Teamwork Practices of a Private Catholic College

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ABSTRACT

Teamwork was a great way to get things done. The focus of this study was to determine what practices affect the teamwork that was most important working as a team to build team spirit on achieving organizational goals and to gain insight, which leads to organizational effectiveness and productivity. A descriptive method of research adopted in carrying out the research to determine the Teamwork Practices of Saint
Michael College of Caraga. The respondents were the personnel of Saint Michael College of Caraga namely, the Department Heads, Full-Time Teaching (College and Basic Education) and Full-time Non-Teaching personnel. The teamwork practices of Saint Michael College of Caraga in terms of team structure, leadership, situational monitoring, and mutual support and communication results show that leadership teamwork practice obtained the highest rank answered by personnel as rated by themselves. Thus, the researcher recommended the development program to help and improved their teamwork practices.

KEYWORDS

Teamwork practices, private college, descriptive method, Philippines

INTRODUCTION

In today’s society, there has been so much emphasis on pride and personal achievement in the workplace. Due to this management sees less essence of teamwork as a tool of performance, which has, lead them to poor rendition and productivity in the organization. Where the teamwork concepts are, it seems to be overlooked by managers and employees (Boakyei, 2015).

The organization is the grand strategies created to bring order out of chaos when people work together. Organizations provide the skeletal structure that helps create predictable relationships among people, technology, jobs, and resources. Wherever people join in a common effort, an organization must use to get productive results. Teams are replacing individuals as the basic building blocks of organizations. Companies around the globe are discovering that teams potentially make more creative and informed decision and coordinate work without the need for close supervision (Choy & Suk, 2005).

Most employees participate in multiple teams. Some teams design products or services; others are responsible for the complete work process. Organizational behavior scholars have long argued that teams can be more effective than individuals working alone in many situations can diverse work groups can potentially resolve complex problems more creatively than if, those team members had worked individually. Moreover, by giving teams’ direct responsibility for coordination and control of work activities, companies can increase responsiveness and remove unnecessary layers of management (Donnell & Boyle, 2008).

However, teams were not appropriate in every situation. The costs and problems associated with teamwork can sometimes offset its benefit.

Teamwork was a great way to get things done. It was a secret that makes people achieve uncommon results. There was something influential about connecting a group and all working for one ultimate goal (Ifeanyi Enoch Onuoha, 2018). There were often
dozens of internal and external factors that separate efficient and ineffective teams. Moreover, what makes the teams, be it competitiveness and toughness or high energy levels?

The team and as distinguishable set of two or more people who interact, dynamically, interdependently and adaptively toward a common mission which has been assigned specific tasks or functions to achieve. The team was a fact of working life, and therefore the “strength” of teams have a bearing on employee’s safety and satisfaction. To work together, team members must possess specific knowledge of their own teammate’s liability task, and a complimentary temperament toward working in a team. Teamwork factors are the elements or characteristics that contribute to the improvement of the team effectiveness (DeChurch, 2002).

Most of the employees belong to one “base team” as well as three or four teams-middle managers were ousted several years ago. Instead, an employee with an idea actively recruits others to form a group (Brown, 2010). Teamwork can be a great way for organizations to gain productivity, operate a redesigned operation, increase flexibility, reduce waste, and improve quality and customer’s satisfaction. Like many management fads through the decades, teams haven’t been exempt from over-enthusiasm and mismanagement (David & Beazely, 2002).

Teamwork was one of the most powerful tools to ensure success across any activity. The purpose of this study is to examine the teamwork practices that actively contribute to and influence the effectiveness of teamwork among personnel in Saint Michael College of Caraga. The aim is to provide knowledge about how the team structure and related practices influence working as a team in Saint Michael College of Caraga.

The goal of this study, also to identify the most crucial practices and how they were applied in four different types of team personnel in Saint Michael College of Caraga: the Department Heads, Full-Time Teaching(Basic Education), Full-Time Teaching(College), and Full-Time Non-Teaching. Both are intensive teams because they involve a high degree of interdependence and coordination among members.

The study of the teamwork practices in Saint Michael College of Caraga was important for determining what practices affect the teamwork that is most important working as a team to build team spirit on achieving organizational goals and to gain greater insight, which leads to organizational effectiveness and productivity to the following teams in an institution:

The outcome of this study was great importance because it will identify the best teamwork practices that will influence the personnel’s teamwork, to create team building and the foundation to team effectiveness for the expansion of team productivity.

