

**ASSESSMENT OF THE EFFECTS OF TEAM COHESION ON TASK PERFORMANCE: A  
CASE OF FAITH BASED HEALTH INSTITUTIONS IN WESTERN PROVINCE, KENYA**

**BY**

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**A THESIS SUBMITTED TO MASINDE MULIRO UNIVERSITY OF SCIENCE AND  
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THE MASTER OF SCIENCE DEGREEE IN HUMAN RESOURCE MANAGEMENT**

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## DECLARATION

This thesis is my original work and has not been presented for an award of a degree in any other University.

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## **DEDICATION**

This thesis is dedicated to the diocese of Kakamega and Faith Based Health Institutions in Western Province.

## **ACKNOWLEDGEMENT**

I am most grateful to God the most faithful, who gave me life and good health to go through this academic work. My very sincere gratitude goes to the Lordship Right Reverend Philip Sulumeti of the Diocese of Kakamega who through his wise counsel and judgment gave me an opportunity to pursue post graduate studies at Masinde Muliro University of Science and Technology.

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## **ABSTRACT**

Team cohesion is the total field of forces causing members to remain in a group. It is the dynamic process which is reflected in the tendency for a group to stick together and remain united in pursuit of its goals and objectives. The purpose of this study is to find out effects of team cohesion on task performing among the workforce of the Faith Based Health Institutions in Western Province. The objectives of the study were to; determine the effect of team cohesion on task performance; examine the role of contextual factors on team cohesion; find out the role of contextual factors on the link between team cohesion and task performance and investigate the effect of contextual factors on task performance. A conceptual model was adopted for this study which showed the inter-relationship between the variables under study, that is, team cohesion, task performance and contextual factors. The data sources used in this study were obtained from Faith Based Health Institutions in Western Province. The questionnaires and interview schedules were used to collect data from these institutions. The study used a sample size of 6 (30%) of hospitals and 132 (30%) of the workforce within the sampled area. Multiple data analysis methods were used including descriptive statistics like mean, standard deviation, range, variance and median; inferential statistics like the correlation coefficients to establish the strength of the relationships between the main variable under study. The validity and reliability of research instruments was determined through a pilot study of the three hospitals outside the area of study. The independent variable in the study were team cohesion while the dependent variables was task performance while intervening variables (contextual factors) were remuneration/rewards, educational level, working experience, training status, terms of service , communication styles and leadership styles. The study established the relationship between team cohesion and task performance which was found to be marginally positively significant. The findings of this study will be useful to human resource managers of the Faith Based Health Institutions to adopt management styles which are appropriate and also beef up the training programmes which cater for the needs of the human resource The human resource manager must therefore be equipped, educated and encouraged to use affordably and culturally appropriate

practices in addressing problems that lead to low productivity as a result of low levels of team cohesion. These findings will be beneficial not only to Faith Based Health Institutions in Western Kenya but also to other areas in the Ministry of Public Service and Education.

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## ABBREVIATIONS AND ACRONYMS

<b>FBHI</b> .....	Faith Based Health Institutions
<b>SD</b> .....	Standard deviations
<b>r</b> .....	Pearson's correlation coefficient
<b>CF</b> .....	Contextual factors
<b>TP</b> .....	Task performance
<b>TC</b> .....	Team cohesion

## **OPERATIONAL DEFINITIONS**

### **1. Task performance**

A performance task is a goal directed assessment exercise. It consists of an activity or assignment that is completed by the worker and then judged by the employer or other evaluator on the basis of specific performance criteria. In this study task performance is used to measure the work or activity performed by the employee and if its objective were attained or not.

### **2. Team cohesion**

Team cohesion is a dynamic process that is reflected in the tendency of a team to stick together to remain united in pursuit of its goals and objectives despite difficulties and setbacks. For this study team cohesion assess the closeness, the unity, togetherness of a group to achieve specific goals.

### **4. Faith Based Health Institutions (Faith Based Organizations)**

FBHI is a church – based community programme aimed at promoting interventions carried out in faith communities to promote services to enhance emotional, physical and spiritual health of the community.

### **5. The Contextual factors**

These are the factors related to the organization under study such as background and the environment of the organization, including its origin and the purpose, size, resources, financial standing, organizational structure and educational level. The factors affect the task performance despite the administration of team cohesion to FBHI. This study focuses on these factors and their influence on both team cohesion and task performance.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.1 Background to the Study**

All organizations use the human resources who are the employees of the organization to form a group of workers for that organization. Work groups may be created by management to perform specific functions or can emerge naturally by themselves. Groups at work are formed as a direct consequence of an organizational need to differentiate themselves. A group works under the direction of a leader and share common identity. They are used to solve problems, create new ideas, make decisions and co-ordinate tasks (Thompson, 2002). A group is any number of people who are psychologically aware of one another, developing norms or informal rules and standards which mould and guide their behaviour and that of the group members.

According to Hindle (1998) the factors that encourage group formation are; physical proximity due to physical interaction of members that makes them discover common interests, likes and dislikes; physical attraction, reward and penalties like satisfaction of social needs, economic needs, access to information and need to fight a common threat. Sagimo (2002) emphasizes that group effectiveness is determined by task interdependence (how closely group members work together), outcome interdependence (Whether and how group performance is rewarded) and potency (members' belief that the group can be effective).

A team is a group of people coming together to collaborate. This collaboration is to reach a shared goal or task for which they hold themselves mutually accountable. A team is a group of people with a high degree of interdependence geared towards the achievement of a common

goal. Team members are deeply committed to each other's personal growth and success. (Sagimo, 2002)

Team members not only cooperate in all aspects of their tasks and goals, they share in what they traditionally think of as management functions, such as planning, organizing, setting performance goals and assessing the objectives of the organization (Olemba, 2002). This may lead to cooperation among the team members and enhance their task performance. In deed a survey in the literature shows that an effective team is that which has team cohesion. The effective teams continually work together sharing agreed objectives, listen and communicate effectively on mission, vision and actions, deal with conflict effectively instantly and collectively, recognize each others unique contributions for the common good and provide honest feedback for continuous improvements. Effective teams are the cohesive units which emanate from a team building process from forming, storming, norming, performing and adjourning (Sagimo, 2002).

Team cohesion is defined as the total field of forces causing members to remain in the group (Major and Fletcher, 2006) It is the resistance of the group to disruptive forces (Sagimo,2002). Sagimo further noted that it is a dynamic process which is reflected in the tendency for the group to stick together and remain united in pursuit of its goals and objectives. Perhaps this suggests that a cohesion team has the potentials of achieving its objectives and produce a significant output or productivity.

Organizational culture characterizes a work environment. It is a pattern of shared basic assumptions that a group learns. It exists when a group shares a mission and identity. It reflects a groups efforts to cope and learn. Team structure is a key differentiating factor between a high and low success team. Working well together in an interdependent team structure is a

fundamental ingredient in effectively functioning teams (Lafasto, 1989). All successful teams demonstrate the same fundamental features. Strong and effective leadership, the establishment of precise objectives, making informed decisions, communicating freely, mastering the requisite skills and techniques to fulfill the project in hand, providing clear targets for the team work towards and above all finding the right balance of people prepared to work together for the common good of team (Hindle, 1998). Cohesion is the binding material of the teams. It makes people feel better and is a crucial ingredient for team viability. Members of a cohesive team sit closer together, focus more attention on one another, show signs of mutual affection, and display coordinated patterns of behaviour. Cohesion increases conformity to team norms (Thompson, 2002).

There are several faith based organizations that have established health institutions in Western Province. These include Islam, Catholic, Anglican Church of Kenya, Friends Mission and Church of God. There are a number of activities which are undertaken by the Faith Based Health Institutions including health facilities, schools, colleges, social /recreational facilities, farming and the core mission of evangelization.

In view of the foregoing, there has been a great concern within the Faith Based Health Institution in Western Province as to what attention is paid to team cohesion in reference to the personnel involved in the health institutions. The review indicates that peak performing is wanting and this may be attributed to lack of facilities, inexperienced and ill equipped staff organizational culture, communication, organizational teamwork, executive leadership, job satisfaction, morale, training and career development.



When the missionaries came to Africa they had an integral approach towards their mission of evangelization. They prepare ground for evangelization by first establishing churches, schools, health facilities, agricultural infrastructure and vocational training centers. These institutions formed their base and also strengthened their core business of evangelization

The Faith Based Health Institutions are many throughout the Western region. Some of these facilities are attached to schools. They are well equipped and staffed. The management provides leadership for the teams supervised by the Clergy in charge. Among the facilities provided are residential houses for the workers, and health units which provide both out patient and in-patient services. They also have a Human Immune Deficiency Virus (HIV), Acquired Immune Deficiency Syndrome (AIDS) mitigation units, which have Voluntary Counseling & Testing facilities, Prevention of Mother to Child Transmission (PMTCT) and Anti Retroviral Drugs (ARVs). The hospitals aim at providing quality services to the satisfaction of their customers. In these facilities every hospital has a doctor in charge and an administrator who manages the hospital on behalf of the clergy.

Some of the facilities have a medical training school for diploma nurses and clinical officers. The employees can be categorized into two main groups; permanent (on contract) and casuals. They are further divided into sub-groups depending on the tasks they undertake such as doctors, nurses, subordinate staff, administrators, procurement officers and casuals. Each group is headed by a head of department answerable to the administrator. This kind of structure gives an impression of teamwork but the cohesiveness of these teams on task performance is wanting.

## **1.2 Statement of the Problem.**

Cohesion is the degree to which the team sticks together as it pursues the team's purpose. Teams are formed from groups through a linear development process (Tuckman, 1965). Teams consist of members from different backgrounds and interests groups. In each team, members take certain valuable roles whether it is the team leader, counselor, social director, motivator or even the team clown. Diverse teams may give rise to more and better ideas (Adler, 2002). Such group diversity also increases the complexity of team development especially in communication, making it difficult for the team to become a cohesive unit and to achieve performance gains typically associated with cohesion

Effective communication, creativity, problem solving and decision making are the fabric of a cohesive team when they exhibit a high production. Cohesion is arguably the most important determinant of success among groups (Carron and Branley, 2000). Research demonstrates that cohesive groups generally seem to outperform non – cohesive groups and result in greater job and personal satisfaction (Mc Grath, 1984).

The contextual factors like terms of service, academic level of employees, remunerations, working experience, communication and training status of employees, though are present within the organization their influence on team cohesion and task performance has not been ascertained. This explains why this study is undertaken to determine the weight and the roles these factors play on team cohesion, task performance and on the relationship between team cohesion and task performance.

Although many researchers (Mc Grath, 1984: Hindle, 1998: Thompson, 2002: Major and Fletcher 2006 and Lafasto 1989) have agreed that there is a relationship between team cohesion and task performance, little is known locally about the extent of this relationship particularly among non-profit making organizations like Faith Based Health Institutions. Yukelson (2006) points out that a cohesive, successful group has clear goals, a high degree of commitment, specific goals for each team member, a great amount of respects for members, pathways for open communication and high productivity which seemingly are missing in these Faith Based Health institutions. This research will attempt to find out the nature and extent of the relationship between team cohesion and task performance.

### **1.3 Purpose of the Study**

The purpose of this study is to assess the effects of team cohesion on task performance of Faith Based Health Institutions in Western Province.

### **1.4 Objective of the study**

Specifically the study seeks to:

- i. Determine the effect of team cohesion on the task performance
- ii. Examine the role of contextual factors on team cohesion.
- iii. Establish the role of contextual factors on the link between team cohesion and task performance.
- iv. Investigate effects of contextual factors on the task performance.

## **1.5 Research Questions**

This study will be guided by the following research questions

- i. What are the effects of team cohesion on task performance?
- ii. What is the role of contextual factors on team cohesion?
- iii. What is the role of contextual factors on the link between team cohesion and task performance?
- iv. What are effects of contextual factors on task performance?

## **1.6 Hypotheses**

H<sub>1</sub> There is a positive relationship between team cohesion and task performance.

H<sub>2</sub> There is a positive relationship between contextual factors and team cohesion.

H<sub>3</sub> Contextual factors have positive influence on the link between team cohesion and task performance

H<sub>4</sub> Contextual factors have positive effects on task performance

## **Scope of the Study**

The study was carried out in Faith based Health institutions in Western Province of Kenya. These are church organizations running various programmes like farming, pastoral activities, education, health and Micro-finance. The study focused on health institutions because a lot of funds are being invested, a large number of employees are engaged and various services offered.

### **1.7 Justification of the study**

The performance of the Faith Based Health institutions has been decimal and yet a lot was invested in these institutions particularly in Western Kenya. The sponsors indeed put in a lot of resources in these institutions in order for the community to benefit from their service delivery. Unfortunately, the service delivery in these institutions has been wanting and therefore the study has been justified.

### **1.9. Limitations of the Study**

It's important to note that it is not only the team cohesion that brings effective performance. There are other variables that contribute to performance such as quality of services offered, remunerations, terms of service, working experience, training status, educational levels of employees. Therefore, the findings of the study will be biased in making no assumptions on these variables. The study is limited to Western Province and the findings are only applicable in the region as well as other regions with similar environmental factors. Some of the respondents were unwilling to fill the questionnaires.

### **1.10 Significance of the study**

The findings of this study have both theoretical and practical solutions for the future of teamwork and team cohesion in organizations.

The study established the relationship between team cohesion and Organization culture. Leadership style and peak performance provoke formulation of policies on team cohesion concerning task performance and make human resource managers to use team cohesion strategies. The information got may assist organizations through the senior management team to develop strategies for team work leadership style and peak performance. The findings will add to a wealth of knowledge, skills and techniques in improving organizational performance through team cohesion.

