

Practices Used By Principals To Foster Teamwork In Polytechnics Of Himachal Pradesh

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Abstract:

There are numerous of evidence that teamwork practices are linked to Job satisfaction and Performance. In Polytechnics, the various courses of engineering and non-Engineering run simultaneously. Teamwork among staff is essentially required to improve the performance of academic staff. The study explores the practices of the principals in inducing and maintaining teamwork in the Government Polytechnics of Himachal Pradesh. 15 Principals of Government Polytechnics were involved in semi-structured interviews and recorded data has been analyzed through N Vivo12. The result of thematic analysis with N Vivo 12 Plus indicates that Principals of Government Polytechnics are using most of the general practices as are used by other Institutional leaders to induce and maintain teamwork such as Effective Communication and Healthy interpersonal skills, creating interdependent team roles and teamwork evaluation. A few other skills used by the principals are Training team activities, task evaluation, recognition, and rewards, constituting proper team but these are not used so prominently. They should also focus on these practices for inducing and maintaining effective teamwork activities in the Polytechnics of Himachal Pradesh. Further research can be done to find out the practices of teamwork adopted by faculty members and also how these are induced in students.

Introduction: Teamwork is an activity that is planned to achieve a common goal by involving members of the organization in some groups by sharing their knowledge, skills, and efforts with each other. It is an important skill, which is normally not practiced by most of the academic staff because the teachers focus on their individual performance, such as their work for their subjects, their Discipline, and their department. Teachers are generally involved in their personal achievements such as attending conferences, seminars, and individual research works.

In vocational education to train the students with the right competencies to make them better employable in industries and other sectors, it is very essential that the faculty of all disciplines should work and learn together to achieve this objective. In Polytechnics all the disciplines are interrelated, and most of the activities are common in all streams. The major portion of studies is skill based in which interdisciplinary support is required. Therefore, teamwork plays an important role in vocational education. The role of the Institutional head becomes challenging to foster teamwork by inducing and maintaining teamwork practices in the institution.

Teamwork practices in institutions help teachers to acquire common set goals Muda (2006). The teachers who work in collaboration achieve more competence and are more innovative than the ones who learn things individually Henze (2009). The teachers practicing teamwork get benefits in sharing ideas, sharing information, problem-solving and decision-making. Malone (2010). The cooperative learning practice improves academic performance, critical thinking, the decline in the problem of misbehaviour and enhancement of knowledge Strom (2011). The Teamwork practices of Principal and teachers in collaboration makes a competent Professional Learning Community Svanbjörnsdóttir (2016). Team practices diminish the traditional practices of teachers working in isolation and teach them to form teams to learn new requisite skills Main (2010) . Teamwork plays an important role to improve the outcome of the institution as it influences the motivations and capacities of teachers, and also the school climate and environment Phalane (2014). Teamwork offers great participation and a feeling of accomplishment, it attracts and helps to retain the best staff, which creates a high performance institution, Daniel, T. (2015). Teamwork practices play a major role in the performance of the Institution. The present purpose of the study is to identify the various teamwork practices being followed in various institutions on the basis of R.O.L. and to find out which out of these practices are being used by Principals of Polytechnics of Himachal Pradesh.

Literature Review:

Significance of Teamwork: In the available literature of last two decades the significance of teamwork has been highlighted. As per Manzoor (2011), Pitsoe (2014), Benrazavi(2013) and Silong (2013), Hanaysha (2016) and Crow (2000) it has been concluded

that teamwork improves the performance of individuals and organizations. Khuong et.al. (2013) have also mentioned that effective teamwork has a positive effect on employees' performance and self-efficacy. Ooko (2013) has also concluded that Teamwork has positive effect on employee productivity. Team learning in turn positively influenced both task performance and the quality of interpersonal relations (Zellmer-Bruhn, 2006). Stoker (2008) reported higher levels of individual performance when their team leader demonstrated directive behavior. The teamwork behaviour supports others in their task which resolves conflicts. Rutherford (2012) that teamwork has a very significant positive effect on job satisfaction. Hanaysha (2016).

