BUILDING CULTURE AMONG TEACHERS IN GOMBAK, SELANGOR

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ABSTRACT

This study examined the organizational team building culture among teachers in Gombak, Selangor. Aspects that were being studied were the teachers' perception on the elements of team building, the relation between team building factors and motivational factors and differences between gender and the eight factors of team building which were goals, priorities, roles and responsibilities, self-awareness, leadership, group dynamics, communications and environment. The study employed a survey method for collecting data from 100 purposively selected teachers from 10 government aided secondary schools.

INTRODUCTION

This study investigates teachers' perception on the organizational team building culture among teachers in secondary schools in Gombak, Selangor. Specifically, it aimed to seek whether there is any existence of team building factors in their school organization culture and relating them to the motivational factors that help to arouse, direct and maintain individuals' behaviour toward a goal. Team is believed to be an appropriate structure for implementing strategies formulated to deal with performance and opportunities presented by the changing environment (Mohrman, Cohen, & Mohrman Jr., 1995). It is also recognized as having an impact on the transformation process of creating the necessary effective organizational environment (Sheard & Kakabadse, 2004). Therefore, this research focused on what perception teachers' had on the team building factors based on the studies done by LaFasto, Frank & Larson (2001), and Sheard & Kakabadse, (2004) that helped in creating the culture in school organization.

BACKGROUND OF THE STUDY

Educational systems are being restructured in order to improve the quality of education and to meet the threat and demand of cyber age, globalization, and liberalization. In hand with this, it often causes major changes in the organizational behaviour where it involves the art of understanding people and predicting their behaviour, and knowledge of the means by which their behaviour is influenced and shaped in order to improve and achieve organizational goals and objectives. Laurie J. Mullins (1999) states that the study and understanding of individual and group behaviour, and patterns of structure is needed in order to help improve organizational performance and effectiveness.

It is seen that a highly motivated workforce is one of a major ways of promoting flexibility and enhancing quality in an era of educational change. With all the pressures of treats and demands mentioned above which will inevitably caused systematic changes in organizational system, it is important to understand that the nature of the organizational behaviour is needed to be grounded in organization local traditions and culture if it is to achieve the objectives of the organization.

One of the ways of doing this is by implementing team work in the organization as emphasized by Less Bell and Tony Bush (2002); by promoting team work, it can help in developing the capabilities of constructing and sustaining working frameworks in an organization and providing a potential network support system mechanisms for all

...nts in the process of asserting better quality education

Furthermore, building team work is essential in helping to promote better management of innovation process in an organization. With the education changing and moving into ÷strategic planningø and when implementing a short or long-term strategy, the individuals that are involved in such a planning process must be able to function as an effective team in which diversity of ideas and opinions is desired, conflicts are managed, creative plans are made and high commitment is needed. The ability to have all these through working together under one roof is considered a success in achieving a common goal and an ultimate survival of the future of an organization.

STATEMENT OF PROBLEM

It is believed that by instilling team building culture in an organization, it can help produce or reenergize an open, supportive, creative, leading, realistic, flexible, constructive, inspiring, achieving and perceptive team members that can help build and manage the organizational team which can perform at a top level. According to Mohrman, Cohen, and Mohrman (1995), appropriate organizational design enables an organization to execute better, learn faster, and change more easily. Team is seen as a potential element that should be adopted because of its way to enact an organizationøs strategy and because it fits with the nature of the ever changing world of education.

According to Polzer (2004), teams have benefits and costs that differ from the traditional work groups where if they work well will have many advantages like; producing creative solutions, group decision making produces buy-in among the people who must implement decisions, get people in different functions to bring their separate skills to bear on intractable problems, enlist more information and know-how by tapping into the networks of their members and create better communication and collaboration within the organization.

Even though there were many case studies done on team building, such as, Ends and Page (1977), Walton (1985), Peters (1991), Katzenbach and Smith (1993), Gurcharan Singh (1997), Zulkiffli (2000), Griffith (2001), Miller (2005), not many are done in the area of education especially in the micro organization like secondary schools and from the perspective of teachers.

Thus, realizing how important is the role of management of human behaviour in ensuring that the goals of an organization is achieved and making sure that the organization is effective, this research is proposed with a specific intention of finding out about the elements of organizational team building culture among teachers as perceived by the team membersø or teachersø themselves who are directly involved with the management of schoolsø(micro) organization. Moreover, this study also has the intention of finding out how these elements relate to the motivation factors that drive individuals to constantly thrive for performance quality.

