

**THE ROLE OF TEAM WORK IMPROVING ON STUDENTS PERFORMANCE (IN  
CASE OF WOLKITE UNIVERSITY BUSINESS AND ECONOMICS COLLEGE GC  
STUDENT)**



**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF MANAGEMENT OF  
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**WOLKITE UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS  
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## **Abstract**

*This study was conducted on the role team work improving on student performance in case of Wolkite university business and economics college GC student. The main objective of this study is to identify the role of team work improving on student performance in case of Wolkite university business and economics college GC student. The relevant data for this study collected from primary Source. To collect primary data self-administered questionnaire was used multi stage techniquethese were Simple random sampling and stratified was used to collect data from GC student the reason use stratified the sample are heterogeneous or not homogeneousness. The collected data effectively processed and analyzed by using percentage ratio with supplementary statements and presented in the form of table. The major finding of the study is that the role of team work improving student performance. From finding teamwork has role on the students. And students focused on team work on the basis of finding the researcher were recommended thatthe department and college should give recognition, reward and motivation to students, which motivate students for work together.*

**Key words;** *Team, Teamwork, Performance*

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## Declaration

This paper is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature. Information derived from the published or unpublished work of others has been acknowledged in the text and a list of reference is given.

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## Approval of Board of Examiners

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## **Acronyms**

BECO; Business and Economics College

WKU; Wolkite University

GC; Graduated Class

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Team can be described as a group of people who work together to achieve the same goals and objectives for the good of the service users and organizations in order to deliver a good quality of service. Team building, planning events and activities have the potential to bring the people you employed to a strong sense of direction, workable plans and solutions, a powerful feeling of belonging with and on the team and clear strategic customer-focused values. Poor team building and planning sessions bring disillusionment, low morale and negative motivation of the entire organization. They fail to deliver the results expected. Organizations flounder with little strategic direction. Everyone works hard, but, usually on the wrong tasks and goal. According to Ingram (2000) team work is strategy that has the potential of improving the performance of Student through it needs to be nurtured. Team work means work done by several companies with each doing apart but all subordinating student performance to the efficiency of the whole “Merriam (2012)

Team work is the ability to work together towards a common vision. Teamwork is a fuel that allows common people to attain uncommon results. Collective action is widely recognized as a positive force for teamwork in any organization or institution to succeed. Teams enable individuals to empower themselves and to increase benefits from cooperative work engaged on as a group. Getting together with others also can allow individuals to better understand the importance of teamwork and how the organization operate as well as promote the culture of teamwork success. Without teamwork houses take long to build, government collapse and companies are outshines by their competitors in the market and lastly without teamwork people lose their inspiration (Husain, 2011).

According to Wage man (1997) “company’s team the only way anything gets accomplished with quality and efficiency and a major reason why economic growth is under control and top company’s management to achieve the desired goals McShone (1998) said that teams are replacing individuals as the basic building blocks of organization - French language television

programs has shifted to team-based projects and giving more recognition to teams than to individuals. Companies are not just looking for technical ability but looking for people who can work on teams and solve problems.

According to Steiner (1972) teams and teamwork are not novel concepts; teams and team thinking have been around for years at companies such as Procter and Gamble; and Botany. In the 1980s the manufacturing and auto industries embraced a new team-oriented approach when United States firms retooled to combat Japanese competitor who were quickly gaining market share. Brown et al (1996) examined that managers discovered the large body of research indicating that teams can be more than the tradition corporate structure for making decisions quickly and efficiently. He further said that teams needed for the restructuring and reengineering processes of the future giving instances that simple changes like encouraging input and feedback from workers on the line make dramatic improvements.

## **1.2 Statement of the Problem**

For the success of any objective, doing with pair is better than doing individually this implies that teamwork can accomplish what the individual cannot do on his or her own. Teamwork is defined as a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable. (Katzenbach and Smith, 1993) In today's society, there have been so much emphasis on pride and personal achievement at work place; where by the concept of teamwork seems to be overlooked by student, due to this management sees less essence of teamwork as a major tool of performance which has lead them to poor performance in business and economics collge. Even in Wolkite University College of business and economics, the concept of team work is seems over looked by the department heads and the college dean focus. Therefore the researcher wants to see the role of team work on students of Wolkite university business and economics GC class students. The gap of the research would attempt to identify the role of team work improving on student performance in WKU business and economics college in rejection of proper management in learning place, could result poor performance, physical as well as psychological stress loss of interest in the team work, diminished performance, poor motivation and moral misunderstanding and disruption of relationship to the collapse of the organization.

### **1.3. Research question**

- ☞ What are the roles of teamwork improving on student performance/results?
- ☞ How team work is practiced in wolkite university BECO ?
- ☞ What are the constraints associated with FBE college student teamwork?

### **1.4. Objectives of the Study**

#### **1.4.1. The general objective of the study**

The general objective of the study would be to analyze the role of teamwork improving on students' performance Wolkite University business and economics collage GC student).

