FACTORS AFFECTING TEAMWORK IN EXPORT PROCESSING ZONES IN KENYA: A CASE OF INDIGO GARMENTS EXPORT PROCESSING ZONE LTD

BY

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OCTOBER, 2012
DECLARATION

This research project is my original work and has not been presented for a degree in any other university or any other examination body.

Signed ..................................................  Date ..........................

We confirm that the work presented in this research project was carried out by candidate under our supervision

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DEDICATION

I dedicate this work to my husband Daniel Musyoka, my sons Felix and Peter for bearing with me the many times I have not been able to give them company while writing this paper. I appreciate their prayers, encouragement and support. May God bless them in a special way.
ACKNOWLEDGEMENT

I acknowledge the contribution, support and guidance of my supervisor Robert Daudi Nzulwa for the time he spent checking on the progression of this research paper. May Almighty God bless him abundantly.
ABSTRACT

Teams can be depicted in terms of many philosophies and theoretical frameworks, and team-based philosophy within organisations is becoming increasingly popular and commonplace (Sheard & Kakabadse, 2001). Organizational teams can improve organizational performance through involvement, learning and increased communication that transpires through teamwork and team interactions. Team working is being seen increasingly as a means of improving organizational health (Woodcock, 1989), to redesign structure (Chance, 1989) and drive quality forward (Peterson, 1991). There are many types of teams documented in the literature. The most fundamental problem that teams confront is existing work structure (Wellins, 1991). A second problem teams confront is keeping sight of their goal. Individualism plays a big part in this problem. Control issues, political issues and individual agendas can blur the team’s vision (Larson and LaFasto, 1989). The general objective of the study is to determine factors affecting teamwork in indigo garments EPZ Ltd. The research design employed in this study was descriptive survey. The major purpose of descriptive research design was to describe the state of affairs as it is at present. The target population of this study was the employee of Indigo garments EPZ Ltd located in Ruarka, Nairobi County, there are about 120 employees working with EPZ in Ruarka Region. The study sampled 60 respondents from the target population. For the purposes of the research, stratified sampling was used to select the target groups which were employees of Indigo garments EPZ Ltd located in Ruarka, Nairobi County. They were divided into three strata ie Top level management, Middle level management and Support staff from where the primary data will be collected using semi-structured questionnaires. The researcher used both qualitative and quantitative techniques in analyzing the data. The organised data was interpreted on account of concurrence to objectives using assistance of computer packages especially statistical package for social scientists (SPSS) version 20 to communicate research findings. Tables and charts was used for data presentation. After the analysis and interpretation of data, a final report was written to provide a summary of the findings. The study revealed that cultural belief affect teamwork in the organization through misunderstanding among team members, conflicting views on issues, low level of cohesiveness among team members, poor communication, conflicts and poor team performance due to colliding cultural beliefs. The study revealed that most of the team members used intranet to communicate amongst themselves. The study found that communication through intranet affects teamwork in the organization to great extent. The study found that their organization organized training for members. The study found that training of team members affect teamwork in the organization to great extent. The study revealed that top management support team work in an organization was through favourable policies, creation of a favourable working environment, delegation of duties, provision of the necessary materials and leadership support.
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<td>African Growth and Opportunity Act</td>
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<td>Kenya's Export Processing Zone Authority</td>
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CHAPTER ONE:

INTRODUCTION

1.0 Background of the Study

Teams can be depicted in terms of many philosophies and theoretical frameworks, and team-based philosophy within organisations is becoming increasingly popular and commonplace (Sheard & Kakabadse, 2001). Recently, in the United Kingdom (UK), as many as 82% of companies with 100 or more employees reported using team structures (Gordon, 2002). Banker et al. (1996) argue that the use of teams has led to tremendous organisational improvements in a variety of industries. In South Africa, the scenario is the same: “Teams, instead of jobs, have become the critical building block of future organisations” (Robbins et al., 2004:99).

Since the beginnings of humankind, some form of teamwork has continuously taken place. Nevertheless, when people are asked to define the underlying principles of modern teams, they are often vague about the precise meaning and implications of the words “teams” or “teamwork”. Teamwork has been investigated widely and can be defined from many perspectives. Teamwork is the ability to work together toward a common vision, the ability to direct individual accomplishment toward organisational objectives. It is the fuel that allows common people to attain uncommon results” (Exco member, Auditor General 2007: pers.comm.). This view by one of the research participants reflects only one view of many.

1.0.1 Teamwork in an organization

Team working is being seen increasingly as a means of improving organizational health (Woodcock, 1989), to redesign structure (Chance, 1989) and drive quality forward (Peterson, 1991). There are many types of teams documented in the literature. Huszco (1990), for example, mentions committees, task forces, quality circles, employee-participation groups, joint union-management teams, action committees, project teams, supervisory councils and autonomous or self-directed work teams. Teams of this kind are set up with a specific
objective in mind and they meet periodically to discuss a pre-determined agenda. As a consequence, the conduct and behaviour of such team meetings are focused and members are usually clear about desired outcomes. Most business activity, however, takes place in natural work groups, particularly at operational level, where the functional team manager acts as a team leader. It may be suggested, therefore, that the focus of research should be to improve teamworking in everyday working groups, where real progress can be made. Stott and Walker (1995) suggest that the extension of scope for participation in working groups can harness the creativity and ideas of their members.

Team and teamwork are not new concepts. The definitions above describe groups with which Americans have been familiar since the Pilgrim Fathers first arrived. Yet the team concept has tended to apply on playing fields and in film. In recent decades teamwork has taken on a new meaning in corporations, and the results are worthwhile. Teams have become essential elements in problem solving and in helping businesses move forward into the future. As complexities increase, solutions themselves become more complex. Individual working is less efficient than the collaboration of several individuals’ creativity. In situations that require a combination of multiple skills, experiences and judgements, a team would achieve better results than would individuals working within confined job roles and responsibilities.

In the 1960s, American management began the move to employee involvement with the Quality of Worklife movement. Management and supervisors simply asked employees what steps could be taken to make their jobs easier and more pleasant (Larson and LaFasto, 1989). Today, employee involvement through the use of teams benefits both the company it serves and the employees themselves. Team working improves productivity and builds more flexibility into a business. This allows organizations to react better to environmental pressures such as market forces, government regulations, consumer demands and any other factor that would have an impact. Team working is also designed to help companies deal with internal problems by allowing team members to study and address the problems (Wellins, 1991).

Although most teams have common features, not all teams share a common structure. There are different types of team each created to accomplish different goals: Taskforce or cross-
functional teams include members from two or more departments within an organization. These teams are designed for problem solving. Quality circles are similar but are voluntary in nature; and the team selects the problem in quality, productivity or service it would like to research and solve. Departmental teams are limited to the department and its problem. Organizational policy-making teams are more creative in design. They are brought together to develop company policies and philosophy. Their members include representatives from all levels in the organization.

Lastly, we include self-directed work teams and self-managed teams, also referred to as empowered teams. These teams work together on a day-to-day basis. They include characteristics of creative and problem-solving teams in that they set their own goals and determine the problems to be dealt with. What sets the teams apart is the fact that they hold greater responsibility for their own success. They can hire and fire, budget and co-ordinate schedules for them (Kattzenback and Smith, 1993). The potential for great success or terrible failure is available in this revolutionary management style.

