

Working Group Characteristics of Teachers and its Relation with Organizational Effectiveness in Education Sector

¹Papori Baruah & ²Rashmi Baruah

¹Professor, Business Administration Department, Tezpur University

²Assistant Professor, Business Administration Department, University of Science & Technology

Abstract

The changing landscape of Management Education System of India has had a significant impact on the roles of the personnel who serve in these institutions. Many changes related to Management Education System try to promote a new understanding of teachers' collaboration in developing their Management Schools. Recent reforms in education system are calling for a change in work culture focusing more towards teachers' teamwork.

The main purpose of teachers' teamwork is to discover innovative teaching strategies and pursuit of excellence for achieving the focused outcome of institutions or the department. Ability to work in teams is always included in short lists of desirable generic skills of teachers. Teachers' teamwork is only possible if teachers work as teams, not as groups.

This paper is concerned with examining and comparing the characteristics of different types of working groups of teachers that exist in the Government Universities, Private Universities and Private affiliated colleges in North-Eastern region of India offering management education, so as to explore whether they are working as teams or groups. The study also investigates the relation between teamwork with team effectiveness and organizational effectiveness of Management Educational sector in North-Eastern region of India.

The comparison was carried out with Government University, Private University and Private affiliated college in the region and the results indicate that teamwork is significantly and positively correlated to team effectiveness and organizational effectiveness.

Key words : *Group, Management education system, Organizational effectiveness, Team, Teamwork, Team effectiveness*

1. Introduction

India has made progress in terms of increasing the management education attendance rate. According to Bharadwaj (2013), in the last few years there are lots of new management institutions coming into existence in India. India is now having 3,900 management schools which are approved by the AICTE with intake of 3.5 lakhs of students. He added that there is a mushroom growth of management institutions in India, with

increased availability of seats which is even more than the demand, thus degrading the quality of the course. According to Watana (1998), the increased complexity and numbers of students and uncertainty of today's environment will confront the educators during the next decades. Forces and trends such as changing organizational structure, increased knowledge, and interdisciplinary collaboration, trends in higher education and especially in management education have a part to play. All these affect the management educational profession and the roles, way of functioning and skill requirements of management educators. In addition, management educators are requesting more conducive work environment along with opportunities for continued professional growth and self-actualization.

To overcome all these problems and to work with diverse group of students, only groups of teachers that are likely to possess a wide range of information and skills are really needed. All the teachers of Management Education Sector will have to meet new requirements and enable flexible and efficient working system to conduct work in such a way that they can fulfil the demands of management students and recruiters effectively.

2. Conceptual Background

2.1. Groups and Teams

According to Robbins and Judge (2007), a group is that which interacts primarily to share information and to make decisions for helping each member perform within his or her area of responsibility.

Teams can be defined as a collection of individuals, brought together in a particular context, in which team members collaborate on common tasks. (Hoegl and Gemuenden, 2001).

Knowledge of the characteristics of working group is very much necessary for the organization because these characteristics are related to most of the effectiveness criteria, (Campion, Papper, & Medsker, 1996).

2.2. Teamwork

Teamwork means when members of a team work together towards the achievement of common goals (Jiang et al., 1997). Team working has been so effective that the ability to work in a team is assessed as an essential quality by organizations, (Cohen and Bailey, 1997).

2.3. Team Effectiveness

Team effectiveness can be achieved when the members of the team work together towards the achievement of common goals. (Jiang et.al., 1997). The effectiveness of a team is evaluated by its outcomes.

2.4. Organizational Effectiveness

Organizational effectiveness is defined as the ability of an organization to maximize its performance within a competitive external environment, (Khurana,2011).

2.5. Importance of Teachers' Teamwork in Educational Institutions

According to Vogt (2002), teachers' teamwork is required to improve teacher effectiveness.

Wetungu (2012) said that teachers should take the initiatives to constantly improve their teamwork abilities to facilitate sustainable performance.

According to Ryan Arciero (2011), one of the best parts of being a teacher is to know how to work in a team.