Practices used to foster teamwork:

The practices are the methods, ideas, and beliefs used regularly and repeatedly in a process. A systematic review of the literature of last two decades has identified a number of such Practices being used in Institutions to foster teamwork.

The critical components of implementing teamwork as per Unzicker, D., et.al.(2000) are the **recognition and reward** policy implemented in that organisation. To maintain team activities a good rewarding system which enhances the sense of responsibility and accountability. In human resource policy the **recognition and reward** policy has the great implications Kerrin, M., & Oliver, N. (2002). As per Carpio, et al (2003), **sharing vision and clarity of the role** of team members are among the important practice of implementing effective Teamwork. To implement teamwork **effective coordination and communication**, are critical factors Conley (2004). All members of the team should have freedom to work independently as per Ramamoorthy, N., & Flood, P. C. (2004), it has been found that **task interdependence** had positive effects on team loyalty and pro social behaviour. To monitor team activities properly the **coordination and feedback** processes is essential which is related to performance of team Marks, M. A., & Panzer, F. J. (2004). Team productivity and Team effectiveness are affected by **task interdependence** Antoni, C. (2005). To develop common understandings among the team members in a team environment the **Mutual trust** is required to be created through appropriate task strategies by the team leader Salas (2005). Teamwork trainings improves the teamwork process which affects the performance of an organisation

Shapiro,et.al.(2005).The simulation-based trainings can be arranged as a regular practice. The relationship between initiated **interdependence and individual effectiveness** was higher in the case of the team was composed of collectives and it was low when the team was composed of individualists Taggar, S., & Haines, V. Y. (2006). The teacher team can influence the social distribution of leadership in which purpose, **autonomy, communication, and coordination** play important roles in group functioning Scribner (2007). In the case of team innovation the frequency of meetings and functional heterogeneity are positively associated with the interaction processes in which the most important is **effective communication** Somech (2007). **Shared vision** is seen as a key factor in team effectiveness. Positive relationships between a shared team vision and team performance were found, as predicted Schippers (2008).The team members must be trained in teamwork skills to accomplish set goals. The contribution of **teamwork practice training** tools is linked with teamwork competencies Rosen,et.al(2008).

Moe et al (2010), The transitions of the individual to a team require a reorientation in which **shared trust and coordination** is linked with the effectiveness of the team. Coordination refers to team activities such that members respond with other team members to pass information in an efficient manner, facilitating the other members in performing their job. DeChurch, L. A., & Mesmer-Magnus, J. R. (2010), Meta-analytic regressions indicate that **task interdependence** and team type affect in team performance. **Task interdependence** has been found a teamwork practice, which is positively linked with cohesion–performance. Feedback is used to monitor and evaluate effectiveness of teamwork practices, it also improves the effectiveness of teamwork Smith, et.al(2011). Leader by **encouraging creativity** among team members and **instilling motivation** provide a roadmap of goals which are achieved by completing structural tasks Adams.et.al. (2012). Interpersonal skill of team members demonstrate maximum individual contribution and minimum burnout in a team Bumann, M., & Younkin, S. (2012). **Interpersonal skills** are found the main soft skills required in implementing teamwork, which are coordination, decision-making, leadership, interpersonal skills, and adaptability Ilias,et al,. (2012). **Effective communication, coordination, and collaboration** create a better work environment in a team Salas, E., & Rosen, M. A. (2013). This facilitate team members for better understanding among