The study was important to every employee in Saint Michael College of Caraga since they were the beneficiaries by way of enhancing levels of better collaboration so that, it will serve as a guide for teamwork techniques development and was led to achieving organizational goals.
FRAMEWORK

According to the TeamSTEPPS Five Key Principles, team competencies are consists of team structure and four teachable-learnable skills, leadership, communication, mutual support, and situation monitoring.

According to the TeamSTEPPS, team structure facilitates teamwork to identify the individuals among which information must be communicated; a leader must be communicated, a designed, and mutual support must occur. Communication facilitates teamwork to enable teammates to effectively relay relevant information in a way that is known and understood by all. Leadership facilitates working teams through the leaders’ effective communication with their team member, assures a plan was conveyed, reviewed, and updated; continuous monitoring of the situation in better-anticipating team members’ needs and manage resources, and fostering an environment of mutual support through role modeling and reinforcement. Situational Monitoring facilities teamwork through ensuring that new or changing information about the environment or the personnel is identified for communication and decision-making by the leader; and leads to the support of fellow team members. Mutual Support facilitates teamwork to ensure that by giving of task assistance, sharing feedback, speaking up; members of the team provide safe, timely and quality services. It was temperate through communication and was modeled by the leaders of a team. Also, mutual support depends on information gathered through situation monitoring (TeamSTEPPS, 2006).

According to Jones (2008) a working team with better communication, leadership, situation monitoring, and mutual support skills commonly submit significant results which were enhanced knowledge, positive attitudes, and exceptional performance.

Enhanced Knowledge: A members of the team with better communication, leadership, situation monitoring, and mutual support capabilities submit significant team results such as shared awareness about what was going on with the team and progress toward its goal. Team members were also be familiarized with their assigned roles and responsibilities (TeamSTEPPS Key Principle, 2006).

Positive Attitudes: In working teams of having best communication, leadership, situation monitoring, and mutual support skills, teammates were most likely to have a positive experience; and was enjoyed with working together and trust the aims of every group members.

Exceptional Performance: Leaders was able to adapt to changes in the project plan. Team member knows when and how to reinforce, help and support each other. It was more efficient in providing services; in having a project and the leaders should delegate the tasks and guiding every member in the making of a project plan. Finally, the team was safer, allowing the group to more readily identify and correct errors if occur (TeamSTEPPS Key Principle, 2006).
OBJECTIVES OF THE STUDY

The study determined the relationship between the Personnel’s Profile and Teamwork Practices of the operation of Saint Michael College of Caraga, Nasipit Agusan del Norte.

METHODOLOGY

Research Design

The study used the descriptive-survey research design utilizing the survey method to collect the relevant data for the study. Survey questionnaires were validated and gathered for expounding the data after being deployed to the respondents with informed consent.

Research Locale

This study was conducted at Saint Michael College of Caraga, Barangay 4, Atupan Street, Nasipit, Agusan del Norte in the First Semester, School Year 2017-2018.

Research Respondents

The respondents of the study were the 18 departmental heads, 26 full-time non-teaching, 38 full-time basic education and 28 college instructors of Saint Michael College of Caraga.

Table 1. Population of Respondents N=110

<table>
<thead>
<tr>
<th>SECTOR</th>
<th>Total Population</th>
<th>Male</th>
<th>Percentage %</th>
<th>Female</th>
<th>Percentage %</th>
<th>Total</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Heads</td>
<td>18</td>
<td>8</td>
<td>15.09</td>
<td>10</td>
<td>17.54</td>
<td>18</td>
<td>16.36</td>
</tr>
<tr>
<td>Full-Time Non-Teaching</td>
<td>26</td>
<td>14</td>
<td>26.42</td>
<td>12</td>
<td>21.05</td>
<td>26</td>
<td>24.54</td>
</tr>
<tr>
<td>Full-Time Teaching</td>
<td>66</td>
<td>31</td>
<td>58.49</td>
<td>35</td>
<td>61.41</td>
<td>66</td>
<td>59.99</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>53</td>
<td>100</td>
<td>57</td>
<td>100</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

Research Instrument

The teamwork attitudes questionnaire was taken in the Team STEPPS Instructor Manual. It was an evidence-based teamwork system aimed at optimizing patient care by improving communication and teamwork skills among healthcare professionals, including frontline staff. The questionnaires were containing items that solicit responses from the personnel about the topic of teamwork practices. It was a Teamwork Attitudes
Questionnaire; it was made up of thirty (30) items in five (5) clusters for Team structures Leadership, Situation Monitoring, Mutual Support, and Communication.

