Level of Team Effectiveness Among MARA Employees

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ABSTRACT

Effective teams help smoothen organization's management and increase its productivity. This study investigates level of Team Effectiveness among MARA employees. Quantitative research design was employed by researchers for this study. The instrument used was questionnaire with 50 items of close-ended and open-ended form. It was found that the sample has high overall team effectiveness level and also scored high team effectiveness level in all five dimensions that were measured such as team goals and objectives, team roles and responsibilities, team leadership, team relationship and team communication. However, there were no significant differences between team effectiveness and demographic variables such as gender, academic qualifications, years of service and departments. As for the implications of this study, it contributes to the corpus of knowledge in the area of team effectiveness in local context and provides empirical data to assist organizations in enhancing team effectiveness level amongst employees.

INTRODUCTION

Teams exist in various forms and structures as well as responsible for different functions and purpose. Teams provide wider input in terms of knowledge, skills and experience which enable them to provide quick feedback and innovative solutions to problems and challenges as well as improving the success rate of task accomplishment and enhancing gratification of those making up the team. This resulted from the wisdom of crowds that indicates increased capacity for achieving various types of performance made possible by the interaction of team members (Rico, de la Hera, & Urbieta, 2011).

Nowadays, team has been regarded as an essential aspect in the functioning of organizations. As organizations are expected to accommodate to the tough global competition by fulfilling incessant demands on productivity maintenance and profit enhancement, as well as ensuring their relevancy in the market via continuous innovation, they combine diverse but interrelated skills, expertise and experiences of the members of the organization to achieve those demands (Chuang, 2013; Gil, Alcover, & Peiro, 2005).

Furthermore, over the past two decades, individual-based work structures that had previously dominated many organizations had been substantially replaced with team-based work structures (McIntyre, 2011; Worley & Lawler, 2010). This conversion could be seen in all types of employment context all around the world, regardless of private or public sector (Dupe, 2015; Kozlowski & Ilgen, 2006). One of the main reasons of such conversion is possibly due to the positive relations between team-based work and the quality of products and services offered by an organization (Woods & West, 2010; Gibson, Porath, Benson, & Lawler, 2007). Moreover, teams might boost employee's productivity, satisfaction and commitment to

organization (Quratul Ain, 2011; Storey, Ulrich, Welbourne & Wright, 2009) and help the organization achieve its target (Ross, Jones, Erick & Adams, 2008).

Nevertheless, as teams are complex social systems that require interdependence between individuals (Rico, de la Hera, & Urbieta, 2011), certain team related issues such as team members' communication and relationship, team's roles and responsibilities, team's leadership, team's goals and objectives might affect the effectiveness of the team.

The success of organizations depends to a large extent on the effectiveness of teams (Rico et al., 2011). Highly effective teams establish good working relationships and potentially achieve greater results due to minimum conflicts (Demkin, 2008). Meanwhile, ineffective teams will cause organizations to waste money and resources and fellow team members' time and energy when they fail to achieve performance objectives (Remon & Sherif, 2013).

Yet, it is also undeniable that effective teamwork does not transpire automatically. Misunderstandings, poor communications, inadequate participation from team members and disparity of team goals are some of the examples of problems that could occur in the team (Fapohunda, 2013). Moreover, each person has their values, skills and style of communicating and working; which need to be put aside as being part of a team requires one to involve others in making important decisions, sharing critical information openly and to sacrifice personal agendas for the good of the team (Rico et al., 2011). Indeed, team members' attitudes determine the likelihood of the team's effectiveness.