Hypothesis

a) Is there a significant relationship between the factors of organizational team building and the motivation factors among teachers in Gombak, Selangor?
b) Is there a significant difference among teachers in terms of gender with respect to their perception of the team building culture in their organization?

[CONCE]PTUAL FRAMEWORK

[...be]haviour in work organizations are the four basic elements in the development of team building. They are task, individuals, group and environment. Within these basic elements, involved the factors adapted from Sheard and Kakabadse (2002) which are goals, priorities, roles and responsibility, self awareness, leadership, group dynamics and communication. Under the basic element of environment; management practices, structure and processes, and systems are adapted from LaFasto and Larson (2001).

All these elements help in the process of management by integrating activities of organizational processes and the execution of work, coherent pattern of activities within the total work organization, systems of motivation, job satisfaction and rewards, coordinating efforts of members of the organization and improving the people and organization relationship. Following this, the success of integrating all these activities will produce and inter-relate chain reaction of needs satisfaction of the people at work, create an organizational climate in which people will work willingly and effectively, and achieve organizational goals. Thus, this will help in improving performance and effectiveness in organizations.

LITERATURE REVIEW

Wheelan (1999) identified ten key factors in developing teams; goals, roles, interdependence, leadership, communication and feedback, discussion, decision making, and planning, implementation and evaluation, norms and individual differences, structure and cooperation and conflict management. Furthermore, Galbraith, Downey, and Kates (2001) identified the following condition that are needed in order to build-up a team; common purpose, team members influencing goals, clear priorities, right skills level and mix, team accountability, clear criteria for leadership positions, decision norms, information and performance measures. Sheard and Kakabadse (2002) also identify nine key factors which are involved in the process of developing effective team building cultures among teachers. They are; clearly defined goals, priorities, roles and responsibilities, self awareness, leadership, group dynamics, communication, context and infrastructures. These are believed to be able to create a pleasant culture in an organization and by doing so creating an environment that could develop, spark and regenerate the climate of better working condition in the organization involved.

In the element of õtaskö, it is specifically related to goal which is required by a team to deliver. Sheard and Kakabadse (2002) insist that without a task to perform individuals or groups have no reason to transform themselves into a team at all and therefore will remain as no more than a collection of individuals. Next, is the element of õindividualö which is broken down into two key elements; roles and responsibilities, and self awareness. For the element of õgroupö, it exists in all organizations which comprised of people who are members of one or more groups and are essential to their working and performance. The last element is õenvironmentö. Organizations are made up of individual members which are a central feature of organizational behaviour and an important part of any behavioural situation, whether acting in isolation or as part of a group, in respond to expectation of the organization, or as a result of the influences of the external environment. The needs of the individual and the demands of the organization are seen as incompatible and sometimes can result in frustration and conflict. Thus, it is the task of

ortable environment which permits the satisfaction of ainment of organizational goals. The two key factors are infrastructure and context. The infrastructure factor includes all macro organization issues from system and human resource support to the ability of the top management team in translating its strategy into a series of goals suitable for teams to tackle. The final key factor identified as context; the physical environment of an organization.

RESEARCH METHODOLOGY

The main objective of the study was to determine the teachersø perception regarding the organizational team building culture among teachers in school organization. For further understanding of research questions and the research phenomenon, a research design was built. Research design of the study consists of independent variables which are goals, priorities, roles and responsibilities, self awareness, leadership, group dynamics, communications and environment. Dependent variable is the motivational factors which are self-interest, workmates, supervision level and quality, working environment, salary and performance appraisal. In addition, gender; male and female is put under mediating variables. All these variables will be collected using questionnaires.

A survey method is used for the data collection using the analysis of statistical inference in order to search for the relation and difference between independent variables, dependent variables and mediating variables. There are several advantages of using a survey method. This has been proven to be useful in education area, for gauging beliefs, opinions, attitudes, motivations and behaviour. Karlinger (1992) and Tuckman (1994) point out that survey method is useful in education research and it is also a commonly used technique of data collection. The questionnaire was designed for self administration and could involve a large number of subjects. It could guarantee confidentiality and might elicit more truthful responses (Ary et. al., 1990). It was also less expensive and time consuming than an interview. However, the question must be clear and unambiguous to avoid any confusion and misinterpretation (Cohen and Manion, 1994). A pilot study was done on 30 respondents and it registered a Cronbachøs alpha of 0.908 for items in Section B and 0.912 for Section C, which indicate a relatively high internal consistency of the modified questionnaire.
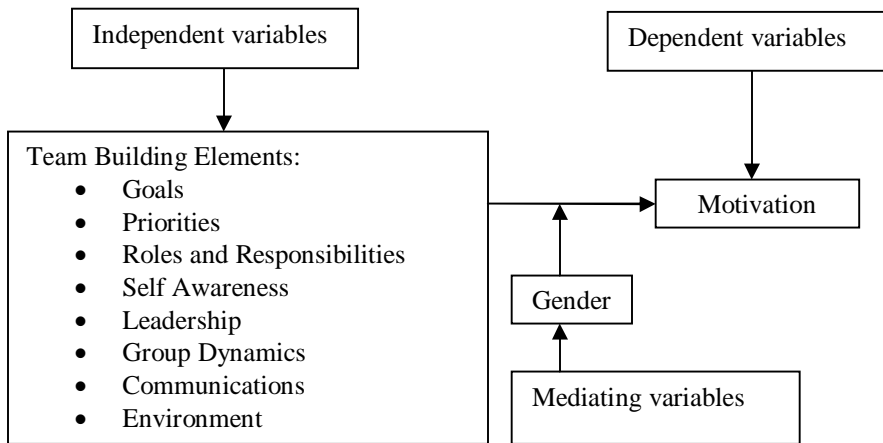