themselves also Bunnell.et.al. (2013),concluded that **improved communication, task coordination, and perceptions of efficiency, quality, safety, and interactions among team members** results in high-performance teamwork. Truijen (2013), at a time when secondary vocational education is implementing competency-based education (CBE) on a large scale, to adapt to the needs of students and of the labour market in a modern society, many vocational schools have recognized that interdisciplinary teacher teams are an important condition for this implementation. The findings of the study highlight the importance of the development of **task interdependence, transformational leadership, and group efficacy** for producing effective teams in education.Ek, K., & Mukuru, E. (2013), The results of correlation analysis of motivation on employee performance in Technical Training Institutions have shown that **motivation** of employees have positive relationship with employee performance. Sohmen, (2013), to tune the team for achieving success the leader's vision needs to be shared with each team member. A **clear and shared vision** enables the team member to act effectively. It increases creativity and resourcefulness. The relationship becomes stronger if the vision of the leader is shared. Wu, M., & Chen, Y. H. (2014), It has been revealed in the study that the performance of team depend upon **team cohesion, mutual trust, and reciprocal support** among team members. Martinez, et.al. (2014,), The results of study Teamwork competence and academic motivation in computer science engineering studies indicate that about teamwork competence are correlated with **motivational** profiles. Cheruvelil, et.al. (2014) Interpersonal skill includes the ability to discuss issues openly with team members, be **honest, trustworthy, and supportive and show respect and commitment** to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members, The high-performing research teams are created and maintained when **interpersonal skills** are practiced. Careful attention has to be given to the **interpersonal skills** of team members (e.g. social sensitivity, and emotional engagement).Gabelica, et.al(2014)In **team feedback** is a powerful practice to improve learning and performance. Further feedback must be taken in a team activity, building plans, and putting tasks into action. Feedback processing at an early stage and every stage improve the performance. Valentineet al. (2015), Teams have challenges working with different human personalities, so has challenges with human relationships.

Communication, coordination, and use of others' expertise are the main parts of the behavioral process and the most commonly assessed in case of the teamwork communication and coordination. Tukundane, C., & Zeelen, J. (2015), Communicative space is helpful in creating a better team, which can be created by **mutual trust and commitment**. Mutual Trust is a practice that makes the team honest and faithful. Taskov, N., & Mitreva, E. (2015), Motivation is not a pressuring to achieve goals but it is an attraction. The expectations of individuals are tracked with goals, which are tracked through motivation. **Motivation** is the result of mutual actions of team members. Sudano, et al (2015), for **effective collaboration care the shared vision** is fostered by the leadership. Park (2016), effective principals foster teachers' teamwork and create a **collaborative work culture** in order to improve school performance. Principals play an important key role to introduce **task interdependence**. Mmako, M., & Schultz, C. (2016), Team member wants to feel that Team leader is interested in them and also take care of their welfare of team members. This creates an atmosphere of **mutual trust** and the team does its job well. Kuthyola et al. (2017), **Task interdependence** is the key factor in determining individual performance. After empirically examining the relationship between **task interdependence, teamwork quality, and project management** it has been found that there is mediating effects of **task interdependence** on teamwork .Bouwman et al.,(2017) team members evaluated collective performance and contribution to the team's goal as the team motivation activity, which makes them understand that **team efforts are valued** and what are expected from them as a member of team. Muduli (2017) and Kumari, N., in their findings have concluded that to foster teamwork the **recognition and reward** is the most influencing factors. Ellis,et.al.(2018)Generic **teamwork training** enhances the effectiveness of team actions. It has a significant positive impact on cognitive and skill-based outcomes. Training of members has improved task coordination and collaborative problem-solving. McCormack,et.al. (2018)**Effective training** in teamwork is a challenge that can be achieved effectively through the virtual training program. There is a dire need of an effective training system to implement effective teamwork. Alizadeh et.al. (2018) **Reflection and feedback** in the team leadership process much greater impact on advancing the progression.Gunawan, T., & Saraswati, S. D. A. (2018) has concluded in their study that **reward** is the essential factor of strengthening teamwork in any organisation. Abbas, G., & Nawaz, A. (2019), Amorim Neto,et.al.