Ethical Standards

The researchers’ ethical considerations of every respondent have safeguarded the rights of free will, confidentially privacy, respect, and well-being of participants. To address any potential ethical concerns before conducting any research activities, including data collection, a researcher must avoid ethical situations by developing an outline that shares the purpose of the study. The outline includes reminders for (a) the participant to sign a consent form, (b) ensure the anonymity of the responses, and (c) provide the opportunity for the participant to express any concerns about the study and the intended use. The research questionnaires also administer personally by the researchers so that confidentiality of information provided for the study would maintain.

Data Gathering Procedure

The researcher personally asked permission to the school Human Resource Development with a letter containing the purpose of our study. When the permission granted, the researchers applied the statistical treatment, analysis, and interpretation

Letter of Approval. The researchers secure permission from the school Human Resource Development’s office Dr. Ian Tampan. The researchers were asked for his permission to get the total number of the full-time personnel of Saint Michael College of Caraga from the School Year 2017-2018.

Distribution of the Informed Consent Form and Questionnaire. The researcher has personally distributed the survey sheet with an inform consent form to every respondent. They have given enough time in applying the necessary information needed for the study.

Retrieval of the Questionnaire. After the allotted given time, the answered questionnaire will be retrieved personally by the researchers, and it has been prepared for the collection of data.

Gathering of Data. The data were collected, check, tally, present, analyze, and interpret with the application of the following statistical tool.

The respondents were reminded to follow correctly the specifying directions ask for the questionnaires and answer with their sincere, honest, and objective opinion regarding the description of the questionnaires. The research surveys administered to the following three groups of respondents: Department Heads, Full-Time Non-Teaching, and the Full-Time Teaching which includes the Basic Education and College instructors.

Statistical Analysis

To assist the presentation, analysis, and interpretation, of the findings, the following were the statistical techniques analysis. Frequency, Percentage, Weighted Mean, & Chi-Square.
RESULTS AND DISCUSSION

Table 2. Distribution of respondents on number of years in the service

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years and below</td>
<td>62</td>
<td>59.62%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>25</td>
<td>24.04%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>9</td>
<td>8.65%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>8</td>
<td>7.69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>104</td>
<td>100%</td>
</tr>
</tbody>
</table>

As viewed from table 4 of out of 104 respondents, 62 or 59.62% whose length of service was 5 years and below, 25 or 24.04% have 6-10 years, 9 or 8.65% have 11-15 years, and the remaining 8 or 7.69% have 16-20 years. This suggests that most of the respondents have a length of service 5 years and below.

Table 3. Teamwork Practices of Saint Michael College of Caraga personnel in terms of leadership N=110

<table>
<thead>
<tr>
<th>Leadership</th>
<th>DEPARTMENT HEADS</th>
<th>TEACHING</th>
<th>NON-TEACHING</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 It is important for the leaders to share information with the team members.</td>
<td>4.92 Strongly Agree</td>
<td>4.72 Strongly Agree</td>
<td>4.69 Strongly Agree</td>
<td>4.78 Strongly Agree</td>
</tr>
<tr>
<td>2 Leaders should create sometimes informal opportunities for team members to share information.</td>
<td>4.92 Strongly Agree</td>
<td>4.4 Agree</td>
<td>4.46 Agree</td>
<td>4.59 Strongly Agree</td>
</tr>
<tr>
<td>3 Effective leaders view mistakes as meaningful learning opportunities.</td>
<td>4.85 Strongly Agree</td>
<td>4.62 Strongly Agree</td>
<td>4.62 Strongly Agree</td>
<td>4.7 Strongly Agree</td>
</tr>
<tr>
<td>4 It is leaders’ responsibility to model appropriate team behavior.</td>
<td>4.69 Strongly Agree</td>
<td>4.63 Strongly Agree</td>
<td>4.62 Strongly Agree</td>
<td>4.65 Strongly Agree</td>
</tr>
<tr>
<td>5 It is important for leaders to take time to discuss with their team members plan with regards to the best of the institution.</td>
<td>4.92 Strongly Agree</td>
<td>4.69 Strongly Agree</td>
<td>4.65 Strongly Agree</td>
<td>4.75 Strongly Agree</td>
</tr>
</tbody>
</table>
6 Team leaders should ensure that members help each other out when necessary.