#### **1.4.2. Specific objective of the study**

- ☞ To assess the roles of team work on improving students' performance.
- ☞ To determine the practice of team work in WKU BECO.
- ☞ To identify the constraints associated with team work.

### **1.5 Significance of the Study**

This research work is not out a rightly deviation from all other works that have been carried out on the concept. In this study, the research tries to ascertain how teamwork affects student performance.

At the end of this research, it would be subsequently help student especially business and economics collage to decide whether to encourage team working more than that of individually or the other wise, to student, it would also help them to know if it's good to work as a team or individual serve as starting point for other researchers who want to conduct their research on this same concepts.

### **1.6 Scope of the study**

This study is confine to investigate in the geographical, methodologically and conceptually.

**Geographically**, this study is use to investigate only the business and economics college in Wolkiteuniversity not including other colleges.

**Methodologically**, this study is descriptive analysis method of the study.

**Conceptually**, this research study is focused on the role team work on student performance.

### **1.7 Limitation of the study**

Financial difficulties limited the scope and content of the study. Due to the secrecy taken by people who were concerned; it is difficult for them to divulge information which would have been required on the topic. The target groups were having little interest in providing data. In some cases they were reluctant to supply the required information. Despite these limitations, a thorough observation was done during the study, to reduce the limitations so that conclusions that were drawn would be accepted.

### **1.8 Organization of the paper**

The research paper would have five parts .The first part presents introduction part statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study. the second part related literature review, the third part deals with the methodology of the study, the fourth part is about data presentation and analysis, and fifth part is summary, conclusion and recommendation of the study and references and appendixes also included.

## **CHAPTER TWO:-REVIEW OF LITERATURE**

### **2.1 Introduction**

The role of team student performance has been a topic of many researches done by academics and practitioners for the previous years (Jones et al, 2008). The main likely reason for this attentiveness is the belief that teams can affect the performance of student. The work of a team is deliberated by some researchers to be particularly important in achieving student goals and in evoking performance among subordinates. Several reasons indicate that there should be a relationship between teamwork and performance. Scholars and practitioners suggest that effective team behaviors can facilitate the improvement of performance when organizations face new challenges. Understanding the role of teamwork on performance is important because teamwork is viewed by some researchers as one of the key driving force for improving a student's performance.

### **2.2 Overview of Teamwork**

Teamwork is the concept of people working together cooperatively, as in sales team, sports team etc. It has also become so valued that many large corporations have developed specific tests to measure potential employee's teamwork ability work places; the belief is that teamwork gives students a sense of ownership and encourages cooperation (Adeleke, 2008).

Team has been around for as long as anyone can remember and there can be few students that have not used the team in one sense or another. It is common to hear of management teams, production teams, service team or even whole organizations being referred to as teams that is, many student today are moving towards "working in teams is the basic method used to get work done in these organizations. As a result, employers stress the importance of employees working as a team and advertise for staff with the ability to work in such a way (Richard, 1991).

According to Steiner (1972) teams and teamwork are not novel concepts; teams and team thinking have been around for years at companies such as Procter and Gamble; and Botany. In the 1980s the manufacturing and auto industries embraced a new team-oriented approach when United States firms retooled to combat Japanese competitor who were quickly gaining market share. Brown et al (1996) examined that managers discovered the large body of research

indicating that teams can be more than the tradition corporate structure for making decisions quickly and efficiently. He further said that teams needed for the restructuring and reengineering processes of the future giving instances that simple changes like encouraging input and feedback from workers on the line make dramatic improvements.

According to Taylors model, work was divided into narrow function with short, repetitive work cycles and the work method prescribed in detail but this system fail to offer sufficient scope for a process of upgrading and innovation, which is essential for quick change and adaptation (Taylor, 2003). In current times there has been growing emphasis in tertiary education that students should develop professional skills as part of their education. Skills such as problem solving, communication, collaboration, interpersonal skills, social skills and time management are actively being targeted by prospective employers as essential requirement for employ ability especially in team environment. Of these, employment authorities consistently mention collaboration and teamwork as being a critical skill, essential in almost all working environments.

## **2.3 Team Structure**

Students can be structured in various ways, and the structure of an organization can determine the modes in which it operates and performs. The team structure is a newer type of organizational structure, often seen as less hierarchical, in which individuals are grouped into teams (Williams, 2000).

According to Takuya (2009), there is nothing like one size fits all type of concept at play when handling different types of team structures for specific goals in mind. Deep thought and consideration is required to identify, assemble and also convince the team members to work together on a variety of assignments. According to him there are two major team structures that an organization forms to meet objectives:

### **Functional teams:**

Some teams are like a shadow in the background, they are always there but not very visible, yet most essential to run day to day operations of the student. These teams for most part handle

finance, sales and marketing and are deemed to be the functional leg of the entire organization. Such teams usually work under broad guidelines and policies formulated by the top executives of the corporation and it runs more or less smoothly without much fuss and noise.