1.0.2 Export Processing Zone in Kenya

Export Processing Zone (EPZ) program in Kenya was established in 1990 to provide an attractive investment opportunity for export-oriented business ventures within designated areas or zones. This sought to help the economy through increased productive capital investment, jobs creation, transfer of technology, creation of backward linkages between the zones and the domestic economy and diversified exports (http://www.epzakenya.com/). Managed and promoted by the Export Processing Zone Authority, the scheme offers a range of attractive incentives to ensure low cost operations, fast set up, smooth operations and high profitability. The EPZ incentive regime in Kenya provides exporting firms with a 10-year tax holiday, unrestricted foreign ownership and employment, and freedom to repatriate unlimited amount of earnings. The firms are also exempt from observing some core labour laws and regulations. For example, until 2003, trade unions could not organise workers in the EPZ firms. In addition, the Factories act (chapter 514) is not being enforced in the zones (http://www.epzakenya.com).
Kenya's Export Processing Zone Authority (EPZA) has been in the forefront of initiating, promoting and providing attractive investment opportunities for the export-oriented business ventures in the country. EPZs are designed to further integrate Kenya into the global supply chain and attract export-oriented investments in the zones, thus achieving its economic objectives. According to EPZA 2008 annual report, the program has contributed significantly to achieving these objectives with 74 firms in place (23 in textile and apparel sector), close to 60,000 workers employed and contribution of 10.7% of national exports. Over 70% of EPZ output is exported to the USA under African Growth and Opportunity Act (AGOA). The African Growth and Opportunity Act (AGOA) is a part of U.S. legislation which offered preferential market access to the US for 37 designated Sub-Saharan African (SSA) countries by removing import duties. Considering the strategic role played by the EPZ firms in Kenya economy, and the nature of their operations there is therefore great need to study the risk management practices employed by EPZ firms to cushion against foreign exchange risks. 

In Indigo organization teams provide considerable gains to the school by deciphering complex problems, arriving at carefully thought-out decisions, applying creativity or judicious risk-taking where they are needed, and by using their members' often diverse skills. Such benefits may be realized only where organization senior managers support and nurture their teams. Strong organizational support for teams is not an option. It is an essential ingredient in successful, team-driven organisations. Such support includes carefully planned and integrated structures, and the development of an open and collaborative climate. Support also demands new thinking about appraisal and reward systems, about resources and their distribution, and about ways in which team development is planned, encouraged and utilised.

1.0.3 Indigo Garments (Epz) Ltd

The textile industry has made a sizeable contribution to income generation in rural areas by providing a market for cotton. The cotton sub-sector has significant linkages with not only textile processing and manufacturing industry but also with manufactures of soaps and detergents, animal feeds, chemicals fats and oils. Indigo Garment EPZ) is the east Africa's leading garment manufacturer based in Nairobi, Kenya. We are a manufacturer of clothing, our production include Men's Women's & Kids T-shirts, Polo shirts, Sweaters, Jackets,
Pajamas, Baby wear, like Romper, Onesies, Bodysuits, Sleepers, Mitten, Booties, Bibs, etc. They have an experience of around three decades in understanding the ever changing market trends in a much better way. They made a humble beginning in 1990, with the sole objective to present the African garment industry on the global platform by producing and exporting high quality products.

1.1 Statement of the Problem

The advantages of teamwork are taken almost for granted, given the extensive coverage in recent education literature. Teams provide considerable gains to the school by deciphering complex problems, arriving at carefully thought-out decisions, applying creativity or judicious risk-taking where they are needed, and by using their members’ often diverse skills. Such benefits may be realized only where organization senior managers support and nurture their teams. Strong organizational support for teams is not an option. It is an essential ingredient in successful, team-driven organisations.

Kreitner and Kinicki (2001), states that the attributes of high performance teams include the following, encouraging participative leadership; sharing responsibility; aligning on purpose; ensuring high communication levels; being future-focused; being focused on tasks; developing creative talents; and ensuring rapid response. Although there are success stories from a number of different industries that have implemented teams and team working, it is recognized that the movement of traditionally structured organizations to team working could not be free of problems. Control issues, political issues and individual agendas can blur the team’s vision (Larson and LaFasto, 1989).

Another problem teams experience is lack of visible support and commitment from top management (Woodcock, 1989). An influential problem that team members deal with is their own lack of training. Lack of training is one of the most common reasons why groups fail (Woodcock, 1989). Achieving cohesive teamwork requires specific learned and inherent skills. There are other problems that are visible more to personal experience than in text. Cultural barriers and communication problems can deter group cohesion. Sensitivity to
other’s cultures is essential in understanding their motivation. Healthy, clear communication keeps all members up to date and involved in the team’s work.

Despite the challenges that face teamwork’s in an organization, there is scanty of local research documenting various factors that affects teamwork in organization, it is against this backdrop in the research that this study seeks to determine the various factors that affect teamwork in an organization with special reference to export processing zones in Kenya. This study therefore seeks to fill the existing research gap by conducting a study to determine factors affecting teamwork in Indigo garments EPZ Ltd.

1.2 Purpose of the Study

The purpose of the study was to determine the various factors affecting teamwork in Export Processing Zones in Kenya, with special reference to indigo garments EPZ Ltd.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study was to determine factors affecting teamwork in indigo garments EPZ Ltd.

1.3.2 Specific Objective

The specific objective of the study

i. To examine how cultural beliefs affect teamwork in indigo garments EPZ Ltd.

ii. To determine how communication through intranets affect teamwork in indigo garments EPZ Ltd.

iii. To establish how training affects teamwork in indigo garments EPZ Ltd.

iv. To determine how top management support affects teamwork in indigo garments EPZ Ltd.
1.3.3 Research Questions

i. How do cultural beliefs affect teamwork in indigo garments EPZ Ltd?

ii. How does communication through intranets affect teamwork in indigo garments EPZ Ltd?

iii. How does training affect teamwork in indigo garments EPZ Ltd?

iv. How does top management support affect teamwork in indigo garments EPZ Ltd?

1.4 Significance of the Study

The study will be of significance to all the existing Export processing Zone companies in Kenya. The identification of factors affecting teamwork in an organization will be of great importance to the management as they will be in a position to understand how they can use teamwork to improve organization performance.

The study will provide information to potential and current scholars on the teamwork in an organization. This will expand their knowledge on teamwork and also identify areas of further study.

Government agencies and policy makers may use the results to formulate positive national policies on a framework that is relevant and sensitive to factors affecting teamwork in an organization.

1.5 Scope of the Study

This study was concerned with determining the various factors affecting teamwork in indigo garments EPZ Ltd. The study targeted 60 employees of Indigo garments EPZ Ltd located in Ruaraka, Nairobi County. The study was conducted using descriptive survey design to investigate and analyze factors affecting teamwork in Export Processing Zones in Kenya with special reference to indigo garments EPZ Ltd.

1.6 Assumptions of the Study

The study assumed that the information given by various respondents was true and accurate and therefore forms the basis for the research data analysis. It was also assumed that the
sampled enterprises gave the true picture of similar business categories in Kenya. The research also assumed that the target population provided sufficient evidence to support the case study. The researcher used the applicable statistical methods of data analysis using the statistical package for social scientist SPSS version 20 to arrive at factual information, deduce the correct information to arrive at a conclusion and make recommendations.