(2018), To foster teamwork among teachers they require **clear vision and goals, Collaboration and communication, and positive attitude and motivation**. Osman et.al. (2019), That practices like **effective communication, interdepartmental collaboration, reflection, and support for innovation** are some practices for inducing and maintaining teamwork in an organisation. Bouwmans (2019). Ability –motivation-opportunity model was prepared to promote teamwork amongst the teachers, which states that by **enhancing ability, promoting motivation** and gives opportunity to perform which increases performance. Plotnikova, et.al. (2019) confirmed the efficiency of team learning **through effective training** which contributes to developing critical thinking skills in higher education students. Tang, K. N. (2019). Teamwork enhances the employability of students in higher education which need to be part of the course and must be **tutored and trained**. Kubaev, A. (2020), the Head of an institution like any other head of an organization communicates the activities in a professional way by **creating mutual trust amongst** team members. Tang, K. N. (2020). The importance of soft skills acquisition by teachers in higher education institutions. In educational institutions teamwork is the most important skill which needs to be trained through **effective training**. Faraj, et.al (2021) teamwork practices are linked with the mechanism of **empowerment, training, reward system** in organisation. Cole, et.al (2022) Interprofessional Education Collaborative is focused on communication and teamwork. To establish team activities, peer team feedback and peer discipline feedback are used.

The review of the literature concluded that the most prominent practices used by the team leader to induce and maintain teamwork are: **Effective Communication, shared vision, clarity of roles, task independence, task interdependence, effective co ordination, Interpersonal skills, mutual trust, team cohesion, reciprocal support, Feedback, Recognition and Reward, Autonomy, and training teamwork**.

Objectives conducting this Study: The main aim of this exploratory study is to identify the practices used by Principals of Government Polytechnics of Himachal Pradesh to induce and maintain teamwork in their institutions. Whether these practices are similar to those being used in various Institutions and organisations? Whether in the practices being used is there any

difference on the basis of gender, age, experience, discipline, and qualification of the respondents.

Methodology: On the basis of the above Review of Literature the main practices being used in various Institutions are identified. On the basis of these, a questionnaire was prepared for the semi-structured interviews. The questionnaire was shared with various academicians working in Universities, Engineering colleges, Polytechnics, and the National Institute of Technical Teachers Training and Research and as per their suggestions; the questionnaire was modified and finalized. On the basis of this questionnaire, the semi-structured interviews were conducted with all 15 Principals of Government Polytechnics in online mode due to covid-19 pandemic. While conducting an interview the respondents were apprised that their personal identity and responses will not be shared as per research ethics.

Results: The video recordings were converted to word files and all 15-word files have been imported to N Vivo 12 software. The classification of respondents was done on the basis of collected data.

Classification of Participants:

Person	Discipline	Sex	Age Group in years	Experience in years	Qualification
Respondent 1	Engineering	Male	45-50	15-20	Graduate
Respondent 2	Applied Science	Female	45-50	15-20	Post Graduate
Respondent 3	Engineering	Male	51-55	21-25	Graduate
Respondent 4	Engineering	Male	51-55	21-25	Graduate
Respondent 5	Pharmacy	Male	51-55	21-25	Post Graduate
Respondent 6	Pharmacy	Male	>55	>25	Post Graduate
Respondent 7	Engineering	Male	>55	>25	Post Graduate
Respondent 8	Applied Science	Male	45-50	15-20	Graduate
Respondent 9	Engineering	Male	45-50	15-20	Graduate
Respondent 10	Engineering	Male	45-50	15-20	Post Graduate
Respondent 11	Engineering	Male	51-55	21-25	Post Graduate
Respondent 12	Engineering	Female	51-55	21-25	Graduate
Respondent 13	Engineering	Male	51-55	21-25	Post Graduate
Respondent 14	Engineering	Male	>55	>25	Post Graduate
Respondent 15	Engineering	Male	45-50	15-20	Graduate

Identification of Code and Child Code: Based on the responses given by each respondent the main code and child code has been

identified and their corresponding responses collected from each file of the respondent in the provisions given in N Vivo. The main codes and child identified are:

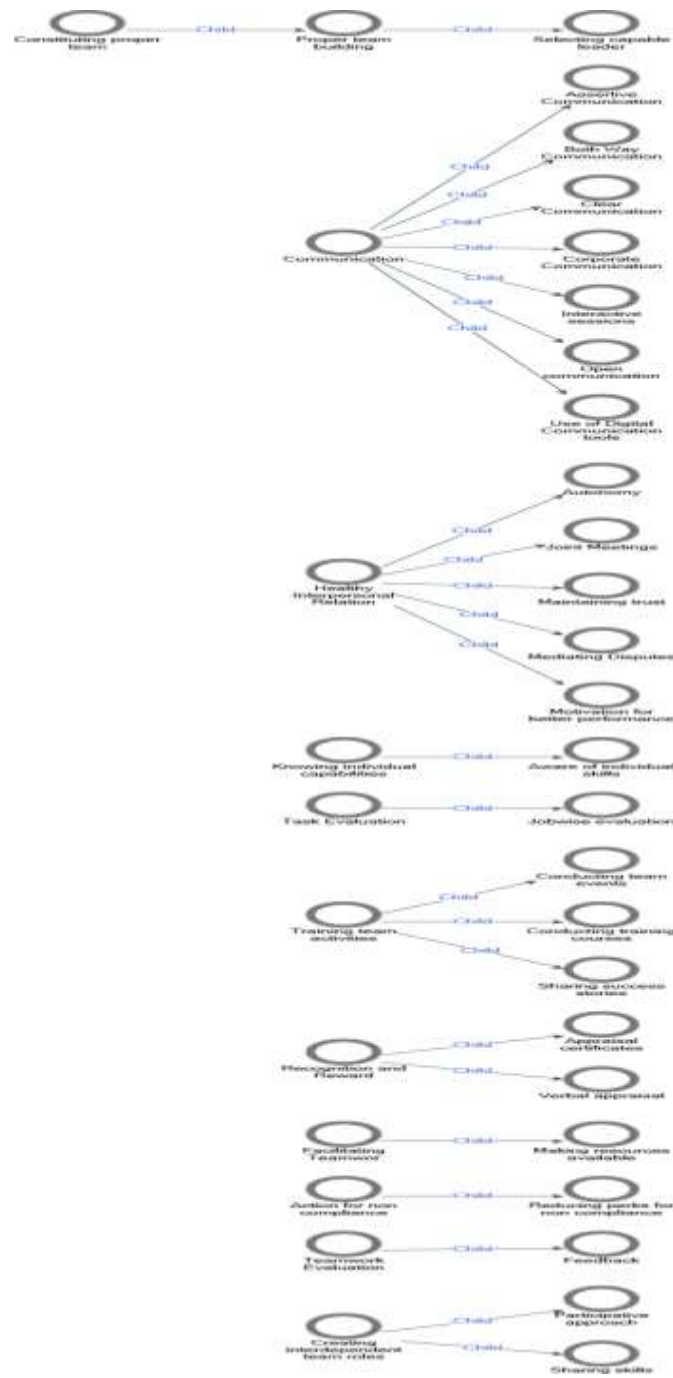


Figure 1.1

The table shows the main codes and child codes identified through N Vivo-12 as shown in figure 1.1

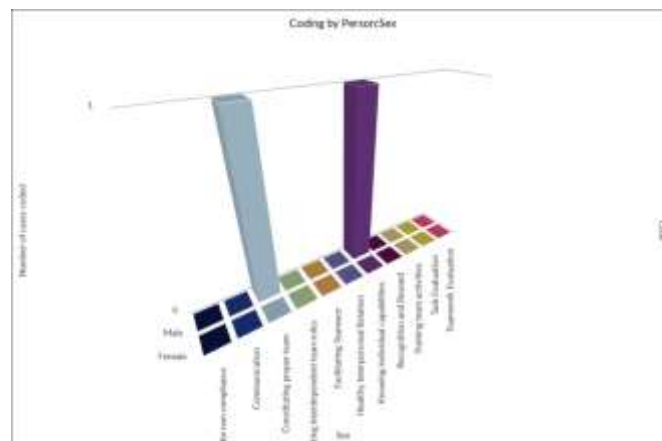
Main Code	Child Codes
Communication	Assertive communication, Both way communication, Clear communication, corporate communication, interactive sessions, open communication, Use of digital communication tools
Healthy Interpersonal relations	Autonomy, Joint Meetings, Maintaining Trust, Mediating Disputes, Motivation for better performance
Constituting Proper team	Proper team building, selecting the capable leader
Knowing individual capabilities	Aware of individual skill
Task evaluation	Job wise evaluation
Training Team activities	Conducting team events, conducting training courses, sharing success stories
Recognition and Reward	Appraisal certificates, verbal appraisal
facilitating teamwork	Making resources available
Action for noncompliance	Reducing perks for noncompliance
Teamwork evaluation	Feedback
creating interdependent team roles	Participative approach, Sharing skills