Largely they are left to execute and achieve the grand vision of the organization, until there is need to take stock of the situation. Such scenarios may arise out of market dynamics like competition breathing down the neck, technological shifts, and change in regulatory framework or amendments in the Law of the land. These teams are recruited with due consideration and deliberation and they follow a routine and pattern laid down beforehand by the executives. They are more or less permanent and some team members may even outlast the organization.

### **Project teams:**

On the other hand project teams are different student 'altogether. They are put together to execute certain tasks, reach certain goals or accomplish a vision in a time bound manner. Once the target is achieved, these teams are in most cases disbanded and team members go back to their routine tasks. For example a project specific team may have ten percent increase in market share as their target to be achieved in a span of three quarters Such a team may comprise the marketing head, the advertising head, the financial controller and the operational supervisor, each contributing with their respective expertise and skill set to realize the common goal. As soon as the market share goal is achieved within the time frame, they may hand over the reins of maintaining the market share to the functional team. Sometime the goal is too large to achieve by a single team, so it is broken down into smaller goals and set to be achieved by sub teams within a matrix of teams.

## **2.4 Team Effectiveness**

There is no question that today's emphasis Research in student effectiveness has repeatedly validated the view that teams are valuable to an organization. However, teams can be done right or they can be done wrong .When done well, teams can bring a lot of good things to an organization. When done poorly, they can sap motivation out of a student's faster than almost anything else. Ineffective teams are a Bad sign for the future going to do them, anew need student to do the right. This paper is a summarization of my own experiences, both good and bad

with teams over the years and current results from the literature on student development about what it takes to make a successful team (Fogg, 1994).

Teams as part of everyone's life and as part collection of people) who interact to achieve a common goal but an effective, well-functioning team is much more than this (Murray 2000). It has been found that it dramatically affects student performance. Some deans have credited teams with helping them to achieve incredible results. Participants in an effective-being skillfully team combined care individual about talent with a positive team spirit to achieve results regardless of whether the program effort is that of an individual or several individuals. Developing team skills have been seen as important because of the tremendous explosion in the use of teams in work organization over the last decade.

## **2.4.1 Positive Effectiveness of Team**

### **Students Performance**

Students which have emphasized more on teams have results in increased students' performance, greater productivity and better problem solving at work (Cohen and Bailey, 1999). One research study concludes that to teach individuals on how to work in teams is not an easy task because to teach individuals to work in teams is inappropriate (Crosby, 1991).

Bacon and Blyton (2006) highlighted the two important factors i.e. self-management team and interpersonal team skills. These factors enhance the communication as well as interpersonal relationship between team members and also boost the student performances. Teamwork is a significant tool of new type of work student (Ingram, 2000).

Another study concluded that it should be possible to design a system of team building within every organization for student in order to promote and distribute best practice and maximize output. The main emphasis for designing and implementing such a system is ultimately to improve student teaching (Washer, 2006).

According to Ingram (2000) teamwork is a strategy that has a potential to improve the performance of individuals and organizations, but it needs to be nurtured over time. Students need to look at strategies for improving performance in the light of increasingly competitive

environments. Top deans need to have the vision to introduce teamwork activities within the students, the sensitivity to nourish it and the courage to permit teams to play an important part in decision making. Conti and Kleiner (2003) reported that teams offer greater participation, challenges and feelings of accomplishment. Students with teams will attract and retain the best people. This in turn will create a high performance student that is flexible, efficient and most importantly, profitable.

### **Boost to Productivity**

According to Nicholas Bate(2006), by boosting productivity, we mean boosting your output at work so that you can respond to tough, difficult competitive situations or so that you can handle more challenges at home; when teenagers diversify their interest and need more of your time and support for instance. Importantly boosting your productivity shows you how to do this without detriment to the overall balance of your life. Essentially, it is about getting more out of the same time or the same out of less time. Leading researchers in the field of work organization; Katzenbach and smith (1993) are convinced that people working in team function more efficiently, are less prone to stress, and such individuals make greater effort in their work. Such individuals are less prone to stress because tasks or problems of the organization is broken down thereby reducing the workload on an individual. When the workload is reduced, it encourages employees to broaden their skills and knowledge and this leads to higher performance and productivity.

### **Good Decision-making and Implementation**

Teamwork has been used by companies to implement strategic decision that are taken in response to a range of business challenges and to the introduction of team is important in the process of implementation in decision making in that an effective team brings out ideal strategy of an organization hence enhancing its performance.

High performance teams have both a clear understanding of the goal and objectives to achieve and the belief that the goals and objective embody a worthwhile or important result. For these

reasons team objective and responsibilities are defined and these assist in a quick decision implementation.

### **Team Trust**

Trust among the team members comes when member of the teams develop the confidence in each other competence. One research study concluded that trust among the team members develop the unique skills and coordination of individuals (Erdem, Ferda, Ozen and Janset, 2003).

According to Mickan and Rodger (2000) there is positive relationship between the team performance and trust. Trust generates the behavioral basis of teamwork, which results in organizational synergy and better performance of an employee. Development of trust within the organization is the responsibility of individuals. Creation of conducive and the trust able environment for synergistic teamwork is the responsibility of organization. Organization should transform the trustworthy behavior for measurement into performance appraisal system to promote the organizational values (Erdem et al., 2003).

