
TRANSFORMATIONAL LEADERSHIP BEHAVIOR AND GROUP COHESION VALUES IN OUTDOOR RECREATION CURRICULUM PROGRAM AMONG THE SPORTS STUDENTS: A PILOT STUDY

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ABSTRACT

This research seeks to investigate the attainment of transformative leadership behaviors and group cohesion values in outdoor settings and their importance in outdoor recreational programs. The main emphasis of this investigation centers on students participating in outdoor leadership projects sanctioned by the Outdoor Recreation Program in the Faculty of Sports Science and Recreation at UiTM Perlis Branch. This specific research serves as an initial examination to offer valuable perspectives for future practical use and enhance understanding of outdoor leadership. A total of 100 participants (58 male and 42 female) willingly volunteered and completed the survey. The Multifactor Leadership Questionnaire (MLQ) 5x-short and the Group Environment Questionnaire (GEQ) were employed to assess the factors impacting transformative leadership and the significance of group coherence within the research. The results indicated (i) A feeble but positive relationship between group integration tasks and various transformative leadership behaviors. (ii) There were no correlations between group integration social aspects and transformative leadership. (iii) A moderately robust yet adverse correlation between individual attraction to the group task and transformative leadership variables. (iv) No connections were found between individual attraction to the group social elements and transformative leadership. In summary, the capacity for transformative leadership has the potential to enhance the unity of groups involved in outdoor recreational educational initiatives. Through embracing a transformative leadership strategy, leaders can effectively encourage and motivate individuals to work together towards a shared goal, thus nurturing a feeling of solidarity and collaboration among group members.

Keywords: Group Cohesion, Outdoor Recreation, Transformational Leadership, Values

INTRODUCTION

Outdoor recreation characterized as any activity that demands both physical and mental strength, such as whitewater kayaking, rock climbing, skiing, mountaineering, and many more (Kovach, 2019). According to Ambarwati and Handiwibowo (2018), the learning medium employs difficult games that are assigned to participants with specific rules and objectives. Also, every game in the outdoor recreation activities is significant, philosophical, and rich with helpful symbolic meanings, and it helps in the process of character development towards life achievement, both individual and team success. Outdoor recreation activities strive to improve delegates' effectiveness in accomplishing their organization's goals, expedite change, and develop strong leadership and teamwork abilities.

Transformational leadership is the process by which a leader develops group or organizational performance that exceeds expectations by virtue of a deep emotional relationship with his or her followers mixed with a collective commitment to a higher moral purpose. According to Andriani, Kesumawati, and Kristiawan (2018), transformational leadership is defined as a type of leadership that may be used to awaken or encourage individuals, allowing them to grow and achieve high levels of performance that were previously unattainable. In sports, transformational leadership behavior may at times influence athletes' outcomes through changes in athletes' perceptions of their leader or coach's effectiveness (Mohd Kassim, 2021).

Additionally, the transformational leadership concept and style can be defined by four major characteristics. Historically, Bass (1985), defines transformational leadership and how to be successful as this sort of leader were idealized influence (i.e. communicating important values and a shared sense of purpose), intellectual stimulation (i.e. challenging old ways of thinking and encouraging different perspectives), inspirational motivation (i.e. confidently communicating a compelling vision and goals) and individual consideration (i.e. treating followers as individuals and supporting their development). Idealized influence is the most essential thing people can do as transformative leaders set a good example. Moreover, idealized influence describes that the leader's emotional connection with subordinates, as well as the leader's ability to attract people by visionary and ethical behaviors (Linge & Sikalieh, 2019). According to Poturak, Mekic, Hadziahmetovic, and Budur (2020), inspirational motivation includes supporting behavior that promotes follower motivation, such as being positive about the future and communicating the organization's goals to subordinates. Besides that, intellectual stimulation is to assist in the creation of change, it is necessary to challenge long-held business beliefs and push the status quo by promoting innovation, creativity, critical thinking, and problem-solving. Individual consideration means that employees must have a sense of autonomy and ownership in the broader corporate goals. Furthermore, individual consideration refers to followers being mentored for their professional growth and success (Faeq, 2020; Zardasht, Omed, & Taha, 2020). According to Bass' model, transformational leaders distinguish themselves from other types of leaders by encouraging followers' motivation and positive growth, demonstrating moral standards inside the company, and encouraging others to do the same, creating an ethical workplace with defined values, priorities, and standards.