Watson (2000) has explained many benefits of teachers' teamwork like greater educational autonomy, generic skills development or enhancement, understanding of co-operative working and learning processes etc.

3. Review of Literature

According to Kent Gerlach (2002), to be successful, teachers must view themselves as teams in the educational process.

According to Kampala City Council Education report (2008), the ultimate academic performance can be achieved when teachers work as a team.

Ragusa (2012), expressed that teachers need to work with each other to develop their teaching skills.

It is said that one of the most common skills required by new work practices is the ability to work as a team to get synergistic effect, (Capelli and Rogovsky ,1994).

According to Angelacox (2010), when teachers work collaboratively with other teachers, their great ideas and opinions are multiplied many times over for the good of the students.

The development of knowledge-based economy has been causing a dramatic change to the nature of management education in India. According to Smith (2011), as educational institutions restructure and reform for the 21st Century, teachers are being required to work together in more ways.

According to Westerbeck (2010), due to explosive growth in demand for management course, it has opened the door to massive growth and innovation in the management education sector.

Cheney(2005), presumed that the efficiency of Private institutions is much greater than of government supported institutions.

In recent years, the Management Schools has recognized the importance of assessing the team effectiveness and organizational effectiveness also because they accepted that organizational effectiveness is the main concern of all higher education institutes, (Asraf et. all , 2012).

4. Objectives of the Study

The study is carried out with the following objectives-

- i. To conduct a study in Management Educational Institutions of North-Eastern region of India, so as to find out whether the management educators / teachers in institutions offering management education have the characteristics of teams.
- ii. To carry out a comparative analysis of teamwork, team effectiveness and organizational effectiveness dimensions of Governmental University, Private University and Private affiliated college of the studied area.
- iii. To explore the extent to which the teachers' teamwork is related to team effectiveness and the latter is related to organizational effectiveness in management institutions.

5. Research Methodology

A well thought methodology was adopted so that comprehensive information could be obtained from both the Governmental as well as private institutions offering management education.

5.1. Sources of Data

5.1.1. Primary Sources

Primary data was collected from the teachers working in the leading Government Universities, Private Universities and private affiliated colleges in the studied area, with the help of questionnaires, one to one interview etc.

5.1.2. Secondary Sources

Secondary data was collected from the books, articles that appeared in journals, study reports etc.

5.2. Study in Sample Institutions

This study included four leading Governmental Universities, four Private Universities and four Private Affiliated Colleges offering management education in this region. For selecting the sample, convenient sampling procedure has been adopted.

5.3. Methods of Data Analysis

Both quantitative and qualitative methods of analysis were considered. SPSS (version 16) was used for analysis. Statistical tools like mean, standard deviation, t test, ANOVA and correlation analysis were used to fulfil the objectives of the study.

6. Analysis

It has been seen that the teachers in the management educational sector, have different qualifications, experiences, ages etc. These variations exist as the need and complexity of different functions carry out by the teachers are different.

6.1 Descriptive Statistics:

Means and standard deviation of all the dimensions of Teamwork, Team effectiveness and Organizational effectiveness in Governmental University, Private University and Private affiliated college of management institutions under study is computed.

6.1.1. Means and Standard Deviations of Teamwork Variables

A summary of means and standard deviation of all the 22 dimensions of Teamwork in the three sectors under study is presented in the table below:

Table 1
Means and Standard Deviations of Teamwork

Sl. No	Dimensions of Teamwork	Government University		Privat University		Private affiliated College	
		Mean	Standard deviation	Mean	Standard Deviation	Mean	Standard Deviation
1.	Collaboration	3.84	1.003	4.45	.506	3.62	.852
2.	Participation	3.71	1.189	4.03	.981	3.31	.884
3.	Conflict Resolution	3.87	0.806	3.97	.865	3.46	.706
4.	Problem solving	3.90	.908	4.34	.769	3.62	.752
5.	Open relationship	4.03	1.048	4.14	1.026	3.69	.618
6.	Contribution	3.74	1.094	4.41	.733	3.54	.761
7.	Trust & Honesty	3.94	.929	4.28	.702	3.35	.846
8.	Express opinion	3.90	1.106	4.45	.736	3.31	.736
9.	Commitment	3.94	.929	4.17	.805	3.38	.697
10.	Ownership	3.74	.855	4.17	.805	3.35	.846
11.	Interaction	4.42	.502	4.48	.574	4.08	.484
12.	Conscious effort	3.97	.752	4.28	.649	3.58	.857
13.	Collective work	3.71	.902	4.10	.673	3.65	.936
14.	Accountability	4.16	.779	4.38	.942	3.77	.587
15.	Complimentary skills	4.26	.729	4.21	.774	3.58	.987
16.	Positive Synergy	4.10	.831	4.28	.528	3.58	.902
17.	Focus	3.42	1.057	4.03	1.017	3.27	1.002
18.	Interdependent	3.74	.729	4.10	.939	3.77	.652
19.	Mutual support	3.71	.824	4.28	.797	3.73	.604
20.	Shaping work	3.65	.915	4.31	.604	3.46	.761
21.	Shared Leadership	3.71	.824	4.03	.823	3.23	.992
22.	Collective work product	3.55	.925	3.83	.602	3.19	.895
Average		3.864	.893	4.215	.766	3.523	.789

Source : Compile Data

On analyzing the above table, it has been observed that in the three categories, Teamwork has got the highest mean value in the Private University, followed by Government University and then Private affiliated college. Comparing the standard deviation scores, the table shows that the scores are lowest in the Private University category.

6.1.2. Means and Standard Deviations of Team Effectiveness Variables

A summary of means and standard deviation of all the 8 dimensions of Team effectiveness in the three sectors under study is presented in the table below:

Table 2
Means and Standard Deviations of Team Effectiveness Dimensions

Sl. No	Dimensions of Team effectiveness	Government University		Privat University		Private affiliated College	
		Mean	Standard deviation	Mean	Standard Deviation	Mean	Standard Deviation
1.	Departmental performance	4.26	.773	4.69	.471	3.92	.796
2.	Objective planning	4.00	.894	4.69	.471	3.85	.784
3.	Syllabus making	3.90	1.076	4.41	.907	2.96	1.076
4.	Events Organizing	4.45	.675	4.38	.775	3.50	1.105
5.	Academic outputs	4.10	.908	4.24	.912	3.38	.852
6.	Curriculum updating	4.23	.762	4.52	.634	3.46	.989
7.	Scheduling classes	4.55	.506	4.41	.568	3.77	1.070
8.	Satisfaction as a teacher	4.06	.680	4.55	.686	3.38	.983
Total average		4.194	.784	4.486	.678	3.528	.957

Source: Compile Data

On analyzing the above table, it has been observed that Team effectiveness has the highest mean value in the Private University followed by Government University and then Private affiliated college. Regarding the standard deviation scores, the scores are lowest in the Private University category.

6.1.3. Means and Standard Deviations of Organizational Effectiveness Variables

A summary of means and standard deviation of all the 8 dimensions of Organizational effectiveness in the three sectors under study is presented in the table below:

Table 3
Means and Standard Deviations of Organizational Effectiveness Dimensions

Sl. No	Dimensions of Organizational effectiveness	Government University		Private University		Private affiliated College	
		Mean	Standard deviation	Mean	Standard Deviation	Mean	Standard Deviation
1.	Academic development	4.10	.301	4.00	.000	4.00	.000
2.	Career development	4.55	.506	4.00	.000	4.00	.000
3.	Personal development	4.32	.475	4.00	.000	3.19	.402
4.	Acquiring resources	4.29	.529	3.45	.506	3.00	.000
5.	Liveliness	3.94	.854	4.00	.000	3.65	.485
6.	Professional development	4.00	.000	3.79	.412	3.19	.402
7.	Applicant's number	4.32	.475	4.00	.000	3.00	.000
8.	Assignment's time limit	4.23	.617	3.79	.412	3.00	.000
Total average		4.219	.470	3.879	.166	3.379	.161

Source : Compile Data

It is seen that, Government University category has got maximum mean value score for organizational effectiveness, which is followed by Private University and then Private Affiliated College.