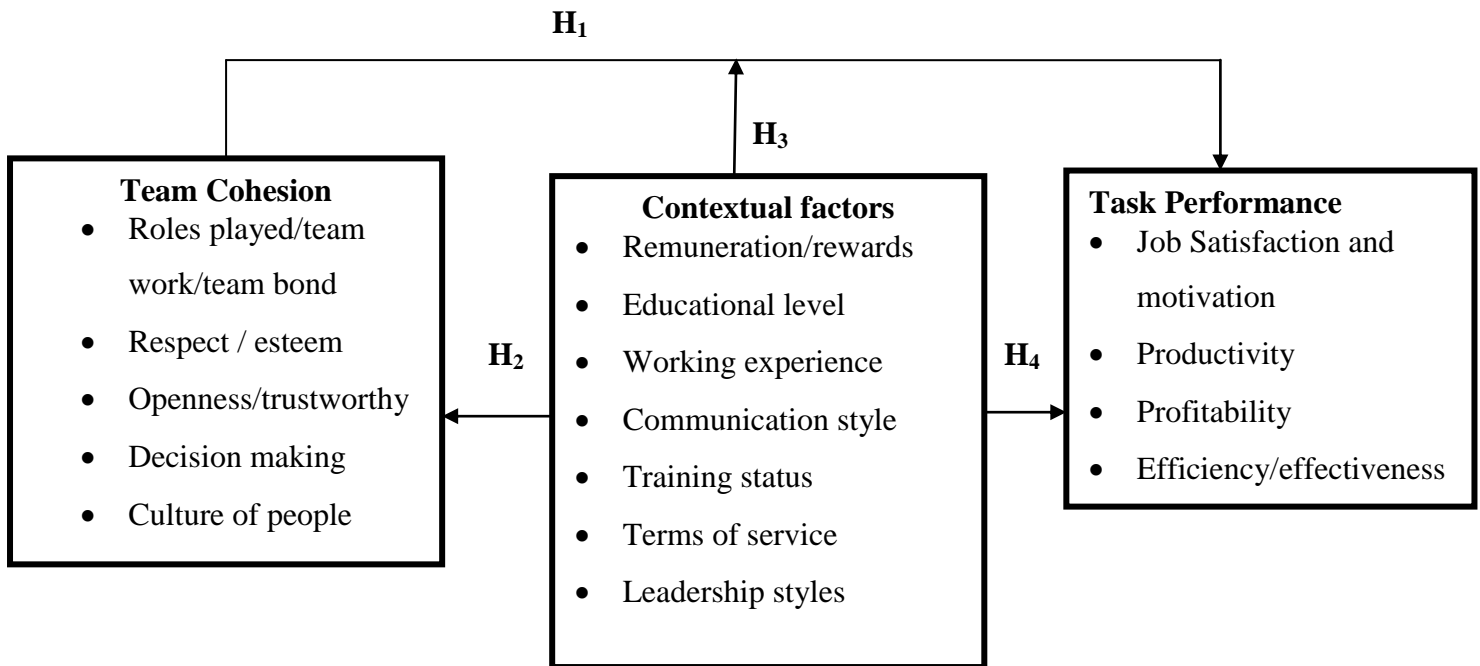
On the theoretical side, the study will provoke a leadership that will foster teamwork. It will identify opinions, concerns, and preconceived notions the workforce has about the human resource managers or the organizational structure. This will contribute to the development of a theory on team cohesion for effective teamwork. This study also aims at understanding what the workplace and management think effective teamwork means and the level at which the organization is as concerns teamwork. The essential idea is to help, equip, educate and encourage the human resource manager regarding practices which are affordable and culturally appropriate in addressing the problems that lead to low productivity in this organization.

It will integrate teamwork strategies into the management and delivery of quality service at the hospitals.

Organizations need information about practices that deter them from optimizing performance. Exploring the characteristics of effective teams in relation to the Faith Based Institutions health workforce will go a long way in helping the management to amend policies and practices so as to achieve optimal performance. It will also elicit some other underlying problems other than team cohesion that can lead to maximization of outputs.

## 1.11 Conceptual framework

Figure 1: Conceptual Model



The H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub> and H<sub>4</sub> are the hypotheses of the study interlinked on the conceptual model which shows how the major variable of the study are inter-related. The hypothesis one (H<sub>1</sub>) shows that the team cohesion (indicators in the bulletins) as an independent variable has a positive impact on the task performance (dependent variable). This hypothesis is to test the major variables under this study if indeed this relationship exists and if present, indicate also the level of the relationship. The second hypothesis (H<sub>2</sub>) is to prove that contextual factors (intervening/facilitating variable) have influence on the team cohesion. This study is also to test if this relationship exists by collecting and analyzing data on the indicators in the bulletins. Third hypothesis (H<sub>3</sub>) tries to prove whether contextual factors moderate the relationship between the team cohesion and task performance, that is, establish if contextual factors can catalyze or slow the pace of attaining the relationship between team cohesion and task performance. The fourth hypothesis (H<sub>4</sub>) proves the relationship between contextual factors and task performance.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this study, the literature review contains the following; essential aspects of teamwork, team process, building team cohesion, role of management in team building, characteristics of team cohesion, factors that influence team cohesion, building trust in teams, benefits of teamwork on the organizational performance and the gap in Literature.

#### **2.2 Essential Aspects of Teamwork**

Salas, Sims and Burke (2004) have argued that there might be a “Big five” in teamwork. They suggest that in highly interdependent teams, five critical components emerge; mutual performance, backup behaviour, adaptability, active leadership and, team orientation. Mutual performance monitoring can be defined as team members’ ability to “keep track of fellow team members’ work, while working out their own...to ensure that everything is running as expected and to ensure that they are following procedures correctly” (McIntyre,1995,). Recent research has suggested that effective teams are composed of members who maintain an awareness of team functioning. They do this by monitoring fellow members’ work such that they catch mistakes, slips or lapses prior to or shortly after they have occurred. This awareness requires a shared understanding of the task and team equipment roles and requirements. (Cannon-Bowers, Salas and Convese, 1993).

Back-up behaviour is about supportive actions on the part of team members. It is a product of teams effectively monitoring their own performance as well as that of members. Thus mutual performance monitoring allows for backup behaviour to occur. That is, while team members

are monitoring their teammates, they are able to detect deficiencies or overloads and set in to assist when needed. As a result team members can shift work responsibilities to others as it becomes necessary. This is very similar to the construct proposed by Johnson and Briggs (1968) referred to as load balancing.

If team members are performing mutual performance monitoring and backup behaviour, then the team can adapt. Adaptability refers to the ability to recognize deviations from expected actions and readjust actions accordingly. Thus team adaptability has been defined as team's ability to recognize deviations from expected actions and readjust their strategies according to the particular task demands at hand. (Cannon-Bowers et.al, 1995; Salas et.al, 2004). Adaptability is what makes teams valuable in organizations since they can allocate resources, self-correct and redistribute workload as they go in response to changing organizational and external environmental demands.

### **2.2.1 Leadership**

Team leadership can make or break a team and is extremely influential in terms of the degree of teamwork that develops (or not). Effective team leaders will create a climate that encourages mutual performance monitoring, supportive behavior and adaptability. Put somewhat differently, leaders can offer a valuable input to team processes. Effective team leaders shape the development of shared mental models in their teams by systematically seeking, evaluating and organizing information about team functioning and constraints (Zaccaro, 2001). They then serve as sense makers by interpreting and communicating key information to the team thereby creating a mental framework (or template) that promote common understanding and action. In this manner, effective leaders can help develop team-level leadership that can be drawn from the team (i.e. serve as input) in subsequent performance cycles.

Leadership is the ability to influence people to willingly follow one's guidance or adhere to one's decision. (Olembo, 1989; Sagimo, 2002). A leader is therefore one who obtains followers and influences in setting and achieving objectives. A leader is able to influence his followers because of perceived authority and power. A manager is one who performs managerial functions like planning, organizing, directing and controlling. The human resource manager therefore plans, directs, organizes and controls people to attain the organization's objectives.

Leaders can be affected by a number of personal, interpersonal and organizational factors such as the personal traits of the leader's behaviour and situational factors such as subordinates, tasks and organizational practices. Managers should have certain personal traits, such as attitudes, motivation and personality. These influence their behaviour as leaders. A manager who trusts other people is more likely to consult with the subordinates than one who does not (Sagimo, 2002). Most managers exhibit certain behavioural patterns in dealing with their subordinates. This leadership behaviour reflects their own personal traits and the institutional demands. The common leadership behaviours include being supportive, participative and achievement oriented (Maylor, 2005).

The environment in which a manager operates influences his behaviour. These environmental influences are referred to as situational factors and the most important ones include group task, group members and organizational practices such as the formal authority granted to a member. For any leader to function effectively as a leader, he has to demonstrate a leadership that is suitable to his personal traits and the situational demands. If these are mismatched, he is not likely to function effectively.

Leadership effectiveness is expected to increase when there is a match between leadership styles and situations. Leadership effectiveness can be measured by the degree to which the manager meets both the organizational goals and satisfies the employee's needs.

There are different leadership styles and the most common are: authoritarian, democratic and free – reign (Laissez – faire). The authoritarian type of leadership holds all authority and responsibility in an organization with communication almost exclusively moving from top to the bottom. The manager assigns workers to specific tasks and expects orderly and precise results. The manager sets goals, tells workers what to do and also exercise close supervision. This style is similar to autocratic/ dictatorial leadership which involves forcing or threatening employees. The authoritarian leader considers himself the most qualified to make decisions that others do not count. He/she lacks confidence in other people's abilities, ideas or points of view and only accepts opinions in his/her favour. This type of management generates discontent, frustration and negative attitudes towards leadership. The outcome is low productivity and high employee turnover. This will establish if there is authoritarian leadership and its effects on the team.

A democratic type of a leader obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. While the manager considers the ideas and opinions of workers, he still makes the final decision. This is done in an attempt to minimize differences and get commitment from employees before taking action. In this type of leadership, communication is usually both upwards and downward. Many managers feel uncomfortable using this leadership styles because they feel they are giving too much power to the team. Team members on the other hand feel included. This study will find out if democratic or participatory leadership style is used in their health centers.

Consultative style or 'Laissez faire' leadership style is where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make a decision or determine the course of action. Within the limits of the given authority, they (subordinates) structure their own activities. They may consult with the manager, but he is not directly involved in making the decision. The manager indicates what needs to be done and when it must be accomplished but let employees decide how to accomplish it as they wish. In this style of leadership communication flows horizontally among group members. The focus is on using skills and ideas of others to formulate plans and make decisions. Others are involved in problem solving. This style of leadership helps the leaders to have enough time to concentrate on more important responsibilities.

### **2.2.2 Team Orientation**

The final decision thought to be an essential aspect of teamwork is the orientation of a team towards the individual or the collective group. Team or collective orientation is the tendency to enhance individual performance through the coordination, evaluation and use of task inputs from other group members in an interdependent manner in performing a group task it comprises of inputs from other group members in an interdependent manner in performing a group task (Driskell and Salas 1992). Moreover, several researchers have found that some individuals with more of an egocentric orientation prefer to work independently and will tend to perform poorly in team settings relative to situations in which they are allowed to work alone. As a result team performing will be significantly enhanced by the ability to bring together team members who are willing to be collectively oriented and develop a shared (i.e. team-based) social identity. This type of team orientation or collective team identity is a valuable resource that can be drawn upon future performance episodes ( Lord and Brown 2004)

### **2.2.3 Characteristics of team cohesion**

Sagimo (2002) states that an effective team is a cohesive team that exhibits the following characteristics; shared values and shared direction, absence of leader domination team members share responsibilities, there are no warring cliques/subgroups, there is equal participation and utilization of team resources, there is flexible and functional team norms and resources (Cooperation and trust). The team creates alternatives to problems through open communication, open confrontation of differences or potential conflicts are tackled head on. Yukelson (2006) adds that while teams are cohesive for a multitude of reasons, six characteristics deserve special attention. Specifically, successful teams usually have clear goals, a high degree of commitment from team members' specific goals for each team member a great amount of respect for members and path ways for open communication. Each of these six factors will be discussed in detail. Many traits that make teams successful can be developed as the team progresses through the five stages of team building.

### **2.2.4 Develop a shared vision, unity of purpose.**

The first characteristic of successful teams is clear goals. Team building comes from a clear vision of what the group is striving to achieve and is tied to commitments collaboration, teamwork individual and mutual accountability. However setting team goals is sometimes more challenging because the whole team has to agree on where they are going and how they are going to get there. The goal setting process is often facilitated by asking the team at the beginning. "What can this group achieve" and what do you as a group want to achieve? This makes the team get committed to the goal. This study will find out how the team members set goals and if they understand their mission, vision and objectives.

### **2.2.5 Commitment**

Involving the team in the creation of the team goals and mission process is the first step to gaining their commitment as it leads to increased motivation as well as feeling of ownership and accountability. Commitment is best viewed on a continuum with commitment level fluctuating throughout the season. Jeff and Janssen (1999) suggest that there are eight defined stages in commitment thus resistant. Someone who is not into the team goal, they are working on their own agenda and very selfish. Reluctant person is hesitant, disinterested and afraid to commit to the team goal.

### **2.2.6 Specific Roles of Team members**

In each team members take on certain valuable roles whether it is team leader, counselor, social director, motivator or team clown. Maylor (2005:233) stated that members of a team play different roles to attain specific target which has been delegated to the team.

The focus of the team is necessary in achieving such targets and even understanding what is required of each member of the team. The roles of the team members are outlined below: Plant is creative, imaginative, and solves difficult problems. However, he ignores details and is too pre-occupied to communicate effectively, resource investigator is extrovert, enthusiastic, communicative, explores opportunities and develops contacts. He has a major weakness of being over optimistic and losing interest once initial enthusiasm has passed. Co-coordinator is a mature, confident, a good chairperson clarifies goals, promotes decision making and delegates well.

However, he can be seen as manipulative when he delegates personal work. Shaper is challenging, dynamic, thrives on pressure, and has the drive and courage to overcome obstacles. This member can provoke others and hurt other members' feelings. Monitor /

evaluator is sober, strategic and discerning. He/she sees all options and judges accurately. However she lacks the drive and ability to inspire others and is too critical. Team worker is cooperative, mild, perceptive and diplomatic. He listens, builds, averts friction and calms the waters. However this team member is indecisive during crisis and can easily be influenced. Implementer is disciplined, reliable, conservative and efficient. She/ he turn ideas into actions. However, this member is inflexible and slow to respond to new possibilities.

Completer is a member who painstakingly works hard, is conscientious, anxious, searches out errors and omission and delivers on time. This members main undoing is inclination to worry and reluctant to delegate. S/he may be a fault finder. Specialist is a team member who is single minded, self – starting, dedicated, and provides knowledge and skills in rare supply. The main problem here is that this team member contributes on only a narrow front/ s/he dwells on technicalities and ignores the big picture. This study will find out the various tasks/ roles that the team members have and how the management ensures reduction in task conflicts.

### **2.3 Team Cohesion and Performance**

The first opportunity for building a cohesive team is to start with a clear goal. Clarity implies that there is a specific performance objective, phrased in such concrete language that it is possible to tell whether or not, that performance objective has been attained (Larson and Lafasto, 1989: 28). Simply stated, the team needs to understand what the goal is and the confident that their success will be measurable. Ensuring individual team members understand the goal and acknowledge that the goal would not be achievable without the other members is a powerful beginning to start building cohesion.



The level of difficulty of the goal is another important element. Larson and Lafasto describe ways in which a goal can be elevating, such as personal challenges and the importance of the result (1989). When individuals and groups are challenged, they often give more effort, thus challenges can be viewed as a form of motivation. How the team views the importance of the task at hand is also an important factor. For example, if the individuals believe that the success of the team will have a significant impact on the department, organization or community, there is likely to be an increased sense of urgency and focus. The focus is squarely on the result the team is pursuing and the progress that is being made because whether or not the team succeeds clearly makes a difference (Larson and Lafasto 1989:33).

In order to achieve team cohesion, managers must establish a cohesive environment. Getting the team involved in early decision making and giving the team autonomy can help foster this type of atmosphere. Trust and collaboration come from being involved in planning the attack, working out the strategy for accomplishing the goal, and knowing what the team's approach is going to be and how it fits together (Larson and Lafasto, 1989: 93). Trust is one of the most important elements of cohesion and will be discussed in more detail in this chapter.