Figure 1: Research Design of the Study

IS AND RESEARCH FINDINGS

between the factors of organizational team building and the motivation factors among teachers in Gombak, Selangor?

Table 1: Correlation between goals and motivation

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Goals	17.62	1.787	0.176**	0.080
Motivation	71.58	6.145		

** Significant at the 0.05 level (2-tailed)

Correlation between goals and motivational factors

Based on Table 1, the statistical analysis showed that Pearson ‑r‑øCorrelation for goals (r = 0.176, p = 0.080). The finding showed that there was no significant relationship between goals and motivational factors at significant level of p<0.05. This implied that Null hypothesis (Ho) 1 was accepted where it stated that there was no significant relationship between goals and motivational factors. Thus, the research finding showed that there was no significant relationship between the two variables; neither the element of goals nor motivational factors causally affect each other.

Table 2: Correlation between priorities and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Priorities	18.18	1.482	0.245**	0.014
Motivation	71.58	6.145		

** Significant at the 0.05 level (2-tailed)

Correlation between priorities and motivational factors

Based on Table 2, the statistical analysis showed that Pearson ‑r‑øCorrelation for priorities (r = 0.245, p = 0.014). There was a significant relationship between priorities and motivational factor at significant level of p<0.05. This showed that Null hypothesis (Ho) 2 was not accepted. Thus, the finding showed that there was a significant relationship between the two variables; this meant that the higher the element of priorities, the higher the motivational factors was.

Table 3: Correlation between roles and responsibilities, and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Roles and Responsibilities	18.77	1.686	0.186**	0.064
Motivation	71.58	6.145		

** Significant at the 0.05 level (2-tailed)

onsibilities, and motivational factors

analysis showed that Pearson тø Correlation for roles and responsibilities (r = 0.186, p = 0.064). The finding showed that there was no significant relationship between roles and responsibilities, and motivational factors at significant level of p<0.05. This showed that Null hypothesis (Ho) 3 was accepted. The research finding showed that there was no significant relationship between roles and responsibilities, and motivational factors. Thus, the research finding showed that there was no significant relationship between the two variables; neither the element of roles and responsibilities nor motivational factors causally affect each other.

Table 4: Correlation between self-awareness and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Self-awareness	17.43	1.873	0.452*	0.001
Motivation	71.58	6.145		

* Significant at the 0.01 level (2-tailed)

Correlation between self-awareness and motivational factors

Based on Table 4, the statistical analysis showed that Pearson тø Correlation for self-awareness (r = 0.452, p = 0.001). The finding showed that there was a significant relationship between self-awareness and motivational factors at significant level of p<0.01. This showed that Null hypothesis (Ho) 4 was not accepted. Thus, the research finding showed that there was a significant relationship between the two variables; this meant that the higher the element of self-awareness, the higher the motivational factors.

Table 5: Correlation between leadership and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Leadership	16.55	2.243	0.352*	0.001
Motivation	71.58	6.145		

* Significant at the 0.01 level (2-tailed)

Correlation between leadership and motivational factors

Based on Table 5, the statistical analysis showed that Pearson тø Correlation for leadership (r = 0.352, p = 0.001). The finding showed that there was a significant relationship between leadership and motivational factors at significant level of p<0.01. This showed that Null hypothesis (Ho) 5 was not accepted. Thus, the finding showed that there was a significant relationship between the two variables; this meant that the higher the element of leadership, the higher the motivational factors was.