In terms of international context, there have been numerous primary studies, meta-analyses and reviews of literature on the effectiveness of teams have been published in the last ten years (Kilpatrick et al., 2014; Klumb, 2010; DeChurch & Mesmer-Magnus, 2010; Goodwin, Burke, Wildman, & Salas, 2009; Chioccio & Essieembre, 2008; Mathieu, Maynard, Rapp & Gilson, 2008). However, to date, little research (Fung, 2014; Nader, Shamsudin, Salwa, Zahari, & Mohammadjafari, 2014) has been conducted on team effectiveness at workplace in local context. Majlis Amanah Rakyat (MARA), an agency under the purview of the Ministry of Rural Development, is responsible for facilitating and fostering continuous socioeconomic development of the country particularly in rural areas through the development and empowerment of Malays and Bumiputeras. As MARA is a big government agency with important mandate to be fulfilled, its staffs of varied divisions need to cooperate and work effectively together. In relation to this research gap, this research's main objective is to identify the team effectiveness level among MARA staffs. The sub-research objectives are two-folds: a) to examine the relationship between team effectiveness and demographic factors; and b) to identify the ways to improve team effectiveness at the organization.

LITERATURE REVIEW

Effectiveness is the extent to which an activity or task fulfills its intended purpose or function (Chiochio & Essiembre, 2009). It is often used to explain the outcomes of a particular activity or tasks that are either conducted individually or in groups. In relation to the team, effectiveness is usually linked with team members' satisfaction and their commitment to the organization. In this study, team effectiveness in an organization will be determined by their level of effectiveness and significant differences between team effectiveness based on demographic factors. The dimensions used in this study comprises of team goals and objectives.

The concept of team at workplace is based on the notion that individuals working collectively and interdependently are able to accomplish something beyond the capabilities of those individuals working independently. Research shows that the old saying "two heads are better than one" could be true as well-conceived and efficiently operating teams produce more solutions than individuals working alone (Adler, Elmhorst, & Lucas, 2013). Team effectiveness indicates the system of getting people in an organization or institution to work together effectively. Furthermore, an effective team usually operates in an environment

in which there are two way trust in an environment of open and honest communication (Chiochio & Essiembre, 2009). Team effectiveness also gives the team a very precise and reliable consensus as to what team members see going well and what needs improvement. With team effectiveness, all team members participate in team improvement through a sharing of their views about team performance and needed improvement.

Team Goals and Objectives

Team can continuously improve their effectiveness by focusing on improving their functioning key areas in the organization. They must follow the rules and regulations set by the top management and able to give ideas and opinions for organization's excellent performance (Klumb, 2010). Each member should understand and commit to achieve their outlined team goals and objectives. In other words, this dimension is about what the team aspires to achieve which includes vision, mission, values and a plan of the team. Costa (2003) once stated that team works are real organizational groups that have some goals or achievable outcomes which team members contribute to and are responsible for such that individuals need to develop share understandings and expected forms of behavior.

Team Leadership

Transformational leadership was associated with a higher level of cohesiveness as compared to transactional leadership as stated in various research (Stashevsky & Koslowsky, 2005). A manager or leader should enhance team knowledge and encourage greater team cohesiveness. Usually, leadership is studied in the context of situation such as situational factors and also individual characteristics that may affect team performance. The concept of shared leadership and good judgment during decision-making process was indeed a crucial part in team leadership (Judge, Bono, Ilies, & Gergardt, 2002).

Team Roles and Responsibility

Research in educational settings shows that most of the students identify the inevitability of teamwork to improve their interpersonal and intrapersonal skills, but they still prefer to work as individual when the goals that they had achieved was excellent (Ruiz Ulloa & Adams, 2004). Team members are willing to take initiative for unassigned tasks is one of the roles they should have and responsible to what they are satisfied with the roles and responsibilities given. Individuals in teams need to understand that there are specific required skills for achieving team effectiveness. An empirical research shows that the process of evolving teamwork is extremely complex and complicated. When it has not been well achieved it has engendered in individuals a negative attitude towards teamwork (Pfaff & Huddleston, 2003). Therefore, attitudes toward teamwork can be defined as an internal state to endure working together with the same team as well as personal action (Gardner & Korth, 1998). Based on Salton's (2000), role can be defined as the understanding for team members of what they are expecting from each other in the team. It is about to know, understand and respect the right of each team member in his or her task. This role will let the team members to identify how to complement the skills and efforts of each other making the team more effective and efficient. Moreover, the team members should help with unforeseen problems that need immediate attention if they are responsible and committed to the task given.