Another important aspect is communication. Managers must create an environment that promotes effective communication within the group. Despite the technological improvements that enable teams to correspond through various channels, it is important not to lose the "human moment" in our communication. When possible, managers should encourage face-to-face communications either by physically placing the teams in a centralized location or at least by providing the means for the team members to meet in person. (Friendly and Manchester, 2005).

According to McGhee (1984:895),” “shared laughter and the spirit of fun generates a bonding process in which people feel closer together especially when laughing in the midst of a diversity”. Mc Ghee argues that humour can improve open communication, trust and morale while also reducing stress and increasing creativity. It also helps remove the barriers that separate management from employees. Humour is another tool at the disposal of today’s innovative managers. Given the performance of teams, there is need of management to invest time in building teamwork. Managerial actions and organizational practices that facilitate teamwork including the following:

### **2.3.1 Shared directed goal**

Every team member has to say “yes that is it. At habitat for humanity international, everyone agreed on the course of providing housing to low income families. Therefore the starting point for building teamwork is that the entire team must agree on what consist if success (Puffer M.S. 1999).

Another early step is to help team members believe that they have urgent construction purpose. A demanding performance challenge helps create and sustain the team. Rewards should also step from meeting the challenges (Puffer et al 1999). Competing against a common enemy is one of the best known methods of building team spirit. This study will find out of the health facility workers share a common goal.

### **2.3.2 Team work Culture**

Developing a culture of teamwork is another way of promoting teamwork. The team leader can communicate the norms of teamwork by frequent use of words and phrases that support teamwork. Emphasizing the words team members or teammates and deemphasizing the words

subordinate and employee, help communicate teamwork norms. To foster teamwork, managers should minimize micro-management or supervising group members too closely and second guessing their decisions. Micromanagement can hamper a spirit of teamwork (potency) because team members do not feel in control of their own work. This study will examine how the management ensures the team culture and fosters teamwork.

### **2.3.3 Reward Strategy**

One high impact strategy for encouraging teamwork is to reward the team as well as the individuals. The most convincing team incentive is to calculate compensation partially on the basis of team results. For more general reward strategy; managers apply positive reinforcement whenever the team or individuals engage in a behavior that supports team work. For example team members who took the initiative to have an information sharing session can be singled out and praised for this activity. This study will find out the reward system has been established by the management.

### **2.3.4 Open Communication**

Team leaders should encourage workers to communicate with others and establish a norm of team work. The manager can publish a team book containing a one team biography of each team member. The biography can include a photo, a list of hobbies, personal interests and family information. As team members look through the book, they become better acquainted with another heading to feeling of closeness. This study will find out the strategies in place in the health facilities for communication.

Communication comes in many different forms and at many different levels. The team members should communicate both compliments and complaints. Effective communication involves both the sending and receiving of messages. It is the fabric of any organization (Yukelson, 2006). The team leader should encourage team members to be direct, complete and

specific, Consistent, communicate needs and feelings and be focused (Janssen, 1999). This should be followed by giving feedback. In communication, monitor, evaluate and adjust goals as needed. Listening skills should be a portion of every team member. The administration should encourage members who do correct things. This study will find out the communication strategies used by team members.

Performance management is the systematic process for improving organizational performance by developing the performance of individuals and teams (Armstrong, 2006). It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals standards and competency. It focuses people on doing the right things by clarifying their goals. It aims at individuals and teams taking responsibility for continuous improvement of business processes. The team objectives have to be aligned to organizational objectives. It is a planned process of which the primary elements are agreement, measurement, feedback, positive reinforcement and dialogue. Performance management focuses on targets, standards and performance measures. It is also concerned with knowledge, skills and behaviours required to produce the expected results (Armstrong, 2006).

Performance is defined in output terms the achievement of qualified objectives. It means both behaviour and results. The objectives must be specific, measurable, achievable, and relevant and time bound. The performance measures include:- achievement of objectives, competence (level of knowledge and skills possessed and applied), interaction at work thus system interdependent and processes interconnected, quality, contribution to the team cohesion, customer care and satisfaction, good working relations, high production, flexibility of policies and workers, readiness to learn new skills, team work clearing environment encourages employees to rely on each other, financial awareness, employees exhibit high energy levels,

aligning personal objectives with organizational goals, job satisfaction and morale ,efficiency, frequent feed back through meetings for updates.

The process of achieving organizational peak performance is often thought of in the same way that Winston Churchill characterized Russia “.... A riddle wrapped in a mystery inside an enigma” (FERENCE, 2001). To attain an organization’s peak performance, the organizations vision and decisions have to be defined, develop employee – performance measures, gain team member commitment and nurture the culture of the organization. The culture can be measured through organization’s communication, teamwork, executive leadership, mid management practices, job satisfaction and morale, training and career development. This study will find out if peak performance is exhibited the workforce and challenges of attaining it. The workforce of the Faith Based Health Institutions has difficult tasks assigned to them to achieve the organizational objectives within different organizational cultures. This study will find out how the workforce achieves peak performance which is the ultimate objective of every organization. If peak performance is not attained, it will find out reasons as to why or challenges impeding the attainment of peak performance.

A great deal of conceptual, theoretical and empirical research concerning the processes of high performing teams has emerged in the previous decade (SARIS, SALAS and CANNON- BOWERS, 2000). The bulk of this research has focused on team found in one area. The teams’ level of coordination is a function of inputs, monitoring feedback and backup through effective communication. The exchange of information is vital to the success of two or more individuals working as a team. (DICKSON and MCINTYRE, 1977). The purpose of communication is often to clarify misunderstandings and to acknowledge the receipt of information and may not always be verbal (e.g HEADNODS, REID, REED and EDWORTHY, 1999). Empirical support exists for the

amount, quality and sequencing of communication in determining team performance (Bowers, Jentsch, Salas and Braun, 198; Harris and Barnes, Farrell 1977). Communication especially non – verbal communication can be effected by proximity.

To compensate for individual deficiencies in team performance, constant vigilance is required of team members (Militello, 1998). It is not essential that members be individually competent in their own tasks, but also proficient in understanding other team members' responsibilities (Dickinson and McIntyre, 1977). The monitoring of others activities assumes that members are able to view and recognize the performance effectiveness of those monitored (Militello et al 1999). Provided team members are able to engage in performance monitoring , it is expected that they should likewise be able to provide information about the status of other team mates functioning feedback refers to the giving , seeking and receiving the performance related information among the members of a team . Empirical support exists for the positive effect of feedback on team performance (Brehmer and Alland: Rasker, Post and Schraagen, 2000).

In addition to providing feedback, team members must also be able to provide technical assistance when gas and inefficiencies are noted. (Dickinson and Mc Lyntre, 1997). Likewise team members must also be prepared to seek help when needed (Mc Lyntre and Salas, 1995). Indeed, providing feedback and back – up assistance to others depends on adequate monitoring and proficiency when distances are spanned.

### **2.3.5 Respect for team members**

Sharing respect for team members is a general technique for building team work. Team work can be demonstrated in such ways as asking rather than demanding individual's attention when they come to you with a problem in another demonstration of respect. Making positive

comments about other team members and not talking behind their back are other ways of sharing respect. In this study, the researcher will find out how workers share respect to one another and if it enhances team cohesion. It is important for a team to understand and accept that not every one is going to be best friends while friendship among team members is not a critical element of a cohesive team, respect is. This study will find out how the team leader enforces respect within the team.

Trust is very important in any relationship. Larson and Lafasto put it best when they said “Trust is one of those mainstay virtues in the commerce of mankind. It is the bond that allows any kind of significant relationship to exist between people” (Larson and Lafasto, 1989:85). But trust does not create itself. It is a state of being grounded in Darwin’s theory of survival of the fittest that prevents people from being comfortable with ignoring their weak posts. This is the most important step towards building the trust in a team that is necessary for success.

There are so many books that profess to give readers the secrets to successful team building. The problem is, there is no sure way to ensure team members being to trust each other.

There is no one true to foster trust. Lencioni (2005) in his book *Overcoming the Five dysfunction of a team*, suggests each team member at the beginning of the first meeting share three details about themselves; “where they grew up, how many children they were in their family, and what was the most difficult or important challenge of their childhood. Lencioni states that no matter how long these team members have worked together, or how well they thought they knew each other, they always learn something new about one another. The sharing of these small bits of early life is a small step to allowing themselves to be vulnerable in small ways to each other. Whenever they encounter problems in their interactions, they easily understand one another.

Pell (1999) delineates six ways to build and maintain trust. First is setting clear goals, secondly, all team members must be treated fairly, using the same standards of conduct. Thirdly, team leaders must demonstrate decisiveness or if a decision is made collaboratively by the team, the procedures for the decision must be clear. Fourth, loyalty is extremely important. Trust is easily undermined by blame games or finger pointing. Decisions are made by a team which is ready to defend them to the later. Fifth, recognition should be given to the proper team members; praise is positive reinforcement for successful behaviour. Last, team leaders must defend their teams. They must show loyalty to the team as much as the team must be loyal to each other.

Trust is also fostered and enhanced between team members when team members make mutual commitments and meet or exceed those commitments (Kirkman, Rosen, Tesluk, Gibson and McPherson, 2002: 69 – 70). Managers can do this by setting standards and ensuring members either address personally or escalate missed commitments as soon as possible to avoid damaging trust. A team contract that defines parameters follow – up between team members can provide a mechanism for building trust as it defines the rules of engagement between team members and lessens misunderstandings team member expectations regarding task management. If a team does not form cohesion, then the team may be dealing with difficult personalities or other problems that could require the intervention of human resources to solve. The bottom line is that trust is the key to a cohesive team and cohesion is the key peak performance.



### **2.3.6 Experimental learning**

Another option available to organization's for enhancing teamwork comes through experimental learning such as sending members to out-door training. Participants acquire leadership and team work skills by confronting physical challenges and exceeding their self imposed limitations. A day at an auto-racing track provides team members with an opportunity to drive at a race car speeds in some kind of co-operative venture. The challenge requires team work rather than individuals' effort hence contributing to team work development. The study will find out how if the Catholic Diocese health workers are send out door for training and if this is aimed at enhancing team cohesion.

### **2.4 Factors that Influence Team cohesion**

There are four factors that influence team cohesion: group size, nature of task, membership and environmental factors. These are dependent on two dimensions:

- i. Effectiveness in terms of task accomplishment i.e. how effective, what had been set had been done.
- ii. Effectiveness in terms of satisfaction of group members (Sagimo, 2002;McGregor and Hindle,1994) provided characteristics of an effective work group ( team) as:-
  - a) The atmosphere of working is formal and relaxed
  - b) Group tasks /objectives are clearly understood and commitment to it obtained. The group members are involved in making and interpretation of objectives
  - c) Conflicts are not avoided but are brought into the open and dealt with constructively.
  - d) Leadership is not always with the chairman but tends to be shared as appropriate.
  - e) The members' opinions are sourced and influenced in decision making and therefore leadership is participatory

- f) Ideas are expressed freely and openly and there is relevant discussion amongst members with high degree of participation
- g) Decisions are reached by consensus with minimal formal voting.

Sagimo (2002) adds that ineffective groups exhibit the following characteristics:

- i) The atmosphere is tense and boring.
- ii) Discussions are dominated by one or two people and are often irrelevant.
- iii) The team's objectives and goals are not clear and members do not hold a clear common objective.
- iv) Conflicts are either avoided or allowed to develop into open Warfare.
- v) Leadership is provided by the chairman and is a one man's show
- vi) Personal feelings are kept hidden and criticism is embarrassing.

This study found out the characteristics of the team that it uses to gauge their effectiveness hence team cohesion. It also found out the causes of ineffectiveness as the challenges of implementing team cohesion. According to Yukelson, (2006) it is important to explain the factors influencing team cohesion as follows:-

Group size: small groups tend to be more cohesive than larger groups. Small groups tend to encourage full participation while larger groups contain greater diversity. This study will examine the group sizes and diversity and how they influence team cohesion.

Nature of task: In teams, the production system including the type of technology used has a major effect on teams. This study will examine the facilities provided at the health units in terms of inputs, and technology available and how they influence team cohesion.

Membership: The personality concerned, the variety of knowledge and skills available cannot be changed overnight. Knowledgeable teams, skilled at teamwork are much more likely to

succeed in their tasks than an in experienced group. This study will find out the working experience of the workforce and its influence on team cohesion.

Environmental factors: these include the physical factors such as working proximity, plant and office lay out, organizational structure, leadership style, residential conditions etc. In general close proximity aids group identity and loyalty and distance will find out specific environmental factors that challenge team cohesion.

## **2.5 Gaps in the Literature**

Several studies have been done on teamwork factors that influence teamwork, and how to reengineer team work in organizations. Little if any has been researched on the effects of team cohesion on task performance and the influences of contextual factors on these two variables. This study is therefore undertaken to unearth the true relationship that exist between these variables. Sagimo, (2002) states that an effective team is a cohesive team that exhibits the following characteristics; shared values and shared direction, absence of leader domination. Larson and Lafasto (1989) simply stated the team needs to understand what the goal is and the confident that their success will be measurable. Ensuring individual team members understand the goal and acknowledge that the goal would not be achievable without the other members is a powerful beginning to start building cohesion. This study focused on effects of team cohesion on task performance in Faith Based Health Institutions in Western Province.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methods the researcher used in order to obtain data required for the study. It included the research design, area of the study, study population, sample, sampling techniques, procedure, instruments of data collection reliability, validity, data collection procedures and methods of data analysis.