1.7 Limitations of the Study

Cases of respondents not cooperating was experienced at a low rate. This lead to gathering of adequate data which was taken to portray the true characteristic of the research problem. The researchers mainly engaged the respondents in a brief interview before issuing them with the questionnaires as a strategy to avoid lack of cooperation. For confidentiality of information, the researcher encountered limitations in getting some information from the study departments on account of sensitivity of the matter and authorization process of releasing firm’s information.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

Firms are constantly looking out for strategies that will help them to cope with complexity and competition. Greater dynamism in the economic and social environment has prompted many firms to review their resource deployment and productivity strategies. This chapter reviews the existing literature, information and publication on the topic related to the research problem by accredited scholars and researchers. This section shall examine what various scholars and authors have said about factors affecting teamwork in an organization, empirical review of the literature and conceptualization of research problem.

2.1 Theories on teamwork

2.1.1 Team Role Theories

Extensive research regarding the roles that individuals play in teams has also been done. This study select to focus on the views of Dr Meredith Belbin, since he has taken the lead with books such as Management teams: why they succeed or fail (Belbin, 1993a), Team roles at work (Belbin, 1993b) and later Beyond the team (Belbin, 2000). Understanding team roles enables a researcher to discover team complexities and understand team challenges in context.

Belbin developed what is now called team role analysis. He has studied teams for many years and identified nine roles that he sees as important in teamwork. If one of these roles is not “played”, the grouping cannot be called a team, but merely a number of individuals working together (Belbin, 2000). The Belbin team role analysis is a very powerful tool in developing teams, but so far it is underutilized and it is hardly ever used as part of an integrated approach towards teamwork. A team role can be described as a tendency to behave, contribute and interrelate with others in a particular way (Robbins, et al., 2004). The value of the nine roles identified by Belbin lies in the fact that the theory enables individuals or teams to benefit from self-knowledge. It also helps them to adjust according to the demands being made by
the external situation. Belbin (1993b) describes the characteristics of each role, as well as the "allowable weaknesses" of the roles as follows:


Team Worker: Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction. Indecisive in crunch situations. Specialist: Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply. Contributes only on a narrow front. Dwells on technicalities. Since Belbin's research has been published, many researchers set out to test his team role theory. McShane and Von Glinow (2003:241) define a team role as a "set of behaviors that people are expected to perform because they hold certain positions in a team and organizations" (2003:241). They differentiate between task-orientated and relationship-orientated roles. They stress that team members need to ensure that all these roles are fulfilled in order to facilitate the teams to functioning optimally and effectively.

2.1.2 Tuckman’s Theories

Researchers have always been interested in how teams are formed and how they develop in practice. Understanding the forming of teams will enable a researcher to include this theory in the journey towards a deeper understanding of team complexities. Tuckman (1965)
developed a model for team development that has been widely used and adapted. He describes team stages as forming, storming, norming and performing – natural stages that each team has to go through when its members are selected as a team. These stages are interactive in nature and do not have a specific time-line. Tuchman later added a stage called “adjourning”, which is the stage where the group dissolves after a job well done or members leave the team.

He defines the forming stage as the phase where members get to know each other and seek to establish ground rules. Storming is the phase where control is resisted and hostility is shown openly. During norming members start working together and develop a sense of camaraderie. Performing is the stage where all members work together to get the job done. After this phase, the group dissolves, adjourning, because the job has been done or because certain members leave the team. The purpose of each team is to reach the performing stage – thus operating as a high performance team. Ed Kur (1996) added to this body of knowledge with a model he calls “the faces model”. He describes it as a new model of team development which describes teams using five common patterns called “faces”. This model assumes that teams wear one face and then wear other faces in no specific order, unless the team drives its members to wear a specific face or to engage in a specific pattern of behavior.

2.1.3 Team Functioning Theories

Motivational speaker Vince Lombardi once said that “individual commitment to a group effort – that is what makes teams work, a company work, a society work, a civilization work”. Any manager working with teams or any individual working in a team should have insight into the mechanics and functioning of teams. In their study, the focus was on the question: what do individuals expect of teamwork to make it actually work? Teams are supposed to outperform individuals (Robbins et al., 2004), especially since a team approach is an effective way to use team talents and teams can solve problems better by applying different skills, judgment and experience. Newstrom and Davis (2002) also believe this, remarking that teams are highly empowering in that they allow for flexibility, joint decision making and multi-skilling. In terms of this framework, the challenge would be to get to
understand teams better. What makes teams tick and what are the expectations teams have when operating in a modern work situation? Ilgen et al. (2005) refer to various aspects of team functioning that should be understood if teams are considered. They specifically refer to theories relating to bonding, adapting and learning.

2.2 Characteristics of Effective Teams

2.2.1 Effectiveness

The search for effective teamwork must begin with a clear understanding of the meaning of the word “effective”. Few writers, however, have defined the use of the word as it applies to business organizations. The Chambers Dictionary (1993) defines effectiveness in the general sense as: “having power to effect; causing something successful in producing a result or effect; powerful; serviceable”.

Some business writers, such as Ansoff (1972) suggest that effectiveness is a strategic concept which relates to the exploitation of profit potential in an organization. Johnson and Scholes (1989) contend that effectiveness is a measure of the way which resources can be used in an organization; the judicious utilization of people, capital, marketing, research knowledge, production systems and intangible assets. Other writers describe effectiveness in terms of both organizational inputs and outputs, and emphasize its significance to organizations. Hofer and Schendal (1986) hold that effectiveness is important because it is a determinant of a company’s success and that it relates to satisfying the environment. They contend that effectiveness is the degree of correspondence between actual and desired outputs. Schein (1988) defines effectiveness in terms of “how quickly or cheaply or efficiently goal progress was occurring”. He adds, however, that the search for such a definition is confused by the reality that there is seldom one goal operating and the wrong goal may be chosen. Similarly, Drucker (1974, p. 561) defines effectiveness as “the extent to which the desired result is realized”. Blake and Mouton (1964) make the important point that organizational effectiveness occurs when management succeeds in being both production- and people-centred. Effective groups are those which achieve high levels of task performance through people (Schermerhorn, Hunt and Osborn, 1994).
It may be suggested that effectiveness can be assessed in three major ways: Performance. Outcomes or processes which, if successful, may be described in terms of excellence (Drucker, 1974). **Goals.** Comparing actual outcomes to expectations as described by targets or goals. Often ratios are used as a measure of effectiveness, for example productivity and a lack of effectiveness may be described as a gap or shortfall in expectations (Doyle, 1994). **Criteria.** Described by adjectives assessed on a comparative scale, for example high, medium, low (Brown and Laverick, 1994).

### 2.2.2 Efficiency

Efficiency is often confused with effectiveness. While effectiveness is a notional outcome, efficiency is the actual ratio of outputs to inputs (Hofer and Schendal, 1986). Johnson and Scholes (1989) observe that efficiency is a measure of how well resources have been utilized while effectiveness is the ability to harmonize that capability with the external environment.

