

Teamwork and staff performance at Umar bin Al-Khattwab Islamic Centre (UBAIC) – Uganda

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Abstract

In today's organizations, individuals have been focusing on achieving the occupational purposes and goals at their work place individually more than focusing on the concept of teamwork. Noticeably, the importance of teamwork as an essential tool in work environment seems to be neglected by both employers and employees which has led to ineffective performance and poor productivity in their jobs. Therefore, the present study sought to examine the effect of work teams on employee performance in Umar Bin Al-Khattwab Islamic Centre. The objective of this research was to examine the effects of teamwork on employees' performance in Umar Bin Al-Khattwab Islamic Centre. The study adopted a descriptive survey design on a target population of 205 staffs of Umar Bin Al-Khattwab Islamic Centre out of which a sample of 135 was drawn using simple random and purposive sampling techniques. Data was collected from 120 employees by means of a questionnaire supplemented with interviews. Descriptive and inferential statistics were used to analyse data under Statistical Package for Social Sciences (SPSS) to examine the effects of the variables i.e., teamwork, team spirit, team trust, and team leadership and employee performance. The study results showed that, there is a significant and positive impact of the predictors on the response variable with an adjusted R^2 of 70.5%. The IVs of teamwork, team spirit, team trust and leadership has a significant and positive effect on employee performance in UBAIC but from a negative perspective unfortunately. The recommendations given for this study therefore, are to aid UBAIC to improve teamwork for better organizational performance.

Keywords: teamwork, staff performance

Performance has been considered as an ultimate outcome of an organization as well as an employee, and organizational success and glory is dependent upon the employees and their performances, which come from creativity, innovation and higher level of commitment. Employee job performance can only be achieved at its best when all the working elements of the organization perform together as a work team (Sonal & Adjirackor, 2016). Teamwork has been considered as one of the most desired attributes, which an employer like Umar Bin Al-Khattwab Islamic Centre (UBAIC) wishes to have in modern day organization (West, 2012). Teamwork is not always about working in large teams but a sense of togetherness that makes an environment termed as a team (Farh, Seo & Tesluk, 2012). The idea that, members act “together, corporately” or “collaboratively” to achieve the same purposes and goals to provide an excellent quality of services is critical for every organization today (Sanyal & Wamique, 2018).

Employees are the most important resource in any given organization and Umar Bin Al-Khattwab Islamic Centre (UBAIC) is alike. In order for these resources to function at their maximum capacities and strength, the organization needs to embrace team work and motivate the employees to achieve the set goals. “*Faithful believers are to each other as the bricks of a wall, supporting and reinforcing each other*” (Prophet Muhammad, Al-Bukhari). This indicates that, individuals need each other to accomplish and achieve what

they cannot do without each other hence a team. Teamwork refers to the actions of employees which are brought together to accomplish a common goal giving priority to the interest of the organization (Chukwedi, 2014), to a group of individuals who work collectively to achieve the same purposes and goals to provide an excellent quality of services (Sanyal & Wamique, 2018). According to Kalisch & Lee (2009) teamwork involves a group of people who support one another to attain a particular objective. A work team is a group of employees whose individual efforts result in a performance that is greater than the sum of their individual inputs (Robbins & Judge, 2007). Teamwork helps employees to cooperate, enhance their skills, provide feedback and reduce individual conflicts.

Conceptual Background

The shift from working alone to working in teams require employees to co-operate, share information, confront differences and sublimate personal interests for the greater good of the team. Teams may then be portrayed as effective work groups (teams) whose effectiveness rests on the degree of teamwork, togetherness, team trust, team spirit, and purpose and whose synergy produces an energy/creativity which is beyond them as individuals (Serinkan & Kızıloğlu, 2015). Hence, teams must possess a definable membership, group consciousness, and a sense of shared purpose (Adair, 1988).

Theoretical Background

The study was grounded on three theoretical perspectives based the “Star Team Performance Model”, “Tuckman’s Teamwork Theory” and “Belbin’s Team Roles Theory”. First, based on interaction associates research and years of practice with clients, they developed a simple yet powerful framework to describe the elements of a successful team-the “Star Team Performance Model”. Accordingly, operating with balanced focus on three dimensions of success results, process, and relationship these leaders define a successful team as one that produces its targeted results, effectively manages its work processes, and maintains healthy team member relationships. They high-performance team model, the “STAR Team Performance Model,” has five main points.

Like the traditional points of a star i.e., shared and meaningful purpose; specific and challenging goals; clear roles; common and collaborative approach; and complementary skills. This model brings together teamwork theories with some of the main principles of the happy manager. Focusing on individual strengths particularly when in the pursuit of goals that are meaningful to make a difference is a crucial building block for being happier. It’s a similar story with our relationships and “connectedness” to others. The strengths of our relationships have repeatedly been found to be the strongest links to finding happiness in life. In view of the current study, Star Team Performance Model can help create the conditions for effective teams and a happier workplace.

The Tuckman’s Teamwork Theory or popularly called “**Tuckman’s Model**” of team stages was created in 1965, and has been applied in countless organizations and scenarios. With four main stages titled forming, storming, norming and performing; this theory is commonly referred to as the origin for successful team building. To summarize these four phases, Tuckman coined the often-quoted terms: “forming”, “storming”, “norming” and “performing”. Tuckman’s teamwork theory is best illustrated in figure 2.1 below, which shows the link between group relationships (the horizontal axis) and task focus (the vertical axis). The optimal or “performing” position is reached when relationships have developed within the group and it has started delivering with a clear focus on the task. The value of Tuckman’s model to this research is that it helps one to understand how teams evolve. It also helps us to consider how UBAIC may encounter different problems at different stages of their development that may be affecting its performance.

Furthermore, under Belbin’s “Team Roles Theory”, Belbin studied teamwork for many years, and famously observed that, people in teams tend to assume different “team roles.” He defined a team role as “a tendency to behave, contribute and interrelate with others in a particular way” and named nine such team roles that underlie team success. Belbin identified nine team roles and he categorized those roles into three groups: “Action Oriented”, “People Oriented”, and “Thought Oriented”. Each team role is associated with typical

behavioural and interpersonal strengths. Belbin created a list of nine roles that every team should have to be a balanced team. These roles are Plant, Resource investigator, Coordinator, Shaper, Monitor Evaluator, Team Worker, Implementer, Completer-Finisher, and Specialist. The value of this model to current study and taking into account Katzenbach and Smith (1993) definition of teamwork “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”, it helps team leaders and managers to create more balanced teams. This is because knowledge of Belbin’s Team Roles model can help you to identify potential strengths and weaknesses within your team, overcome conflict between your co-workers, and understand and appreciate everyone’s contributions and hence have a balanced team.