#### **3.2 Research Design**

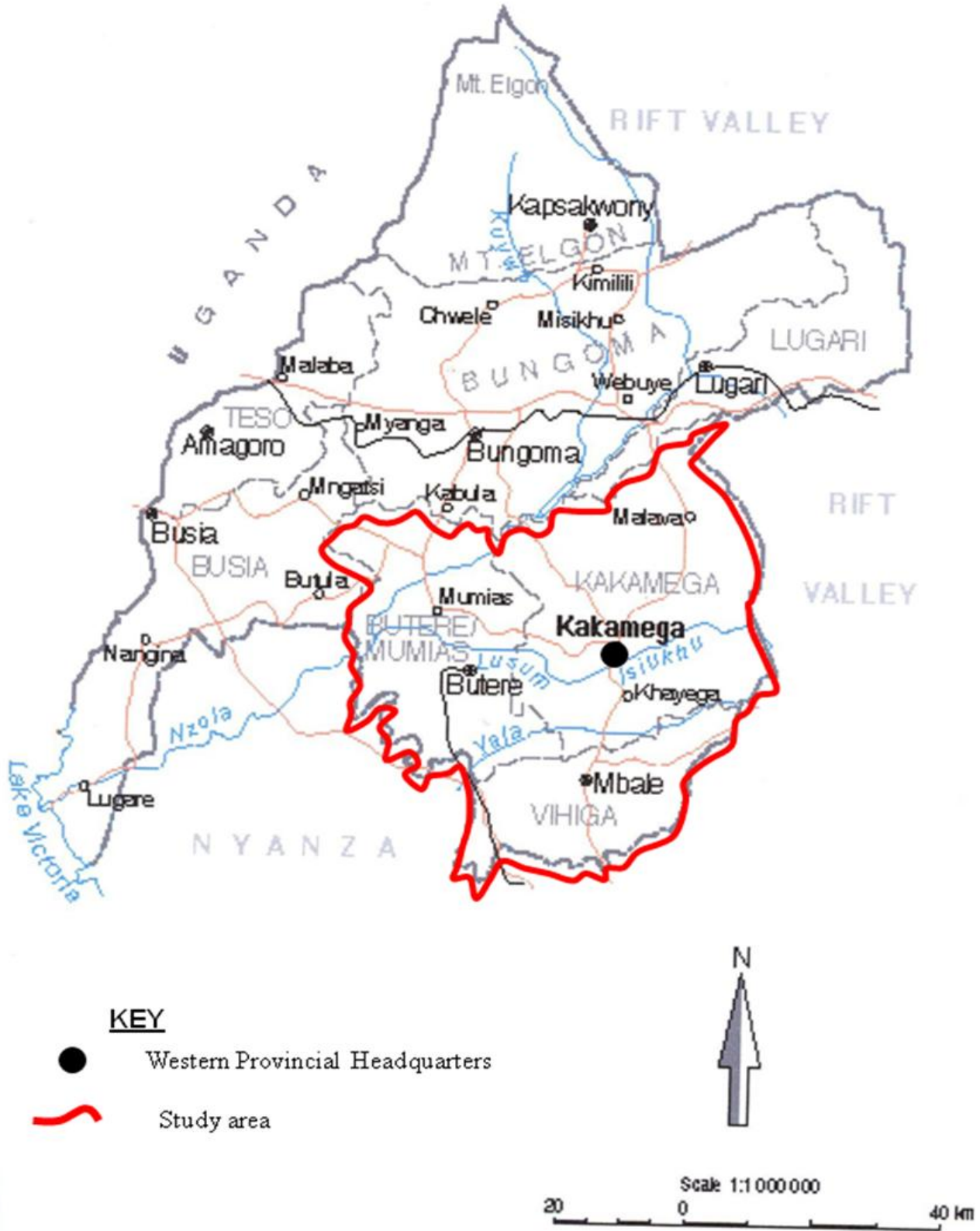
The study was based on the descriptive survey design to establish the relationship between team cohesion, task performance and contextual factors. Gay (1981) defines descriptive research as a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects in the study. A descriptive research determines and reports the way things are. This type of research is therefore correlational attempting to establish the levels of relationships among the variables under study.

#### **3.3 Area of study**

The study was carried out in the Faith Based Health Institutions. The Faith Based Organizations in the Western Province cover Kakamega Central, East, South and North, Vihiga, Sabatia, Matungu, Khwisero, Butere and Mumias Districts, (refer figure 2). Missionaries established schools and attached hospitals on them. In fact, hospitals were used to attract the Africans to school. These areas have a large population that has warranted the expansion of the medical facilities. The health institutions hire both casuals and permanent employees with the aim of providing quality health services to their customers. They offer a wide range of services both in the outpatient and in- patient sections. They are multi- cultural and often hire European doctors to their facilities. Each hospital has departments that are

headed by a Head of Department who reports to the administrator or the doctor in charge of the hospital

Figure 2: Map of Western Province



### 3.4 Study Population, Sample and Sampling Techniques

The Western Province hosts 18 health institutions with 404 workers. This study used a sample size of 30% of these hospitals and 30% of the workers within these selected institutions. A total of 6 health facilities with 138 workers were involved in the study. Purposive sampling technique was used to select the targeted population followed by random sampling thus multi-stage sampling procedure. The heads of each department interviewed while the sampled workers were given questionnaires.

**Table 3.1 Sample Frame**

<b>Category of Respondents</b>	<b>Study population</b>	<b>Sample size (No. selected)</b>	<b>%</b>
Doctors	10	3	30
Clinical Officers	20	6	30
Nurses	121	40	30
Administrators	91	30	30
Subordinate	86	28	30
Casuals	76	25	30
	<b>404</b>	<b>132</b>	

### 3.5 Data collection instruments

This study used questionnaires as the primary instrument of data collection. The structured (closed-ended) questionnaires were used so as to get the uniform responses from health workers. The structured questionnaires were accompanied by a list of all possible alternatives from which respondents select the suitable answer that describes their situation by simply ticking (Mugenda, 1999). The advantage of using this type of instrument is the ease with which it accords the researcher during the analysis. Moreover they are easy to administer and economical to use in terms of time and money. The questionnaires coupled with unstructured interview were used. A drop and pick technique was used in the administration of the data.

### **3.5.1 Questionnaire for Health Workers.**

This questionnaire has been developed by the researcher to answer the research questions. It obtained data on background information of the workers, data on task performance, team cohesion and contextual factors (see the questionnaire attached, page 75).

### **3.5.2 Document Analysis Guide.**

The researcher did documentary analysis in the hospitals visited and also at the various pastoral office libraries. This was aimed at finding out the number of health facilities in the diocese, their historical development, number of employees at each facility, minutes of team meetings reports on problems at each facility, records on inputs, outputs and profits made by the facilities, the organizational structure and leadership of the health facilities, the reward system or other ways of motivating the workforce, duties and responsibilities of workers, daily and occurrence.

The research also analyzed the data centre to know the trend in number of patients that come to the facility. The correspondence files were also analyzed to examine what the management and workforce communicate about. The quantitative and qualitative methods were used to determine the numbers and the levels of team cohesion on task performance.

### **3.6 Validity and Reliability of the Research Instrument**

This section tests the validity and the reliability of the research instruments that are too used when analyzing the data collected.

### **3.6.1 Validity of Research Instruments**

Validation of an instrument or scale, “---- is the success of a scale in measuring what it is set to measure , so that differences in the individual scores can be taken as representing the true differences in the characteristics under the study” (Moser and Kalton 1971:355).

Validity is the extent to which the instrument measures what it purports to measure according to the researcher’s subjective assessment (Nachiamis: 158). Best and Kaln (1989) suggest that the validity of the instrument is asking the right question framed from the least ambiguous way. To ensure the content validity of the questionnaire the operational definitions of the proposed research were developed after an extensive review of the relevant literature. Fraenkel (1993) posits that the instrument should be given to the individual who can be expected to render an intelligent judgment about the adequacy of the instrument. The instrument is then amended according to the experts’ comments and recommendations before being administered. For the validation of the instrument, the researcher should consult supervisors and experts in Human Resource Development who can give a lot of rephrasing the instrument. The aim is to determine whether the items are adequate in content and logically arranged.

According to Wilson (1996), a pilot is a small-scale trial, intended to assess the adequacy of the research design and of instruments to be used for data collection. Piloting tests the level of the language used and highlights probable typographic errors. Piloting also helps in devising a set of codes or response categories for each question, which will cover the full range of responses that may be given in reply to the question in the main investigation. For this study to be effective, the pilot sample from the three hospitals outside the sampled area of study was carried out, where the questionnaire was modified to meet all the objectives of the study.



### **3.6.2 Reliability of Research Instruments**

To test reliability of the instrument, the questionnaire was piloted using three hospitals which did not fall within the sampled area. The data was then analyzed and the results correlated to determine their reliability coefficients. Best and Kahn (1989) suggest that Pearson product moment correlation ( $r$ ) is most often used because of its precision with  $p$  value of 0.5. Both reliability and validity should be high to be desirable (Fraenkel et al, 1993). Team cohesion and task performance variables were measured on a 4-item scale ( $\alpha = .66$ ), task performance variable measured using a 3-item scale ( $\alpha = .55$ ) and finally contextual factors were measured on a 3-item scale with precision set at ( $\alpha = .55$ ).

### **3.7 Data Collection Procedures**

Permission from the relevant authorities was dully sought starting from the School of Graduate Studies to the Ministry of Education. The National Council of Churches of Kenya, Pastoral Offices and Medical Department were visited before proceeding to the health facilities within the Western Province. Sampled health facilities were also visited with permission to administer questionnaires to the workforce and to interview heads of departments concerning team cohesion. Administration of the questionnaires was personally done to avoid workers canvassing and while interviewing the heads of departments and a tape recorder was also used.

### **3.8 Methods of Data Analysis.**

Data from interviews and questionnaires were categorized into various themes after being sorted out. The data was summarized by use of frequency tables, percentages, standard deviations and means. The analysis was done using descriptive and inferential statistics. In the descriptive statistical analysis measures of central tendency or statistical averages like the mean, and range were used. Measures of dispersion like the variance and standard deviations were also used. Amongst the measures of the strength of the relationship, Karl Pearson's coefficient of the correlations was used. To analyze the level of team building, the likert scale was scored as follows; Strongly Agree (S.A ) = 5, Agree CA)= 4 ,Undecided ( U)= 3, Disagree (D)= 2, Strongly Disagree (SD)= 1 for positively stated statements. The background of the respondents was analyzed using the descriptive frequency tables, pie charts which entail the mean, standard deviation, variance and range expressed in percentages.. For the inferential statistics, the Pearson's correlation coefficients were used to determine the strength of the relationships between the variables under study.

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter presents and discusses the findings of the empirical investigation into the effects of team cohesion on the task performance. The presentation provides the background information on the respondents, the gender, age, terms of service, levels of training, working experience, period worked in the organization and remunerations of the correspondents. This section also covers hypotheses/ objective testing whether they were achieved or not.

#### 4.1 Background information of the respondents

The background of the respondents was analyzed using the descriptive frequency tables, pie charts which entail the mean, standard deviation, variance and range expressed in percentages.

##### 4.1.1 Respondents' gender

**Table 4.1: Respondents' gender**

	N	Valid	132
		Missing	0
	Mean		1.64
	Standard Deviation		0.483
	Variance		0.233
	Range		1

Table 4.1 shows the mean of (1.64), SD of (0.483), variance of (0.233) and range of (1) of the respondents' gender. The letter N stands for the total number of respondents who filled the questionnaires.

**Figure 4.1: Respondents' gender**

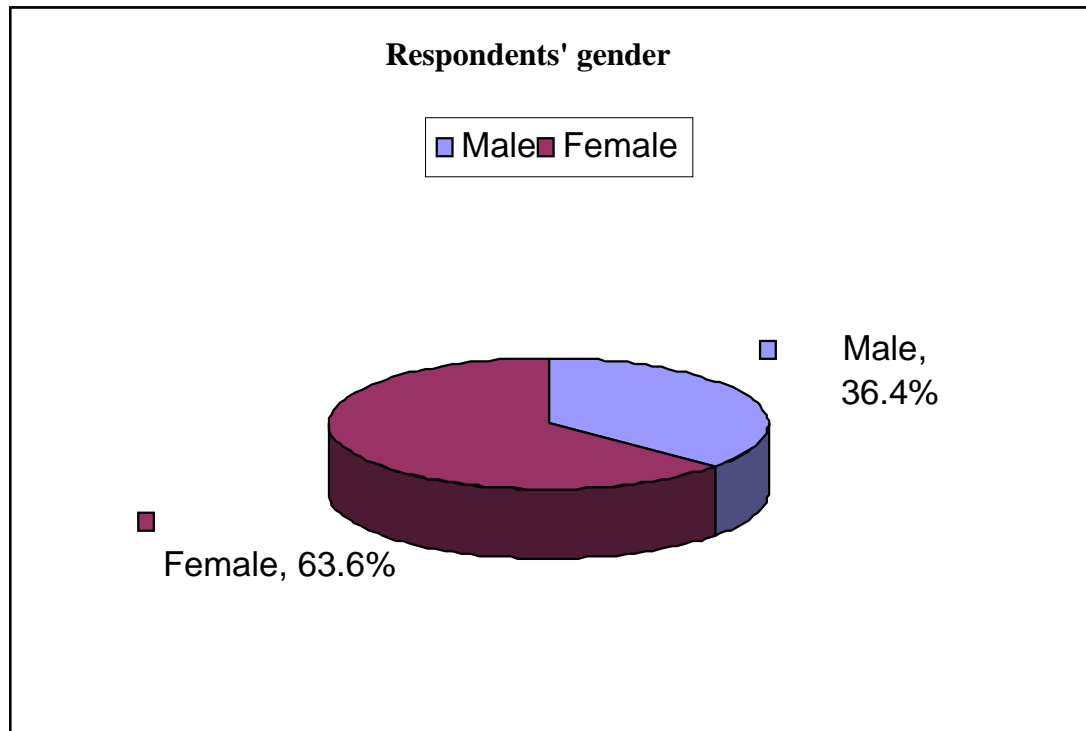


Figure 4.1 shows the pie chart on the respondents' gender. The females were 84 representing 63.6%, while men were 48 (36.4%). The higher figure of females (64%) shows lack of gender equality on collection of data on team cohesion and task performance. This shows that data collected had more females than males.

**Table 4.2 shows the respondents' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	48	36.4	36.4	36.4
	female	84	63.6	63.6	100.0
	Total	132	100.0	100.0	

Table 4.2 shows the respondents' gender in terms of frequency, percentage, valid percentage and cumulative percentage. The data shows that majority of respondents 63.6% were females while males constituted 36.4%. This represents the number of respondents who gave their views on the study.

#### 4.1.2 Respondents' age

**Table 4.3 Respondents' age**

		<b>Frequency</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
	<b>Years</b>				
<b>Valid</b>	<b>Below 30</b>	<b>37</b>	<b>28</b>	<b>28.2</b>	<b>28.2</b>
	<b>30-40</b>	<b>54</b>	<b>40.9</b>	<b>41.2</b>	<b>69.5</b>
	<b>Above 40-50</b>	<b>9</b>	<b>6.8</b>	<b>6.9</b>	<b>100</b>
	<b>Above 50</b>	<b>9</b>	<b>6.8</b>	<b>6.9</b>	<b>100</b>
	<b>Total</b>	<b>131</b>	<b>99.2</b>	<b>100</b>	
		<b>1</b>	<b>08</b>		
<b>Total</b>		<b>132</b>	<b>100</b>		

Table 4.3 shows those below 30 years were 28%, 30-40 years ( 40.9%, 40-50 years ( 23.5%) and those above 50 years were 6.8%, one respondent did not return the questionnaire representing 0.8%. from the data, the respondents' age range with the highest frequency was 30-40 years ( 40.9%) representing most of the respondents who gave their views on the study.

**Table 4.4 shows mean SD, Variance and range of the respondents**

N	Valid	131
	Missing	1
Mean	2.09	
Std Deviation	0.89	
Variance	0.792	
Range	3	

Table 4.4 shows the mean, SD, variance and range of the respondents (2.09, 0.89, 0.792 and 3 respectively). The letter N stands for the number of respondents interviewed who were 131, and only one questionnaire was not returned represented by the word missing.