On the other hand, cohesion can be described as the strength of bonds between group members, the unity of a group, the sensation of attraction between group members, and the degree to which members concentrate their efforts to attain collective goals are all examples of group cohesiveness. Cashmore (2002) stated that team cohesiveness occurs when players work together to achieve a shared goal. Team cohesion positively predicts team performance, and team performance positively predicts team cohesion (Filho, Dobersek, Gershgoren, Becker, & Tenenbaum, 2014). In other words, if a team is more cohesive, it is more likely to perform well, which leads to a more cohesive team.

Sutherland and Stroot (2010) stated that the outdoor experience setting has shown that leaders' inability to appropriately change styles based on changing situations in the outdoor environment has a negative impact. It has an impact on students' performance, either favorably or badly. Students will be supportive of their leader if they believe and accept that the leader will lead the organization in a way that benefits both the organization and the students. Sutherland and Stroot (2010) also stated that leaders must be able to recognize when situations have changed and appropriately adjust their leadership styles or approaches.

Besides that, low self-confidence will impede leaders' ability to express their ideas and will be less motivated to learn (Karsiman & Supriadi, 2018). This may be because certain leaders are lack of self-confidence when to done the task given. According to Karisman and Supriadi (2018), low self-confidence can cause several psychological conditions such as feeling insecure, afraid, anxious, and antisocial behavior. Self-confidence holds particular significance for leaders as most managerial predicaments lack a definitive solution.

Group cohesion in outdoor recreation can have significant impacts on the overall experience and outcomes. For example; Sociodemographic variables factors such as age, gender, place of living, and previous experiences can influence group cohesion in outdoor recreation activities. The existence of negative cohesiveness is produced by a lack of communication among individuals, which results in unpleasant outcomes (da Conceição-Heldt and Meunier, 2014). This can be reduced by studying the

findings of prior research on the role of communication and cohesion and how to achieve it in groups. Communication has become one of the bridges that take us to numerous life's basic needs; thus, communication is an important component of existence. Personal-social development, particularly interpersonal communication skill development, is one of the developmental goals that employees must fulfill in the organization. According to Hakama, Ma'mun, Kardjono, and Bakar (2017), one of the employees' difficulties is often due to a lack of communication skills, particularly in speaking with other individuals in an outdoor recreation area. As a result, the employee found it difficult to adjust immediately, failed to be strong, and expressed their feelings. The degree of group cohesion may depend on many factors such as the social significance, the purposes of group cooperation; the fact in which system of large social groups the given small group is active; the extent to which there is harmony between the aims in group cooperation and the individual aims and interest of the various members of the group in outdoor recreation activity or program. Moreover, this issue cannot be ignored since it impacts employees' achievements and social interaction. The importance of understanding and addressing group cohesion in outdoor recreation to ensure a positive and effective experience for participants. By considering these factors, instructors and leaders can create an environment that fosters strong group cohesion and enhances the overall outcomes of outdoor activities.

A transformative leader exhibits a commitment to the individual identities of each student within the collective, resulting in an augmentation of students' perceptions of unity and a proclivity to adhere to their leader (Arthur & Tomsett, 2015; Jung & Sosik, 2002). According to Hodge, Henry, and Smith (2014), transformational leaders employ verbal persuasion and symbolic representations to foster collective understandings and bolster a shared vision, thereby cultivating inspirational motivation. This collective understanding and shared vision serve to unite students and exert a positive impact on cohesion. Leaders of this kind employ their idealized influence in order to underscore the act of self-sacrifice for the benefit of the collective, to delegate responsibility to students, and to anticipate a greater sense of ownership from them (Cronin, Arthur, Hardy & Callow, 2015). Consequently, enhanced students' ownership and group identity perceptions of cohesion. Transformational leaders use intellectual stimulation, in the form of creative training sessions to challenge students to reach higher levels of achievement (Vallée & Bloom, 2005). This promotes an open atmosphere, which improves impressions of cohesiveness (Bass & Steidlmeier, 1999). Furthermore, excellent leaders use personalized thought while offering customized help to students and demonstrating care for individual progress (Vallée & Bloom, 2005). These relationships add to students' sense of belonging (Hodge et al., 2014).