Contextual Background

Umar Bin Al-Khattwab Islamic Centre located in Mukono District is an educational institution to meet the basic academic needs of the primary and middle-class pupils of Muslim Families. It is one of the best private Muslim schools offering secular and Islamic theological studies in the country up to a primary level. The school employs a total of 205 staffs, categorized as teaching and non-teaching staff who are spread across the departments of Bursary (Accounts), Upper Section, Lower Section, Management and casual workers. There is also a Board of Governors and the Parents-Teachers Committee that works hand in hand with Management and teachers for the success of UBAIC. One common factor is that, all the units are working individually towards the success and development of the centre.

Problem Statement

The concept of teamwork has a strong influence on the performance of any organization and the employees who work in it because teamwork is seen as an essential occupational skill that is necessary to accomplish and achieve the vision, goals, plans and objectives of the organization and to activate and enhance the performances of the workers there (Sanyal &Wamique, 2018). In a school setup for example, achieving success takes more than an individual classroom teacher working towards the goals of his or her students, but rather it takes a team of departments, staff, and administrators working together to accomplish the many tasks of the school. Therefore, it is imperative that school departments work together to create improvement plans, a common mission statement, and a shared vision for their school; this offers a uniform direction to school performance.

Despite the efforts enumerated above, and in addition to the schools’ slogan “one team one goal”, the directional wave in terms of teamwork for the school has since 2014 taken another course. The work activities of most of the units/departments in the Centre are carried out individually and these teamwork inadequacies are directly threatening the Centre’s performance and that of its employees in the long run. This unhealthy competition is breeding occupational group conflicts, disappointment, low morale and poor productivity which is threatening the entity of the Centre. Consequently, it has been noted that during the two-year period (2014-2016), the school administrative report indicated increased attrition of staff as well as general decline in the school performance. According to the school management report 2015, this decline is allegedly a result of teamwork inadequacies where departments at UBAIC are failing to act “together,” “corporately” or “collaboratively” to achieve the same purposes and goals to provide an excellent quality service to pupils of Muslim families, an undesirable state of affairs that must be addressed.

The study intended to investigate how teams can expand the outputs of individuals through collaboration thus organizational performance but the concept of teamwork seems to be overlooked by managers and employees, which has led to poor performance and productivity in organization. Therefore, the purpose of this current study was to ascertain if the poor performance levels being posted at are a result of overlooking teamwork.

The study intended to investigate specific objectives i.e., to examine the effect of teamwork on employee performance at UBAIC, to determine how team spirit affect employee performance at UBAIC, to establish

the impact of team, trust on employee performance at UBAIC and to assess the influence of team leadership on employee performance at UBAIC.

Research Hypotheses

H₁: Teamwork has significant positive effect on employee performance.

H₂: Esprit de corps has significant positive effect on employee performance.

H₃: Team trust has positive significant effect on employee performance.

H₄: Team leadership has positive significant effect on employee performance.

Conceptual Framework

The relationship that exists between the variables in a study is normally depicted through a conceptual framework (Kothari, 2004), and Figure I below demonstrated the perceived relationship between teamwork and employee performance.

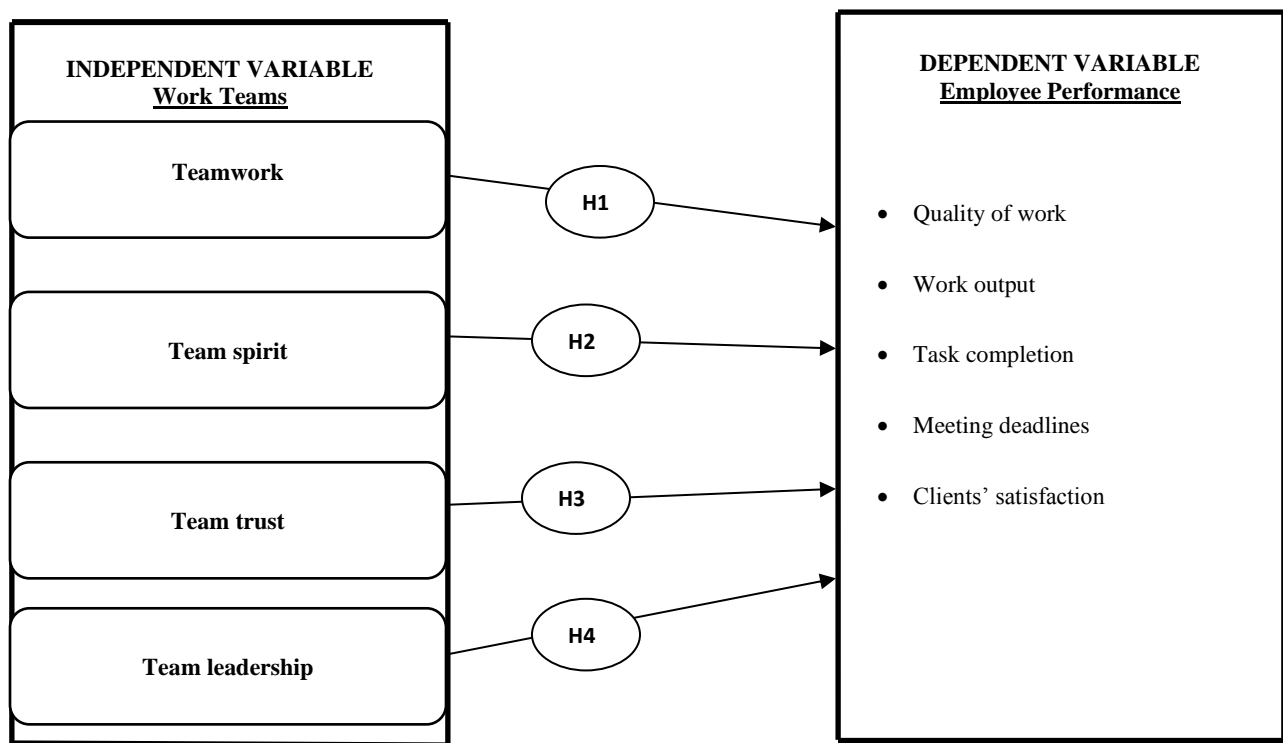


Figure 1: The conceptual framework

Source: Adopted from Raheel et al. (2011)

There is a widespread belief that, teams positively affect the performance of organizations (Jones, 2008) and according to the conceptual framework in figure I above, it is hypothesized that work team as the independent variable represented by variables or elements of teamwork, team spirit (Esprit De corps), team trust and team leadership, which enhance team effectiveness that influence employee performance as the dependent variable depicted by indicators of quality of work, work output, task completion, meeting deadlines and client satisfaction. This is because through teamwork, members get the opportunity to enhance their skills, knowledge and abilities by working together with others. Moreover, teamwork ensures democracy at the workplace, enhance change, encourage innovation and creativity, and allow for effective decision-making and networking (Raheel et al., 2011).

Literature Review

The impact of teams on organizational performance has been a topic of many researches done by academics and practitioners for the previous years. There is a widespread belief that teams positively affect the performance of organizations (Jones et al, 2008), and this chapter reviews and presents the existing knowledge and literature about the study variables i.e., teamwork as the independent variable, and employee performance the dependent variable. Specifically, it contains a review on the theoretical foundation of the teamwork concept and elements, employee performance, theoretical review, and relationship between teamwork, team spirit, team trust, team leadership, and performance.