**Figure 4.2**

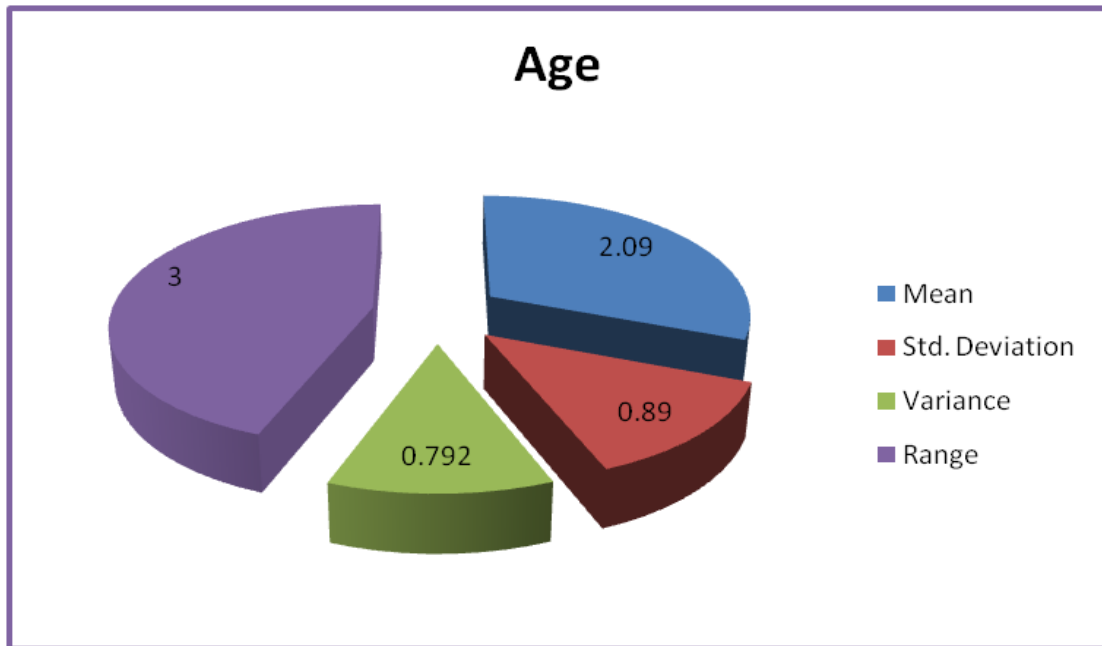


Figure 4.2 shows the age of the respondents in terms of the mean (2.09), SD (0.89), variance (0.792) and range (3), each category clearly shown on the figure and the range of colours representing each portion. The small value of SD (0.89) measures the dispersion of the age brackets. The range of three measures the variance in terms of the age of the respondents.



### 4.1.3 Respondent's marital status

Figure 4.3: Respondent's marital status

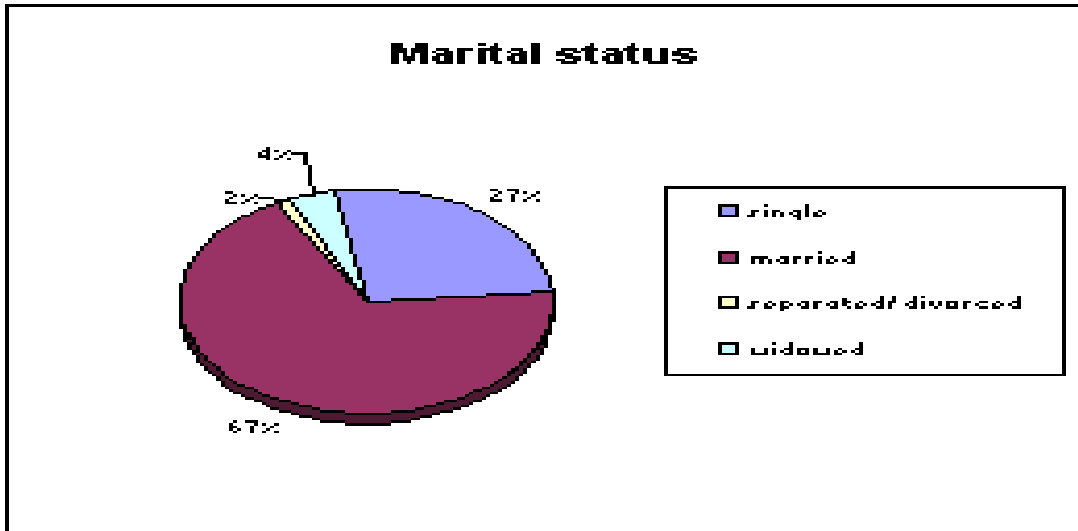


Figure 4.3 shows the marital status of the respondents. The married were majority 90 (67%), separated/divorced were 2 (2%), the single were 35 (27%) and widowed were 5 (4%). This shows that most people interviewed were the married people. This points out that people who were married were willing to freely share their views on the above subject. This therefore proportionately represents the population under study.

Table 4.5 Respondents Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	35	26.5	26.5	26.5
Married	90	68.2	68.2	94.7
separated/ divorced	2	1.5	1.5	96.2
widowed	5	3.8	3.8	100
Total	132	100	100	

Table 4.5 reveals that most people interviewed were married people, (68.2%) while the separated/divorced were two (1.5%) which was the lowest figure. This means that most of the data collected in this study was given by the married people whom the researcher believes had the idea of unity (team cohesion), that is, importance of staying together.

**Table 4.6: Mean, SD, Variance, range of respondents' marital status**

N	Valid	132
	Missing	0
Mean	1.83	
Std. Deviation	0.636	
Variance	0.405	
Range	3	

Table 4.6 shows the mean of (1.83), SD of (0.636), variance of (0.405) and range of (3) of the respondents' marital status. The range of three shows the varied views given by the respondents on the subject of study.

#### 4.1.4 Terms of service of respondents

**Figure 4.4: Terms of service of respondents**

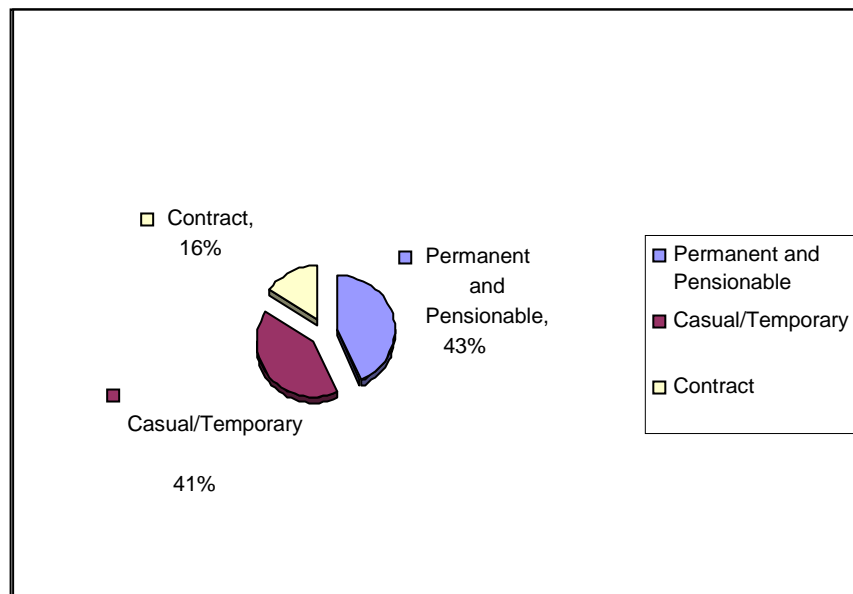


Figure 4.4 shows that 43% of people were permanent and pensionable, representing a higher percentage, while those on contracts (16%) had the lowest score. This depicts that on average people employed by the Faith Based Health institutions in western Kenya were employed on permanent and pensionable basis. The 41% which is also a higher figure represents people who are employed on causal/temporary basis. Those employed on contract and causal/temporary were more than those employed on permanent and pensionable basis (57%). This figure (41%) has a negative impact on team cohesion as the respondents fear the job security as they lose their jobs anytime. This points out why the levels of team cohesion on task performance are somehow low in these institutions. Therefore, the terms of service has a very strong impact on the relationship between team cohesion and task performance.

#### 4.1.5 Training status of respondents

**Figure 4.5: Training status of respondents**

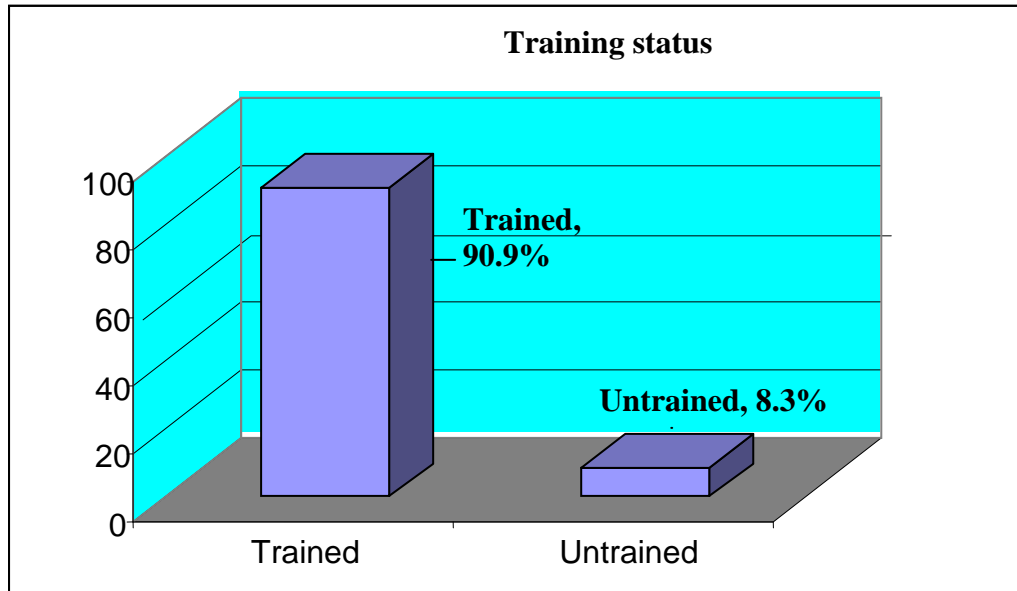


Figure 4.5 showed that most respondents were trained (90.9%), while 8.3% were untrained. This implies that those trained acquired the necessary skills, expertise, knowledge, manpower competence, organizational effectiveness, efficiency which can be transferred on the job leading to increase in productivity, supervisory, profitability, employee motivation and satisfaction. This should encourage the management to work closely with Human Resource Department to organize training programmes through seminars and workshops.

#### 4.1.6 Academic qualifications of respondents

Figure 4.6: Academic qualifications of respondents

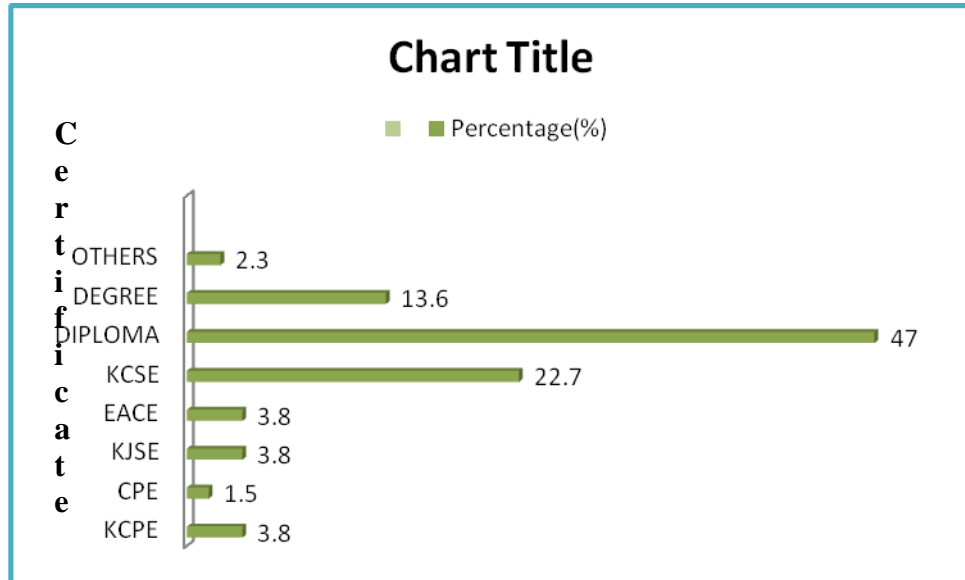


Figure 4.6 shows the academic qualifications of the respondents in terms of percentages (%). Those with the diplomas had the highest percentage (47%), followed by those with KCSE (22.7%) and those with degrees were (13.6%). The table 4.7 gives a further summary on the academic qualifications in terms of frequencies, valid and cumulative percentages.

**Table 4.7:- Academic qualifications**

		Frequency	%	Valid %	Cumulative %
Valid	KCPE	5	3.8	3.8	3.8
	CPE	2	1.5	1.5	5.4
	KJSE	5	3.8	3.8	9.2
	EACE	5	3.8	3.8	13.1
	KCSE	30	22.7	23.1	36.2
	DIPLOMA	62	47.0	47.7	83.8
	DEGREE	18	13.6	13.8	97.7
	OTHERS	3	2.3	2.3	100.0
	Total	130	98.5	100.0	
Missing	9	1	.8		
	System	1	.8		
	Total	2	1.5		
Total		132	100.0		

Table 4.7 shows the different levels of academic qualifications of the respondents. This reveals that most of the respondents were diploma holders (47%), followed by those with the KCSE certificates (22.7%) while the lowest were those with the CPE (1.5%), and EACE (3.8%). This suggests that most of the workers had at least some basic education, knowledge which the respondents can transfer to the job.

#### 4.1.7 Working experience of respondents

**Table 4.8: Working experience of respondents**

N	Valid	132
	Missing	0
Mean		3.30
Std. Deviation		1.024
Variance		1.049
Range		3

Table 4.8 gives information on working experience (in years) of the respondents in terms of mean (3.3), SD (1.024), variance (.049) and range (3). The figures on the mean, SD, variance and range were higher than those of terms of service, training status, age, gender, and academic qualifications. This means that more people gave their views on working experience.