According to Manz and Neck (2002) high performance teams within the organization exist when there is cooperation and unity exists between members. Reducing mistakes, quality out puts, increased in productivity and customer satisfaction are the variety of criteria through which the performance of the team is evaluated (Mickan& Rodger, 2000). Cooperation of the team members can only be created when the trust comes to be most important value of the team culture. Trust provides an atmosphere for the team members where members can discuss their mistakes, accept criticism and freely express their feelings so this leads to more synergy (Edmondson, 1999).

### **Recognition & Rewards**

According to Rabey (2003) recognition and rewards are the primary focus of the individuals who are working in teams. Perceptive managers know and constantly capture the benefits of the team. Teams show the collective strength of the individuals and boost the motivation and morale of individual as well. Deans critically observe the team members hidden working potential otherwise deans may lose them.

According to (Staniforth, 2000) teamwork is the collective way of working which result in potential benefits and greater synergy. Managers must plan and design an appropriate reward system for the employee and encourage their participation in team projects. They must also set the group goals which are connected towards the strategic plan, building of student performance. After implementation of above captioned concern, establish their teams. Periodically monitoring the team work activities in order to check its effectiveness should be the primary focus of every business strategy (Mussel white, 2001).

Researcher further suggested that team work is a fragile process which needs to be handling carefully in a supportive organizational environment. Anderson & West (2002) argue that effective organizational environment is one in which employee communicate, participate and work in trust able atmosphere. According to Herzberg (1987) reward and recognition can provide both intrinsic and extrinsic motivation. Herzberg (1968) reported that extrinsic rewards are the main factor to provide student movement in positive manner.

#### **2.4.2 Negative Effectiveness**

TeamAlong with the existence of positive and constructive team roles, negative and destructive agendas can emerge that undermine the ability of individual teams to function and perform adequately. Negative and destructive roles emerge for a variety of reasons, including personal agendas, resistance to change, immaturity, and lack of motivation and/or team leadership and management. One of a leader 'seam members major and watch roles for is destructive and negative behaviors. When problems surface, they need to encourage the team to collectively recognize and handle them within the team environment. If this fails, it is up to leaders to take specific action with the offending individual(s). Leaders need to be watchful for the following negative roles and behaviors within their individual teams:

## **Aggressor**

The aggressor criticizes everything said within the team environment, and is in effect an active naysayer. He or she has the ability to block the introduction of new ideas and concepts by minimizing and deflating the status of other team members and creating a sense of intimidation. If this behavior and role is not checked motivation and it w subsequent member involvement.

**Blocker;** the blocker is a dominant personality who automatically rejects the views and perspectives of others out of hand. These individual blocks of new concepts and ideas raised. Like the aggressor, this individual can be highly detrimental to the team effort as he or she intimidates individual members, limits their participation and decreases overall team motivation and involvement.

**With drawer;** the withdrawer holds back his or her personal participation and refuses to become active within the team environment. This individual focuses the team on his or her immature behavior and attempts to resolve the conflict and unrest it creates, which effectively limits the teams make progress on problems and assigned projects.

**Recognition Seeker;** the recognition seeker looks for personal attention and in so doing monopolizes the discussion by continually asserting his or her personal ideas, suggestions and viewpoints. The recognition seeker is also attempting to win the team over to his or her ideas and opinions. Unfortunately, this behavior minimizes other individual team members input, which hampers overall team participation, involvement and motivation.

**Topic Jumper**A topic jumper is unable to explore any specific topic in depth. He or she displays a short attention span and continually interrupts group discussions by attempting to change the subject. These continual interruptions diminish overall productivity by keeping team meetings off-focus.

**Dominator**The dominator displays threatening and bullying behavior within the team setting. This individual uses intimidating and minimizing behavior in an attempt to take over the team and control all discussions. The dominator will follow his or her personal agenda.

**Devil's Advocate;** While the devil's advocate in the sense of discussion is a positive team function, it can become a negative role when used to block team progress or consensus. In this regard, the devil's advocate is simply allowed the team to move forward.

## **2.5. Constraints Associated with Teamwork**

According to Pielow (2010), today, business competition, customer expectations, new technology, and many other developments, it is more critical than ever to build teamwork in your university. The many challenges that your organization faces, the more critical it becomes that teamwork is effective. The key elements to successful teamwork are trust, communication and effective leadership; a focus on common goals with a collective responsibility for success (or failure). However, without trust and communication the team will have difficulty functioning effectively. The whole process of organizational teamwork must begin with a company leadership team that creates a business strategy and a focus on the critical goals of the enterprise. Next there is the process of communicating the vision, values and mission of the organization to a team, or teams that will be responsible for planning and executing the mission and building trust in the teams and within the teams to carry out their assigned responsibilities. Marketing plans, as well as other operational plans, will succeed only with team-based planning and execution.