Team Relationship

The relative significance of each form of behavior depends on the nature and perspective of the working relationship in a team. Furthermore, an empirical research professed task performance has been found to correlate strongly with more objective measures and relationship continuity (Smith & Barclay, 1997). Effective teams are always aware of and responsive to both their internal and their external environment. Team members should have ability to handle team conflict very well and team works constructively on issues that arise until they are resolved. A leader also must build team relationships that help his or her group to meet their goals and objectives and work as a cohesive team (Bell & Brown, 2015). In order to maintain team relationship, the members must have a good decision making process within the team regarding project matters and care about each other.

Team Communication

Communication is a crucial part in teamwork as it is the medium to establish understanding between team members. It is also the reason why employers are very concerned about how the team communicates to accomplish goals of that particular project (Bhattacharyya, M.Nordin, & Salleh, 2009). Advanced communication in team proposed by Bianey, Ruiz, and Adams (2004) refers to the process in which team members are able to deliver ideas briefly yet comprehensive, giving convincing explanations and evidence for their ideas, listening without interrupting, clarifying what others have said and providing helpful feedback. According to Paris, Sallas, and Cannon-Bowers (2000), communication skills are undoubtedly important to ensure team members' engagement with their team goals, objectives, roles and responsibilities. Besides, a good team communication is a bonus for the team as rapport and trust between members will be enhanced. Moreover, conflict could be kept to the minimum level as any disagreements that occurred during team meetings can be voiced out by the team members the moment the meeting is adjourned and each team members are positive and open minded to accept other peoples' opinions and criticism.

Improving Team Effectiveness

A successful team does not only mean having full support of the organization to make it a successful team which continues to contribute to the prosperity of the organization. In addition, effective teams become sturdier when members are willing to adapt and learn to work together. Differences are embraced and similarities are celebrated. They have clear goals and target to be achieved together. The members have mutual trust and respect one another. On top of that, they communicate often and openly. Members also have talent while the leader fits the needs of the team (De Meuse, 2007).

According to the T7 Model of Team Effectiveness (Lombardo & Eichinger, 1995), they identified five factors in the team and two factors outside the team that impacts team effectiveness. The five internal factors are thrust, trust, talent, teaming skills and task skills. The two external factors are Team-Leader Fit and Team Support from the Organization. Next, the GRPI Model of Team Effectiveness (Rubin, Plovnick, & Fry, 1977) proposed that effective teams should begin with goals, followed by roles, working together processes which will help to develop positive interpersonal relationship between team members. The positive relationship includes communication, mutual understanding and effective methods when dealing with conflicts.

Numerous studies had been conducted in the past about team effectiveness (Goodwin et al., 2009; Gil, Mathieu, Maynard, Rapp & Gilson, 2008; Alcover & Peiró, 2005; Ilgen, Hollenbeck, Johnson & Jundt, 2005; Kozlowski & Bell, 2003; Kozlowski & Ilgen, 2006; Nielsen, Sundstrom, & Halfhill, 2005; Salas,

Stagl, & Burke, 2004). From these studies, team is seen as a whole structure that would give effect to the organization. Besides, antecedents for team effectiveness were also discovered.

Team Effectiveness Model

The use of a model allows very complex systems to be evaluated in a simplified and systematic manner. For a model to be useful or practical for implementation in industry, it must be based on measurable variables (Ross et al., 2008). McGrath (1964) proposed an input-process-outcome (IPO) framework for studying team effectiveness (refer Figure 1). Input describes antecedent factors that construct the team profile. These include individual team member characteristics such as competencies and personalities, team-level factors such as task structure and external leadership influence, and organizational and contextual factors such as organizational design features and environmental complexity (Mathieu et al., 2008). These various antecedents combine to drive team processes toward task accomplishment. Processes are crucial to team effectiveness because they describe how team inputs are transformed into outcomes (Mathieu et al., 2008). Meanwhile, outcomes are the results and by-products of team activity that are valued by one or more constituency (Mathieu et al., 2008). Broadly speaking, these may include performance that comprise quality and quantity and members' affective reactions that comprise satisfaction, commitment and viability.