<table>
<thead>
<tr>
<th></th>
<th>DEPARTMENT HEADS</th>
<th>TEACHING</th>
<th>NON-TEACHING</th>
<th>AVERAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Mean</td>
<td>4.85</td>
<td>4.45</td>
<td>4.54</td>
<td>4.61</td>
<td>1</td>
</tr>
<tr>
<td>Verbal Description</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

As gleaned from Table 3, the Department Heads (4.87), the Non-Teaching (4.62), and the full-time teaching personnel (4.61) with a verbal description of strongly indicates an excellent level of teamwork practices regarding leadership.

As an overall, the level of teamwork practices as to leadership has an average rate of 4.7 which belongs to the verbal description of strongly agree indicated the excellent level of practice as to leadership. Thus, most of the respondents excellently agreed that it is important for the leaders to share information with team members and take time to discuss some information or regarding school risks or some situations.

According to Yukl (2013), leadership is a patented superior position where one was being capable of and has the ability and power to influence people towards cooperating to get things done to reach a goal. A team needs a leader or commander to keep them stable and function smoothly, to reduce uncertainty and confusion and to keep them focused on its goal. One person can influence another in his goal achievement activities.

Both types of groups, the quality of leadership was highly influential on the quality of each cluster. The conduit must be knowledgeable, patient and respectful to the group. He must give proper guidance to the group and support group’s efforts achieving not only the organizational goals but also to the goals of the group as well as the individual goals of the array (Peterson, Smith, Martorana, & Owens, 2003).

Table 4. Teamwork practices of Saint Michael College of Caraga personnel in terms of communication N=110

<table>
<thead>
<tr>
<th>Communication</th>
<th>DEPARTMENT HEADS</th>
<th>TEACHING</th>
<th>NON-TEACHING</th>
<th>AVERAGE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Mean</td>
<td>4.85</td>
<td>4.45</td>
<td>4.54</td>
<td>4.61</td>
<td></td>
</tr>
<tr>
<td>Verbal Description</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

5.1 Teams that do not communicate effectively significantly increase their risk of committing errors.
<table>
<thead>
<tr>
<th></th>
<th>5.2 Poor communication is the most common cause of reported errors.</th>
<th>4.62</th>
<th>Strongly Agree</th>
<th>4.46</th>
<th>Agree</th>
<th>4.42</th>
<th>Agree</th>
<th>4.5</th>
<th>Strongly Agree</th>
<th>3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.3 Adverse events may be reduced by maintaining an information exchange with team members.</td>
<td>4.69</td>
<td>Strongly Agree</td>
<td>4.32</td>
<td>Agree</td>
<td>4.38</td>
<td>Agree</td>
<td>4.46</td>
<td>Agree</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5.4 I prefer to work with team members who ask questions about the information I provide.</td>
<td>4.92</td>
<td>Strongly Agree</td>
<td>4.4</td>
<td>Agree</td>
<td>4.19</td>
<td>Agree</td>
<td>4.5</td>
<td>Strongly Agree</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>5.5 It is important to have a standardized method for sharing information when with the teams.</td>
<td>4.92</td>
<td>Strongly Agree</td>
<td>4.42</td>
<td>Agree</td>
<td>4.38</td>
<td>Agree</td>
<td>4.57</td>
<td>Strongly Agree</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5.6 It is nearly impossible to train individuals how to be better communicators.</td>
<td>3.15</td>
<td>Slightly Agree</td>
<td>3.17</td>
<td>Slightly Agree</td>
<td>3.46</td>
<td>Slightly Agree</td>
<td>3.26</td>
<td>Slightly Agree</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4.53</td>
<td>Strongly Agree</td>
<td>4.20</td>
<td>Agree</td>
<td>4.23</td>
<td>Agree</td>
<td>4.32</td>
<td>Agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As gleaned from Table 4, the teamwork practices level of full-time personnel regarding on communication, leading by the Department Heads (4.53) with the verbal description of strongly agree indicated an excellent level of teamwork practices as to communication. Then, followed by the Non-Teaching (4.23) and lastly the full-time teaching personnel with the weighted mean of (4.20) which belongs to the bracket of verbal description agree.

As an overall, the communication, obtained with the inclusive average rate of 4.32 with a verbal description agree which indicates the above average level of teamwork practices. This suggests that most of the respondents agreed that teams that do not communicate effectively significantly increase their risk of committing errors and agreed to have the standardized method for sharing information when the teams.
According to Nancarrow et al. (2013), effective teamwork was facilitated and practiced by clear and open communication. The team members have respected to targets, responsibilities, and timelines. Every member of the team should feel comfortable asking questions regarding the clearness of what jobs and responsibilities, and free to make suggestions when they perceived they could advance the group objectives. If challenge or conflict arises, teams will be engaged and overcome it with efficient, communication, rather than avoid the issues or participate in gossip.