According to Patrick Lencioni in "The Five executives, middle management and assigned team leaders, must foster and expect that team member activities include the following factors:

Building trust takes time. If trust is lacking it must be the responsibility of the team leader to focus first on building trust, i.e. getting team members to open up (among the team) and expose

their weaknesses and fears to each other. In some cases, a team building exercise can be utilized. In certain business cases, due to time pressures, the leader may have to take responsibility for building trust or change the team to achieve the necessary level of trust for team success. Until everyone is willing to trust the other members of the team, progress towards team success will be limited.

**Prepare to engage in debate around ideas.** ;Disagreements can lead to conflict, but conflict can be good. If ideas are not presented and debated, the team will miss opportunities to find the best solutions to problems. Respect for the thoughts and ideas of the other team members will be developed through healthy debate.

**Learn to commit to decisions and plans of action.**

Team results will only come about as a result of team commitment to team decisions; this includes agreeing on the specifics of action plans. If some team members are not consistent with their commitments, the team will not succeed.

**Hold one another accountable against their plans.**

Team members must be prepared to check among themselves to assure progress and overcome obstacles to progress. Ad hoc meetings may be necessary to coordinate actions between departments or groups to assure progress.

**Focus on achieving collective results.**

The vision and/or mission of the team must be accepted by all the team members and critical goals viewed as the collective responsibility of the team. If a return to profitability is a critical goal of an executive team, priorities and time commitments must be pulled from elsewhere. Focusing on results that in any way does not support the critical goal(s) of the team will lead to team failure.

## **2.6. The role of Teamwork Students Performance**

The role of teams on student performance has been a topic of many researches done by academics and practitioners for the previous years (Jones et al, 2008).

The main likely reason for this attentiveness is the belief that teams can affect the performance of student. The work of a team is deliberated by some researchers to be particularly important in

achieving organizational goals and in evoking performance among subordinates. Several reasons indicate that there should be a relationship between teamwork and performance. Scholars and practitioners suggest that effective team behaviors can facilitate the improvement of performance when organizations face new challenges.

Understanding the role of teamwork on performance is important because teamwork is viewed by some researchers as one of the key driving force for improving firm's performance. Teamwork is the concept of people working together cooperatively, as in sales team, sports team etc. It has also become so valued that many large corporations have developed specific tests to measure potential employee's teamwork ability work places; the belief is that teamwork give student a sense of ownership and encourages cooperation (Adeleke, 2008).

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According to Steiner (1972) teams and teamwork are not novel concepts; teams and team thinking have been around for years at companies such as Procter and Gamble; and Botany. In the 1980s the manufacturing and auto industries embraced a new team-oriented approach when United States firms retooled to combat Japanese competitor who were quickly gaining market share. Brown et al (1996) examined that managers discovered the large body of research indicating that teams can be more than the tradition corporate structure for making decisions quickly and efficiently. He further said that teams needed for the restructuring and re-engineering processes of the future giving instances that simple changes like encouraging input and feedback from workers on the line make dramatic improvements. Even from time of creation, God applied the man in our own image' statement (Genesis1:26, brings out the fact that God inKJV). The creation process work with other heavenly beings hence the essence of team in bringing productivity, This means 'Man'.that teamwork was present a greater role on the performance of on

almost all the organizations at that time. Research conducted by some scholars on this same topic has let me know that teamwork is still in existence in this modern world, then if it is so, how come organizational culture lacks the knowledge about the relation of Teamwork and knowledge to achieve best results. Therefore this research is to help the researcher find out what the problem is in context of Wolkite University



## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.1 Research Design

A descriptive research approach used since it delivers an in-depth data about a particular subject by describing it from various angles.

### 3.2 .Target Population

The target population of the study business and Economics College of GC student in Wolkite University. There are four departments in business and Economics College. These are economics, accounting and finance, management, and marketing with a total population of 107, 140, 150, and 47 respectively in 2009 batch students. The total population is 444. BECO (Registrar, 2019)

### 3.3. Source of data and method of data collection

In this study to collect the necessary data the researcher used primary sources. The primary data use questionnaires to collect information from students. The questionnaire is both open ended and closed ended type. The reason that the researchers use the questionnaire is, it is important to increase the accurate information from the students.

### 3.4 Sample and Sampling Technique

This study Multi-stage technique. These are stratified sampling technique and random sampling technique to categorize the target population into different groups and would be selected respondent by using simple random sampling technique from each strata. Questionnaire would be distributed for selected respondents. The reason for selecting stratified sampling technique would be that not homogeneous population, it is simple to categorize into different groups and it is systematic error free and reduce bias. Sample size refers to the number of sample units selected from investigation. When sample is used there is also sampling error, which occurs because of using sample. This sampling error can decrease by taking a large number of sample size depending on this assumption the researcher estimates 10% of sampling error at the time of sampling and used the following formula to calculate sample size. The total population of the study is 444, so this sample size determined by using the formula developed by Yamane (1967)

Sample size (n) =  $\frac{N}{1 + N(e)}$

Where  $n$ =sample size

$N$ =population size

$e$ = sampling error

Samples size  $(n) = 444/1 + 444(0.1)^2$

Sample size  $(n) = 81$

The population are divided in to four strata depending on their sartorial activities .The population is 107 of economics 140 of accounting and financing and 150 of management and 47 of marketing .To take sample from each strata the researcher would be stratifies technique based on sample size that is 81 and select from each stratum as follow .