Moreover, the researchers are raising inquiries regarding the potential correlations between transformational leadership behavior and the components of group cohesion values within the curriculum of outdoor recreation programs among sports students. The primary aim of this research is to investigate the behaviors associated with transformational leadership and the values related to group cohesion within outdoor recreation programs.

RESEARCH METHODOLOGY

Research design

The utilization of a quantitative approach in this study aims to evaluate the extent of exploration regarding transformational leadership behavior and group cohesion values within the context of an outdoor recreation curriculum program. Quantitative methodology serves the purpose of measuring a specific issue or occurrence by collecting numerical data or data that can be transformed into quantitative statistics. Within this research, data is gathered through the administration of questionnaire surveys. Survey research stands as a pivotal domain in social research for measurement purposes, characterized by its descriptive and non-experimental nature. This expansive realm of survey research encompasses various techniques for measurement, primarily involving the questioning of respondents. In the current research endeavor, participants provide their responses to inquiries via an online survey platform.

Participants

The respondents for this pilot study are outdoor recreation students in the Faculty of Sports Science and Recreation in the UiTM Arau branch. Samples are chosen through purposive sampling. Purposive sampling entails the non-probability selection of elements for the sample based on the researcher's judgment. This method is employed when the researcher seeks to delve deeply into a small sample. Purposive sampling is particularly advantageous when the aim is to target a specific proportion of the population with shared characteristics or to investigate subjects with probable unique instances (Nikolopoulou, 2022). Some criteria were imposed in selecting the samples. Inclusion criteria required are applied to outdoor recreation students of the Faculty of Sports Science and Recreation at UiTM Arau branch, encompassing both male and female students who possess prior knowledge of outdoor recreation. The selection of the participants also must proficiency in the English language and have knowledge about outdoor recreation and took the subject of Outdoor Recreation Skills and Management (SMG 161) for diploma level and Outdoor Recreational Skills and Management (SRT 451) for degree level.

For this current study, 100 respondents qualified and volunteered to involve in the study. The result was for both genders, which in total were about 58 respondents (58.0%) for males and 42 respondents (42.0%) for females. The two categories level of education take part in this respondent: diploma and bachelor degree. There are 74 respondents (74.0%) with diploma students and 26 respondents (26.0%) with bachelor degree. For the demographic of the age, there were 91 respondents (91.0%) of youth (18-24 years old) and 9 respondents (9.0%) of adults (25-64 years old). Moreover, there are 91 respondents (91.0%) who have experience outdoors meanwhile there are 9 respondents (9.0%) who do not have experience outdoors. While, for the experience outdoors, there are 20 respondents (20.0%) who are active (> 9 months per year) outdoors, 55 respondents (55.0%) who are moderate (>6 months per year), and 25 respondents (25.0%) who are inactive (<1 month per year) in outdoor.

Procedures

Firstly, the initial step involves obtaining approval to conduct the survey from the Research Ethics Committee (REC) at UiTM (REC122023_PGMR485). Secondly, authorization is sought from the academic staff at the UiTM Arau branch to facilitate the distribution of questionnaires among their students. Upon receiving the necessary permissions, all students engaged in outdoor recreation are invited to participate in responding to the questionnaire. A concise briefing is provided to the individuals meeting the inclusion criteria. Subsequently, eligible participants are invited to complete the questionnaire. The questionnaire is disseminated among the respondents for their responses. Respondents are allocated a timeframe of 15 to 30 minutes to complete the questionnaire. Finally, data collection commences after the respondents have answered all the questions, and the data procedures have been finalized.