Teamwork Concept

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. Hence, it has become an important goal in most work places, the belief is that teamwork gives employees a sense of ownership and encourages cooperation (Adeleke, 2008). Teamwork refers to the actions of employees which are brought together to accomplish a common goal giving priority to the interest of the organization (Chukwedi, 2014), to a group of individuals who work collectively to achieve the same purposes and goals to provide an excellent quality of services (Sanyal & Wamique, 2018). According to Kalisch and Lee (2009) teamwork involves a group of people who support one another to attain a particular objective. A work team is a group of employees whose individual efforts result in a performance that is greater than the sum of their individual inputs (Robbins & Judge, 2007). 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 & Smith, 1993).

Theoretical Reviews

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena. The theories reviewed in this study include the Star Team Model, Tuckman's Teamwork Theory and Belbin's Team Roles Theory.

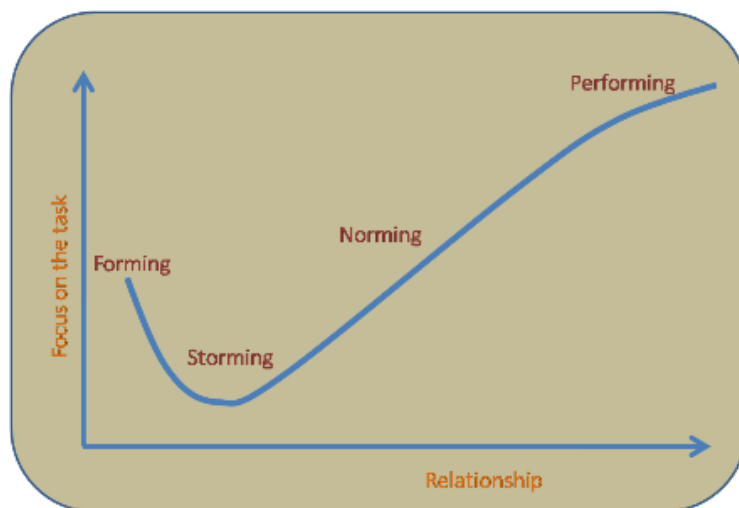


Figure 2: The 4 Phases of Tuckman's Teamwork Theory

Source: West (2012)

From Tuckman's, forming is the initial stage of team development during which individuals have not yet gelled together. Everybody is busy finding their place in the team, sizing each other up, and asking

themselves why they are here! Under the storming stage, people begin to see themselves as part of a team. However, at this stage they may challenge each other, and the team leader, about such things as what the team is doing, and how things should be done. As the stage title suggests, conflict and confrontation typify this stage, as differences surface. This may result in some loss of performance or focus on the task, as the diagram illustrates. The norming phase is where team members start to come together, developing processes, establishing ground rules, clarifying who does what, and how things will be done. This phase is characterized by a growing sense of “togetherness”. The final performing stage is the stage where increased focus on both the task, and on team relationships, combines to provide synergy. Performance is delivered through people working effectively together (West, 2012).

The value of Tuckman’s model to this research is that, it helps one to understand how teams evolve. It also helps us to consider how UBAIC may encounter different problems at different stages of their development that may be affecting its performance.

The theory of group stages alone doesn’t cover all teamwork issues, and thus to build a more robust teamwork concept, ideas about team leadership and outside factors need to be introduced (Hackman, 2002). This is just done in the STAR team performance model as the second theory under review. This model applies to group stages in: Stages of Team Development. The STAR team performance model brings together teamwork theories with some of the main principles of the happy manager. Focusing on individual strengths particularly when in the pursuit of goals that are meaningful to make a difference is a crucial building block for being happier. It’s a similar story with our relationships and “connectedness” to others. The strengths of our relationships have repeatedly been found to be the strongest links to finding happiness in life.

From the model and according to De Meuse, Tang, and Dai (2009), effective teamwork in the workplace happens when: individuals flourish as they use and develop their strengths. This is a focus on individual strengths and identifying where an individual’s best contribution can be made; people come together building relationships and as they work together will result in effective Teamwork; and when individual strengths and teamwork come together in pursuit of meaningful goals then performance starts to flow naturally and Results that are meaningful and rewarding to the team are achieved. Team leaders need to ensure that they align the strengths of individuals, with effective teamwork and a focus on meaningful Results. This forms the basis of our model for effective teams; we call it the STAR team performance model (Strengths, Teamwork, Alignment, Results). We think it can help create the conditions for effective teams and a happier workplace.

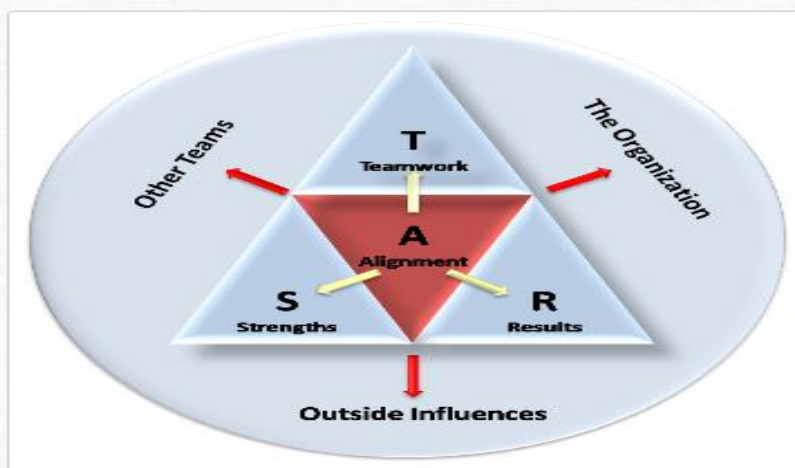


Figure 2: The Star Team Performance Model

Source: De Meuse, Tang, and Dai (2009)

The Star team model provides the substance (or content) to the stages, situation and surroundings of the teamwork theory mentioned above. It helps to determine what a team and team leader need to focus on. “Good team leadership is about creating the conditions that allow ideas and people to flourish, people to come together and performance to flow. When you balance developing people’s strengths, with building good relationships and connections between people, in the pursuit of challenging and meaningful team goals you are moving a long way towards encouraging effective teamwork in the workplace.”

The final theory reviewed was the Belbin’s Team Roles Theory. In the 1970s, Dr Meredith Belbin and his research team at Henley Management College observed teams, with a view to finding out where and how team differences come about. Belbin studied team-work for many years, and famously observed that people in teams tend to assume different “team roles.” He defined a team role as “a tendency to behave, contribute and interrelate with others in a particular way” and named nine such team roles that underlie team success (Aritzeta, Swailes, & Senior, 2005). Belbin identified nine team roles and he categorized those roles into three groups: Action Oriented, People Oriented, and Thought Oriented. Each team role is associated with typical behavioural and interpersonal strengths. Belbin suggests that, by understanding your role within a particular team, you can develop your strengths and manage your weaknesses as a team member, and so improve how you contribute to the team (Aritzeta et al., 2007). So, he alongside defined characteristic weaknesses that tend to accompany each team role. The nine team roles are:

Action Oriented Roles	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer Finisher	Ensures thorough, timely completion.
People Oriented Roles	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought Oriented Roles	Plant	Presents new ideas and approaches.
	Monitor-Evaluator	Analyzes the options.
	Specialist	Provides specialized skills.