Economics  $(n) = 107 \text{ student} / 444 \text{ student} * 81 = 19 \text{ sample}$

Accounting  $(n) = 140 \text{ student} / 444 \text{ student} * 81 = 25 \text{ sample}$

Management  $(n) = 150 \text{ student} / 444 \text{ student} * 81 = 29 \text{ sample}$

Marketing  $(n) = 47 \text{ student} / 444 \text{ student} * 81 = 8 \text{ sample}$

Total  $= 19 + 25 + 29 + 8 = 81$  sample size would be selected from the total population by using the formula develop by Yamane (1967).

### **3.5 Method of data analysis**

To analysis the data obtained from primary and secondary source, the researcher use different data analyzed techniques The technique would be based on the nature of the collected data and the research questionnaires .The data obtained from the close ended item of the questioners analyzed quantitatively by using frequency count and percentage .The data from the open ended item of the document analyzed through tabulation and statement form.

## CHAPTER FOUR

### 4. DATA PRESENTATION, ANALYSIS, AND INTERPRITATION.

#### 4.1. INTRODUCTION

This chapter deals with the presentation analysis and the interpretation of data collected through Questionnaires from wolkite University College of business economics GC student concerning Team work. From the total 81 questionnaire that are distributed to theselected sample student responds only 72 and from these 9 questionnaires were not responses So the analysis was done only on 72 questionnaires.

#### 4.2 Personal information of the respondent,

Demographic information of respondent the first part of the questionnaire consist of thedemographic information of participant .This part of questionnaire requested thelimited amount of information related to personal and professional demographic characteristicof respondent.

**Table4. 1Summary of the number and percentage of respondent of sex**

No	Item	Respondent frequency	Percentage
1	Sex		
	Male	41	56.94
	Female	31	43.05
	Total	72	100

Survey survey 2019

From the above table responses rate is 41(56.94%) are male and31 (43.05%) arefemale.

**Table 4. 2respondent distribution based on age department.**

No	Item	Respondent frequency	Percentage
2	Age		
	18-25	39	54.16
	25-32	28	39
	32-45	5	7
	Above 45	-	-
	Total	72	100
3	Department		
	Economics	19	23.45
	Accounting and finance	25	30.8
	Management	29	35.8
	Marketing	8	9.87
	Total	81	100

Source survey 2019

As we can observe the above table 1 the largest group 39(54.16%) are age 18-25 28(39%) are age of 25-32. And 5(7%)are the respondent age of 32-45. When the department of economics

19(23.45%) accounting and finance are 25(30.8%) Management are 29(35.8%) and Marketing 8(9.87%).

### 4.3 Analysis on practice of team work

**Table 4. 3 student’s response on the effectiveness of team work in their department**

No	Item	Respondent frequency	Percentage
4	Is there practice of five in one cooperative learning in your department effective		
	Yes	42	58.33
	No	30	41.66
	Total	72	100

Source survey 2019

The above table show that 42(58.33%) of respondent Saied “yes” That indicate the cooperative learning is effective. Whereas 30(41.66%) of respondent said “No” that indicate the cooperative learning are not effective. From this it is possible to say that, even if there is a practice of five in one cooperative learning, there is a limitation on its implementation.

**Table 4. 4student’s response on how they evaluate the practice of group work learning in their study?**

No	Item	Respondent frequency	Percentage
5	How do you evaluate the practice of group work learning in your study		

	Very high	3	4.16
	High	27	37.5
	Moderate	7	9.72
	Low	35	48.61
	Total	72	100

Source survey 2019

The above table indicate 35(48.61%) of the respondent stated that the practice of group work learning in their study is low, 27(37.5%) of respondent said that the practice is high.7(9.72%) of respondent stated that the practice is moderate. the rest 3(4.16%) of respondent said that the practice is very high. From the open ended question over there students who said the practice is low stated that, the reason why the practice is low is that, the students are not willing or not volunteer to participate in group work. From this it is possible to say that, in BECO that practice of group work learning is low due to involuntariness of students to do in group.

**Table 4. 5 student's response towards the extent to which they are actively engaged in five to one cooperative learning.**

No	Item	Respondent frequency	Percentage
6	To what extent the student actively participate in five one cooperative learning actively in your group		
	Great extent	11	15.27

	Moderate	19	26.38
	Less extent	42	58.33
	Total	72	100

Source survey 2019

The above table shows 42 (45.83%) of the respondent stated that the extent of their participation in one to five cooperative learning is less. 11(15.27%) of the respondent stated that their participation is great and the rest 19(26.38%) of the respondent stated that their participation is moderate. Having this it is possible to say that, student's participation in one to five cooperative learning in BECO is less.