Statistical Analysis

Data gathered were examined utilizing Statistical Package for the Social Sciences (SPSS) Version 28 on the Windows platform. An assessment was conducted on the relationship between transformational leadership behavior and group cohesion values within the curriculum of the outdoor recreation program at the Faculty of Sports Science and Recreation in UiTM, employing a series of descriptive statistics and Pearson correlation analysis.

Research Instrument

The questionnaire is segmented into three sections. Section A pertains to the demographic data, encompassing five questions. These questions inquire about gender, age, educational attainment, participation in outdoor activities, and the duration of engagement in outdoor recreational pursuits.

Section B consists of 20 questions that evaluate transformational leadership using the adapted Multifactor Leadership Questionnaire (MLQ) 5x-short developed by Cahyono et. al, (2020). The transformational leadership subscale was the following: Idealized Influence (II) 6 items (Cronbach's Alpha, 0.92), Inspirational Motivation (IM) 5 items (Cronbach's Alpha, 0.90), Intellectual Stimulation (IS) 5 items (Cronbach's Alpha, 0.80), and Individualized Consideration (IC) 4 items (Cronbach's Alpha, 0.85). Besides that, Cahyono et. al, (2020) reported that Cronbach's alpha values greater than $\alpha=0.7$. For this questionnaire, it used a Likert scale question and the scale ranged from 1 to 5 (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree).

Meanwhile, section C consists of 18 questions that evaluate group cohesion. Section C uses the Group Environment Questionnaire (GEQ) developed by Carron, Brawley, and Widmeyer (1985). For this questionnaire, it used a Likert scale question and the scale ranged from 1 to 9 (1 – very strongly disagree, 2 – strongly disagree, 3 – disagree, 4 – slightly disagree, 5 – neither agree nor disagree, 6 – slightly agree, 7 – agree, 8 – strongly agree, and 9 – very strongly agree). This instrument was chosen since it was the most commonly used in team cohesion research and had positive feedback in recent sport psychology instrument assessments (Yasim, 2010). Four subscales of group cohesion are contained in the GEQ, these include:

- a) **Individual Attraction to the Group-Task (ATG-T)** - Consists of four items that assess an individual group member's personal participation with the group task productivity, goals, and objectives; (Internal consistency, 0.75)
- b) **Individual Attraction to the Group Social (ATG-S)** - Five items were used to assess individual group members' perceptions of their personal involvement, acceptability, and social interaction with the group; (Internal consistency, 0.64)
- c) **Group Integration-Task (GI-T)** - Consists of five items that assess individual group members' perceptions of similarity, closeness, and bonding within the group as a whole to its goal; (Internal consistency, 0.70)
- d) **Group Integration Social (GI-S)** - Consists of four items that assess individual group members' perceptions of similarity, closeness, and bonding within the group as a whole in terms of social factors; (Internal consistency, 0.76)

RESULTS

Reliability Analysis

The reliability analysis test used to measure the scale reliability and provides information about the relationship between individual items in the scale. Cronbach's Alpha is an internal consistency model based on average inter-item correlation. It was used to find out the strength of reliability and consistency.

Table 1. Cronbach's Alpha Reliability Test Result of Transformational Leadership

Transformational Leadership	Cronbach's Alpha	Interpretation	Number of Items
Idealized Influence	0.929	Excellent	6
Intellectual Stimulation	0.896	Good	5
Inspirational Motivation	0.874	Good	5
Individual Consideration	0.869	Good	4
Total	0.970		20

Table 1 presents the Cronbach's Alpha reliability test result of transformational leadership of the research questionnaire. The highest Cronbach's Alpha value of transformational leadership was an idealized influence with 0.929 which can be interpreted as excellent. While, Cronbach's Alpha value for intellectual stimulation (0.896), inspirational motivation (0.874), and individual consideration (0.869) were good. The total questionnaire on transformational leadership was 20 items. From the table 1, this questionnaire was acceptable since the Cronbach's Alpha value is above 0.6.