Furthermore, they added that effective teamwork was developed through shared experiences and practice. The use or avoidance of team building activities can be a significant factor in deciding the improvement and development of effective teams; to the advanced of modern technology and fast-paced business world, some team building exercises can be targeted to develop particular phases of team activities such as communication, and creativity. The pathway in bringing people together to build relationships, boost morale and promote mutual understanding of interests, personalities, strengths, and weaknesses.

Table 5. Significant difference on teamwork practices

<table>
<thead>
<tr>
<th>Teamwork Practices</th>
<th>Degrees of Freedom</th>
<th>p-value</th>
<th>Critical F-Value</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team structure</td>
<td>20</td>
<td>1</td>
<td>31.41</td>
<td>Accept the null hypothesis</td>
<td>There is no significant</td>
</tr>
<tr>
<td>Leadership</td>
<td>20</td>
<td>8.77705</td>
<td>31.41</td>
<td>Accept the null hypothesis</td>
<td>There is no significant</td>
</tr>
<tr>
<td>Situational Monitoring</td>
<td>20</td>
<td>0.00001</td>
<td>31.41</td>
<td>Accept the null hypothesis</td>
<td>There is no significant</td>
</tr>
<tr>
<td>Mutual Support</td>
<td>20</td>
<td>0.00001</td>
<td>31.41</td>
<td>Accept the null hypothesis</td>
<td>There is no significant</td>
</tr>
<tr>
<td>Communication</td>
<td>20</td>
<td>0.00001</td>
<td>31.41</td>
<td>Accept the null hypothesis</td>
<td>There is no significant</td>
</tr>
</tbody>
</table>

Table 5 shows that regarding the team structure by computed $p$-value is 1 and, the critical value is 31.41. In Leadership the computed $p$-value is 8.7E-05 and, critical f-value is 31.41 regarding situational monitoring the computed $p$-value is 0.00001 and, critical f-value is 31.41. In Mutual support the computed $p$-value is 0.00001 and, critical f-value is 31.41, and as of communication the computed $p$-value is 0.00001 and, critical f-value is 31.41.

Since the computed $p$-value of team structure, leadership, situational monitoring, mutual support, communication is lesser than critical f-value, the null hypothesis is accepted.

Therefore, team structure, leadership, situational monitoring, mutual support; communication has no significant difference in teamwork practices.
CONCLUSIONS

The teamwork practices of Saint Michael College of Caraga regarding leadership and communication the results show that the full-time personnel of Saint Michael College of Caraga are in the above average level of teamwork practices. Thus, most of the respondents consider that it was important to have team feedback regarding personnel’s different services since they were one of the essential components in Saint Michael College of Caraga’s success. They excellently consider that was important for the leaders to share information with team members and take time to discuss some information or regarding school risks or some situations. According to the concept of the Principles of TeamSTEPPS (Team Strategies and Tools to Enhance Performance and Personnel Satisfaction), a working team with better communication, leadership submit significant results which were enhanced knowledge, positive attitudes, and exceptional performance.

Member of the team with better communication, leadership, submit significant team results such as shared awareness about what was going on with the team and progress towards its goal. The team member was also familiarized with their assigned roles and responsibilities. In working teams of having the best communication and leadership, were most likely to have a positive experience; and were enjoyed with working together and trust the aims of every group members. Leadership will be able to adapt to changes in the project plan. Team members know when and how to reinforce, help and support each other. It will be more efficient in providing services; in having a project and the leaders should delegate the tasks and guiding every member in the making of a project plan.

Finally, the team will be safer, allowing the group to more readily identify and correct errors if they occur. The researchers now turn their conclusion to this conceptual framework and then look on imperative conceptual research precedence for the future. Also, the full-time personnel of Saint Michael College of Caraga who have developed their teamwork abilities, practicing the factors of teamwork to have better collaboration with teams which includes the department heads, teaching and non-teaching faculty.

RECOMMENDATION

Based on the findings of the study, the researchers recommended the following:

The researcher found out that the Teamwork Practices of Saint Michael College of Caraga was agreed. Therefore, the school should exert more effort in discovering the most influential teamwork practices to have better collaboration and to provide the needs of organization especially the school administrators, teaching and non-teaching personnel.
LITERATURE CITED