### 2.3 Empirical studies

Team working is being seen increasingly as a means of improving organizational health (Woodcock, 1989), to redesign structure (Chance, 1989) and drive quality forward (Peterson, 1991). There are many types of teams documented in the literature. Huszco (1990), for example, mentions committees, task forces, quality circles, employee-participation groups, joint union-management teams, action committees, project teams, supervisory councils and autonomous or self-directed work teams. Teams of this kind are set up with a specific objective in mind and they meet periodically to discuss a pre-determined agenda. As a consequence, the conduct and behaviour of such team meetings are focused and members are usually clear about desired outcomes. Most business activity, however, takes place in natural work groups, particularly at operational level, where the functional team manager acts as a team leader. It may be suggested, therefore, that the focus of research should be to improve team working in everyday working groups, where real progress can be made. Stott and Walker (1995) suggest that the extension of scope for participation in working groups can harness the creativity and ideas of their members.
Groups are, of course, an essential feature of any work organization, but especially in hotel operations where work is so often a group-based activity (Mullins, 1992). Hotel work is often done by departmental groups which are, paradoxically, interdependent but often in conflict with each other (Dann and Hornsey, 1986). Conflict between restaurant staff in Chicago was studied as long ago as 1948 by William Foote Whyte and is still a feature of some hospitality operations, and while hotels increasingly require teams to operate effectively (Venison, 1983), co-operation is not easily achieved.

A deeper understanding of the phenomenon of teamwork can be derived from reviewing recent empirical research and, since the group dynamics movement of the 1930s (Bales, 1950), there have been many studies conducted on the way that groups and their members behave and interact. Group dynamics was later criticized on the grounds that it is anti-individual in approach (Bonner, 1959), but research evidence grew and confirmed the view that, compared to individuals, groups produce more solutions, and better solutions, to problems (Shaw, 1981).

Barham et al.'s (1988) conclusion that teamwork has become more widespread is supported by the Industrial Research Society (IRS) (1995) and Incomes Data Services (IDS) (1992) who add that most large organizations in their study used team briefings. Marchington et al. (1992) measured the extent to which team briefings were useful and found that opinions differed, but that there was a general desire that they should continue. Studies by Lawrence and Wiswell (1993) suggest that managers who are trained to give feedback in team situations can facilitate more effective teams.

Although the role of collaboration in group effectiveness is not a new subject, organizational contexts have become more complex (Perow, 1984) and the need for greater teamwork has been expressed. Limerick et al. (1985), for example, conclude that managers regard collaboration as increasingly important. Group collaboration can lead to more innovative and riskier decisions than those taken by individuals (Stoner, 1968) and this is known as the "risky shift" phenomenon. Research by Marquis and Reitz (1969) concludes that, in certain circumstances, such as with trial juries, the decisions taken by groups are more conservative. Although the debate between individuals and groups as optimal decision-making instruments
is unresolved, increased complexity in business has led to greater use of group problem-solving techniques (Schein, 1988).

The way that groups interact and learn is seen as important. Ancona and Caldwell (1992) suggest that there is a direct relationship between the quality of communication and group performance. Sherif et al.'s research (1992) concludes that effectiveness is related to the extent to which groups learn, particularly from failure to win in intergroup rivalry. Both research findings are applicable to hospitality operations where departmental communication and interrelationships affects the quality of the product offering and customer satisfaction.

2.3.1 Cultural Beliefs

Primary dimensions of diversity (which are hard to change) are those human differences that are inborn and/or that exert an important impact on our socialization and have an ongoing impact throughout our lives. The six primary dimensions include age, ethnicity gender, physical abilities/qualities or race. Primary diversity shapes our basic self-image and has great influence on how we view the world. The secondary dimensions of diversity are those that can be changed and include, but are not limited to, educational background, geographic location, income, marital status, military experience, religious beliefs, and work experience. Norton and Fox (1997) argue that employee diversity and organizational change are inextricably linked, and that these two elements have rarely been integrated sufficiently to meet the demands of today's fast-paced economy.

Socialization values vary across cultures and social ecologies. Enculturation proceeds via anticipatory socialization, guided participation, and integration into the peer culture. By implementing individualistic socialization tactics within a collectivistic culture, organizations will benefit from employees' backgrounds and experiences, while promoting teamwork and a cohesive organization. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life (Kalantzis, 1995). Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the
socialization process can mould it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences.

2.3.2 Communication

Communication is a process of transferring information from one entity to another. Communication processes are sign-mediated interactions between at least two agents which share a repertoire of signs and semiotic rules. Communication is a process whereby information is enclosed in a package and is discreet and imparted by sender to a receiver via a channel/medium. The receiver then decodes the message and gives the sender a feedback. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speech, song, and tone of voice, and there are nonverbal means, such as body language, sign language, paralanguage, touch, eye contact, and writing.

According to Spillan (2003), communication at organizational level involves the movement of information from the upper levels to the lower levels of the organizational hierarchy. Specifically, it occurs among co-workers and staffs during meetings and informational presentations, throughout shift changes, and among employees regardless of peer types. In short, its purpose is to keep organizational personnel informed of all current practices, policies, and procedures. Gilsdorf (1998) has implied that the more employees perceive a positive or strong organizational level communication, the more productive they will be. Poole (1985) has contended that an organization's quality of communication is summed-up in its management. In many cases, a strong positive organizational level communication can encourage employees to communicate effectively laterally when sharing achievements and disappointments. Thus, as Comer (1991) has asserted, managers should actively encourage employees to communicate effectively. Although this system of communication can be effective, problems can often ensue within organizations. According to Papa m. this communication problems occur because of territoriality, rivalry, specialization, and simple lack of motivation. In addition to these problems and in general, “organizations that traditionally have functioned under rigid authority structures with fixed lines of communication may find that the values and expectations that members have acquired under such systems inhibit attempts at horizontal communication.
2.3.3 Training

According to Hunter (2004), a sound and well-balanced training curriculum is a method for improving the quality of police personnel. While the importance of police training was recognized by police reformers at the beginning of the century, it was not until the early 1960s that it became more accepted by police administrators (Otwin 2000). Although there are variations across the country, there are three core types of police training: (1) basic training, (2) field training, and (3) in-service training (Hills, 2009). Training and empowerment are related constructs and the rise of knowledge work has been foreseen for many years (Cortada, 1998). In a longitudinal empirical study between 1987 and 1990, Lawler et al. (1992) have stressed the importance of knowledge and skill development and concluded that without the right skills, it is impossible for individuals to participate in the business and influence its direction. At a more basic level, it is impossible for individuals without skills to do most jobs effectively.

According to Beardwell & Holden (1997) training has emerged as a set of prescriptions for improving people at work. Its central premise is that by matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employee' contributions to production, organizations can make significant improvements on their performance (Campbell et al., 2001). Self-efficacy refers not to the intention of performance expectancy but the beliefs that an individual has that he or she can successfully carry out the actions necessary to accomplish intentions. Tan, Hall, and Boyce (2003), in a study examining cognitive and affective reactions to a training intervention, drew on Ajzen’s theory of planned behavior (1991) as support in discussing the relevance of cognitive reactions to training as indicators of subsequent on-the-job performance. Gellatly (1996) found that performance expectancy played a mediating role between conscientiousness and task performance. Training, which increases experience with the relevant tasks and can enhance self-efficacy, is expected to result in greater acceptance or intention to undertake the necessary action steps to meet performance goals. Training then, is a precursor and guide to performance outcomes. However, this is not seen to be happening in the police force probably due to the complexity of the crimes and the short duration of training with mostly theories with no practical training.
2.3.4 Top Management

The most challenging thing when teamwork is the top management’s commitment to the teamwork itself. This is undoubtedly a prerequisite for teamwork. In some cases top managers may demonstrate unwillingness to give energy and loyalty to the implementation process of teamwork. This demonstrable lack of commitment becomes, at the same time, a negative signal for all the affected organizational members (Rapa and Kauffman, 2005). Overall though, it is increasingly acknowledged that the traditionally recognized problems of inappropriate organisational structure and lack of top management backing are the main inhibiting factors to effective teamwork (Aaltonen, 2002).