Figure 4: Belbin’s Team Roles

Shapers are people who challenge the team to improve. Their potential weaknesses may be that they’re argumentative, and that they may offend people’s feelings. Implementers are the people who get things done. They turn the team’s ideas and concepts into practical actions and plans. On the downside, Implementers may be inflexible and can be somewhat resistant to change. Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details (Aritzeta et al., 2007). However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate. Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative. Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic and perceptive (Aritzeta et al., 2005). Their weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

The value of this model to current study and taking into account Belbin (1993) definition of teamwork “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”, it helps team leaders and managers to create more balanced teams. This is because knowledge of Belbin’s Team Roles model can help you to identify potential strengths and weaknesses within your team, overcome conflict between your co-workers, and understand and appreciate everyone’s contributions and hence have a balanced team.

Teamwork and Employee 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 quick decision implementation. According to Cohen and Bailey (1999) an employee team is a collection of individuals who are interdependent in the tasks and who share responsibility for the outcomes. Teams enables people to cooperate, enhance individual skills and provide constructive feedback without any conflict between individuals (Jones et al., 2007). Teamwork is an important factor for smooth functioning of an organization. Most of the organizational activities become complex due to advancement in technology, therefore teamwork is a major focus of many organizations. One research study concluded that teamwork is necessary for all types of organization including non-profit organizations (Pfaff & Huddleston, 2003). Team members enhance the skills, knowledge and abilities while working in teams (Froebel & Marchington, 2005).

Team Spirit (Esprit De corps) and employee performance

Esprit De corps is the feeling and viewpoint that employee holds about the group. Esprit de corps is a belief that the rank and file got from the top makes them feel they are different from and better than other people and that the organization is more important than the individual (Houston, 2000). Esprit de corps is also known as team spirit in which employee shares their problem with each other within the organization (Jaworski & Kohli, 1993). One research study concluded that a team is prepared by a group of people who jointly depended on one another in order to achieve team objectives. Team spirit is composed of group members’ feelings, beliefs and values. Additionally, team spirit in the organization is the key to achieve common goal of the team (Boyt, Lusch & Mejza, 2005). Esprit de corps is the key for success in the organization (William, Swee-Lim & Cesar, 2005). Another researcher considers esprit de corps as a valuable asset for team members as well as an organization (Homburg, Workman & Jensen, 2002).

Team Trust and Performance

The concept of team trust appears when the members of a team believe in each other’s competence and occupational abilities (Sanyal & Wamique, 2018). Trust among the team members comes when member of the teams develops the confidence in each other’s competence. One research study concluded that trust among the team members develop the unique skills and coordination of individuals (Erdem, Ferda, Ozen & Janset, 2003). According to Mickan & Rodger (2000) there is positive relationship between the team performance and trust. Trust generates the behavioural 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 trustable environment for synergetic teamwork is the responsibility of organization.

Team Leadership and Performance

Team cannot function if they cannot agree on who is to do what and ensure all members share the work load. Agreeing on the specifics of work and how they fit together to integrate individual skills require leadership, either from management or from team members themselves. Several studies have been conducted on leadership behaviour and team effectiveness. Burns (1978) distinguished between transactional leadership and transformational leadership. Bucic, Robinson and Ramburuth (2010) found that the leader does have an effect on the team, and also that the leader’s leadership style (transformational, transactional or ambidextrous) is critical to team level learning and performance.

From a research centred point of view, most of the management studies have reported positive results about teamwork and related it with positive employee performance (Kovács & Talpoş, 2015; Mongcolpitakkul, 2016). The reason that is mainly quoted by the studies is the distribution of power and duties in a group that enables every participant to behave and perform well. This attitude ultimately assists in better employee and organizational performance. One research study concluded that the good manager is the one who assigns the responsibilities to his/her employee in a form of group or team in order to take maximum output from employees (Ingram, 2000). Another study concluded that it should be possible to design a system of team building within every organization for employees 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 employee teaching (Washer, 2006).

Also, 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. Organizations need to look at strategies for improving performance in the light of increasingly competitive environments. Top managers need to have the vision to introduce teamwork activities within the organizations, 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.

According to Tarricone and Luca (2002) in their case study on successful teamwork, the effective teams can be accurately defined as: "Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment". Many studies have shown that employees who work on teams can be more productive than others who work individually (Jones et al, 2007). The reason why an individual becomes more productive working on teams, is that he/she acquires or enhances the beneficial occupational skills through unlimited learning, cooperating, and exchanging thoughts and various experiences. Teamwork thus, is an essential element for the development and function of an organization or institution.

Another research study concluded that the good manager is the one who assigns the responsibilities to his/her employee in a form of group or team in order to take maximum output from employees (Ingram, 2000). Another study concluded that it should be possible to design a system of team building within every organization for employees 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 employee learning (Washer, 2006).

Furthermore, a research study by Boyt, Lusch and Naylor (2001) found out that positive correlation exists between esprit de corps and employee job satisfaction level. Researcher further suggested that an increase in team spirit will result in better employee performance. On the other hand, research study was conducted in Korean hospitals which indicate that esprit de corps has been negatively recognized by physicians (Hwang & Chang, 2009). In Pakistan the concept of esprit de corps is not much popular. Most of the employees pursue their individual tasks rather than group (Trimizi & Shahzad, 2009).

Lastly, a study by Erdem and Ozen (2003) found that trust among the team members develops the exclusive and unique skills and coordination of individuals. According to Mickan and Rodger (2000), there is positive relationship among the team performance and trust. Trust generates the behavioural basis of teamwork, which results in organizational collaboration and better performance of employees. Development of trust within the organization is the responsibility of individuals. Formation of favourable and trustable environment for synergetic team work is the responsibility of organization. Organization would transform the trustworthy behaviour for measurement into performance appraised system to promote the organizational values (Erdem et al., 2003).

Several research studies have been conducted internationally and regionally and a few locally on teamwork and employee performance. The problem with most of these studies is that they have not looked at how the team factors or elements affect each other, and later affect performance. Also, they have not attempted to understand if the factors associated with the concept of teamwork influence employee performance individually or as a group of factors/elements. For example, does teamwork have an influence on team trust, team spirit or team leadership, or do such factors influence performance separately or together as a group? This study therefore sought to fill this gap by analysing how each elements of teams may affect one another as the affect employee performance, and also which factor may bear the biggest significance on employee performance.