**Figure 4.7: Working experience of respondents**

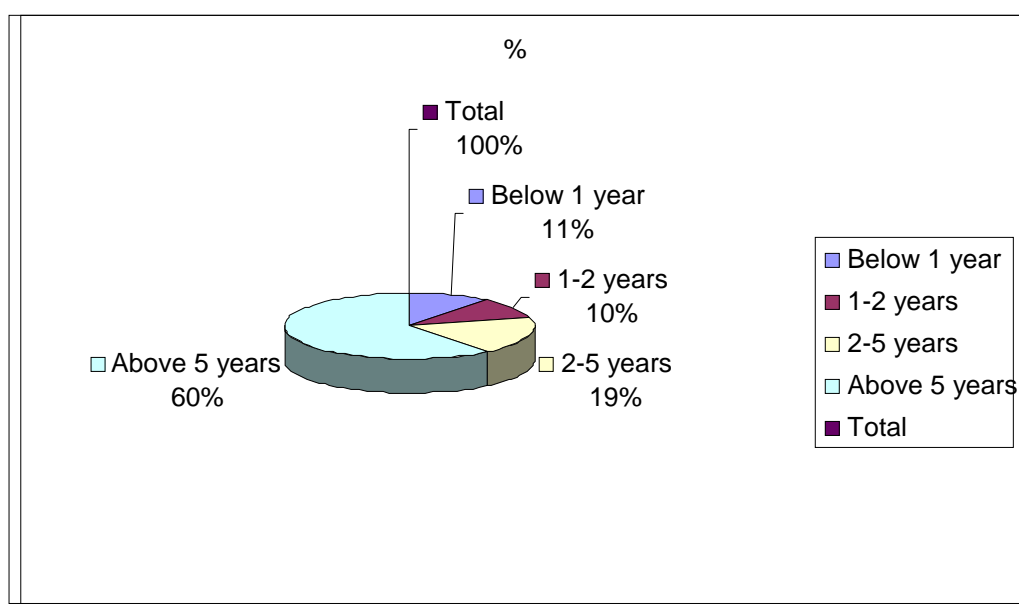


Figure 4.7 further shows that most of the respondents have worked for more than 5 years (60%) while those who have worked for less than a year represent (11%). This means that most of these people have adequate experience to handle daily chores of their institutions.

#### 4.1.8 Monthly Remuneration of respondents

**Table 4.9: Monthly Remuneration of respondents**

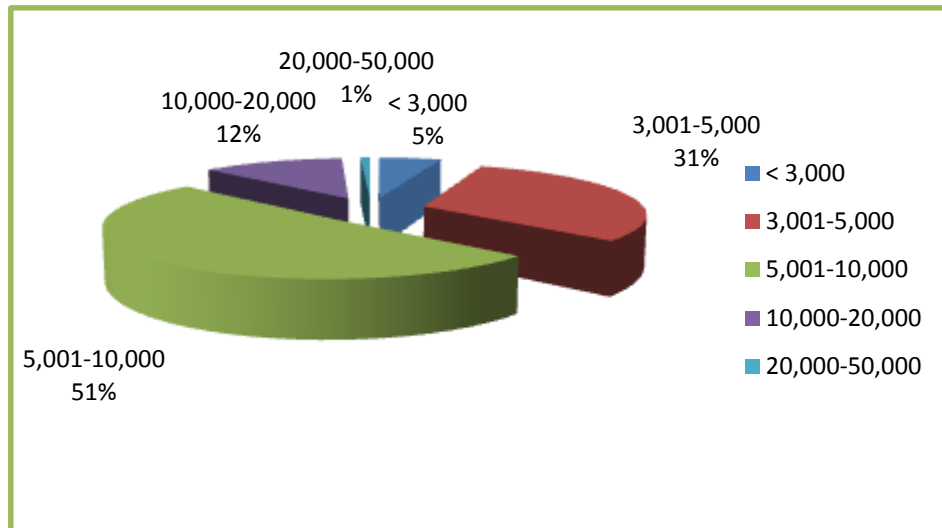
	KShs.	Frequency	%	Valid %	Cumulative %
Valid	< 3,000	7	5.3	5.3	5.3
	3,001-5,000	41	31.1	12.2	17.6
	5,001-10,000	67	50.8	31.3	48.9
	10,001-20,000	16	12.1	51.1	100.0
	20,001-50,000	1	.8		
	Total	131	99.2	100.0	
Total		132	100.0		

Table 4.9 shows the monthly remuneration of the respondents from the Faith Based Health Institutions, the frequencies of the respective categories, valid percentage and cumulative percentages.



Figure 4.8 below gives the percentage for each category with the range of KShs.5,001-10,000 having a higher percentage (51%) while a category of KShs. < 3,000 having the lowest score of 5%. This shows disparity in the monthly remunerations, a crack that weakens team cohesion. The monthly remuneration should be harmonized so that most people have a range income of about KShs10, 001-20,000. This is because monthly remuneration a pivotal role in ensuring team cohesion holds once the employees are satisfied which can lead to increased task performance.

**Figure 4.8: Monthly Remuneration of respondents**



## 4.2 Team cohesion indicators analysis of mean, SD, variance and range

**Table 4.10: Team cohesion indicators analysis**

		Respect / esteem	Trustworthy	Openness	Decision making	Strong bond among members	Team work attain group goals
N	Valid	126	128	128	127	124	124
	Missing	6	4	4	5	8	8
Mean		2.16	1.95	2.25	2.47	2.35	2.73
Std. Deviation		.862	.854	.914	.916	1.020	.849
Variance		.743	.729	.835	.839	1.041	.721
Range		3	3	3	3	3	3

Figure 4.10 shows the scores of the team cohesion indicators in terms of the mean, SD, variance, range and percentages. The variable with the highest mean was teamwork (2.73), while the one with the lowest mean was trustworthy (1.95). The variable with highest SD was the bond among the members (1.041). The range was uniform (3)

**Figure 4.9: Team cohesion variables**

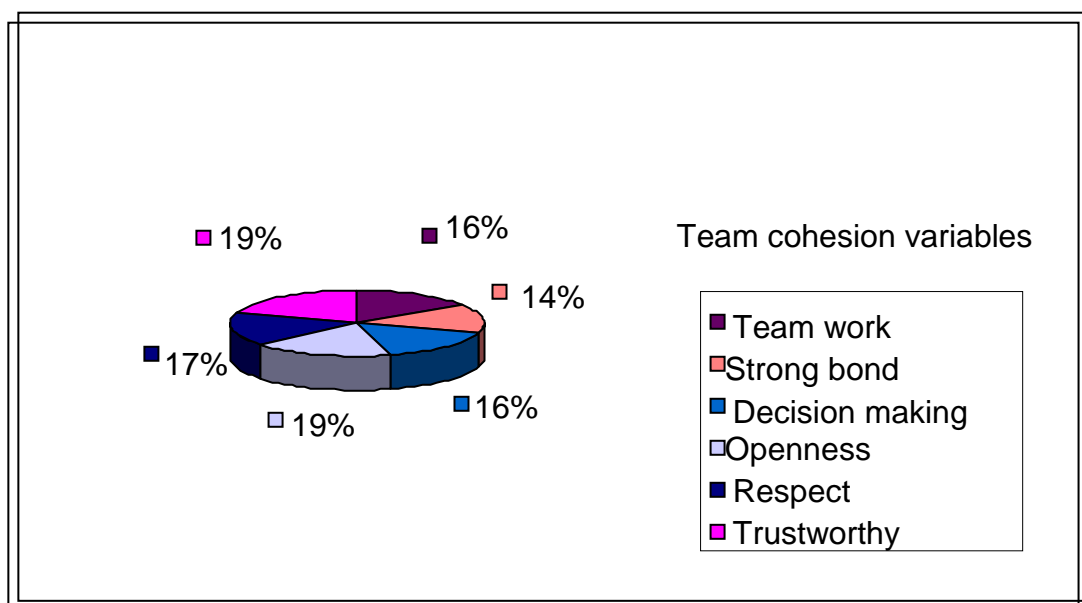


Figure 4.9 shows the variables on team cohesion in terms of percentages. The scores are almost uniform with percentages ranging from 14%-19% which signify low levels of team cohesion. The variable with the highest mean was on the team working to attain the group goals, 2.73 (19%) which is a low indication of team cohesion , while the lowest score was on trustworthy 1.95 (14%). Overall suggests that team cohesion exists at low levels. The overall low mean of the variables of team cohesion also point out that team cohesion level in these institutions is low.

### 4.3 Task performance indicators analysis

**Table 4.11 showing performance task indicators in terms of means, SD, variance and range**

	Organizational efficiency	Employee Productivity	Job satisfaction	Quality of service and profitability	Manpower competence	Employee motivation
Mean	2.73	2.67	2.31	2.96	2.32	2.52
Std. Deviation	.849	.961	1.065	.916	1.063	.926
Variance	.721	.924	1.133	.840	1.131	.858
Range	3	3	3	3	3	3

Table 4.11 shows the scores of performance task indicators with the quality of services offered having the highest mean of 2.96 while job satisfaction has the lowest mean but highest SD of 2.31 and 1.065 respectively. The scores by the six indicators are significant pointing out the existence of the task performance in the organizations. The range was uniform (3), implying

the views given were not very varied. The overall mean of the task performance from the above figures is low indicating that these variables though present exist at low levels. The variable under the task performance with a higher mean was on quality of services and profitability. This means the variable stands out of the rest pointing higher levels of quality services and profitability indicating high task performance.

#### 4.4 Contextual factors analysis

**Table 4.12 showing contextual factors indicators in terms of means, SD, variance and range**

**Table 4.12**

		Terms of service	Training status	Academic level	working experience	Remuneration	communication
N	Valid	132	131	130	132	131	127
	Missing	0	1	2	0	1	5
Mean		1.73	1.08	5.51	3.30	3.28	2.80
Std. Deviation		.721	.278	1.393	1.024	.879	1.016
Variance		.520	.078	1.942	1.049	.773	1.032
Range		2	1	7	3	3	3

Table 4.12 shows the four contextual factors indicators with the educational levels of the respondents having the highest mean, SD and range (5.51, 1.393, and 7) respectively. This suggests that most of the respondents have attained some basic education and have the necessary skills to perform their duties. Communication has the lowest mean of 2.80 suggest that it could be very efficient as the means of sending information, hence, need to make

adjustment to improve. The range is varied pointing out the varied views given by the respondents. These are the factors which are in existence within the institutions. For example the level of academic (5.51), working experience (3.30), remuneration (3.28) and communication (2.80) are higher in comparison with the scores of team cohesion and task performance (see tables 4.11 and 4.12). This indicates that contextual factors tend to affect negatively team cohesion and task performance.

#### **4.5 Testing of hypotheses using inferential statistics**

The hypotheses/objectives were tested using the Pearson's correlation coefficients as the statistical tool to establish the strength of the relationships between the variables. The positive correlation coefficient ( $r$ ) indicates a positive correlation between the two variables, negative value of  $r$  indicates a negative correlation while a zero value of  $r$  means no association between the two variables. The value of  $r$  nearer to +1 or -1 indicates high degree of correlation between the two variables (Kothari, 2003).

**4.5.1 Testing hypothesis H<sub>1</sub>** which states that team cohesion has a positive effect on task performance

**Table 4.13 showing correlation coefficients between team cohesion and task performance**

		1	2	3	4	5	6	7	8
1.Goal setting	Pearson Correlation								
	<i>p</i>	.							
	N	127							
2.Respect /esteem	Pearson Correlation	<b>.380</b>							
	<i>p</i>	.000	.						
	N	125	126						
3.openness	Pearson Correlation	<b>.458</b>	<b>.265</b>						
	<i>p</i>	.000	.001	.					
	N	126	125	127					
4.Decision making	Pearson Correlation	<b>.327</b>	<b>.465</b>	<b>.233</b>					
	<i>p</i>	.000	.000	.006	.				
	N	118	118	118	119				
5.Productivity	Pearson Correlation	<b>.313</b>	<b>.118</b>	<b>-.289</b>	<b>.034</b>	<i>(.176)</i>			
	<i>p</i>	.000	.103	.001	.362	.			
	N	117	116	116	109	118			
6.Job satisfaction and motivation	Pearson Correlation	<b>.015</b>	<b>.301</b>	<b>-.151</b>	<b>.091</b>	<b>.423</b>	<i>(.106)</i>		
	<i>p</i>	.437	.000	.049	.168	.000			
	N	121	121	121	114	114	123		
7.Service quality and profitability	Pearson Correlation	<b>-.167</b>	<b>.194</b>	<b>.272</b>	<b>-.101</b>	<b>.546</b>	<b>.259</b>	<i>(.198)</i>	
	<i>p</i>	.035	.017	.001	.144	.000	.002	.	
	N	119	119	119	113	114	118	121	
8.Efficiency	Pearson Correlation	<b>.133</b>	<b>.210</b>	<b>.046</b>	<b>.186</b>	<b>.350</b>	<b>.424</b>	<b>.149</b>	<i>(.575)</i>
	<i>p</i>	.072	.010	.309	.022	.000	.000	.052	.
	N	122	122	122	117	115	121	120	124

**Note:** Pearson correlation values are in the **bold**, while their levels of significance are in *italics* (*p*).

Table 4.13 shows correlation coefficient values of the team cohesion indicators against task performance. The team cohesion indicators all have positive correlation coefficient values. Productivity has positive  $r$  values with all the team cohesion indicators except the variable on openness had a negative  $r$  value  $-0.289$  ( $p < .001$ ) meaning a negative correlation between two variables. Therefore, team cohesion leads to increase in productivity which is further confirmed by the variables job satisfaction, efficiency and motivation which had positive  $r$  values with all team cohesion indicators that is, the goal setting, respect/esteem and decision making.

This further indicates that when the levels of team cohesion increase, employees are satisfied and translate the same to task performance. Efficiency variable had positive  $r$  values with all the team cohesion indicators while openness had a negative  $r$  value which implies that employees who talk openly about their problems lower the team cohesion. When team cohesion variables were compared with the task performance variables, all had overall score of  $r$  positive values. The overall scores of productivity, job satisfaction and motivation, service quality and profitability efficiency are in parenthesis ( $r = .176, .106, .198, .575$  respectively). Therefore the hypothesis  $H_1$  shows that team cohesion has a fairly strong positive correlation with the task performance because the comparison gives an average positive  $r$  value of  $0.264$  (see table 4.13). This, therefore, empirically proves/supports the hypothesis one,  $H_1$ .

**Figure 4.10 shows team bond and task performance indicators**

**Figure 4.10.1: Effectiveness/Efficiency against Team bond**

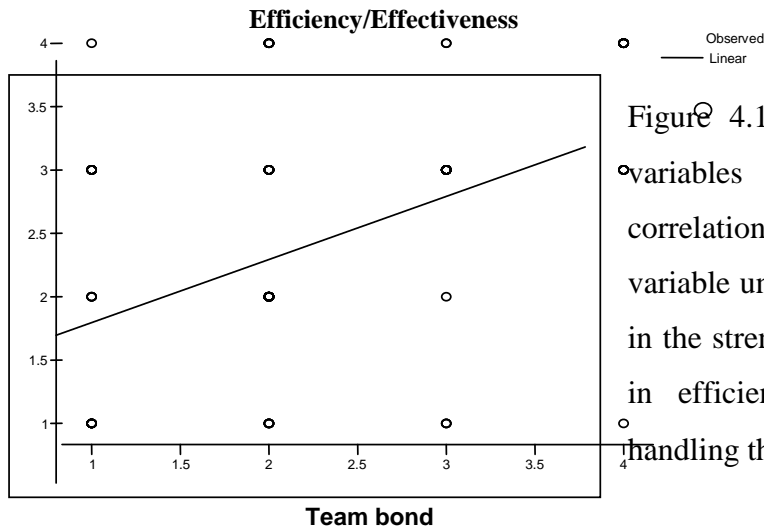


Figure 4.10.1. shows that team bond one of the variables under team cohesion has a positive correlation with the effectiveness/ efficiency, the variable under task performance. That is, an increase in the strength of the team bond leads to an increase in efficiency / effectiveness of the employees handling the operations within the institutions.