Table 2. Cronbach's Alpha Reliability Test Result of Group Cohesion

Group Cohesion	Cronbach's Alpha	Interpretation	Number of Items
Individual Attraction to the Group Social (ATG-S)	0.653	Acceptable	5
Individual Attraction to the Group Task (ATG-T)	0.909	Excellent	4
Group Integration Social (GI-S)	0.648	Acceptable	4
Group Integration Task (GI-T)	0.782	Good and Acceptable	5
Total	0.879		18

Table 2 shows the Cronbach's Alpha reliability test result of group cohesion of the research questionnaire. The highest Cronbach's Alpha value for group cohesion was the individual attraction to the group task (ATG-T) with 0.909 which can be interpreted as excellent. While Cronbach's Alpha value for individual attraction to the group social (ATG-S) (0.633) and group integration social (GI-S) (0.608) can be interpreted as acceptable. For Cronbach's Alpha value group integration task (GI-T) (0.782) were good and acceptable. The total of questionnaires in group cohesion was 18 items. From Table 2, this questionnaire was acceptable since Cronbach's Alpha value is above 0.6.

Data Analysis

Table 3. Descriptive Analysis Result

Variables	Mean (M)	Standard Deviation (SD)
Idealized Influence	4.09	0.61
Intellectual Stimulation	4.15	0.60
Inspirational Motivation	4.05	0.58
Individual Consideration	4.10	0.62
Individual Attraction to the Group Social (ATG-S)	3.85	1.34
Individual Attraction to the Group Task (ATG-T)	2.70	1.62
Group Integration Social (GI-S)	4.23	1.51
Group Integration Task (GI-T)	5.27	1.70

Table 3 shows mean (M) and standard deviation (SD) of dependent and independent variables in this study. For transformational leadership, the idealized influence in this study (M=4.09, SD=0.61). Next, for the intellectual stimulation (M=4.15, SD=0.60), inspirational motivation (M=4.05, SD=0.58), and individual consideration (M=4.10, SD=0.62). While, for group cohesion, individual attraction to the group social (ATG-S) (M=3.85, SD=1.34), individual attraction to the group task (ATG-T) (M=2.70, SD=1.62), group integration social (GI-S) (M=4.23, SD=1.51), and group integration task (GI-T) (M=5.27, SD=1.70).

The respondents were asked to answer the 20 items of transformational leadership using 5 points of Likert-scale responses ranging from strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). While, 18 items of group cohesion are using 9 points of Likert-scale responses ranging from very strongly disagree (VSD), strongly disagree (SD), disagree (D), slightly disagree (SD), neutral (N), slightly agree (SA), agree (A), strongly agree (SA) and very strongly agree (VSA).

Based on transformational leadership, inspirational motivation shows the lowest mean score with $M=4.05$. This shows that the respondents who answered this questionnaire had lower inspirational motivation by individual control over all decisions and little input from group members in the outdoor program. However, in group cohesion, group integration task (GI-T) has the highest mean score with $M=5.27$. By that, it shows that most of the respondents is careful, neat, diligent, and follow the instructions when performing.

Table 4. Correlation of Transformational Leadership Behaviors and Group Cohesion Values (N=100)

Variable	Mean (M)	Standard Deviation (SD)	1	2	3	4	5	6	7	8
1.Idealized Influence	4.09	0.61	.93							
2.Intellectual Stimulation	4.15	0.60	.924**	.90						
3.Inspirational Motivation	4.05	0.58	.858**	.839**	.87					
4.Individualized Consideration	4.10	0.62	.874**	.814**	.865**	.87				
5.Individual Attraction to the Group Social (ATG-S)	3.85	1.34	-.006	.062	-.010	-.026	.63			
6.Individual Attraction to the Group Task (ATG-T)	2.70	1.62	-.474**	-.389**	-.394**	-.420**	.672**	.91		
7.Group Integration Social (GI-S)	4.23	1.51	-.068	-.024	.020	-.037	.685**	.529**	.61	
8.Group Integration Task (GI-T)	5.27	1.70	.328**	.336**	.227**	.228**	.543**	.121	.590**	.78

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed). Cronbach's alpha coefficients (on the diagonal).