**Table 4. 6 the extent of student active participation in group work activity**

No	Item	Respondent frequency	Percentage
7	To what extent the student actively participate in group work activity		
	Great extent	16	22.22
	Moderate	18	25
	Less extent	38	52.77
	Total	72	100

Source survey 2019

The above table show that 18(25%) of the respondent stated that their participation in group work activity is moderate. 16(22.22%) of the respondent said that their participation in group

work is great and, the rest 38(52.77 %) of the respondent stated that their participation less. From this it is possible to say that, in BECO the student's participation in group work activity is less.

**Table 4. 7Participation of students in pair work learning**

8	Item	Respondent frequency	Percentage
	Do you actively participate in pair work learning		
	Yes	43	59.72
	No	29	40.27
	Total	72	

Source survey 2019

The above table indicates 43(59.72%) of the respondent are said that they are participating in pair work learning and the rest 29 (40.27%) of the respondent stated that they are not participate in pair work learning, rather they are engaged in individual working. as those who are not engaged in group work stated that, the reason why the cannot participate in pair working is, pair working is consuming more time than that of individual studying.

**Table 4. 8 student's preference towards pair work learning participation**

No	Item	Respondent frequency	Percentage
9	Do you prefer participate in pair working		
	Yes	45	62.5
	No	29	40.27

	Total	72	100
--	-------	----	-----

Source survey 2019

The above table show that 45(62.5%) of the respondent said that they prefer participating in pair work learning and the rest 29(40.27%) of the respondent said that they do not prefer pair work. As they stated under open ended question there, the reason is that they totally do not have interest for working together.

**Table 4. 9Group techniques in which teachers mostly utilized**

No	Item	Respondent frequency	Percentage
10	Which group techniques to do teacher mostly use		
	Heterogeneous grouping	8	11.11
	Interest grouping	4	5.55
	Achievement grouping	50	69.44
	Sex grouping	-	-
	Total	72	100

Source survey 2019

The above table show 50(69.44%) of the respondents are stated that, most of the time their teachers are utilizing achievement based grouping. 8(11.11%) of the respondents stated that, most of the time teachers utilized Heterogeneous Grouping and the rest 4(5.55%) of the respondent are stated that, most of the time teachers are utilizing interest grouping. from this it is possible to conclude that, in BECO teachers are utilizing achievement based grouping system.

**Table 4. 10 methods of teachers to manage teaching learning process through group**

No	Item	Respondent frequency	Percentage
11	Which your teacher managing learning process group		
	Grouping student in the class room to excite cooperative learning climate	3	4.16
	Arranging class room seat smart participatory learning	5	6.94
	Arranging material and resource for task base learning	4	5.56
	Designing task that actively engage student in valid learning activity	10	13.88
	High achiever will be the group leader five in one cooperative learning	50	69.44
	Total	72	100

Source survey 2019

The above table show that 50 (69.44%) of the respondents stated that their teachers utilize assigning High achievers for group leader to manage teaching learning processes. 10(13.88%) of the respondent stated that, teachers are Designing task that actively engage student in valid learning activity. 5(6.94%) of the respondent said that, teachers are Arranging class room seat smart participatory learning. 4(5.56%) of the responding stated that , teachers are Arranging material and resource for task base learning . and , the rest 3(4.16%) of the respondent said that,

teachers are Grouping students in the class room to excite cooperative learning climate. From this it is possible to conclude that, in BECO most frequents teachers are considering assigning higher achievers as group leader in five one cooperative learning to facilitate the teaching learning process.

**Table 4. 11Students preference towards cooperative learning**

No	Item	Respondent frequency	Percentage
12	Which activity is favorable to you		
	I like to work one in five cooperative learning	-	-
	I like to group work learning	3	4.16
	I understand the math concept when I work in group learning	5	6.94
	I understand the math concept when I work individually	6	8.33
	I can get a good result when I work in group learning	18	25
	It is wastage of time working in five in one learning	40	55.55
	I am frustrated when I work in group learning	-	-
	Total	72	100

Source survey 2019

The above table indicate 40(55.55%) of the respondent stated that when they participate in one to five cooperative learning, they may spent more time . 18(25%) of the respondent stated that, they can get a good result when they work in group learning. 6(8.33%) are the respondent said that , understand the math(calculation) concept when they work individually. 5(6.94%) of the respondent said that , they understand the math(calculation) concepts when they work in group learning . the rest 3( 4.16%) of the respondents stated that, they like to group work learning. From this it is possible to conclude that, most students in BECO perceive that participation in one to five cooperative learning is wastage of time.

### **13 the challenging of implementing group work learning in class**

All the respondents said that, implementing Group work in class room is difficult because of

- Lack of student motivation
- Lack of self confidence
- Disagreement between each other
- Shortage of time resource
- Not doing thing him self
- All students are not actively participate that activity

## **CHAPTER FIVE**

### **5. CONCLUTION AND RECOMMENDATION**

The major aim of this study was to identify the major problem on the role of team work improving on student performance of the selected case area and to provide suggestion ,accordingly based on the following conclusion and recommendation were drawn.

#### **5.1CONCLUSION**

The study assessed the problem of team work improving on student performance in worksite University College of business and economics.