Methodology

The research adopted a descriptive survey design. According to Beck (2003), research design is a blue print which facilitates the smooth sailing of various research operations, thereby making research efficient, and to Cooper and Schindler (2008) specifically a descriptive survey research design is concerned with finding out the; who, what, where, when and how much. The design was appropriate because the main interest was to explore the viable relationship and describe how the factors support matters under investigation. A descriptive research was also best suited to obtain information concerning the current state of phenomena as is a basis without changing anything from the respondents' response. Kothari (2004) maintains that descriptive research studies are concerned with describing the characteristics of a particular individual, or of a group Descriptive research design thus was applied in obtaining information from employees at Umar Bin Al-Khattwab Islamic Centre about their perceptions on the relationship between teamwork and employee performance as is basis in their organization.

The target population of this study was the employees of Umar Bin Al-Khattwab Islamic Centre, totalling to 205. Target population traits covered all employees of different sections from top management to lower workers, teaching to non-teaching and the casual laborers of the Centre Creswell (2014). After establishing the total population, the study used Yamane's formula (Yamane, 1973) for calculating sample size. According to him, for a 95% confidence level and $p = 0.5$, size of the sample should be:

$$n = \frac{N}{1+N(e^2)}$$

Where, N is the population size and e is the level of precision. Let this formula be used for our population, in which $N=205$ with $\pm 5\%$ precision.

Assuming 95% confidence level and $p=0.5$, we get the sample size as Assuming 95% confidence level and $p=0.5$, we get the sample size as

$$n = \frac{205}{1+205(0.05^2)} = 135$$

The sample size for this study was 135. Samples from the different sections were computed using purposive (non-probability sampling), stratified sampling further supplemented with simple random sampling technique (probability sampling), which provide every member of study population same and known chances of being nominated in each stratum hence stratified random sampling (Goldstein & Reinert, 1997). For collecting data 135 respondents were nominated representing the study population of 205 employees as shown below in Table 1. Accordingly, to Amin (2005) purposive sampling is the sampling technique where the sample size is derived by use of judgment of the researcher and here it targeted Top Management team. On the other hand, simple random sampling technique was used to select all the other categories of staffs in the study area. Purposive sampling technique was used because top management is the only group that would provide information needed by the researcher Tongco (2007).

Table1: Showing the Structure of the Population, Sample Size and Sampling Techniques

Category	Population Size	Sample Size	Sampling Technique
Top Management	5	5	Purposive sampling
Head of Departments	8	6	simple random sampling
Teaching staffs	82	54	simple random sampling
Non-teaching staffs	44	29	simple random sampling
Casual workers	62	41	simple random sampling
TOTAL	205	135	

The study was based on both primary and secondary sources. Primary data was collected from the UBAIC employees with the use of structured questionnaires collecting data on the relationship between teamwork and employee performance Berg, Lune, and Lune (2004). On the other hand, secondary data was obtained from both internal and external sources. From internal organizational sources accessed included unpublished literature in form of annual and termly reports, and externally, local and national Education Institutions' reports, journals, textbooks, and students' theses as well as the Internet and web were greatly used for this study Johnson and Turner (2003).

The study used self-administered questionnaires and interviews; the self-administered questionnaire was the main technique of collecting data administered to staffs (Goodman, 1997). The questionnaire was preferred because they enabled the researcher to code the information easily for subsequent quantitative analysis hence reducing the error gap (Schraeder, Becton, & Portis, 2007). The questionnaire was structured into five sections, Section (A) dealing with the bio data of respondents to obtain information about respondents' department, years of service, designation, and education level. Sections (B-F) dealt with teamwork and employee performance in relation to the study objectives using a Likert scale of fifth continuum from 1 to 5. (1= strongly disagree, 2=disagree, 3= neutral, 4=agree and 5=strongly agree) in this questionnaire. A 5 - point Likert-type scale was used to increase response rate and response quality along with reducing respondents' "frustration level" (Babakus & Mangold, 1992). Interviews were used to supplement questionnaire method in collecting data where the researcher used an interview guide to extract the needed information from the respondents.

McMillan and Schumacher (2006) describe validity as the degree of congruence between the explanations of the phenomena and the realities of the world. This study therefore, used both construct validity and content validity. For construct validity, the questionnaires were divided into five sections to ensure that each section assessed information for a specific objective, and also ensured that the same closely ties to the conceptual framework for the study. On the other hand, to ensure content validity, the questionnaires were subjected to thorough examination by two randomly selected UBAIC teachers. The two teachers were asked to evaluate the statements in the questionnaire for relevance and whether they are meaningful, clear and whether they are free of errors.

Reliability is broadly defined as the degree to which measures are free from error and therefore yield consistent results (Zikmund, 2003). Reliability can be computed through different methods like test-retest reliability, internal consistency reliability and equivalent forms reliability. In this study, questionnaire reliability was checked by using internal consistency method to measure the correlation between each item in the questionnaire and others. Pre-testing of the instrument was done by administering the questionnaires to 10% of the total sample size. Cronbach alpha was then calculated for all statements in the questionnaire because the Likert scale questionnaires use Cronbach alpha method (Nunnally, 1978).

Qualitative data from interviews was analysed by extracting from the respondents views through coding and arranging data according to the objectives of the study. The themes and sub themes were developed and written as narratives to supplement the information from the questionnaires. Data analysis was done using descriptive perspective views of the respondents to generate the substantial findings. On the other hand, quantitative responses based on Likert scale were coded in the computer using Statistical Package for Social Sciences (SPSS), and data analysis involved both descriptive and inferential statistics (Green, Salkind, & Jones 1996). The descriptive statistics used in the study to analyse the demographic data included frequencies, percentages, means and standard deviations. In inferential statistics, correlation coefficients and regression analysis were used to test the hypotheses. For example, there were analyses for inferential statistics using correlation coefficients, correlation matrix and regression equation model to establish the relationship between teamwork and performance (Coakes & Steed 2009).

Regression Analysis

The research study used multiple regression analysis in order to analyse impact of independent variables on dependent variable. The general multiple regression model was given by:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots (1)$$

Where Y is Employee Performance (dependent variable), α is constant

X is other factors affecting Performance

β is the regression coefficient which may positively or negatively affect the independent variables.

Therefore, the regression equation model for this run as:

$$EP = \alpha + \beta_1 TW + \beta_2 TS + \beta_3 TT + \beta_4 TL + \epsilon \dots (2)$$

Where EP = employee performance (dependent variable) $\beta_1 TW$ = teamwork (I.V) $\beta_2 TS$ = Team spirit (I.V), $\beta_3 TT$ = team trust (I.V) $\beta_4 TL$ = Team leadership (I.V).

Results

The response rate is the percentage of respondents in the sample who completed and returned questionnaires. The response rate in this study was computed using the formula below:

$$RR = \frac{RQ}{SZ} \times 100$$

Where;

RR = Response Rate

RQ = Returned Questionnaires

SZ = Sample size

A total of targeted one hundred thirty-five (135) questionnaires were hand delivered to the respondents (staffs) but one hundred twenty (120) questionnaires were returned. Therefore, the response rate for this study is 88.8%.

$$RR = \frac{120}{135} \times 100 = 88.8\%$$

Accordingly, Babbie (2004) posits that, return rates of 50% are acceptable to analyse and publish, 60% is good and 70% is very good. Based on the above, the response rate for this study was found to be very good, which is of great significance in making generalization and conclusions for this study.