Pearson correlation was used to analyze hypothesis one which is to assess the relationship between transformational leadership behavior and group cohesion values in outdoor recreation curriculum programs. Transformational leadership behavior consists of idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. While, for group cohesion consists of individual attraction to the group social (ATG-S), individual attraction to the group task (ATG-T), group integration social (GI-S), and group integration task (GI-T).

Table 4 shows the correlation result between transformational leadership behavior (idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and group cohesion (individual attraction to the group social (ATG-S), individual attraction to the group task (ATG-T), group integration task (GI-T), and group integration social (GI-S)). Also, table 4 shows the mean (M) and standard deviation (SD), and the Cronbach's alpha value besides the correlation value in Table 4.

Based on Table 4, bivariate correlations illustrate that there was a very weak positive correlation between idealized influence and group integration task (GI-T) (.328**) with significance at the 0.01 level (2-tailed). Also, there was a negative moderately strong correlation between idealized influence and individual attraction to the group task (ATG-T) (-.474**) with significance at the 0.01 level (2-tailed). However, there is no correlation between idealized influence and individual attraction to the group social (ATG-S) and group integration social (GI-S).

Next, the bivariate illustrates that there was a weak positive correlation between intellectual stimulation and group integration task (GI-T) (.336**) and there was a weak negative correlation between intellectual stimulation and individual attraction to the group task (ATG-T) (-.389**) with significant at the 0.01 level (2-tailed). However, there is no correlation between intellectual stimulation and individual attraction to the group social (ATG-S) and group integration social (GI-S).

The bivariate illustrates that there was a very weak positive correlation between inspirational motivation group integration task (GI-T) (.227**) and there was a weak negative correlation between inspirational motivation and individual attraction to the group task (ATG-T) (-.394**) with significant at the 0.01 level (2-tailed). However, there was no correlation between inspirational motivation and individual attraction to the group social (ATG-S) and group integration social (GI-S).

Therefore, the bivariate illustrates that there was a weak positive correlation between individualized consideration and group integration task (GI-T) (.228**) with significance at the 0.01 level (2-tailed). Also, there was a moderately strong negative correlation between individualized consideration and individual attraction to the group task (ATG-T) (-.420**) with significance at the 0.01 level (2-tailed). However, there was no correlation between individualized consideration and individual attraction to the group social (ATG-S) and group integration social (GI-S).

DISCUSSION

This research aims to investigate the impact of transformational leadership behavior and group cohesion values within the outdoor recreational program among students specializing in sports at the Faculty of Sports Science and Recreation. This preliminary investigation served to gather data on the variables under study among the sports student population. Utilizing Pearson correlation analysis, the study determined the associations between transformational leadership behavior and group cohesion values in the context of outdoor recreational activities. The findings of this research demonstrated a significant relationship between transformational leadership components (idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and task cohesion (individual attraction to the group task (ATG-T) and group integration task (GI-T)).

The present discovery aligns with previous studies as it reveals a notable association between transformational leadership (comprising idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and task cohesion (encompassing individual attraction to the group task (ATG-T) and group integration task (GI-T)). According to Bosselut et al. (2018), their research indicated that all facets of transformational leadership at the individual level were connected to both aspects of task cohesion (i.e. GI-T and ATG-T) through informational justice. Furthermore, Oh

and Yoo (2023) demonstrated that transformational leadership positively influences team cohesion. Additionally, Kao et al. (2019) uncovered a significant relationship between transformational leadership and social cohesion.