Aaltonen and Ikávalko recognise the role of middle managers, arguing they are the “key actors” “who have a pivotal role in strategic communication” (Aaltonen and Ikávalko, 2002) meanwhile Bartlett and Goshal (1996) talk about middle managers as threatened silent resisters whose role needs to change more towards that of a “coach”, building capabilities, providing support and guidance through the encouragement of entrepreneurial attributes. So if they are not committed to performing their roles the lower ranks of employees will not be provided support and guidance through encouragement of entrepreneurial attributes.

In addition to the above, another inhibitor to successful teamwork implementation that has been receiving a considerable amount of attention is the impact of an organization’s existing management controls (Langfield-Smith, 1997) and particularly its budgeting systems (Marginson, 2002). To successfully improve the overall probability that the teamwork is implemented as intended, senior executives must abandon the notion that lower-level managers have the same perceptions of the teamwork and its implementation, of its underlying rationale, and its urgency. Instead, they must believe the exact opposite. They must not spare any effort to persuade the employees of their ideas (Rapa and Kauffman, 2005).
2.4 Conceptual Framework
A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. According to Britton and McGonegal (2007) a conceptual Framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical/ synthetically aspects of a process or system being conceived. A variable is a measurable characteristic that assumes different values among subjects. Independent Variables are changes that occur in an experiment that are directly caused by the experimenter. An independent variable is that variable which is presumed to affect or determine a dependent variable. It can be changed as required, and its values do not represent a problem requiring explanation in an analysis, but are taken simply as given. A dependent variable is a variable dependent on another variable: the independent variable. A dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable (Eriksson, Kerem and Nilsson, 2008).
Independent Variables

Cultural beliefs

Communication through intranets

Training

Top management support

Dependent Variable

Teamwork in an organization

Source, Researcher (2012)

Figure 2.1: Conceptual framework

Top management support

The first consideration is the presence of a structure that facilitates teamwork. For teams to operate productively, they must be enveloped in a compatible whole-school structure. If this can be achieved, it affects integration between teams at all levels. Structures such as the "trapezium structure" (Belbin, 1993) or the "radial teamwork structure" (Lau, 1988, p. 14), in which groups have equal power and importance, may offer appropriate solutions to the problem of integration and interdependence.

Wynn and Guditus (1984) note: “Benefits are likely to accrue to the organization only if it is supported by a structure designed to maximise involvement and nurtured by a climate that promotes participation”. But the issue is about more than the involvement and participation of individuals. Teams are part of a wider organizational structure and culture, and they need to interact and relate with other organizational teams and actors. In short, teams need to be linked to achieve overall organizational goals.
While it may not be possible to employ perfect structural configurations, traditional charts, showing linkages between individual positions of importance, may do little to support teamwork. They merely confirm the overriding importance of individuals. Schools offering structural support to teams should, at least, show clearly the intended linkages between teams (permanent and temporary) and between teams and senior management. Wynn and Guditus (1984) note, such organizations need to be structured “to provide for a free horizontal and vertical flow of information and to facilitate broader involvement in the decision-making process”. This leads to a relocation of authority, which “tends to become associated with expertise and institutional purpose, rather than position in the hierarchy”.

Structural compatibility cannot be manufactured. Fullan and Hargreaves (1991) warn of the dangers of “contrived collegiality”. They suggest that some schools, under incessant participation propaganda, impose structural arrangements that are collaborative in name only. “Contrived collegiality is characterised by a set of formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning, consultation and other forms of working together” (Fullan, 1991). Such structures do not encourage true participation and may actually be counterproductive. Similarly, the establishment of team structures for unethical purposes, such as forcing teachers to take on extra duties, may be doomed to failure and will not sustain team-supportive climates (Smyth, 1992).

**Cultural beliefs**

Teamwork demand strong group culture, which is based on empowerment, shared vision, creativity, participation, learning ability, trust, and shared consensus. Other authors (Nonaka and Takeuehi, 1995; Imai, 1986; Peters and Waterman, 1982; Stott and Walker, 1995) argue that an environment of tolerance toward failures and mistakes and a certain amount of creative chaos can improve team performance. Similarly, Senge (1990) views a mistake as “an event, the full benefit of which has not yet been turned to advantage” and argues that “failure is an evidence of the gap between vision and current reality”. This gap, according to Senge (1990), is the evidence of creative tension and is one of the attributes of learning teams. An interesting contribution about team culture comes from Kets De Vries (1999), who researched Pigmy society and based on this investigation suggests seven principles of
effective teamwork: members respect and trust each other, members protect and support each other, members engage in open dialogue and communication, members share a strong common goal, members have strong shared values and beliefs, members subordinate their own objectives to those of the team, members subscribe to “distributed” leadership.

According to Kets De Vries (1999), many practices of Pigmy society “are a model of effective behaviour”. Another aspect of Teamwork culture is alignment of its members. As stated by Senge et al. (1994), “building alignment is about enhancing a team’s capacity to think and act in new synergistic ways, with full coordination and sense of unity”. Nevertheless, it is not suggested that culture of HPTs is conflict-free. On the contrary, Senge (1990) argues that “great teams are not characterized by an absence of conflict” but they are able to take advantage from them.

Training

Lack of training and critical skill gaps have been mentioned in the section concerning the barriers to teamwork. To overcome these problems and to accomplish their tasks, the team members must receive training and personal development in areas such as (Katzenbach and Smith, 1993; Robbins and Finley, 1996; Scholtes et al., 1996): interpersonal and joint skills: dealing with conflict, dynamics of teamwork, how to conduct meetings, effective decision making, communication skills, effective record keeping; analytical and statistical skills: problem-solving methods, improvement techniques, seven basic quality control tools; improvement techniques, creativity approach, systems thinking; and technical skills: related to a particular job.

Communication through intranets

Corporate Intranets or other ICT solutions are in many cases due to implementations that are carried out without participation from the operating core. An action research approach subscribes to principles of inclusive participation in the design and deployment of such interventions (Foth and Axup, 2006; Reason, 1998).
CHAPTER THREE:
RESEARCH METHODOLOGY

3.0 Introduction
This chapter provides the research methodology of the study. It gives the specific procedures that were followed in undertaking the study. The research design, study population, sampling methods and procedures, data collection procedures and instruments, data analysis and reporting and ethical issues are described in this chapter.

3.1 Research Design
The research design that was employed in this study was descriptive survey. The major purpose of descriptive research design was to describe the state of affairs as it is at present. According to Mugenda and Mugenda (1999) a descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. The primary use of descriptive statistics is to describe information or data through the use of numbers (create number of pictures of the information). The characteristics of groups of numbers representing information or data are called descriptive statistics (Kay, 1997). According to Mugenda and Mugenda (1999) this type of research attempts to describe such things as possible behavior, attitudes, values and characteristics. This research design was found suitable for the study since it offered the researcher a profile to describe relevant aspects of the phenomena from an individual, organisation and industry-oriented perspectives.