Based on the analysis made in the fourth chapter the researcher concludes.

As it has shown in the foregone analysis above, most of the student are or (35.8%) of the respondent in the business and economics college are management department.

Practice of five in one cooperative learning, there is a limitation on its implementation.

In BECO that practice of group work learning is low due to involuntary of students to do in group.

The Student's participation in one to five cooperative learning in BECO is less.

Participate in pair working is consuming more time than that of individual studying.

The student totally does not have interest for working together.

In BECO teachers are utilizing achievement based grouping system.

From this it is possible to conclude that, in BECO most frequents teachers are considering assigning higher achievers as group leader in five one cooperative learning to facilitate the teaching learning process.

From this it is possible to conclude that, most students in BECO perceive that participation in one to five cooperative learning is wastage of time.

The challenging of implementing group work learning in class are Lack of student motivation, Lack of self-confidence, Disagreement between each other, Shortage of time resource, Not doing thing himself, All students are not actively participate that activity.

According to the respondent response, conclude that there is a problem team work practice the business and economics college GC student due to lack of interested in cooperative learning of the student, the students not volunteer, the group member not participate, the assignment worked only group leader, lack of self-confidence.

Their problem on the team based on give feedback to the student have no good relation between group member group leader, lack of student motivation, all member of the group are not participate.

The role of teamwork was to develop communication skill, to develop knowledge, to develop confidence, to develop social interaction, effectiveness of student.

## **5.2. RECOMMENDATION**

On the base of finding and conclusion reached the following recommendation were forward in order to improve the team work on wolkite University College of business and economics.

- ☞ Since there is a limitation of implementation in cooperative learning, Every concerned body like the teacher must check or evaluate all member participation, students know how and understanding what they are learned and give time for the group member communicate in each other.
- ☞ The students does not have interest for working together. So the department and college should give recognition, reward and motivation to students, which motivate students for work together.
- ☞ The Student's participation in one to five cooperative learning in BECO is less. This is because of students not interested and involuntary to do cooperatively. Therefore the department head shall give advice and supporting material to motivate students towards one to five cooperative learning. If this must be done, all group members will participate in learning process in every time and communicate each other in good manner.
- ☞ It is better to have good relation between group member and leader so, one to five cooperative learning are high and achievable in wolkite University College of business and economics students.
- ☞ The student must actively participate in group work activity to achieve their objective.
- ☞ The college should be motivated to make them actively engage in the one to five cooperative learning to enhance their performance.

- ☞ If the problems such as lack of resource management, culture affect, leader ship problem, shortage of time resource, lack of raw material can be solved, and all students might be participating in cooperative learning always.

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**APENDIX**

**WOLKITIE UNIVERSITY**

**COLLEGE OF BUSSINESS AND ECONPMICS**

**DEPARTMENT OF MANAGEMENT**

The purpose of this questionnaire is to collect data on the team work practice In WolkiteUniversity Business and Economics College GC Students. Thus you're frank & genuine response to the items in the questionnaire helps to meet the objectives of the study. Be sure that the information you provide will be kept confidential & used only for the academic purpose.

**Notice:-**

- No need of writing your name.
- Please put (x) mark in the box according to your choice.
- Part I Demographic information.

1 Sex

Male  Female

2 Age

18-25  25-32  Above 45

1. is the practice of five in one cooperative learning in your department effective?

Yes  No

2. If your answer to question number 1 is no, please list what the reason is? -----  
-----

3. How do you evaluate the practice of group work learning in your study?

very high  /moderate  low

4. If your answer to question number 3 is low, please list what the reason is? -----  
-----

5. To what extent the student actively participate in five in one cooperative learning Activities in your group? Great extent  moderate  less extent

6. To what extent the student actively participate in group work Activity?

Great extent  Moderate extent  less extent

7. Do you actively participate in pair work learning?

Yes  No

8. if your answer for question number 7 is no, what is the reason behind it?

\_\_\_\_\_

9. do you prefer group work learning?

Yes  No

10. if your answer for question number 9 is no, what is the reason?

\_\_\_\_\_

11. During Group work, which grouping techniques do the teacher mostly use?

Heterogeneous grouping  Achievement grouping

interest grouping  sex grouping

12. Which one of the following activities are mostly utilized by your teachers in managing teaching and learning process through Group work.(you can select more than one)

A. Grouping students in the class room to excite cooperative learning climate.

Arranging class room seats to smart participatory learning.

B. Arranging materials & resources for task base learning.

C. Designing tasks that actively engage students in valid learning activities

D. High achievers will be the group leader in five in one cooperative learning

13. What are the challenges in implementing Group work in your class?

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

14. Which one of the following activities is favorable to you?(you can select more than one)

- A. I like to work one in five cooperative learning
- B. I like to group work learning I like to Individual work learning
- C. I understand the math concept when I work in group learning
- D. I understand the math concept when I work individually.
- E. I can get a good result when I work in group learning
- F. It is wastage of time working in five in one learning
- G. I am frustrated when I work in group learning