The IPO model has served as a valuable guide for researchers over the years, but it has also been modified and extended in several ways (McGrath et al., 2001; Ilgen et al., 2005; Cohen & Bailey, 1997; Salas, Dickinson, Converse, & Tannenbaum, 1992; Hackman & Morris, 1975). Most of the adaptations to the IPO model have either placed it in a larger context, emphasized a temporal element, or rediscovered more subtle aspects of the model that have gone overlooked (Mathieu et al., 2008). For example, Cohen and Bailey (1997) addressed the contextual issue by depicting environmental factors as drivers of team and compositional inputs. In effect, this approach embraces the inherent multilevel nature of teams, in that individuals are nested in teams, which in turn are nested in organizations, which exist in environments (Mathieu et al., 2008).
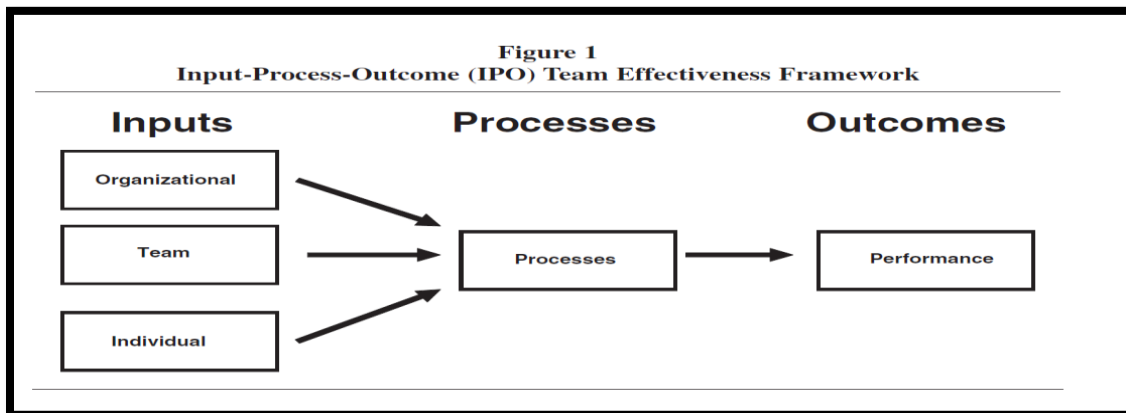

Figure 1: Input-Process-Outcome (IPO) Team Effectiveness Framework (McGrath, 1964).

Utilizing IPO Team Effectiveness Framework above as the guideline, this study made an attempt to measure the team effectiveness (outcomes) via team input. The team input addressed in this study comprise of five dimensions which are team goals and objectives, team roles and responsibilities, team relationship, team communication and team leadership. This team input is represented in a team effectiveness model

conceptualized by Mc Shane and Von Glinow (2007) in their book entitled Organizational Behaviour (refer model in the next page, Figure 2).