Table 6: Correlation between group dynamics and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)

			1.672	0.448*	0.001
Motivation	71.58	6.145			

* Significant at the 0.01 level (2-tailed)

Correlation between group dynamics and motivational factors

Based on Table 6, the statistical analysis showed that Pearson ̵rø Correlation for group dynamics (r = 0.448, p = 0.001). The finding showed that there was a significant relationship between group dynamics and motivational factors at significant level of p<0.01. This showed that Null hypothesis (Ho) 6 was not accepted. In other words, the finding showed that there was a significant relationship between the two variables; this meant that the higher the element of group dynamics, the higher the motivational factors was.

Table 7: Correlation between communications and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Communications	15.98	2.396	0.400*	0.001
Motivation	71.58	6.145		

* Significant at the 0.01 level (2-tailed)

Correlation between communications and motivational factors

Based on Table 7, the statistical analysis showed that Pearson ̵rø Correlation for communications (r = 0.400, p = 0.001). The finding showed that there is a significant relationship between communications and motivational factors at significant level of p<0.01. This showed that Null hypothesis (Ho7) was not accepted. Thus, the finding showed that there was a significant relationship between the two variables; this meant that the higher the element of communication, the higher the motivational factors was.

Table 8: Correlation between environment and motivational factors

Team Building Elements	Mean	Standard Deviation	Pearson Correlation (r)	Sig. (2-tailed) (p)
Environment	16.38	2.075	0.292*	0.003
Motivation	71.58	6.145		

* Significant at the 0.01 level (2-tailed)

Correlation between environment and motivational factors

Based on Table 8, the statistical analysis showed that Pearson ̵rø Correlation for environment (r = 0.292, p = 0.003). The finding showed that there was a significant relationship between environment and motivational factors at significant level of p<0.01. This showed that Null hypothesis (Ho) 8 was not accepted. In other words, the finding showed that there was a significant relationship between the two variables; this meant that the higher the element of environment, the higher the motivational factors was.

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Table 9: Significant difference between goals and gender

Team Building Elements	Gender	n	Mean	SD	Df	t-test value *t*	Sig. (2-tailed) *P*
Goals	Male	50	17.592	1.881	98	-0.156	0.876
	Female	50	17.648	1.708	98		

Significant difference between goals and gender

In Table 9, the statistical analysis showed the mean of goals for the teachers from the male gender was 17.592 (SD=1.881), whereas the female gender was 17.648 (SD=1.708) giving a mean difference of 0.056. The mean for female was slightly higher than the mean for male.

When the t-test is interpreted, it showed that the difference between goals and gender was more than 0.05 at significant level of $p<0.05$. Thus, null hypothesis (Ho) 9 was accepted, and proved that there was no significant difference between goals and gender.

Table 10: Significant difference between priorities and gender

Team Building Elements	Gender	n	Mean	SD	df	t-test value *t*	Sig. (2-tailed) *P*
Priorities	Male	50	18.052	1.576	98	-0.876	0.383
	Female	50	18.312	1.395	98		

Significant difference between priorities and gender

In Table 10, the statistical analysis showed the mean of priorities for the teachers from the male gender was 18.052 (SD=1.576), whereas the female gender was 18.312 (SD=1.385) giving a mean difference of 0.260. This showed that the mean for female was higher than the mean for male.

When the t-test is interpreted, it showed that the difference between priorities and gender is more than 0.05 at significant level of $p<0.05$. Thus, null hypothesis (Ho) 10 is accepted, and proved that there is no significant difference between priorities and gender.

Table 11: Significant difference between roles and responsibilities, and gender

Team Building Elements	Gender	N	Mean	SD	df	t-test value *t*	Sig. (2-tailed) *P*
Roles and Responsibilities	Male	50	18.576	1.534	98	-1.140	0.257
	Female	50	18.960	1.822	98		

Significant difference between roles and responsibilities, and gender

In Table 11, the statistical analysis showed the mean of roles and responsibilities for the teachers from the male gender was 18.576 (SD=1.534), whereas the female gender was

difference of 0.384. This means that the mean for r male.

When the t-test is interpreted the finding showed that the difference between roles and responsibilities and gender is more than 0.05 at significant level of p<0.05. Therefore, null hypothesis (Ho) 11 is accepted. This proved that there is no significant difference between roles and responsibilities and gender.

Table 12: Significant difference between self-awareness and gender

Team Building Elements	Gender	N	Mean	SD	df	t-test value t	Sig. (2-tailed) P
Self-awareness	Male	50	17.480	1.928	98	0.244	0.807
	Female	50	17.388	1.835	98		

Significant difference between self-awareness and gender
In Table 12, the statistical analysis showed the mean of self-awareness for the teachers from the male gender was 17.480 (SD=1.927), whereas the female gender was 17.388 (SD=1.835) giving a mean difference of 0.092. It showed that the mean for male was higher than the mean for female.