However, the present study demonstrates that there exists no substantial association between transformational leadership, encompassing idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration, and social cohesion, including individual attraction to the group social (ATG-S) and group integration social (GI-S). According to findings by Bosselut et al. (2018), apart from serving as a suitable role model, all dimensions of transformational leadership were found to be connected to social cohesion (specifically GI-S) through interpersonal justice. Moreover, Kao et al. (2019) disclosed that transformational leadership exhibited a significant correlation with task cohesion. This outcome contrasts with prior studies mentioned above as it indicates a lack of significant relationship between transformational leadership (idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and social cohesion (individual attraction to the group social (ATG-S) and group integration social (GI-S)).

The results of this investigation have contributed significantly to enhancing our comprehension of the perception of transformational leadership behavior and group cohesion values within the outdoor recreation curriculum program. The study's outcomes have revealed that transformational leadership behavior comprises four distinct components: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Similarly, the examination of group cohesion in this research identified four components: individual attraction to the group task (ATG-T), individual attraction to the group social (ATG-S), group integration task (GI-T), and group integration social (GI-S). The results of transformational leadership and task cohesion align with prior studies, carrying both theoretical and practical implications for individuals engaged in the realm of transformational leadership and group cohesion, particularly students and instructors. Conversely, the findings regarding transformational leadership and social cohesion diverge from previous research, suggesting limited practical implications for individuals operating within this domain.

This research underscored the significant distinction existing between transformational leadership, comprising idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration, and task cohesion, encompassing individual attraction to the group task (ATG-T) and group integration task (ATG-T). The outcomes of this research are poised to offer various advantages concerning the behaviors associated with transformational leadership and the values related to group cohesion. Hence, the conclusions drawn in this study find support in the work of Wang and Huang (2009), who have identified a correlation indicating that transformational leadership is positively linked to group cohesiveness. This connection extends beyond individual-level implications to encompass consequences at the group level as well. Without the conduct of this study, however, students or participants would be unable to formulate an appropriate training regimen tailored specifically to their needs. This limitation could potentially hinder efforts aimed at enhancing their performance.

IMPLICATIONS

The findings of this study show that there is significance between variables of transformational leadership (idealized influence, intellectual stimulation, inspirational motivation, individualized consideration) and individual attraction to the group task (ATG-T) and group integration task (GI-T). This shows that outdoor students in UiTM Arau are focused on the task goal. Based on the findings, the outdoor students are eager to complete the task but lack to their social skills. The findings of this study add to the understanding of the concept of group tasks to the leaders but lacking in the social group. It shows that the leaders still lack communication skills in their teamwork. This study shows how are important task and social skills in group cohesion as a transformative leader. The findings of the study have proven the existence of no significant relationship between variables of transformational leadership and individual attraction to the group social (ATG-S) and group integration social (GI-S). This relationship can be the basis for future studies to prove the effectiveness of transformational

leadership in group cohesion. This transformational leadership needs to be studied more deeply and comprehensively as the students are more understanding the concept and can apply in their activities in future.

CONCLUSION

In conclusion, the present study demonstrates that there exists a noteworthy negative correlation between transformational leadership (comprising idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and individual attraction to the group task (ATG-T), while concurrently showing a positive significant correlation with the group integration task (GI-T). This phenomenon can be attributed to the inclination of outdoor recreation leaders towards engaging in tasks collectively rather than individually. These leaders prioritize collaboration with the team to collectively address challenges, emphasizing task accomplishment over social interactions within the team.

Furthermore, the analysis reveals an absence of a significant correlation between transformational leadership (encompassing idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration) and individual attraction to the group social (ATG-S) as well as group integration social (GI-S). This pattern is explained by the preference of outdoor leaders for task achievement over interpersonal interactions with the team. Some leaders may choose to engage in socializing with the team while working together on tasks; however, they are mindful of not allocating excessive time to social activities at the expense of task completion.

This demonstrates the absence of transformational leadership attributes among the leaders for fostering group cohesion, with their sole emphasis being on task-related aspects. Additionally, outdoor recreational pursuits often involve numerous collaborative activities rather than individual ones. Consequently, leaders play a crucial part in overseeing teamwork and achieving successful outcomes. Through this research, outdoor leaders enhance their understanding of transformational leadership, which holds potential for enhancing group cohesion in forthcoming endeavors.

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