In Mc Shane and Von Glinow's (2007) team effectiveness model, it depicts team effectiveness functioning in five aspects which are similar to this study. Goals aspect of this model is equivalent to team goals and objectives of this study, roles aspect of this model is equivalent to team roles and responsibilities dimension of this study, procedure aspect of this model is equivalent to team communication of this study, relationship aspect of this model is equivalent to team relationship dimension of this study and leadership aspect of this model is equivalent to team leadership dimension of this study.
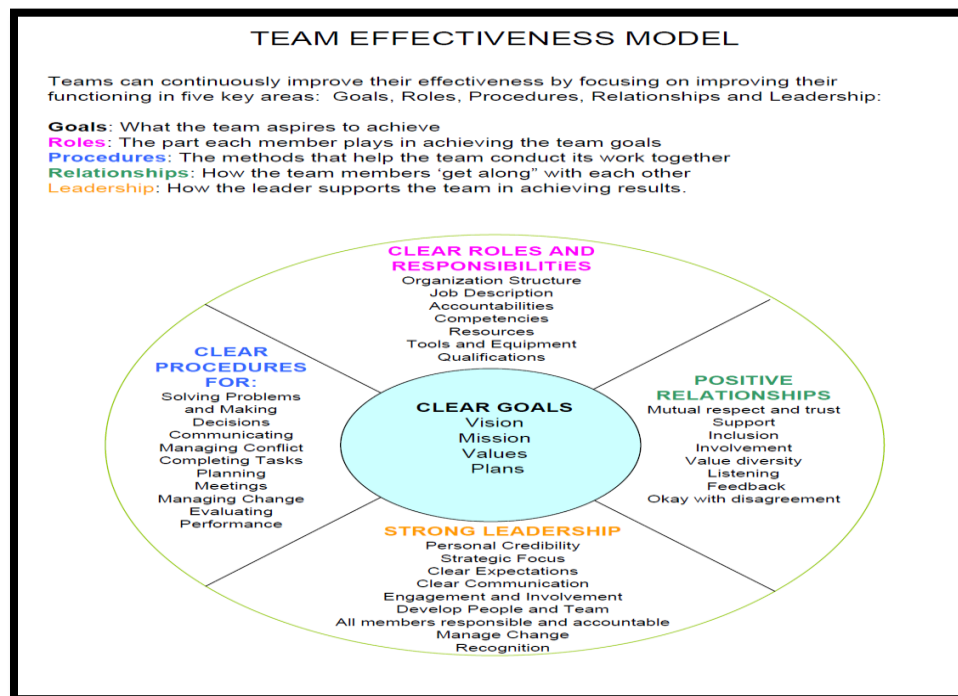

Figure 2: Mc Shane and Von Glinow's (2007) team effectiveness model

RESEARCH METHODOLOGY

Research Design

The research design is determined by research purpose and research questions. This research is a descriptive survey as it aims to examine the level of team effectiveness in an organization. To achieve this purpose, this research employed quantitative research design because it gives more accurate empirical data on the level of team effectiveness.

Sample

The population of this study was Majlis Amanah Rakyat (MARA) employees. Currently, there are about 1,000 multi-level employees who are working in eleven divisions in MARA Headquarters. The sample consisted of fifty employees in five selected divisions in MARA Headquarters. The method of

sampling used for this study was structured random sampling. The respondents involved in this study were multi-level employees who were randomly chosen from five divisions in MARA Headquarters. Divisions that took part in this study were Human Resource Division, Finance Division, Internal Audit Division, Asset Management & Procurement Division, and Information Technology Division. Ten employees from each division accumulate for total of fifty respondents. The rationale for choosing these multi-level employees as respondents was due to the fact that each of them is assigned to be in a team in each division. Furthermore, each of them had a different academic qualification upon working in MARA, hence the multi-level employees. Multi-level employees varied from Top Management Level, Middle Management Level to Lower Management Level. Even though the use of multi-level employees of MARA can be viewed as convenient, but it is considered valid when the demographic group is of interest to the topic of study. The use of multi-level employees of MARA as sample is reasonable in this study because these employees represent a significant portion of the level of team effectiveness in an organization and enable researchers to test the significant difference in team effectiveness based on demographic factors.

Research Instrument

In this study, the instrument took the form of a questionnaire. This questionnaire was divided into three sections: Section A, Section B, and Section C with a total of forty nine items. Section A focused on the demographic data of the multi-level employees in five divisions. It consisted of five items regarding gender, age, academic qualification, position level, and years of service. The employees were required to tick the information related to them in the boxes provided.