**Figure 4.10.2 shows productivity against team bond**

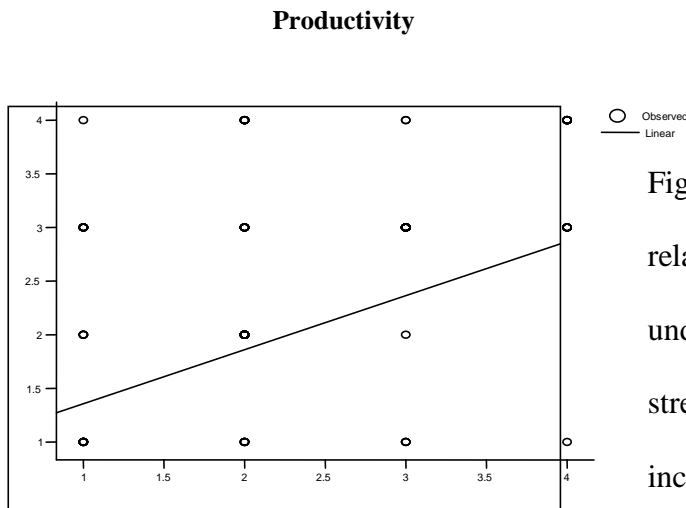
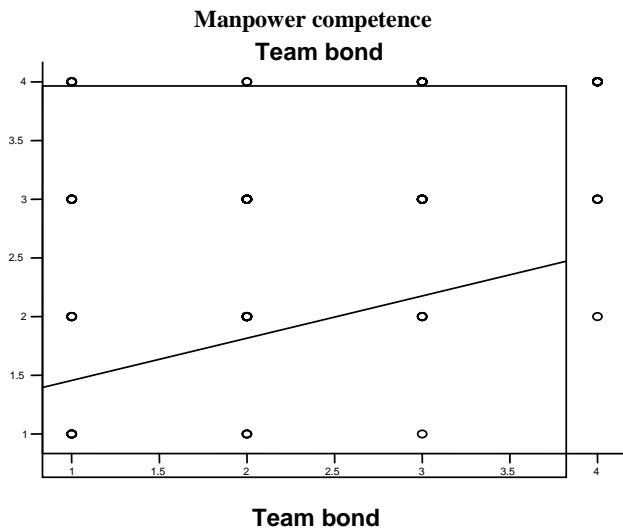


Figure 4.10.2 shows that the team bond has a positive relationship with productivity, one of the variables under task performance. This means that when the strength of the team bond increases leads to an increase in productivity of organization, that is, the increase in output per employee.



**Figure 4.10.3 shows manpower competence against team bond**



Team bond has a positive correlation with manpower competence; this means that as employees' exhibit high levels of team bond, they become confident and work very well leading to high levels of task performance (See figure 4.10.3).

**Figure 4.10.4 shows service quality and profitability against team bond**

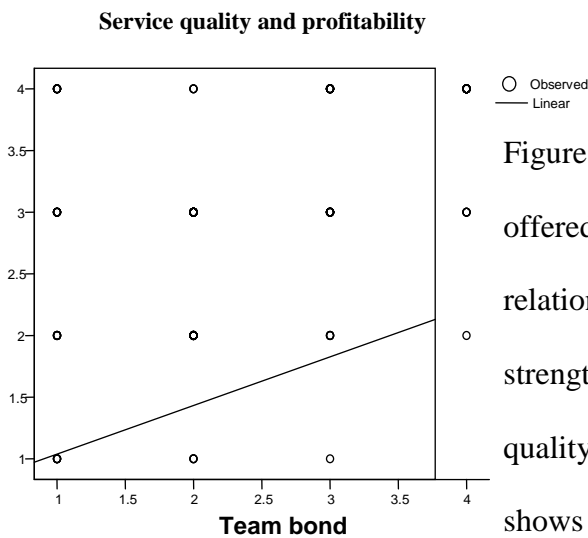


Figure 4.10.4 shows that service quality offered in the institutions has a positive relationship with team bond. That is, as the strength of team bond increases, service quality offered also increases. This further shows that profitability increases as the levels of team bond increase.

Figure 4.10 further proves the hypothesis  $H_1$ . When the team cohesion variable (team bond) was plotted against task performance variables: productivity, service quality/profitability, job satisfaction, motivation, effectiveness and manpower competence revealed positive correlation between the two variables. From these data analysis and interpretations therefore, the hypothesis  $H_1$ , which states that team cohesion has a positive effect on task performance is therefore empirically accepted.

**4.5.2 Testing hypothesis  $H_2$**  which states that contextual factors have positive impact on the team cohesion.

**Table 4.14 showing correlation coefficients results between Contextual factors and team cohesion**

		1	2	3	4	5	6	7	8	9	10	11	
1. Terms of service	r												
	N		.										
2. Training status	r		<b>-.190</b>										
	p		.015										
	N		131	131									
3. Academic levels	r		<b>-.006</b>	<b>-.438</b>									
	p		.474	.000									
	N		130	129	130								
4. Working experience	r		<b>.048</b>	<b>.125</b>	<b>-.126</b>								
	p		.293	.077	.077								
	N		132	131	130	132							
5. Remuneration	r		<b>.111</b>	<b>-.159</b>	<b>.450</b>	<b>.156</b>							
	p		.104	.035	.000	.038							
	N		131	130	129	131	131						
6. Communication	r		<b>.042</b>	<b>.028</b>	<b>.102</b>	<b>.204</b>	<b>.056</b>						
	p		.319	.376	.129	.011	.268						
	N		127	126	125	127	126	127					
7. Team role	r		<b>.060</b>	<b>.057</b>	<b>.033</b>	<b>.167</b>	<b>.20</b>	<b>.13</b>	<b>(.65)</b>				
	p		.254	.263	.357	.032	.015	.07					
	N		125	124	123	125	124	123	125				
8. Respect/esteem	r		<b>.070</b>	<b>-.030</b>	<b>.098</b>	<b>.230</b>	<b>.09</b>	<b>-.10</b>	<b>.452</b>	<b>(.33)</b>			
	p		.218	.368	.139	.005	.157	.124	.000				
	N		127	126	125	127	126	125	124	127			
9. Openness	r		<b>-.003</b>	<b>.087</b>	<b>.043</b>	<b>.135</b>	<b>.06</b>	<b>-.04</b>	<b>.420</b>	<b>.25</b>	<b>(.282)</b>		
	p		.487	.166	.317	.065	.245	.308	.000	.00			
	N		127	126	125	127	126	125	124	126	127		
10. Decision making	r		<b>.046</b>	<b>.100</b>	<b>.142</b>	<b>.078</b>	<b>.06</b>	<b>-.16</b>	<b>.277</b>	<b>.31</b>	<b>.333</b>	<b>(.26)</b>	
	p		.305	.132	.057	.193	.236	.04	.001	.00	.001		
	N		126	126	124	126	125	124	123	125	125	126	
11. Team bond	r		<b>.030</b>	<b>.064</b>	<b>.147</b>	<b>.129</b>	<b>.003</b>	<b>.16</b>	<b>.115</b>	<b>.22</b>	<b>.24</b>	<b>.311</b>	<b>(.533)</b>

Note: Overall scores for the indicators are in parenthesis (bracket).

Table 4.14 shows the correlation coefficient results between contextual factors like remuneration, educational levels of employees, communication, working experience and training status have significant positive correlation on the overall team cohesion. The team cohesion variables notably team role, team bond, decision making process and openness have higher  $r$  positive values indicating a positive correlation with the contextual factors. Remuneration, for example affects positively the team role, team bond, decision making process and respect so that the set targets are achieved since the employees will be motivated by the incentives, that is, their  $r$  values are ( $r = .20$ ,  $r = .003$ ,  $r = .06$ ,  $r = .09$ ) respectively.

Communication, affects positively the team role, team bond, trustworthy and decision making process since the intended message gets to rightful people in time and this affects positively the process of decision making. The levels of education also affect positively the team cohesion variables (team role,  $r=.033$ , respect,  $r=.098$ , openness,  $r=.043$ , decision making,  $r=.142$ , team bond,  $r=.147$ ). This means that the levels of education when are high, positively affects team role, team bond, respect among team members and decision making process. This could be attributed to the fact that employees who have some basic education are able to communicate and share ideas easily. Working experience affects all the team cohesion variables positively, that is, has a positive correlation with team cohesion variables. Usually experience is accompanied by acquiring of skills and expertise on how to perform certain duties well. The beta values of contextual factors against team cohesion revealed a relatively strong positive  $r$  value of 0.411. This means that as the levels of team cohesion increase, task performance increases which is evident through good communication among team members, good leadership, enhancement of team roles and team bond. The overall scores between contextual

factors and team cohesion gave an average  $r$  value of 0.4110 which indicates that contextual factors have fairly positive correlation with the team cohesion. Therefore, the hypothesis which states that contextual factors have positive impact on the team cohesion is statistically justified.

**4.5.3 Testing of hypothesis  $H_3$**  which states that contextual factors have positive influence on the relationship between team cohesion and task performance.

**Table 4.15 showing correlation coefficients between contextual factors and link of Team cohesion and task performance**

**Table 4.15 Showing Team cohesion/contextual factors against productivity**

Variables	Constant/predictor	Pearson's Coefficients ( $r$ )
1.	Terms of service	.071
2.	2.Respondent's training status	.109
3.	3.Academic levels	-.095
4.	4.Working experience	.033
5.	5.Remuneration	.093
6.	6.Team roles	.158
7.	7.Team bond	.412
8.	8.Team works to attain group goals	.179
	<b>Average (<math>r</math>)</b>	<b>0.12</b>

**Dependent Variable: Productivity**

Table 4.15 all the variables under team cohesion and contextual factors against productivity (dependent variable) gave positive  $r$  values except academic levels ( $r = -.095$ ). The average positive  $r$  value of .12 shows that contextual factors affect the relationship between team

cohesion and task performance positively indicating a significant correlation between the variables. This follows that as the training levels of employees, remuneration, terms of service and working experience are high; consequently team cohesion is also increased leading to improved productivity.

**Table 4.16 Showing Team cohesion/contextual factors against Job satisfaction/motivation**

Constant Variables		Pearson's Coefficients
1.	Terms of service	.051
2.	Respondent's training status	.073
3.	Academic level	-.022
4.	Working experience	.086
5.	Remuneration	-.123
6.	Team roles	.016
7.	Team bond	.613
8.	Team works to attain group goals	.181
	<b>Average (r)</b>	0.11

**Dependent Variable: Job satisfaction and motivation**

Table 4.16 gives the results when team cohesion and contextual factors were compared to job satisfaction/motivation. Contextual factors affected the relationship between team cohesion and task performance positively except academic level and remuneration variables which moderated the relationship negatively ( $r = -.022$  and  $-.123$  respectively).

Terms of service, training status, working experience, team roles, team bond and team working to attain their goals had positive correlation  $r$  values with the job satisfaction and motivation. This implies that as these variable increase job satisfactions and motivation also increases. The team bond has a strong positive  $r$  value (.613) indicating a strong positive correlation with job satisfaction and motivation. The average  $r$  value (.11) shows that contextual factors influence the link between team cohesion and task performance positively.

**Table 4.17 Showing Team cohesion/contextual factors against quality of service and profitability**

Constant Variables		Pearson's Coefficients (r)
1.	Terms of service	.070
2.	Respondent's training status	.071
3.	Academic level	.032
4.	Working experience	-.078
5.	Remuneration	.001
6.	Team roles	.230
7.	Team bond	.310
8.	Team works to attain group goals	.285
	<b>Average (r)</b>	.115

**Dependent Variable: quality of service and profitability**

Table 4.17 gives the results when contextual factors influence the relationship between team cohesion and task performance. Working experience, a contextual factor influences the link negatively ( $r = -.078$ ) while the rest of the variables influence the link positively, meaning these variables facilitate the team cohesion attaining task performance. The average  $r$  value (.115) implies that the contextual factors influence the link between team cohesion and task performance positively.



**Table 4.18 Showing Team cohesion/contextual factors against efficiency/effectiveness**

Constant variables		Pearson's Coefficients
1.	Terms of service	.088
2.	Respondent's training status	.097
3.	Academic level	.144
4.	Working experience	.112
5.	Remuneration	.223
6.	Team roles	-.063
7.	Team bond	.331
8.	Team works to attain group goals	.095
	<b>Average (r)</b>	0.128

**Dependent Variable: Efficiency/effectiveness**

Team role has a negative  $r$  value (-.063) while the rest of the variables have positive  $r$  values showing a positive correlation. The contextual factors all have positive  $r$  values indicating they influence positively the relationship between team cohesion and task performance. The contextual factors, therefore, impact positively the link between team cohesion and task performance, that is, facilitate the relationship between the two variables. Team bond has a higher  $r$  value (.333) than the rest of the variables. This could be attributed to the spirit of oneness exhibited among the team members. The average  $r$  (.128) value is positive indicating a positive correlation the contextual factors have on the link between team cohesion and task performance.

**Table 4.19 Showing Team cohesion/contextual factors against manpower competence**

Constant variables		Pearson's Coefficients (r)
1.	Terms of service	-.104
2.	Respondent's training status	-.080
3.	Academic level	-.167
4.	Working experience	-.019
5.	Remuneration	-.043
6.	Team roles	.045
7.	Team bond	.260
8.	Team works to attain group goals	.127
	<b>Average (r)</b>	.019

**Dependent Variable: Manpower competence**

Table 4.19 shows all the contextual factors: terms of service, respondent's training status, working experience, remuneration, have negative **r** values (-.104,-.080, -.167,-.019, -.043 respectively) pointing out negative correlation with the manpower competence but team roles, team bond and team attaining group goals have **r** values indicating positive correlation (.045,.260 and .127). Further, an average **r** value (.019) signifies a positive correlation though weak between contextual factors on the link between team cohesion and task performance.

On the overall contextual factors have positive correlations on the link between team cohesion and task performance since all the average **r** values are positive (.12, .11, .115, .128, and .019)

meaning that contextual factors facilitate the link positively for team cohesion to attain task performance. This implies that as the contextual factors like the terms of service, working experience, remuneration, academic levels increase in these institutions, they lead to increase in team cohesion and task performance, thus productivity, job satisfaction, service quality, profitability and motivation among team members increase. Therefore, the hypothesis H<sub>3</sub> which states that contextual factors have positive influence on the link between team cohesion and task performance is statistically accepted.