Table1.1 Hierarchy Chart: The following Hierarchy charts are generated by using N Vivo software on the bases of data from respondents.

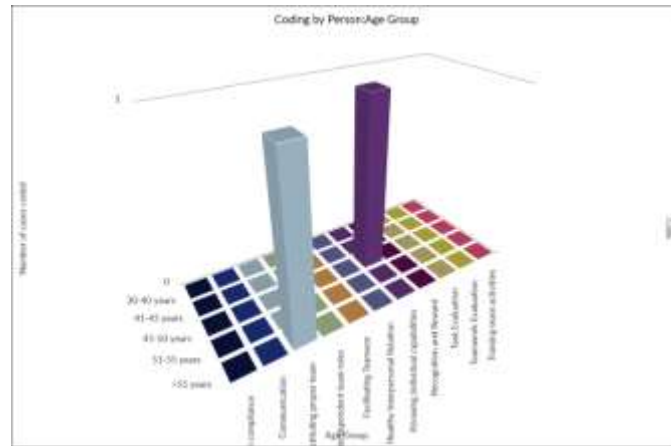


The Hierarchy charts prepared on the basis of collected data and identified main codes and child codes indicates that the main practices of teamwork identified are Effective Communication and Healthy interpersonal skills, creating interdependent team roles, and teamwork evaluation. A few other skills used by the principals are Training team activities, task evaluation, recognition and rewards, and constituting a proper team but these are not much prominent.

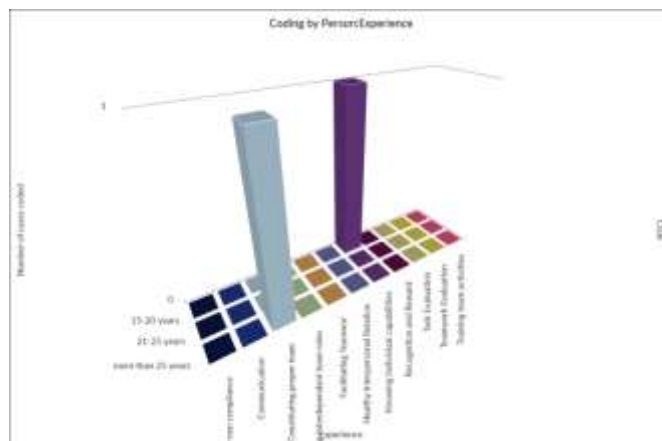
The following classification of various codes on the basis of gender, age, Experience, qualification, and discipline generated by using N Vivo are as:



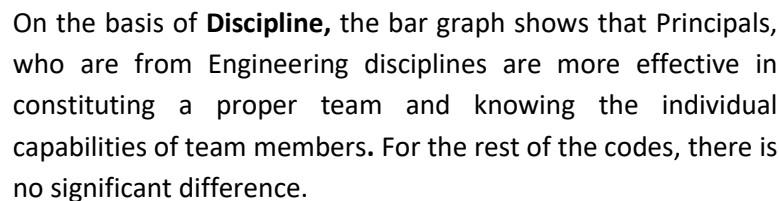
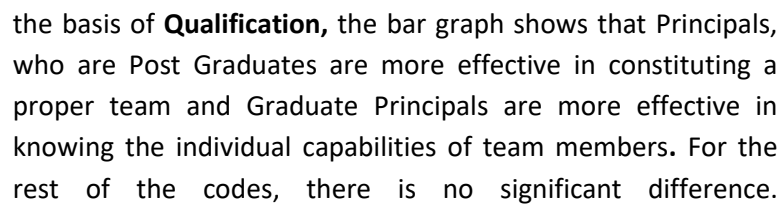
On the basis of **gender**, the bar graph shows that male Principals are more effective than females in constituting proper teams and knowing the individual capabilities of team members. For the rest of the codes, there is no significant difference



