



Team Effectiveness among College Students

Dr. Kamala H

Associate Professor of Psychology,
Smt.V.H.D. Central Institute of Home Science, Bangalore

Abstract

In the present study it was aimed to assess the team effectiveness among College Students. It was hypothesized that - There will be no significant gender difference in team effectiveness among College Students. Data was collected from 160 home makers and working women between the age of 19 to 21 years using Team Effectiveness Scale developed by Dr. Upinder Dhar and Dr. Santhosh Dhar (2001).

Statistical analysis such as Mean, Standard deviation and 't' test were applied to test the hypotheses. Findings reveal that boys exhibited dependability more than girls. Girls exhibited more of co-operation and sharing than boys and a significant gender difference in exhibiting team effectiveness is also seen.

Key Words: team effectiveness and College Students

Introduction

Team refers to a group of people coming together to achieve a common goal. Team work is a co operative state. Here people perform a task with co operation in a small group who are in regular contact and is engaged in coordinated action. Many teams monitor their own work, are given training in mutual problem-solving methods, share leadership responsibilities, accept and encourage conflict and are measured on the basis of their collective outputs.

There are four elements that contribute to the development of team work namely - supportive environment, skills matched to the role requirements, super ordinate goals and team rewards.

There are five stages of team development: Forming, Storming, Norming, Performing & Adjourning.

- ❖ **Forming:** Members share personal information, get to know one another, begin turning their attention toward the group's tasks. Courtesy prevails and interactions are often cautious.
- ❖ **Storming:** Members compete for status. Argue about appropriate directions for the group. External pressures interfere with the group, tensions rise between individuals as they assert themselves.
- ❖ **Norming:** Co-operation begins in the group. Group norms emerge to guide individual behaviour & co-operative feelings are increasingly evident.
- ❖ **Performing:** Group learns to handle complex challenges. Functional roles are performed & exchanges as needed, tasks are efficiently accomplished.
- ❖ **Adjourning:** Once team goals are met the group gets scattered. This stage becomes even more frequent with the advent of flexible organizations.

There are four factors / ingredients - Supportive environment, Skills and role clarity, Super ordinate goals and Team rewards.



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- ❖ **Supportive environment:** Creating such an environment involves encouraging members to think like a team, providing adequate time for meetings, demonstrating faith in member's capacity to achieve.
 - ❖ **Skills and Role Clarity:** Group starts working only after they know the roles of all the others with who they will be interacting. They start acting as a team on the basis of the requirements of that situation, without waiting for someone to give an order. Team members respond voluntarily to the demands of the job and take appropriate actions to accomplish team goals.
 - ❖ **Super ordinate goals:** Managers try to keep the team members oriented toward their overall task. An organization's policies, record-keeping requirements & reward system may fragment individual efforts and discourage teamwork.
 - ❖ **Team Rewards:** Rewards may be financial or non financial. Rewards are more powerful if they are valued by the team members, perceived as possible to earn & administered contingent on the group's task performance. Innovative team rewards may include authority to select new members of the group, make recommendations regarding new supervisor & propose discipline for team members.

Review of Literature

1. Study by Elena De Prada, Mercedes Mareque & Margarita Pino-Juste (2022) had an aim of determining the level of teamwork skills among university students, an observational, transversal descriptive study was designed with an intentional sample 615 social science degree of Spanish university students. The results suggested significant gender differences, showing female students exceeded their male counterparts in most teamwork skills, except leadership. Finally, a positive relationship was observed between teamwork skills and Grade Point Average, except for interpersonal development. A regression analysis confirmed the influence of both academic year and Grade Point Average for women whilst no effect was detected in the case of men.
2. Katia Puente-Palacios Daniela Pinheiro dos Reis(2019) conducted a study with a purpose to identify the explanatory power of the affective, cognitive and evaluative aspects of identity with work teams in predicting team effectiveness, among 131 work teams of a Brazilian public organization represented by - satisfaction with the team, manager-assessed team performance and objective indicators of performance. Work team identity scale, the work team satisfaction scale, the team performance scale and objective performance indicators collected based on the achievement of the goals set for the units that make up the organization were used. Results showed that 6% of the performance assessment given by managers and 63% of the satisfaction with work teams. There was no significant results found for the objective performance indicators.
3. An empirical study was conducted by D. Maharani (2014) that consisted of 60 working employees. Both the Primary and secondary data collected. It was found that 43% expressed team atmosphere was often comfortable, 47% felt that they often had good relationship in the team, 42% per cent respondents revealed that often they have an effective communication with one another in the team, a highest number of 43% expressed that effective direction in the team were often being given, a good amount of 40% felt that often they were aware about the team objectives and a majority of 48% per cent respondents were often conscious on their role in the team. It was concludes that there is some difference of opinion on effective team atmosphere, good relationships, and effective communication, and good direction, The importance of leadership development spirit must be nurtured among the team members. The overlapping of the team must be avoided by making boundaries and clear cut determinant of role of the team members.



Aim:

To assess the team effectiveness among College Students.

Objectives:

1. To study the gender difference in team effectiveness among College Students.

Hypotheses

Ho₁. There will be no significant gender difference in team effectiveness among College Students.

Variables

Independent Variable: Gender

Dependent Variable : Team effectiveness

Research Design:

Survey method that includes “between groups” design was adopted for the study.

Sample

A random purposive sampling technique was used. Data was collected from 50 boys and 50 girls between the age of 19 to 21 years.

Tools

1. Team Effectivness Scale developed by Dr. Upinder Dhar and Dr. Santhosh Dhar (2001). It has 20 items. This is a five point rating scale - 1.Always, 2. Often, 3. Sometimes, 4. Seldom and 5. Never. Reliability was found to be 0.91, and the validity was estimated to be 0.95.

Procedure

After consulting the respective participants, a brief note of information was given about the study. Their consent was taken to be a part of the study and questionnaires were administered.



Statistical Analysis

Mean, Standard deviation and ‘t’ test are applied and the results are analyzed to find out the levels of significance between the three groups.

Table 1 – indicating test of significance in team effectiveness among effectiveness among College Students/ Adolescents.

Ho₁. There will be no significant gender difference *in team effectiveness among effectiveness among College Students.*

Sub Scales	Boys (80)	Girls (80)	t	df	P
	Mean/ S D	Mean/ S D			
Dependability	29.99 (3.57)	26.46 (3.53)	6.28	158	0.00**
Co-operation	31.63 (4.23)	36.15 (4.45)	6.60	158	0.00**
Sharing	2.73 (1.29)	3.20 (1.09)	2.51	158	0.01*

* Significant at 0.05 level

** Significant at 0.01 level

The above table shows a significant gender difference in team effectiveness among college students. Under dependability the mean value of boys (29.99) is higher than their counterparts (girls-26.46) which represents boys exhibit qualities such as caring, openness, trust, listening, fairness etc.

Under co-operation the mean value of girls (36.15) is higher than boys (31.63) which include the qualities such as team commitment, accepting challenging tasks, goal achievement, decision making, expression of feelings etc.

Finally under sharing also girls mean value (2.73) is higher than boys (3.20). Here the exhibit the qualities such as not being too possessive about information, instead they share the information what they have obtained.

There is a significant difference between boys and girls in all the three factors. Hence, the hypotheses which states that “There will be no significant gender difference *in team effectiveness among effectiveness among college students.* college students is rejected.

Conclusions

1. Boys have exhibited dependability more than girls.
2. Girls have exhibited more of co-operation and sharing than boys.
3. There is a significant gender difference in exhibiting team effectiveness.
4. The hypotheses is been rejected.



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