Section B answered the first research question which was the level of team effectiveness among multi-level employees in their division. It was based on the Team Effectiveness Survey by Nurhidayah Azmy (2012). This section consisted of six items on Team Goals and Objectives, six items on Team Leadership, nine items on Team Roles and Responsibility, nine items of Team Relationship, and nine items on Team Communication. The method of response was a 5-point Likert scale with a scale of 1, 2, 3, 4, and 5, in which 1 indicated "strongly disagree", 2 indicated "disagree", 3 indicated "neutral", 4 indicated "agree", and 5 indicated "strongly disagree". The respondents ticked the scale that accurately described their response for each item.

Section C asked about other ways to enhance team effectiveness by an open ended question. The rationale of using an open-ended question was to give opportunity to the respondents to share their thought that they had on team effectiveness issue in their respective division that were not stated in the questionnaire.

Data Collection Procedures

The researcher asked permission from the Human Resource Division of MARA to allocate this survey within divisions. Next, upon receiving permission from the Human Resource Division, the researcher distributed fifty sets of questionnaire to multi-level employees in their respective divisions who were selected as the sample. They were informed to answer all items in the questionnaire and were assured of the confidentiality of the data gathered. They were also asked to answer and return the questionnaire within a period of half a day. Throughout the data collection process, the researcher waited at the waiting room in order to enable the respondents to clarify any confusion related to the questionnaire items as well as to ensure that the respondents were able to locate the researcher easily to return the questionnaire. Fifty questionnaires were safely returned to the researcher and the average time taken by respondents to complete the questionnaire was approximately thirty minutes.

Data Analysis Procedure

The completed Team Effectiveness questionnaires were analyzed using Statistical Package for the Social Science Software (SPSS Version 20) as listed in Table 1. To answer the first research question, descriptive statistics such as frequency and percentage were used. Level of team effectiveness was divided to three different levels; low, medium, and high. Scores below 1.66 indicates low intensity, scores between 1.67 and 3.32 indicates medium intensity use and scores above 3.33 indicates high intensity use. Next, to answer the second research question, Independent Sample T-test and One-Way Analysis of Variance (ANOVA) were conducted to determine significant differences between means. It is a procedure for comparing sample means to see if there is sufficient evidence to infer that the means of the corresponding population distributions also differ (Singh, Puzziawati & Teoh, 2009). In the context of this study, it was conducted to find out whether there were significant differences between the team effectiveness based on demographic factors.

Table 1: Statistical tools used for analyzing

Analysis	Statistical tools
Demographic background	Frequency, %
Level of team effectiveness	Frequency, %
Team effectiveness and demographic factors	*t*-test, one way ANOVA
Ways to improve team effectiveness	Frequency, %

RESULTS AND DISCUSSION

Team Effectiveness Level according to dimensions

Research Question 1: What is the level of team effectiveness in the organization?

Table 2: Mean scores of Team Effectiveness level

Team Effectiveness	N	Mean	SD	Level
Team Goal and Objectives	50	3.82	.574	High
Team Roles and Responsibility	50	3.75	.635	High
Team Communication	50	3.70	.648	High
Team Leadership	50	3.68	.649	High
Team Relationship	50	3.64	.630	High
Overall Total Mean Score	50	3.72	.627	High

Overall, the findings in Table 2 revealed that the respondents agreed that they had high team effectiveness level (M=3.72, SD=.627). It is important for a team to function effectively as it would contribute to the productivity of the organization. The essential of team effectiveness is also highlighted by Adler, Elmhorst, & Lucas (2013) which claimed that the old saying "Two heads are better than one" can be true: well-conceived and efficiently operating teams produce more solutions than individuals working alone.

On top of that, all the dimensions in this study are important to develop an effective team. Team Goals and Objectives recorded the highest mean level (M=3.82, SD=0.574). It is followed by Team Roles and Responsibility (M=3.75, SD=0.635). Next is Team Communication (M=3.70, SD=0.648). Team Leadership is ranked next with M=3.68, SD=0.639 and lastly is Team Relationship (M=3.64, SD=0.629).

