5, 8, 9)

Results and Findings

Thirty-eight participants participated in this study with the majority being females (63.2%) and an average age of 20.8 years (SD = 1.4). Participants primarily consisted of undergraduate students (47.4%). Data from the study was analyzed using the JSAP statistical program. As per Table 2, three constructs measuring teamwork self-efficacy (Confidence, Leadership, and Resilience) showed strong interrelationships during the analysis of the teamwork self-efficacy instrument for managing teams' challenges. Confidence was assessed using six items related to communication and one's interpersonal belief in themselves. Confidence was shown to have a strong positive correlation to the Leadership construct ($r = .71$, $p < .001$) which involved how well one coordinates and motivates others through their actions. Confidence also showed a very strong positive correlation to resiliency ($r = .81$, $p < .001$); the resiliency construct included adaptability to change, how someone deals with conflicts when working with others, and maintaining emotional regulation when a team experiences problems. Leadership was also shown to have a strong positive correlation to resiliency ($r = .77$, $p < .001$) demonstrated in Figure 1.

Table 2 Pearson Correlation r Value of Three Constructs

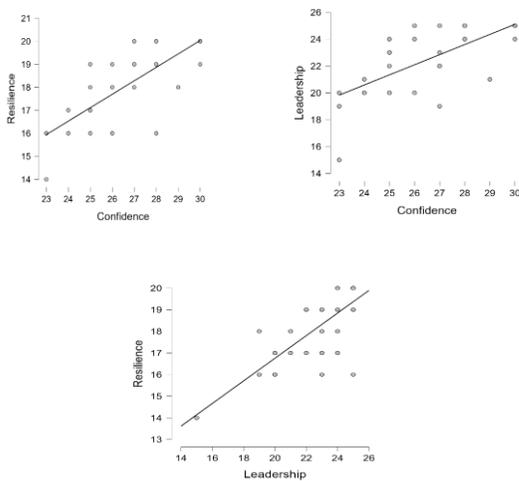| Constructs	Pearson's r	p
Confidence- Leadership	0.714	< .001
Confidence- Resilience	0.810	< .001
Leadership-Resilience	0.765	< .001

Figure 1 Scatter plot of Correlation of Confidence, Leadership & Resilience

These significant positive correlations suggest that the workshop experience fosters integrated development across confidence, leadership, and resilience skills. Improvement in one competency is closely linked to growth in the others, indicating that the workshop effectively enhances multiple socio-emotional and teamwork-related self-efficacy dimensions simultaneously.

Discussion

This study demonstrates strong ties between the variables of confidence, leadership and resilience as key aspects of B.Ed. students' self-efficacy on teams, as indicated by their participation in workshops. The three constructs demonstrated strong positive correlations with one another (confidence-leadership: r = .71; confidence-resilience: r = .81; leadership-resilience: r = .77), indicating that development in one area is highly conducive to development in another and supporting the model that teamwork self-efficacy is a multi-dimensional and inter-related variable. This is consistent with Bandura's (1997) Social Cognitive Theory, which emphasizes the bi-directional relationship between the personal beliefs and behaviours of an individual and their skill acquisition and performance.

Kolb's Experiential Learning Theory provides a solid base for establishing that the experiential workshop model contributes significantly to the development of these three inter-related constructs in B.Ed. students. Through workshops' provision of active, reflective and psychological environments for learning, B.Ed. students develop their communication, leadership and resilience skills in a collaborative setting that mirrors authentic team challenges (Kolb, 2015; Seifert et al., 2011). These findings are also supported by prior studies indicating that participating in experiential learning significantly improves socio-emotional competencies such as self-confidence and adaptive coping, which are necessary for successful teamwork (Chan, 2012; Hartley, 2011).

Through a lens of shared responsibilities, and supportive relationships among peers, the concept of distributed leadership is an active mechanism for developing leadership in a workshop-like environment where opportunities to share decision-making, collaborate together, and motivate each other exist (Northouse, 2021). Since there is a strong relationship between leadership and resilience, as well as the fact that adaptive coping strategies can help maintain leader resilience while navigating obstacles, this aligns with the idea that emotional regulation and adaptiveness are two principal characteristics of teamwork from a resilience perspective (Hartley, 2011). As a result of this study, findings demonstrate that there is empirical evidence to show that the relationship between confidence, leadership, and resilience is mutually supporting and enhanced through experiential interventions. This integrated view goes beyond creating isolated competencies and directs the need for educational programs to create holistic teamwork experiences that integrate the development of these interdependent attributes.

A limitation of this research was that the sample, which was small and convenience-based, was taken from a single institution; therefore, generalising to other settings may not be appropriate. Additionally, due to the use of a cross-sectional research design, no causal relationships can be established, and the responses given by participants may contain elements of social desirability bias. Future research may extend and validate these findings using longitudinal or experimental research designs with larger samples that are drawn from varied backgrounds. Finally, future research may employ qualitative methodologies to better understand how workshops affect the participants' self-efficacy towards team work.

Conclusion

The findings of this research indicate workshops enhance teamwork self-efficacy among B.Ed students by increasing their levels of confidence regarding communication, leadership skills, and also their degree of resilience in dealing with teamwork-related challenges. All three constructs exhibit strong inter-correlations which support the idea of their intertwined nature within teamwork contexts and emphasise the importance of integrated socio-emotional skills development. The results are based on Social Cognitive Theory and Experiential Learning Theory, which advocates for the implementation of active, participatory models of learning to prepare students for collaborative work environments. In order to develop holistic teamwork competencies at an educational facility, there should be structured workshops to create cohesive communication, effective leadership and a high level of resilience as interdependent skills. This type of intervention will help prepare students to effectively navigate complex group dynamics, thereby making significant contributions towards achieving collective outcomes. Future studies should continue to explore the longitudinal effects of this study's findings in various educational settings to improve teamwork training interventions.

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