Respondents' profile data include Age, gender, staff time with the Centre, education levels, and staff departments and how well they understand the teamwork of UBAIC. Tables II, III, III, IV and V presents the respondents' profile.

Table 2: *Distribution of Respondents by Age at UBAIC*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	7	5.6	5.6	5.6
	31-40	35	29.2	29.2	34.7
	41-50	41	34.7	34.7	69.4
	51-60	37	30.6	30.6	100.0
	Total	120	100.0	100.0	

Source: Primary data (2018)

The age of the respondents was classified into four, 20-30, 31-40, 41-50 and 51-60. As evident in Table 2 above the majority of the respondents were between the ages of 41-50 years (n=41, 35%), followed by the ages between 51-60 years (n=37, 31%), then those of ages of 31-40 years (n=35, 29%), and those for years 20-30 (n=7, 6%). The bulk of the respondents were distributed between the ages of 31-60, which is an indication that UBAIC employs people who are in the middle and late career stages of stability.

Table 3: *Respondents by Gender at UBAIC*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	68.3	58.3	58.3
	Female	38	31.7	41.7	100.0
	Total	120	100.0	100.0	

Source: Primary data (2018)

The results in Table 3 above indicate that there were more male respondents compared to their female counterparts. The male respondents comprised (n=82, 68.3%) while the females were (n=38, 41.7%) percent of the respondents. This is an indication that UBAIC like most Muslim institutions culturally employs more men women but also could be the reflection of the National Population and Housing Census of 2015 that placed the population of male higher than that of their female counterparts in formal employment in Uganda.

Table 4: *Respondents by Employment Status at UBAIC*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teaching	54	45.0	45.0	45.0
	Non-teaching	66	55.0	55.0	100.0
	Total	120	100.0	100.0	
	team				

Source: Primary data (2018)

The results in Table 4 above shows that (n=66, 55.0%) of majority respondents are non-teaching staffs compared to (n=54, 45.0%) who are teaching staffs. This is an indication that UBAIC is like any typical organization where the majority would be from the core activity of the organization (teaching) may be this is because of large component of casual staffs who are mostly non-teaching staffs.

Table 5: Duration of the Respondents in Employment at UBAIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-15 years	20	16.7	16.7	16.7
	9-10 years	45	37.5	37.5	54.2
	5-8 years	32	26.4	26.4	80.6
	Less than 5 years	23	19.4	19.4	100.0
	Total	120	100.0	100.0	

Source: Primary data (2018)

Data in Table 5 above on the time respondents have spent at UBAIC shows that (n=45, 37.5%) of the respondents have been working with the Centre for a period of between 9-10 years whereas (n = 32, 26.4%) indicated 5-8 years and (n = 23, 19.4%) for less than 5 years, with only (n = 20, 16.7%) indicating to have been with the Centre for 10-15 years. This shows that the majority of the respondents have been with UBAIC for more than 8 years including some who may have joined when the Centre started, and long enough to provide credible information that could be relied upon by the researcher especially on the status of teamwork at UBAIC.

Table 6: Education Level of the Respondents at UBAIC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post graduate	15	4.3	4.3	4.3
	Graduate	25	20.7	20.7	25.0
	Diploma	43	36.0	36.1	61.1
	Certificate& PLE	47	39.0	39.2	100.0
	Total	120	100.0	100.0	

Source: Primary data (2018)

Education levels reflected in Table 6 above, shows (n = 47, 39.1%) of the respondents are certificate and PLE holders, (n = 43, 36.0%) are diploma holders, (n = 25, 20.7%) are graduates and (n = 15, 4.3%) are post graduates. This indicates clearly that most of UBAIC staffs are literate therefore in a position to give a response on teamwork and employee performance at the Centre from an informed position, and competently enough to answer the questionnaire, which helped improve on the quality of results and ensured validity of the results.

Table 7: Departments of the Respondents at UBAIC

		Frequency	Percent	Valid Percent	Cumulative Perc.
Valid	Management	4	3.4	3.4	3.4
	Teaching	54	45.0	45.2	48.4
	Non-teaching	32	26.4	26.4	74.8
	Casual	30	25.2	25.2	100
	Total	120	100.0	100.0	

Source: Primary data (2018)

According to data on departments in table 4.6, (n=54, 45.0%) of the respondents are from teaching, (n=32, 26.4%) from non-teaching, (n=30, 25.2%) from the casual section and (n=4, 3.4%) from Management. This indicates that the study was representative and well distributed to all departments at UBAIC, which confirms that the sample was representative enough as according to Roscoe (1975) that “a representative sample bears all the characteristics of the study population.

The impact of teams on organizational performance has been massive because through teamwork, members get the opportunity to enhance their skills, knowledge and abilities by working together with others corporately or collaboratively to achieve the same purposes and goals. Tables 7 and 8 below present the state of work teams and teamwork at Umar Bin Al-Khattwab Islamic Centre.

Table 8: Respondents' Understanding of Teamwork at UBAIC

	Frequency	Percent	Valid Percent	Cumulative Perc.
Valid Very well	30	25.2	25.2	25.2
Well	54	45.0	45.0	70.2
Averagely	32	26.4	26.4	96.6
Poorly	4	3.4	3.4	100
Very poorly	0	0	0	100.0
Total	120	100.0	100.0	

Source: Primary data (2018)

From the data in Table 8 above, (54, 45.0%) of the respondents' states that, their understanding of work teams and teamwork are good while (32, 26.4%) put it at average, (n=30, 25.2%) excellent compared to (n=4, 3.4%) who acknowledged understanding teamwork poorly. Accordingly, this indicates that, respondents (staffs of UBAIC) fully understand the concept work teams and teamwork hence well placed to give an objective assessment of its state at UBAIC.

Table 9: Work teams and Teamwork at UBAIC

	Frequency	Percent	Valid Percent	Cumulative Perc.
Valid Yes	29	24.5	24.5	3.4
No	32	26.4	26.4	50.9
Not sure	59	49.1	49.1	100
Total	120	100.0	100.0	

Source: Primary data (2018)

Data in Table 9 above shows the results from responses whether there is teamwork or team building at UBAIC and (n= 59, 49.1 %) of the respondents indicated they are not sure while (n=32, 26.4%) said not as compared to the (n=29, 24.5%) who said yes. This shows that teamwork may not be a case of emphasis at UBAIC as evidenced by the majority who are not sure or not seen practice at UBAIC.

Correlation Analysis for Objectives One, Two, Three and Four

Teams are effective work groups whose effectiveness rests on the degree of teamwork, leadership, team trust, team spirit, and purpose and whose synergy produces an energy/creativity which is beyond them as individuals to perform much better. As the objective state that: (i) to examine the effect of teamwork on employee performance at UBAIC, (ii) to determine how team spirit affect employee performance at UBAIC, (iii) to establish the impact of team, trust on employee performance at UBAIC and (iv) to assess

the influence of team leadership on employee performance at UBAIC. Table X below presents the findings on the four objectives using correlation analysis.