Costa (2003) once stated that work teams are real organizational groups that have some goal or achievable outcome which team members contribute to and are responsible for such that individuals need

to develop, share understandings and expected forms of behavior. Besides, in an organization, a manager or leader should enhance team knowledge and encourage greater team cohesiveness. Leadership influences team effectiveness as a charismatic leader would always steer his group towards success as well as leading his group successfully.

Based on Salton's (2000), role can be defined as the understanding for team members of what they are expecting for each other in the team. It is about to know, understand and respect the right of each team member in his or her task. Therefore, it is important for each team members to know their roles and responsibility in the group. It is essential for them in order to know their job scope and task. Besides, it would also avoid redundant work and unattended work. By knowing each other's roles and responsibilities, team members can work together effectively.

In terms of relationship with group members, team members should have the ability to handle team conflict very well and team works constructively on issues that arise until they are resolved. A leader must also build team relationships that help his or her group to meet their goals and objectives and work as a cohesive team (Bell & Brown, 2015). As suggested by the employees, team relationship is one of the ways to improve team effectiveness. It is important for team members to respect each other, have mutual trust and understand each other in order to work together. When team members are able to adapt with each other, they will work together easily. Differences are celebrated and similarities are discovered and be used as their strength together.

Other than that, communication is very important in order to build an effective team. This is due to the fact that, interaction takes place every day. Information, orders, conflicts, ideas and many other things are all conveyed through communication. Understanding between each member is established through communication. According to Paris, Sallas, and Cannon-Bowers (2000), communication skills are undoubtedly important to ensure team members' engagement with their team goals, objectives, roles and responsibilities. Therefore, it is in line with the employees' suggestions that team communication is vital in improving their team effectiveness.

Team Effectiveness Level by Demographic Factors

Research Question 2:   Is there any significant difference between team effectiveness based on demographic factors?

Team Effectiveness and Gender

Table 3: Independent sample t-test result on team effectiveness and gender

	Gender	N	Mean	SD	t	df	Sig.
Team Effectiveness	Male	25	3.56	.756	-1.013	48	.316
	Female	25	3.77	.521			

An independent sample t-test was conducted to examine whether differences exist between team effectiveness and gender as shown in Table 3. The result revealed that there was no significant difference between gender and team effectiveness (t=-1.013, p< .316). The female employees scored higher team effectiveness (M=3.77, SD=0.521) than the male employees (M=3.56, SD=0.756). Nevertheless, both genders have high level of team effectiveness. Since the p-value is more than 0.05, the assumption of equal variances of the team effectiveness by gender groups was met. From the output, it was shown that the p-value was 0.316 that was more than 0.05. Hence, it failed to reject the null hypothesis. This showed that gender does not influence team effectiveness.

Team Effectiveness and Academic Qualifications

Table 4: ANOVA results for team effectiveness and academic qualifications

Qualifications	N	Mean	SD	F	Sig.
SPM	5	4.16	.475	1.373	.259
Certificate	4	3.79	.244		
Diploma	13	3.66	.567		
Degree	21	3.59	.638		
Master	7	3.94	.155		

A one-way analysis of variance (ANOVA) was calculated between team effectiveness and academic qualifications as listed in Table 4. The analysis was not significant, F (4,44) = 1.373, p = .259. Employees with SPM has high team effectiveness (M=4.16, SD=0.475), followed by Masters (M=3.94, SD=0.155). Next is Certificate holders (M=3.79, SD=0.244) and Diploma holders (M=3.66, SD=0.567). Lastly is Degree holders (M=3.59, SD=0.638). Nevertheless, all academic qualification groups have high level of team effectiveness. Since the p-value is more than 0.05, the assumption of equal variances of the team effectiveness by academic qualification groups was met. From the output, it was shown that the p-value was 0.259 that was more than 0.05. Hence, it failed to reject the null hypothesis. This showed that academic qualification does not influence team effectiveness.