3.2 Target Population
Target population is defined as a complete set of individuals, cases/objects with some common observable characteristics of a particular nature distinct from other population. Target population is defined as the population to which a researcher would generalize the result of a study. The target population of this study were the employees of Indigo garments Ltd located in Ruaraka, Nairobi County. There are about 120 employees working with EPZ in Ruaraka Region.
3.3 Sampling Method and Procedure
The study sampled 60 respondents from the target population. For the purposes of the research stratified sampling was used to select the target group which was employees of Indigo garments EPZ Ltd located in Ruaraka, Nairobi County. They were divided into three strata ie Top level management, Middle level management and Support staff from where the researcher will select 50% from each strata thus making a sample of 60 respondents.

3.4 Data Collection Procedures and Instruments

3.4.1 Data Collection Procedure
The study collected primary data. Primary data is the information the researcher obtains from the field. Primary data was collected using semi-structured questionnaires. The questionnaires were administered using drop and pick method. The questionnaires were used because they allowed the respondents to give their responses in a free environment and help the researcher get information that would not have been given out had interviews been used. The questionnaires were self-administered to all the respondents.

3.4.2 Data Instruments
The researcher developed the instruments with which to collect the necessary information. Questionnaires were used to obtain important information about the population. The questionnaire contained closed-ended questions, Likert question and open ended questions. These types of questions were accompanied by a list of possible alternatives from which respondents were required to select the answer that best describes their situation. The main advantage of closed ended questions is that they are easier to analyze since they are in an immediate usable form. They are also easy to administer because each item is followed by an alternative answer and is economical to use hence time saving.

3.5 Data Analysis and Reporting
For data collected to be meaningful, it needs to be analysed in a way that is easily understood by the common man. This includes an analysis of data to summarize the essential features and relationships of data in order to generalise and determine patterns of behaviour and particular outcomes. Before processing the responses, the completed questionnaires were
edited for completeness and consistency. The researcher used both qualitative and quantitative techniques in analysing the data. A content analysis and descriptive analysis was employed; which included the mean, frequencies and percentages. The organised data was interpreted on account of concurrence to objectives using assistance of computer packages especially statistical package for social scientists (SPSS) version 20 to communicate research findings. Tables and charts were used for data presentation. After the analysis and interpretation of data, a final report was written to provide a summary of the findings. Regression analysis was used to establish the relationship between the dependent and the independent variables. The regression model was as follows:

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon_i \]

Where:
- \( Y \) = Teamwork in an organisations
- \( \beta_0 \) = Constant
- \( \beta_1,...,\beta_4 \) = Coefficients of the independent variables
- \( X_1,...,X_4 \) = Independent variables, cultural reliefs, communication through intranets, training and top management support.
- \( \varepsilon_i \) = Error term

3.6 Ethical Issues
During the planning and period of carrying out the research, as well as in reporting research findings, there were certain considerations and obligations that the researcher has to fulfil in the course of the work. During the data collection, the management of selected company was approached in the course of doing research and was informed about the nature of the study, through a formal letter, to request for permission to carry out data collection in their organisation, stating the objectives of the study and any risks to the business that the study may create by involving its employees.

This study adhered to the principles of research and the research findings were solely for academic purposes. Utmost care was taken and reliable research tools were used in the course of research to ensure that data collected was true and hence the conclusions.
4.0 Introductions

This chapter presents analysis and findings of the research. From the study population target of 60 respondents, 53 respondents filled and returned their questionnaires, constituting 88.3% response rate. Data analysis was done through Statistical Package for Social Scientists (SPSS). Frequencies and percentages were used to display the results which were presented in tables, charts and graphs.

4.1 General Information

Figure 4.2: Gender of the respondents

From the findings on the gender of the respondents, the study found that majority of the respondents were male as shown by 58.5% whereas 41.5% of the respondents were females, this is an indication that both gender were involved in the study, thus the findings of the study did not suffer from gender bias.
From the finding on the designation in the company, the study found that most of the respondents as shown by 52.8% indicated that they were staff in the company, 32.1% of the respondent indicated that they were supervisor whereas 15.1% of the respondent indicated they were at management level, this is an indication that respondents were at various level of management in the organization.

On the respondent highest level of education, the study found that majority of the respondents as shown by 50.9% indicated that they had attained college level of education, 37.7% of the respondents indicated that they had attained degree level of education whereas 11.3% of the respondents indicated that they had attained master level of education, this is
an indication that all the respondents had reached tertiary level of education thus they were in a position to understand and give credible information to the study.

**Figure 4.5: Length of time in the company**

![Length of time in the company](image)

On the length of time the respondent had been in their company, the study requested the respondents to indicate the length of time they had been in the company, the study found that 41.5% of the respondents indicated 4 to 7 years, 35.8% of the respondents indicated more than 7 years whereas 22.6% of the respondents indicated 1 to 4 years, this clearly shows that most of the respondents had been in the organization for more than 4 years, an indication that they understood their organization and thus they were in a position to give credible information to the study.

**Figure 4.6: Working teams in the company**

![Working teams in the company](image)
On whether there are working teams in the organization, the study found that majority of the respondents indicated that 86.8% of the respondents indicated that they were working teams in the organization whereas 13.2% of the respondents believed that there were no working teams in the organization. This is a clear indication that there were working teams in the organization. The study revealed that the various factors affecting teamwork in the organization were skills of the team members, team motivation programme adopted, culture of the organization, skills of the team members, top management support, team dynamics, leadership skills, cultural differences, level of education, organization leadership, communication, delegation of duties, authority of the team and organization structure.

4.2 Cultural Beliefs and teamwork

Table 4.1: Extent to which cultural beliefs affect teamwork

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>16</td>
<td>30.2</td>
</tr>
<tr>
<td>Great extent</td>
<td>29</td>
<td>54.7</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>8</td>
<td>15.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the findings on the extent to which cultural beliefs affect teamwork in the organization, the study found that majority of the respondents as shown by 54.7% indicated to great extent, 30.2% of the respondents indicated to very great extent whereas 15.1% of the respondents indicated to moderate extent. This is a clear indication that cultural beliefs affect teamwork in the organization to great extent. The study revealed that the cultural beliefs that affect teamwork in the organization were; gender bias, responsibility of men, dressing modes, stereotypes, arguments between men and women, gender differences, communication styles and ethnic differences. The study revealed that cultural beliefs affect teamwork in the organization through misunderstanding among team members, well defined roles of team members based on cultural beliefs, conflicting views on issues, low level of cohesiveness among team members, variety of viewpoints, benefits with diversity plans, broad service range, diverse ideas, resistance to change, improve creativity and business image, variety of
viewpoints, poor communication, conflicts, leads to incompatibility of team members, reduced teamwork, making some people accept or reject some roles on the basis of their cultural beliefs, poor team performance due to colliding cultural beliefs, and poor coordination of the team.

4.3 Communication through Intranets

Table 4.2: Communication through intranets in the organization

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>71.7</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>28.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

On whether the use intranet in the organization to communicate with various team members, the study revealed that majority of the respondents as shown by 71.7% indicated that they use intranet to communicate with team members within the organization whereas 28.3% of the respondents indicated that they did not use intranet to communicate with team members, this is an indication that most of the team members used intranet to communicate amongst themselves.