Table 10: Correlation Matrix for Employee Performance and Teamwork

		Teamwork	Employee Performance	Team Spirit	Team Trust	Team Leadership
Teamwork	Pearson Correlation	1	0.819**	0.427**	0.710**	0.439**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	120	120	120	120	120
Employee Performance	Pearson Correlation	0.819**	1	0.475**	0.647**	0.471**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	120	120	120	120	120
Team Spirit	Pearson Correlation	0.427**	0.475**	1	0.331**	0.170*
	Sig. (2-tailed)	0.000	0.000		0.000	0.016
	N	120	120	120	120	120
Team Trust	Pearson Correlation	0.710**	0.647**	0.331**	1	0.337**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	120	120	120	120	120
Team Leadership	Pearson Correlation	0.439**	0.471**	0.170*	0.377**	1
	Sig. (2-tailed)	0.000	0.000	0.016	0.000	
	N	120	120	120	120	120

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

*Correlation is significant at the 0.05 level (2-tailed)

Source: Primary data (2018)

Data in Table 10 above shows the correlation matrix of the employee performance (EP), teamwork (TW), team spirit (TS), team trust (TT) and team leadership (TL). The correlation indicates that, there is a positive and significant relationship between the variables, moreover there is a strong positive correlation between teamwork and organizational performance and also there is a strong positive relationship between teamwork and team trust at 0.01 and 0.05 levels of significance, a discovery of this current study that closes the gap identified in the literature review. It can be deduced from the relationship that, even though the independent variables have a positive effect on employee performance, teamwork influences employee performance better ($r = 0.819$) and also teamwork works better with team trust ($r = 0.710$).

This is reflective of what one teacher in upper class during the interview said, “*we used to perform well because all of us we’re working as a group but today every teacher wants to excel in his or her subject alone without caring how other subjects are done, it is absurd*”.

Correlation Analysis for the Research Hypotheses

The results in tables 11, 12 and 13 therefore, show the Pearson correlation between employee performance and teamwork, team spirit, team trust and team leadership through correlation of coefficient and regression analysis.

Table 12: Summary of Coefficient of Teamwork, Team Spirit, Team Trust, Team Leadership, and Employee Performance

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constants)	-0.174	0.201		-0.866	0.387
	Teamwork	0.615	0.059	0.620	10.494	0.000
	Team Spirit	0.174	0.049	0.152	3.568	0.000
	Team Trust	0.149	0.048	0.133	3.095	0.002
	Team Leadership	0.111	0.057	0.107	1.941	0.050

a. Dependent Variable: Employee Performance @ 5% level of significance

Source: Primary data (2018)

Data in table XI is used accordingly to produce the regression equation for this study followed;

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \dots (1)$$

Where Y is Employee Performance (dependent variable), α is constant

X is other factors affecting Performance

β is the regression coefficient which may positively or negatively affect the independent variables.

The regression equation model for this run is presented as:

$$EP = \alpha + \beta_1TW + \beta_2TS + \beta_3TT + \beta_4TL + \epsilon \dots (2)$$

Where EP = employee performance (dependent variable) β_1TW = teamwork (I.V) β_2TS = Team spirit (I.V), β_3TT = team trust (I.V) β_4TL = Team leadership (I.V).

Therefore, results in table XI above produced a specific regression equation as:

$$EP = 0.620TW + 0.152TS + 0.133TT + 0.107TL + \epsilon \dots (3)$$

From equation 3 above, the regression coefficient for teamwork of the employee (β_1) = 0.620 shows that, one percent increase in teamwork increases employee performance by 62% if other variables are kept constant and its T value of 10.494 which is greater than the critical T at the 5% level of significance indicates that, there is enough statistical evidence that an increase in teamwork will lead to an increase in employee performance and vice versa, thus the research hypothesis (H1) is accepted. This reflects the Star Team Performance Model where people come together building relationships and as they work together well results in effective Teamwork. When individual strengths and teamwork come together in pursuit of meaningful goals then performance starts to flow naturally and Results that are meaningful and rewarding to the team are achieved. Furthermore, team Building in the Workplace according to the Tuckman’s Teamwork Theory will help you build a performing team.

This is true because the founder of UBAIC during the interviews said:

I believe that ‘Agali awamu gegalumaenyama’ meaning that ‘when you work together as a team, you easily achieve your goals’. If we’re still working as one great team like during those days of our former Head teacher, the Centre would be very far by now but we shall be there IshahAllaah.

Another interviewee argued that, *Subuhanallah, when the slogan challenged everything changed at Umar B, everyone for themselves. What exists here is just competition amongst teachers which ends up with some negative forces that later affects performance.*

The regression coefficient Team Spirit (β_2) = 0.152 or 15.2 % implies that, one percent increase in team spirit will lead to 15.2% increase in employee performance level if other variables are kept constant and its T value of 3.568 which is greater than the critical T at the 5% level of significance shows that, there is enough statistical evidence that an increase in team spirit will lead to an increase in employee performance and vice versa, thus the research hypothesis H2 is accepted. Therefore, the concept of team spirit and performance in UBAIC follow the Star Team Performance Model which emphasize that “good team leadership is about creating the conditions that allow ideas and people to flourish, people to come together and performance to flow. When you balance developing people’s strengths, with building good relationships and connections between people, in the pursuit of challenging and meaningful team goals you are moving a long way towards encouraging effective teamwork in the workplace.

This explains why the Maths P.7 Teacher said “*The school used to perform better those days when everybody had the sense of togetherness exhibited in whatever we’re doing but these days is like everyone for himself and Allah for us all*”.

The English teacher p.5 argued that, *Allah akbar, it is as if we do not know what used to make us excel and we have not appreciated the achievements of team work under the old slogan. If we did, Umar B would be the best school in terms of performance as it used to be.* Further he contended that, *the only way to go is togetherness and appreciating work teams for one goal achievement.*

Furthermore, the regression coefficient for team trust of the employees (β_3) = 0.131 or 13.1 % explains that, one percent increase in team trust increases employee performance by 13.1% if other variables are kept constant and its T value of 3.095 which is greater than the critical T at the 5% level of significance shows that, there is enough statistical evidence that, an increase in team trust will lead to an increase in employee performance and vice versa, hence a significant relationship between team trust and employee performance, and as such, the research hypothesis H3 is accepted.

In support of this, from the interview a P.7 English Teacher said that

The competition among us teachers these days has let our school down because most teachers no longer believe in each other’s competence and abilities. This lack of trust amongst us and the high competition is letting down Umar Bin”.

Further, she alleged that, “*believing in each other’s competences and occupational abilities (Sanyal & Wamique, 2018) builds trust among the team members which is derived from members of the teams hence developing the confidence in each other’s competence*”.