On the basis of **Age**, the bar graph shows that Principals aged more than 55 are more effective in constituting proper teams, and Principals aged between 45-50 are more effective in knowing the individual capabilities of team members. For the rest of the codes, there is no significant difference



On the basis of **Experience**, the bar graph shows that Principals having experience more than 25 are more effective in constituting a proper team, and Principals having experience between 15-20 is more effective in knowing the individual capabilities of team members. For the rest of the codes, there is no significant difference.



The word cloud of practices used by Principals of Government polytechnics of Himachal Pradesh to induce and maintain Teamwork is generated by N Vivo on the basis of the collected data from all respondents:



Discussion and conclusions

This Literature review concluded that teamwork is essentially required in educational institutions as it helps to acquire set goals. The practices of teamwork used in various institutions are Effective Communication, shared vision, clarity of roles, task independence, task interdependence, effective coordination, Interpersonal skills, mutual trust, team cohesion, reciprocal support, Feedback, Recognition and Reward, Autonomy, and training teamwork. The results of the present study explored that the prominent practices used by Principals of Government Polytechnics of Himachal Pradesh to induce teamwork are Effective Communication and Healthy interpersonal skills, creating interdependent team roles and teamwork evaluation. A few other practices used by the principals are Training team activities, task evaluation, recognition, and rewards, constituting proper team, but not so prominent. These practices are identified by main codes and child codes which are duly exhibited in the Hierarchy charts. In the word query of N Vivo the formed word cloud also supplements the findings that the main practices used by Principals are Effective Communication and interpersonal skills and few other practices such as other practices used by the principals are Training team activities, task evaluation, recognition, and rewards, constituting proper team, but not so prominent. The classification on the basis of gender, age, experience, qualification, and discipline indicates that there is a significant difference only in two practices such as constituting a proper team and knowing individual capabilities but for all other, there is not much significant difference.

The results of the study concluded that Principals of Government Polytechnics are using most of the general practices as are used by other Institutional leaders to induce and maintain teamwork such as Effective Communication and Healthy interpersonal skills, creating interdependent team roles and teamwork evaluation. Few other skills used by the Principals are Training team activities, task evaluation, recognition and rewards, constituting proper team but these are not used so prominently. They should also focus on these practices for inducing and maintaining effective teamwork activities in the Polytechnics of Himachal Pradesh.

Implications of the Study: This study has given insight into the Practices being followed by the Principals of Government Polytechnics to foster teamwork in institutions. It has been found that in Government Polytechnics effective communication and healthy interpersonal activities are practiced as well the evaluation of teamwork activities is duly conducted but training teamwork, recognition and reward policy, and constitution of the proper team for a specific task are lacking. In Government institutions, the set office procedures are adopted and results of the study have highlighted that meetings are conducted for most of the time to plan and execute team activities.

Recommendations: Teamwork has a greater role to play in Polytechnics as training in polytechnic is focused mainly on the application of technologies in various fields. To execute various academic and non-academic activities teams are constituted by involving staff of various disciplines, therefore, there is important role of the principal to foster teamwork practices in his institution. As concluded from the results in Government Polytechnics effective communication and healthy interpersonal skills and evaluation of team activities are being done effectively, but efforts should also be made for training teamwork, introducing proper recognition & reward policy, and an unbiased approach to constitute proper teams. More training activities must be undertaken to foster teamwork in Polytechnics as teamwork enhances the job satisfaction and performance of team members. The same has also been concluded by Khaliq et.al.(2020) that Teamwork is a strong predictor of job satisfaction and by Berber,et.a. (2020) that teamwork activities have positive relations to teamwork performance

Future scope:

Teamwork has great importance in educational leadership and educational management so further research can be done to find out the practices of teamwork adopted by faculty members and also how these are also induced in students.

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