Table 4.3: Extent to which communication through intranets

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>17</td>
<td>32.0</td>
</tr>
<tr>
<td>Great extent</td>
<td>25</td>
<td>47.2</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the findings on the extent to which communication through intranet affect teamwork in the organization, the study found that 47.2% of the respondents indicated to great extent, 32% of the respondents indicated to very great extent whereas 20.8% of the respondents indicated to moderate extent. This is an indication that communication through intranet
affects teamwork in the organization to great extent. On the effect of communication through intranets on team work, the study revealed that communication through intranets affect teamwork through lack of enhanced internal coordination of teams, difficulty in external coordination, increased performance due to effective communication, effective team coordination, saving time, poor performance in case of system failure, effective training, improvement in interactions, low communication breakdown, fast duty execution and high information circulation.

4.4 Training

Table 4.4: Organizing of training for team members

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>52.8</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>47.2</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
</tr>
</tbody>
</table>

On whether the respondents’ organization organized training for various team members, the study found that most of the respondents as shown by 52.8% indicated that their organization organized training for members whereas 47.2% of the respondents indicated that the organization did not organized training for team members, this is an indication that there was need for the organization to organize more training for various team members as this will enhance teamwork in the organization.

Table 4.5: Extent to which training affects teamwork in the organization

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>19</td>
<td>35.8</td>
</tr>
<tr>
<td>Great extent</td>
<td>28</td>
<td>52.8</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>6</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From the findings on the extent to which training of team members affect teamwork in the organization, the study found that 52.8% of the respondents indicated to great extent, 35.8% of the respondents indicated to very great extent whereas 11.4% of the respondents indicated to moderate extent. This is an indication that training of team members affect teamwork in the organization to great extent.

Table 4.6: Training in the organization

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually</td>
<td>23</td>
</tr>
<tr>
<td>Semi annually</td>
<td>25</td>
</tr>
<tr>
<td>Monthly</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
</tr>
</tbody>
</table>

On how often training was being done in the organization, the study found that 47.2% of the respondents indicated semiannually, 43.4% of the respondents indicated annually whereas 9.4% of the respondents indicated monthly. This is an indication that training was being conducted at different times in the year. From the findings on how training of team members affect teamwork in an organization the study revealed that training of team members affect teamwork in an organization through effective team leading to increased output, improved understanding of roles by team members, improved team work, increased team output, reduced conflicts amongst team members, improved team cohesion, reduced risks of poor quality, motivation, increased knowledge and improved skills, reduced losses due to poor performance and team cohesiveness.

4.5 Top Management Support

Table 4.7: Top management support for teamwork

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>58.5</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>41.5</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>100.0</td>
</tr>
</tbody>
</table>
On whether the top management in the organization supports teamwork in the company, the study found that 58.5% of the respondents indicated that top management supports teamwork in the organization whereas 41.5% of the respondents were of the opinion that top management doesn’t support teamwork in the organization.

Table 4.8: Extent to which top management support teamwork

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Great extent</td>
<td>28</td>
<td>52.8</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>14</td>
<td>26.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the findings on the extent to which top management support affect teamwork in the organization, the study found that 52.8% of the respondents indicated to great extent, 26.4% of the respondents indicate to moderate extent whereas 20.8% of the respondents indicated to very great extent. This is an indication that top management support affects teamwork in the organization to great extent. From the findings on how the top management support team work in an organization the study revealed that top management affects team work in an organization through favourable policies, creation of a favourable working environment, delegation of duties, provision of the necessary materials and finances, training of the team members, setting of targets for teams, development of a motivation plan, provision of funding, leadership support, change management, team building seminars and workshops, defining team structures, proper power distribution and setting of goals, mission and vision to guide the teams.

4.6 Regression Analysis

Table 4.9: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.947a</td>
<td>.897</td>
<td>.853</td>
<td>.45277</td>
</tr>
</tbody>
</table>
Adjusted $R^2$ which is termed as the coefficient of determination tells teamwork in an organization varied with cultural beliefs, communication through intranets, training and top management support. According to the findings in table above, the value of adjusted $R^2$ is 0.853. This implies that, there was a variation of 85.3% of teamwork in an organization with cultural beliefs, communication through intranets, and training and top management support at a confidence level of 95%. $R$ is the correlation coefficient which shows that there was a strong correlation between the study variable as shown by the correlation coefficient of 0.947.

Table 4.10: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.706</td>
<td>.345</td>
<td>4.941</td>
<td>.000</td>
</tr>
<tr>
<td>Cultural beliefs</td>
<td>.069</td>
<td>.132</td>
<td>.101</td>
<td>.523 .604</td>
</tr>
<tr>
<td>Communication through intranets</td>
<td>.056</td>
<td>.182</td>
<td>.062</td>
<td>.310 .758</td>
</tr>
<tr>
<td>Training</td>
<td>.092</td>
<td>.147</td>
<td>.117</td>
<td>.626 .536</td>
</tr>
<tr>
<td>Top management support</td>
<td>.207</td>
<td>.152</td>
<td>.281</td>
<td>1.363 .181</td>
</tr>
</tbody>
</table>

From the finding in table the established regression equation was

\[ Y = 1.706 + 0.069 X_1 + 0.056 X_2 + 0.092 X_3 + 0.207 X_4 \]

From the above regression model, holding cultural beliefs, communication through intranets, training and top management support, and teamwork in an organization would be at 1.706. It was established that a unit increase in cultural belief would cause an increase in teamwork in an organization by a factor of 0.069, unit increase in clearing cycle would lead to increase in teamwork in an organization by a factor of 0.056, also a unit increase in training would cause increase in teamwork in an organization by factors of 0.092, also a unit increase in top management support would cause increase in teamwork in an organization by factors of 0.207.
CHAPTER FIVE:
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

From the analysis and data collected, the following discussions, conclusions and recommendations were made. The responses were based on the objectives of the study. The researcher had intended to examine how cultural beliefs affect teamwork in indigo garments EPZ Ltd, to determine how communication through intranets affect teamwork in indigo garments EPZ Ltd, to establish how training affects teamwork in indigo garments EPZ Ltd and to determine how top management support affects teamwork in indigo garments EPZ Ltd.

5.1 Discussions and findings

From the findings on the extent to which cultural belief affect teamwork in the organization, the study found that cultural belief affect teamwork in the organization to great extent. The study revealed that the cultural beliefs that affect teamwork in the organization were; gender bias, responsibility of men, dressing modes, stereotype, argument between men and women, gender differences, communication styles and ethnic differences. The study revealed that cultural belief affect teamwork in the organization through misunderstanding among team members, well defined roles of team members based on cultural beliefs, conflicting views on issues, low level of cohesiveness among team members, variety of viewpoints, benefits with diversity plans, broad service range, diverse ideas, resistance to change, improve creativity and business image, variety of viewpoints, poor communication, conflicts, leads to incompatibility of team members, reduced teamwork, making some people accept or reject some roles on the basis of their cultural beliefs, wastage of time as the team concentrates on cultural beliefs, poor team performance due to colliding cultural beliefs, and poor coordination of the team.

On the use intranet in the organization to communicate with various team members, the study revealed that most of the team members used intranet to communicate amongst themselves. From the findings on the extent to which communication through intranet affects teamwork
in the organization, the study found that communication through intranet affects teamwork in
the organization to great extent. On the effect of communication through intranets on team
work, the study revealed that communication through intranets affect team work through
enhanced internal coordination of teams, difficulty in external coordination, increased
performance due to effective communication, effective team coordination, saving time, poor
performance in case of system failure, effective training, improvement in interactions, low
communication breakdown, fast duty execution and high information circulation.