Lastly, from the equation, the regression coefficient for team leadership of (β_4) = 0.107 or 10.7 % explains that, a change in team leadership causes a change on employee performance by 10.7% if other variables are kept constant and its T value of 1.941 which is greater than the critical T at the 5% level of significance which shows that, there is enough statistical proof that an increase in team trust will lead to an increase in employee performance and vice versa, thus the research hypothesis H4 has been accepted.

Team leadership is very important as one of the long serving teachers at the Centre mentioned that, “*I think the former head teacher had a lot of influence in rallying all of us around a common cause. He was such a special man that everybody could believe in him, and that’s why those days Umar Bin was on the map of the best performing schools in Mukono.....*”.

Another lady teacher who didn’t disclose her class contended that,

oneness increases self-esteem because all of us would be working towards achieving the same goal while appreciating individual contributions hence team work. We need refocusing to one team one goal is only way forward towards taking Umar B to the highest ranks as it used to be.... Allah Akbar.

Finally, the omission of the constant value in the regression equation shows that, employee performance cannot be achieved in the study without the influence of the independent variables.

Table 12: Model Summary of Employee Performance, Teamwork, Esprit de Corps, Team Trust and Team Leadership

ANOVA ^b						
Model		Sum of square	df	Mean square	F	Sig.
1	Regression	257.950	4	64.488	120.140	.000 ^a
	Residual	104.670	195	.537		
	Total	362.620	199			

a. Predictors: (Constant), Team leadership, Team spirit, Team trust, Team work

b. Dependent variable: Employee Performance

Source: Primary data (2018)

Table 12 shows the influence of the independent variables are statistically significant at the 5% level of significance on employee performance with a calculated F value of 120.140 being greater than the theoretical F value, thus there is enough statistical evidence to conclude that, the independent variables have positive and significant relationship with employee performance because the significance level is = .000 which is less than $P \leq 0.05$.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.711	.705	.73264

a. Predictors: (Constant), Team leadership, Team spirit, Team trust, Team work

Source: Primary data (2018)

The Regression Coefficient R = 0.843 or 84.3% in table XII above explains that, there is a strong positive relationship between the independent variables and employee performance, thus an increase in the independent variables will lead to an increase in employee performance and vice versa. The coefficient of determination $R^2 = 0.711$ which show that 71.1% of variation in employee performance is explained by teamwork, team spirit, team trust and leadership. The adjusted $R^2 = 0.705$ shows that, an increase in the independent variables will increase employee performance by 70.5% and vice versa. Thus, 70.5% variation in employee performance is explained by teamwork, team spirit, team trust and leadership and 29.5% could be due to other factors which were not considered in the study.

Table 13: UBAIC Current Performance as a Result of Teamwork

		Frequency	Percent	Valid Percent	Cumulative Perc.
Valid	Very great extent	42	35.2	35.2	35.2
	Great extent	54	45.0	45.0	80.2
	Moderate extent	20	16.4	16.4	96.6
	Less extent	4	3.4	3.4	100
	Very less extent	0	0	0	100.0
	Total	120	100.0	100.0	

Source: Primary data (2018)

Data in the table above shows that, the majority (n=54, 45.0%) and (n=42, 35.2%) of the respondents held the view that, the current state of teams and teamwork at UBAIC has impacted negatively on its performance to a great extent and very great extent respectively while (n=20, 16.4%) said moderately and

(n=4, 3.4%) lesser extent. This is an indication that indeed teams and teamwork has an impact on employee performance at UBAIC but negatively.

This is also in concurrence with the verbal expression of one of the key informants on the side of teachers who had this to say in an interview with the researcher: *“the competition among us today has killed teamwork which used to be our strong factor, and I think this is affecting our school performance”*.

From the above analysis, it is clearly indicated that, the supporting data from a few interviewees shows that, team work has declined at Umar BA. The current situation at the school creates competition among workers rather than cooperation. Since the performance at the school has not been at its best, then this signifies that, Umar BA needs to appreciate teamwork vs performance if Umar BA is to gain its lost glory.

Conclusion

The research study was to examine the effect of teamwork on employee performance and it was found that, variables of teamwork, team spirit, team trust and team leadership has a significant and positive effect on employee performance. The multiple regression model shows the significantly strong relationship between set of 4 independent variables and the dependent variable which is employee performance. However, Teamwork was found to be the most significant independent variable having strong relationship with the dependent variable of employee performance. The regression coefficient R shows the value 0.843 which shows 84.3% proportion of variability between IV's and D.V. The results show that, an increase in teamwork, esprit de corps, team trust, recognition & rewards will contribute to a 70.5% (Adjusted $R^2=0.705$) increase organizational productivity and 29.5% may be due to other factors that were not considered in this study.

The independent variables thus teamwork, team spirit, team trust, & leadership influenced employee performance by 62%, 15.2%, 13.3% and 10.7% respectively. Overall, the results revealed that, teamwork, team spirit, team trust, team leadership and dependent variable employee performance were positively correlated. Teamwork was found to be of significant importance if properly implemented. Moreover, Teamwork programs were found to have a positive impact on the employee performance which brings benefits in terms of higher productivity, and better organizational performance. The result of the research study clearly evidenced that there is strong and positive relationship between (IVs) and (DV) and that teamwork, team spirit, team trust and leadership have a significant effect on employee performance in UBAIC but from a negative perspective unfortunately.

Recommendations

This study's recommendations will support UBAIC, her employees and others to enhance their performance through teamwork by adopting the following;

- To improve teamwork and team building, UBAIC Management should introduce group/team incentives which encourages employees to work and achieve as a team other than encouraging individual success that breed competition.
- **UBAIC needs to foster teamwork by** establishing relations with and between its employees, and help them work together effectively. The school should encourage teams to share information, both amongst themselves and within the wider organization.
- UBAIC must build up trust and respect because nothing gets done within a team, or company as a whole, if there isn't mutual trust and respect among employees and with management.
- UBAIC need to encourage socializing activities by setting aside time for team members to get to know one another on a more personal level to increase mutual trust, respect and understanding like a laidback office party, just to get people talking.
- **Strategies to build relationships between its employees must be encouraged because as** team starts to cooperate more, there is a need to examine the way they work together and take steps to improve communication, cooperation and trust amongst the team, and if there are any conflicts, try to resolve them amicably.

- Cultivate open communication where UBAIC must encourage team members to speak open, share ideas, make suggestions and voice their opinions across all aspects of the business because communication is a two-way street and employees should feel like they can add to the conversation both with superiors and peers.
- Meet regularly and mix it up with top management but teams should still meet regularly to touch base, check in on progress and goals, throw ideas around and build awareness about what each member is working on.
- UBAIC need to introduce start team traditions for teams and the company as a whole by creating traditions to help bring people together and establish a sense of unified culture and solidarity like offering a large incentive for when a team has reached their goals
- Take time to celebrate by acknowledging and honouring team wins, successes, and achievements which helps reinforce a team's willingness to work together and work hard for the company when their effort is clearly appreciated and celebrated.

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