Team Effectiveness and Years of Service

Table 5: ANOVA results for team effectiveness and years of service

Years of service	N	Mean	SD	F	Sig.
0-3 years	8	3.92	.241	1.257	.302
4-7 years	15	3.77	.240		
8-11 years	16	3.90	.563		
12-15 years	11	3.46	.834		

A one-way analysis of variance (ANOVA) was calculated between team effectiveness and years of service. The analysis was not significant, F (4,42) = 1.257, p = .302. Employees with zero to three years' experience has the highest team effectiveness (M=3.92, SD=0.241), followed by 8-11 years' experience (M=3.90, SD=0.563). Next is 4-7 years' experience (M=3.77, SD=0.240) and 12-15 years' experience (M=3.46, SD=0.834). Nevertheless, all years of service groups have high level of team effectiveness. Since the p-value is more than 0.05, the assumption of equal variances of the team effectiveness by years of service groups was met. From the output, it was shown that the p-value was 0.302 that was more than 0.05. Hence, it failed to reject the null hypothesis. This showed that years of service do not influence team effectiveness.

Team Effectiveness and Department

Table 6: ANOVA results for team effectiveness and department

Department	N	Mean	SD	Level	F	Sig.
Procurement	10	4.06	.435	High	.592	.670
Human Resource	10	3.78	.236	High		
Recruitment	10	3.77	.605	High		
Finance	10	3.67	.773	High		
Internal Audit	10	3.58	.629	High		

A one-way analysis of variance (ANOVA) was calculated between team effectiveness and department as shown in Table 6. The analysis was not significant, F (4,44) = 0.592, p = .670. Employees from Procurement department has high team effectiveness (M=4.06, SD=0.435), followed by Human Resource (M=3.78, SD=0.236). Next is Recruitment department (M=3.77, SD=0.605) and Finance department (M=3.67, SD=0.773). Lastly is Internal Audit (M=3.58, SD=0.629). Nevertheless, all department groups have high level of team effectiveness. Since the p-value is more than 0.05, the assumption of equal variances of the team effectiveness by department groups was met. From the output, it was shown that the p-value was 0.670 that was more than 0.05. Hence, it failed to reject the null hypothesis. This showed that department does not influence team effectiveness.

Improving Team Effectiveness

Research Question 3:   What are the ways to enhance team effectiveness in the organization?

Table 7: Ways to improve team effectiveness

Team Effectiveness	Frequency	Percentage
Team Reward	12	32
Team Relationship	10	26
Team Communication	16	42
Overall Total Mean Score	38	100

One open-ended item in the questionnaire inquires respondents on the ways to enhance team effectiveness in the organization. Their responses were analysed using content analysis technique. Findings were later coded into 3 themes which are Team Reward, Team Relationship and Team Communication (Table 7). Out of 50 respondents only 38 (76%) gave suggestions on ways to improve their team effectiveness. 12 (32%) suggested that the organization should introduce team reward to improve team effectiveness. 10 (26) suggested that relationship between team members in terms of cooperation, respect and mutual trust are the important elements to improve team effectiveness. The remaining 16 (42%) believed that communication such as sharing ideas, flexibility in decision making, information sharing and group discussions as essential elements in improving their team effectiveness level.

CONCLUSION AND RECOMMENDATION

Team is very important in achieving the company's goals and objectives. However, it is worth to remember that building an effective team requires tremendous time and effort. It does not simply happen. It takes into account internal and external factors that could influence a team's performance. Therefore, it is important

for team members and leaders to acknowledge and fully understand factors that influence the dynamic and effectiveness of a team.

It is important for employers to know their teams' effectiveness level so that reinforcement programs and better strategies could be designed and implemented for the benefits of the employees and company. An effective team will finish their task on time and is able to achieve the organization's targets. Employees themselves should also know their own perspective of their team effectiveness for them to improve themselves and perform better in their job.

The sample for this research is only 50 multi-level employees of five divisions in MARA. Future research can employ mix method and use bigger samples in order to gain in-depth analysis of the issue. Besides that, future research might also study the subject with relationship to job performance.

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