**4.5.4 Testing of hypothesis H<sub>4</sub>** which states that *contextual factors have positive influence on task performance*

**Table 4.2.0 showing correlation coefficients between contextual factors and task performance**

		1								
		2	3	4	5	6	7	8	9	
1.Terms of service	r	<b>.086</b>								
	p	.164	.							
	N	132	132							
2.Training status	r	<b>-.003</b>	<b>-.190</b>							
	p	.486	.015	.						
	N	131	131	131						
3.Academic level	r	<b>-.042</b>	<b>-.006</b>	<b>-.438</b>						
	p	.317	.474	.000	.					
	N	130	130	129	130					
4.Working experience	r	<b>.003</b>	<b>.048</b>	<b>.125</b>	<b>-.126</b>	<b>(.059)</b>				
	p	.487	.293	.077	.077	.				
	N	132	132	131	130	132				
5.Remuneration	r	<b>.119</b>	<b>.111</b>	<b>-.159</b>	<b>.450</b>	<b>.156</b>	<b>(.130)</b>			
	p	.089	.104	.035	.000	.038	.			
	N	131	131	130	129	131	131			
6.Productivity	r	<b>.052</b>	<b>.050</b>	<b>.062</b>	<b>.181</b>	<b>.008</b>	<b>-.023</b>	<b>(.071)</b>		
	p	.287	.294	.252	.026	.467	.401	.		
	N	118	118	117	116	118	117	118		
7.Job satisfaction and motivation	r	<b>.176</b>	<b>.100</b>	<b>.063</b>	<b>.272</b>	<b>.011</b>	<b>-.149</b>	<b>.423</b>	<b>(.079)</b>	
	p	.026	.137	.246	.001	.452	.051	.000	.	
	N	123	123	122	121	123	122	114	123	
8.Service quality/profitability	r	<b>.148</b>	<b>.047</b>	<b>.043</b>	<b>-.066</b>	<b>.127</b>	<b>-.085</b>	<b>.546</b>	<b>.259</b>	<b>(.11)</b>
	p	.053	.303	.320	.238	.082	.178	.000	.002	.
	N	121	121	120	119	121	120	114	118	121

**Note:** The average scores of these variables are in parentheses (in brackets and bold).

Table 4.20 shows the correlation coefficient values  $r$  in the bold with the levels of significance  $p$ ,  $N$  represents the sample size of respondents. Productivity has its  $r$  values positive when compared with the contextual factors pointing out a positive correlation, that is when contextual factors like terms of service, training status, working experience, academic level, remuneration increase then productivity increases. Job satisfaction and motivation also has positive  $r$  values indicating a positive correlation with the contextual factors. Service quality and profitability has positive  $r$  values except with working experience which has a negative  $r$  value (-.066) showing a negative correlation with the contextual factors. Therefore, this analysis supports empirically the fourth hypothesis  $H_4$  which states that contextual factors have positive influence on task performance. All the average scores for these variables are positive showing that contextual factors have positive correlation with the task performance. This points out that as these contextual factors increase, the task performance increases.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1.0 Introduction**

This research has explored the relationships among the following variables team cohesion and task performance; contextual factors and team cohesion; contextual factors on the relationship between team cohesion and task performance and finally contextual factors and task performance.

#### **5.2.0 Summary**

The background information revealed that most of the respondents were females, 84 (63.6%) with a range of one (1) meaning most of the views given by the respondents were not varied on the gender.

Most of the respondents were aged between 30-40 years constituting 40%, a cadre of mature people whom the researcher hoped gave sound and realistic views on the team cohesion, task performance and contextual factors. Figure 4.3 and tables 4.5 and 4.6 showed that most of the respondents were married with a range of three (3) seemingly gave varied views. The figure 4.4 illustrated that 43% of the respondents were employed on permanent and pensionable basis which was a higher percentage was signifying most people employed by Faith based Health institutions.

The respondents who were trained in team cohesion were 90.9% while those who were untrained were 8.3% (figure 4.5). This implies that those trained acquired necessary skills which were transferred on the job leading to increase in productivity, employee motivation,

satisfaction and profitability. On the academic qualification, figure 4.6 and table 4.7 showed that most of the respondents were diploma holders (47%), while the rest had at least a certificate except those who did not give any responses. This suggests that most of the respondents had some knowledge, understanding and skills obtained from training through education. Most of the respondents (60%) had worked for more than 5 years (see table 4.8 and figure 4.7). Since experience goes hand in hand with knowledge, expertise, the respondents had adequate skills, knowledge to handle daily chores well. The majority of the respondents were earning above Kshs.10, 000, which according to present inflation is low income (table 4.9 and figure 4.8).

Table 4.10 and figure 4.9 revealed that the variable with highest mean under the team cohesion indicators was team working to attain the group goals (2.73) representing 19%. The rest of the scores of the team cohesion indicators in terms of their means, standard deviations were marginal pointing that the team cohesion is not strong in these institutions. Task performance indicators from the table 4.11 illustrates that their scores in terms of the means, standard deviations were below signifying low levels of the task performance in the Faith Based Health institutions in Western province. This could explain why the task performance in these institutions is below the average. The views given by the respondents were uniform since the range was seven (7) throughout. The means of the contextual factors were varied meaning different views were given. The variable on the education level had the highest mean, standard deviation and the range. (see table 4.12)

### 5.3.0 Conclusions

The findings obtained from this study were used to test the hypotheses. The study had four hypotheses which were tested using Pearson's correlation coefficients. The table 4.13 gives the correlations coefficient results of the eight (8) variables of the team cohesion and task performance. All these variables had overall positive  $r$  values ( $r = .176, .106, .198, .575$ ). This implies that team cohesion has a positive effect on task performance. The variable with highest  $r$  value was efficiency.

The scores were low on these variables signifying low levels of team cohesion and task performance. The positive  $r$  values suggest that as team cohesion increases leads to proportional increase in task performance. This therefore removes fear whether there exists a correlation between the team cohesion and task performance. The assumptions on the correlation between the two variables are affirmed in this study just as McGrath (1984) pointed out that cohesive groups generally seem to outperform non-cohesive groups and results in greater job and personal satisfaction.

The second hypothesis which states that contextual factors have positive influence on team cohesion is also confirmed in this study. The overall scores of the variables under team cohesion and task performance had positive  $r$  values for example: team roles (.65), respect/esteem (.33), openness/trustworthy (.282), decision making process (.26) and team bond (.533). According to McGhee (1984:895), "shared laughter and the spirit of fun generates a bonding process in which people feel closer together especially when laughing in the midst of a diversity". Mc Ghee argues that team bond improves open communication, trust and morale while also reducing stress and increasing creativity. It also helps remove the barriers that separate management from employees. Humour is another tool at the disposal of



today's innovative managers. His sentiments are confirmed in this study since communication, affects positively the team role, team bond, trustworthy and decision making process since the intended message gets to rightful people at timely and this affects positively the process of decision making(see table 4.15). This therefore means that as terms of service, training, academic levels, working experience, remuneration and communication improve, team cohesion also improves.

Contextual factors affect the link between team cohesion and task performance positively. The variables: terms of service, training, working experience and remuneration once improve, lead to improved task performance since the job security of the employees is guaranteed and therefore work effectively. Working experience and remuneration if improved in these institutions could lead to high task performance. This is confirmed further by strong and effective leadership , the establishment of precise objectives , making informed decisions, communicating freely , mastering the requisite skills and techniques to fulfill the project in hand, providing clear targets for the team work towards and above all findings, the right balance of people prepared to work together for the common good of team (Hindle, 1998).

The variables under contextual factors like terms of service, training status, academic level of employees, working experience, and remuneration affect positively the productivity, job satisfaction, motivation, service quality/profitability. Remuneration improves/increases the morale and satisfaction of the employees (See tables 4.15, 4.16, 4.17, 4.18 and 4.19). Well paid employees transfer satisfaction to the job leading to improvement in task performance. Training exposes the employees to variety of skills in line with the objectives of the firm which can lead to greater performance.

**Table 4.21: A summary of hypothesized between variables TC on the TP**

<b>Hypotheses</b>	<b>Hypothesized effect</b>	<b>Hypothesized effect after result</b>
H <sub>1</sub> Team cohesion has a positive effect on task performance	Positive	Positive
H <sub>2</sub> Contextual factors have a positive influence on the performance	Positive	Positive
H <sub>3</sub> Contextual factors positively affects the link between team cohesion and task performance	Positive	Positive
H <sub>4</sub> Contextual factors have positive effect on task performance.	positive	Positive

**Table4.21 shows the results of the four hypotheses when subjected to statistical tests and it is shown that all the four hypotheses were empirically supported and hence accepted.**

#### **5.4.0 Recommendations**

- i) Since the team cohesion and task performance variables had low scores in terms of the means, standard deviation, and correlation coefficients, the Human Resource Department should encourage training, through seminars and workshops to enhance team cohesion which could lead to high levels of task performance.
  
- ii) HRD practitioners should consider desired work-related attitudes such as organizational motivation, employee productivity, job satisfaction, team roles, team bond, respect/esteem to be an additional outcome of team cohesion and task performance. Team cohesion can play a role in the employee productivity and maintenance of organizational task performance and therefore this should encourage managers to further explore the role of team cohesion on task performance.

#### **5.5.0 Suggestions for further research**

- iii) Further research should be carried out on assessment of effects of team cohesion on task performance in Western province of Kenya and in big companies like sugar companies, Kenya Breweries Limited, major supermarkets like Nakumatt, Tuskeys to ascertain if same results can be obtained, further ascertain the levels of team cohesion and task performance.

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## **Appendix II**



## **LETTER OF INTRODUCTION**

**APRIL, 2009.**

**Dear respondent:**

I am a student at Masinde Muliro University pursuing a Master of Science in Human Resource Management on “**The Effects of team cohesion on task Performance the case study of Faith Based Health Institutions in Western province Kenya**”. These are the **objectives** of the study:

- To examine the effect of team cohesion on task performance
- To find out the influence of contextual factors on team cohesion
- To investigate the influence of contextual factors on the link between team cohesion and task performance
- To determine the role of contextual factors on task performance.

Please you are humbly requested to be a respondent of the above mentioned study. This letter is therefore to request your assistance in filling and completion of the attached questionnaire. The information you give will be treated with strict confidence and is for purely for academic purposes only. A copy of the final report can be availed to you on request. Your assistance and cooperation will be highly appreciated.

Yours faithfully,

**Maurice Erambo**

**Appendix III**

## THE QUESTIONNAIRE

You are kindly requested to fill in this questionnaire meant to collect information on **“The Effects of team cohesion on task Performance, case study of Faith Based Health Institutions in Western province Kenya”** Please respond to the questionnaires as honestly as possible so that the findings can help improve the task performance of our institutions. Your responses will be used for the purposes of this study only and will not be shared with anyone and will be kept anonymous. **DO NOT** indicate your name or number anywhere. Please answer by ticking the box or writing in the spaces provided. There are no correct or wrong answers.

### SECTION A: BACKGROUND INFORMATION

**Put a tick in the bracket to the right side of the option that best suits you.**

1. Indicate your gender

Male  Female

2. Tick against one of the following spaces to show your age bracket

a) Below 30 years ( )

b) 30 – 40 years ( )

c) 40 – 50 years ( )

d) Above 50 years ( )

3. Your marital status

a) Single ( )

b) Married ( )

c) Separated ( )

d) Widowed ( )

4. What are your terms of service?

a. Permanent and Pensionable

b. Casual / Temporary

5. Training status

i. Trained

ii. Untrained.

6. Your highest academic certificate attained

• K.C.P.E.

• C.P.E.

• K.J.S.E.

• E.A.C.E

• K.C.S.E.

• DIPLOMA.

• DEGREE

7. Your Working experience

a) Below 1 year.

b) 1 – 2 years.

c) 2 – 5 years.

d) 5 years and above.

8. How much do you earn?

a) Below Kshs.3000

b) Kshs.3001 – 5000

c) Kshs. 5001 – 10,000

d) 10,001-20,000

e) 20,001-50,000

**SECTION B: Team cohesion and task performance measurements**

Please tick (✓) the most appropriate response for each of the questions in the table below. **SA (Strongly Agreed) {1}; A (Agree) {2}; D (Disagree) {3}; Strongly Disagreed) {4}**

		(SA)	(A)	(D)	(SD)
1.	Members of the workforce team set goals that they intend to achieve.				
2.	Team members understand the health facilities' vision, mission and objectives.				
3	Each Team member plays a specific role to attain the organization's objectives				
4.	Team members respect each other's opinions and tasks for the smooth running of the team.				
5	Team members ask for each others' attention rather than demand it.				
6.	Team members make positive comments about each other.				
7.	Team members speak openly about problems they may be encountering.				
8.	Team members share their ideas and opinions during team meetings.				
9.	Decisions are made unanimously				
10.	Some team members compete to be noticed by the team leaders				
11.	The team members' ideas are sourced and used in decision making leadership.				
12.	Ideas are expressed freely and openly and there is relevant discussion amongst members.				
15	Members value each other (esteem)				
16	The team works to attain group goals.				
17	There is high productivity				
18	There is satisfaction on job and increased morale.				
19	Management emphasizes quality of service and profit				
20	Does your organization attain its daily targets (efficiency)?				

21	Employees are skilled in their operations				
22	Are employees enthusiastic while performing their duties?				
23	Leaders communicate with team members via every available means.				
24	Leaders pass on all information they receive confidential				

### Section C: Task Performance

In this section, please tick (√) appropriately with the following scores in mind

**Good / Always (3), Average / Fair / sometimes (2), Low / poor / not always (1)**

1. The quality of service delivery offered to clients is:

**Good** [ ]

**Average** [ ]

**Poor** [ ]

2. How do you rate the level of effectiveness/efficiency of each department operations?

**Good** [ ]

**Average** [ ]

**Poor** [ ]

3. The degree of supervision of daily duties within the organization

**Good** [ ]

**Average** [ ]

**Poor** [ ]

4. The level of satisfaction in the delivery of service within the organization

**Good** [ ]

**Average** [ ]

**Poor** [ ]

5. The profitability of the institutions

**Good** [ ]

**Average** [ ]

**Poor** [ ]

6. Indicate the extent of job skill portrayed by the employees during work performance

- Good** [ ]
- Average** [ ]
- Poor** [ ]

7. Employee satisfaction affects their performance at their workplace

- Always** [ ]
- Sometimes** [ ]
- Not always** [ ]

8. Employee motivation affects organization performance.

- Always** [ ]
- Sometimes** [ ]
- Not always** [ ]

**Section D: Contextual factors measurements**

In this section, please tick (√) appropriately with the following scores in mind

**Always (3), sometimes (2), not always (1)**

1. Does education level of your employees affect their performance at their workplace?

- Always** [ ]
- Sometimes** [ ]
- Not always** [ ]

2. The amount of money one earns affects his performance/team spirit/team bond

- Always** [ ]
- Sometimes** [ ]
- Not always** [ ]

3. The working experience affects performance/team spirit of employees

- Always** [ ]
- Sometimes** [ ]
- Not always** [ ]

4. The terms of service affects ones work/team work

**Always** [ ]

**Sometimes** [ ]

**Not always** [ ]

5. The training affects the team work/performance of employees

**Always** [ ]

**Sometimes** [ ]

**Not always** [ ]