When the t-test is interpreted the finding showed that the difference between self-awareness and gender is more than 0.05 at significant level of p<0.05. Therefore, null hypothesis (Ho) 12 is accepted. This proved that there is no significant difference between self-awareness and gender.

Table 13: Significant difference between leadership and gender

Team Building Elements	Gender	n	Mean	SD	df	t-test value t	Sig. (2-tailed) P
Leadership	Male	50	16.420	2.504	98	-0.595	0.553
	Female	50	16.688	1.966	98		

Significant difference between leadership and gender
In Table 13, the statistical analysis showed the mean of leadership for the teachers from the male gender was 16.420 (SD=2.504), whereas the female gender was 16.688 (SD=1.965) giving a mean difference of 0.268. The mean for female was higher than the mean for male.

When the t-test is interpreted the finding showed that the difference between leadership and gender is more than 0.05 at significant level of p<0.05. Therefore, null hypothesis (Ho) 13 is accepted. This proved that there is no significant difference between leadership and gender.

Table 14: Significant difference between group dynamics and gender

Team Building Elements	Gender	n	Mean	SD	Df	t-test value t	Sig. (2-tailed) P
Group Dynamics	Male	50	17.280	1.788	98	-0.024	0.981

| | | | 17.288 | 1.566 | 98 | | |

Significant difference between group dynamics and gender

In Table 14, the statistical analysis showed the mean of group dynamics for the teachers from the male gender was 17.280 (SD=1.788), whereas the female gender was 17.288 (SD=1.566) giving a mean difference of 0.008. This means that the mean for female was slightly higher than the mean for male.

When the t-test is interpreted the finding showed that the difference between group dynamics and gender is more than 0.05 at significant level of $p<0.05$. Therefore, null hypothesis (Ho) 14 is accepted. This proved that there is no significant difference between group dynamics and gender.

Table 15: Significant difference between communications and gender

Team Building Elements	Gender	n	Mean	SD	Df	t-test value *t*	Sig. (2-tailed) *P*
Communications	Male	50	16.196	2.422	98	0.884	0.379
	Female	50	15.772	2.376	98		

Significant difference between communications and gender

In Table 15, the statistical analysis showed the mean of communications for the teachers from the male gender was 16.196 (SD=2.422), whereas the female gender was 15.772 (SD=2.376) giving a mean difference of 0.424. It showed that the mean for male was higher than the mean for female.

When the t-test is interpreted the finding showed that the difference between communications and gender is more than 0.05 at significant level of $p<0.05$. Therefore, null hypothesis (Ho) 15 is accepted. This proved that there is no significant difference between communications and gender.

Table 16: Significant difference between communications and gender

Team Building Elements	Gender	N	Mean	SD	Df	t-test value *t*	Sig. (2-tailed) *P*
Environment	Male	50	16.424	2.080	98	0.211	0.833
	Female	50	16.336	2.090	98		

Significant difference between environment and gender

In Table 16, the statistical analysis showed the mean of environment for the teachers from the male gender was 16.424 (SD=2.080), whereas the female gender was 16.336 (SD=2.090) giving a mean difference of 0.088. The mean for male was higher than the mean for female.

When the t-test is interpreted the finding showed that the difference between environment and gender is more than 0.05 at significant level of $p<0.05$. Therefore, null hypothesis (Ho) 16 is accepted. This proved that there is no significant difference between environment and gender.

CONCLUSION

...ed that there were significant relationships between priorities, self-awareness, leadership, group dynamics, communications and environments, with the motivation factors. Even though, the correlation showed were low but this implied that the six elements of team building culture had some effect on teachersø motivation. Besides, this showed that team building elements reflect some degree of internal and external motivation and job satisfaction which also reflect on the effort to increase the effectiveness of the organization in achieving its goals.

However, the findings showed that there were no differences in terms of gender perception towards the eight elements of team building culture among the teachers. This means that both male and female teachers had equally positive perception towards the team building culture in their organization.

In conclusion, team building is one of the vital factors that can bring improvement to the school organization. It helps to create an organizational climate and culture in which people willingly and effectively work together in collaboration. A school that has vivid and strong organizational culture is able to function effectively even when faced with difficulties and challenges. Furthermore, teachersø commitment in working together and building teams are considered as an important step in the process of building schoolsø culture because teachers as teams that work together towards school improvement would definitely affect the organizationsøperformance and effectiveness for the better.

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