From the findings on the organization organizing training for various team members, the
study found that most of the respondents as shown by 52.8% indicated that their organization
organized training for members, this is an indication that there was need for the organization
to organize training for various team members as this will enhance teamwork in the
organization. From the findings on the extent to which training of team members affect
teamwork in the organization, the study found that training of team members affect
teamwork in the organization to great extent. On how often training was being done in the
organization, the study found that 47.2% of the respondents indicated semiannually, 43.4%
of the respondents indicated annually whereas 9.4% of the respondents indicated monthly.
This is an indication that training was being conducted at different time in the year. From the
findings on how training of team members affect team work in an organization the study
revealed that training of team members affect team work in an organization through effective
team leading to increased output, improved understanding of roles by team members,
improved team work, increased team output, reduced conflicts amongst team members,
improved team cohesion, reduced risks of poor quality, motivation, increased knowledge and
improved skills, reduced losses due to poor performance and team cohesiveness.

On top management support, the study found that 58.5% of the respondents indicated that top
management supports teamwork in the organization. From the findings on the extent to
which top management support affect teamwork in the organization, the study found that
52.8% of the respondents indicated to great extent, 26.4% of the respondents indicate to
moderate extent whereas 20.8% of the respondents indicated to very great extent, this is an
indication that top management support affects teamwork in the organization to great extent.
From the findings on how the top management support affects team work in an organization, the study revealed that top management affects team work in an organization through favourable policies, creation of a favourable working environment, delegation of duties, provision of the necessary materials and finances, training of the team members, setting of targets for teams, development of a motivation plan, provision of funding, leadership support, change management, team building seminars and workshops, defining team structures, proper power distribution and setting of goals, mission and vision to guide the teams

Adjusted $R^2$ which is termed as the coefficient of determination tells teamwork in an organization varied with cultural beliefs, communication through intranets, training and top management support. The value of adjusted $R^2$ is 0.853. This implies that, there was a variation of 85.3% of teamwork in an organization with cultural beliefs, communication through intranets, and training and top management support at a confidence level of 95%.

From the finding in table the established regression equation was

$$Y = 1.706 + 0.069 X_1 + 0.056 X_2 + 0.092X_3 + 0.207 X_4$$

From the above regression model, holding cultural beliefs, communication through intranets, training and top management support, and teamwork in an organization would be at 1.706. It was established that a unit increase in cultural belief would cause an increase in teamwork in an organization by a factor of 0.069, unit increase in clearing cycle would lead to increase in teamwork in an organization by a factor of 0.056, also a unit increase in training would cause increase in teamwork in an organization by factors of 0.092, also a unit increase in top management support would cause increase in teamwork in an organization by factors of 0.207.

5.2 Conclusion

On the effects of cultural beliefs on teamwork in an organization, the study found that cultural beliefs affect teamwork in the organization to a great extent. The study revealed that cultural beliefs affect teamwork in the organization through misunderstanding among team members, conflicting views on issues, low level of cohesiveness among team members, poor communication, conflicts and poor team performance due to colliding cultural beliefs.
The study revealed that most of the team members used intranet to communicate amongst themselves. The study found that communication through intranet affects teamwork in the organization to a great extent. The study revealed that communication through intranets affect team work through enhanced internal coordination of teams, difficulty in external coordination, increased performance due to effective communication and communication breakdown.

From the findings on the organization organizing training for various team members, the study found that their organization organized training for members. The study found that training of team members affect teamwork in the organization to great extent. On how often training was being done in the organization, the study found it was done semiannually, annually and monthly.

On top management support on teamwork in the company, the study found that that top management supports affects teamwork in the organization to great extent. The study revealed that top management support team work in an organization was through favourable policies, creation of a favourable working environment, delegation of duties, provision of the necessary materials and leadership support.

5.3 Recommendations
From the findings the study recommends that there is need for the organization to enhance various aspects of cultural beliefs that positively influence teamwork in an organization as this will increase organizational performance. There is need for the management of the organization train various group members on the use of intranets for their effective communication as this will help in enhancing teamwork in the organization through intranet communication.

There is need for the organization to provide various team members with various in house training as this will increase their creativity among the group hence enhancing teamwork. There is need for the top management to support teamwork in the organization through favourable policies, creation of a favourable working environment, delegation of duties, provision of the necessary materials and leadership support.
5.4 Limitation of the Study

The method used is descriptive research design whereby the variables cannot be controlled by the researcher. The study intended to use questionnaire as the instrument for collecting data. This is because time for the data collection would be limited to two weeks. The study was be carried out in only one organization due to financial constraints of the researcher. The study will also be limited by finance since the researcher is the one financing this study.
REFERENCES


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Larson, C., LaFasto, F. (1989), Teamwork, Sage Publications, Newbury Park, CA,


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APPENDICES

Appendix I: Questionnaire

SECTION A: GENERAL INFORMATION

1. What is your gender?

   Male [ ]
   Female [ ]

2. What is your designation in the company?

   Management [ ]
   Supervisor [ ]
   Staff [ ]

3. Please indicate your level of education

   Masters [ ]
   Degree [ ]
   College [ ]
   Secondary [ ]
   Primary [ ]

4. For how long have you been in this company?

   Less than 1 years [ ]
   1 years to 4 years [ ]
   4 years to 7 years [ ]
   More than 7 years [ ]

5. Are there working teams in your organization?

   Yes [ ]
   No [ ]

6. In your opinion what are the various factors affecting teamwork in your organization?

   ....................................................................................................................
   ....................................................................................................................
   ....................................................................................................................

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SECTION B: CULTURAL BELIEFS

To what extent does cultural beliefs affect teamwork in your organization?

- Very great extent [ ]
- Great extent [ ]
- Moderate extent [ ]
- Low extent [ ]
- No extent at all [ ]

7. Which cultural beliefs affect teamwork in your organization?

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........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

8. How do cultural beliefs affect teamwork in your organization?

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........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
SECTION C: COMMUNICATION THROUGH INTRANETS

9. Do you use intranet in your organization to communicate with various team members?
   Yes [ ]
   No [ ]

10. To what extent does communication through intranets affect teamwork in your organization?
    Very great extent [ ]
    Great extent [ ]
    Moderate extent [ ]
    Low extent [ ]
    No extent at all [ ]

11. How does communication through intranets affect teamwork in your organization?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

SECTION D: TRAINING

12. Does your organization organize training for various team members?
    Yes [ ]
    No [ ]

13. To what extent does training of team members affect teamwork in your organization?
    Very great extent [ ]
    Great extent [ ]
    Moderate extent [ ]
    Low extent [ ]
    No extent at all [ ]
14. How often is training done in your organization?

- Annually [ ]
- Semi Annually [ ]
- Monthly [ ]
- Not at all [ ]

15. How does training of team member’s affect teamwork in your organization?

16. Does the top management in your organization support teamwork in the company?

- Yes [ ]
- No [ ]

17. To what extent does top management support affect teamwork in your organization?

- Very great extent [ ]
- Great extent [ ]
- Moderate extent [ ]
- Low extent [ ]
- No extent at all [ ]

18. How does the top management support teamwork in your organization?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

Thank you for your time