It can be summarized from the above analysis that Private University category has the highest mean values on Teamwork and Team effectiveness, but the mean value of Organizational effectiveness is highest at Governmental University.

6.2. Inferential Statistics

One of the major objectives of the present study is to investigate and compare various categories of Management Educational Institutes. To accomplish these, t-test and ANOVA were computed for the variables of Teamwork, Team effectiveness and Organizational effectiveness.

6.2.1. Pair Wise Comparison between the all Three Categories Under Study

With the help of t-test analysis the pair wise comparison between all three categories with reference to Teamwork, Team effectiveness and Organizational effectiveness have been compared.

Comparison between Government University and Private University

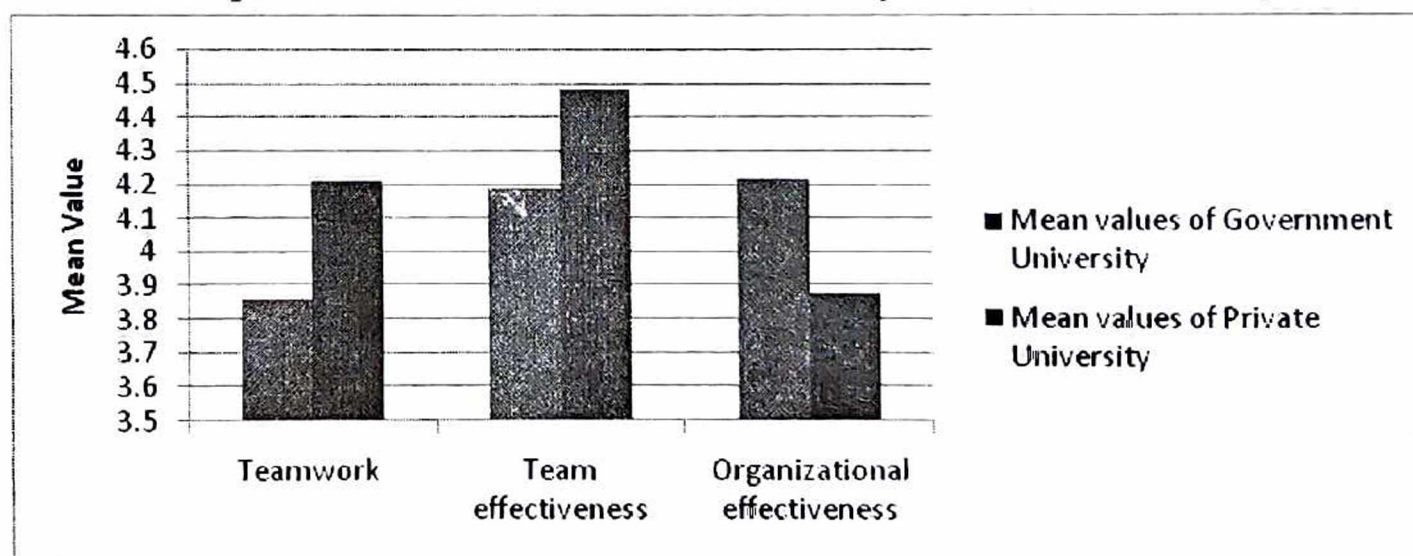
A comparison was drawn between Government University (G.U) and Private University (P.U.) for Teamwork, Team effectiveness and Organizational effectiveness.

Table 4
Comparison between Government University and Private University

Variable	Mean G.U.)	Mean (P.U.)	S.D(G.U.)	S.D.(P.U.)	t value	p value
Teamwork	3.864	4.215	.893	.766	2.28	0.026*
Team effectiveness	4.194	4.486	.784	.678	2.05	0.044*
Organizational Effectiveness	4.219	3.879	.470	.166	6.20	0.000*

Source: Compile Data (*p is less than 0.05)

Fig.1
Comparison between Government University and Private University



Source: Compile Data

Comparison between Government University and Private Affiliated College

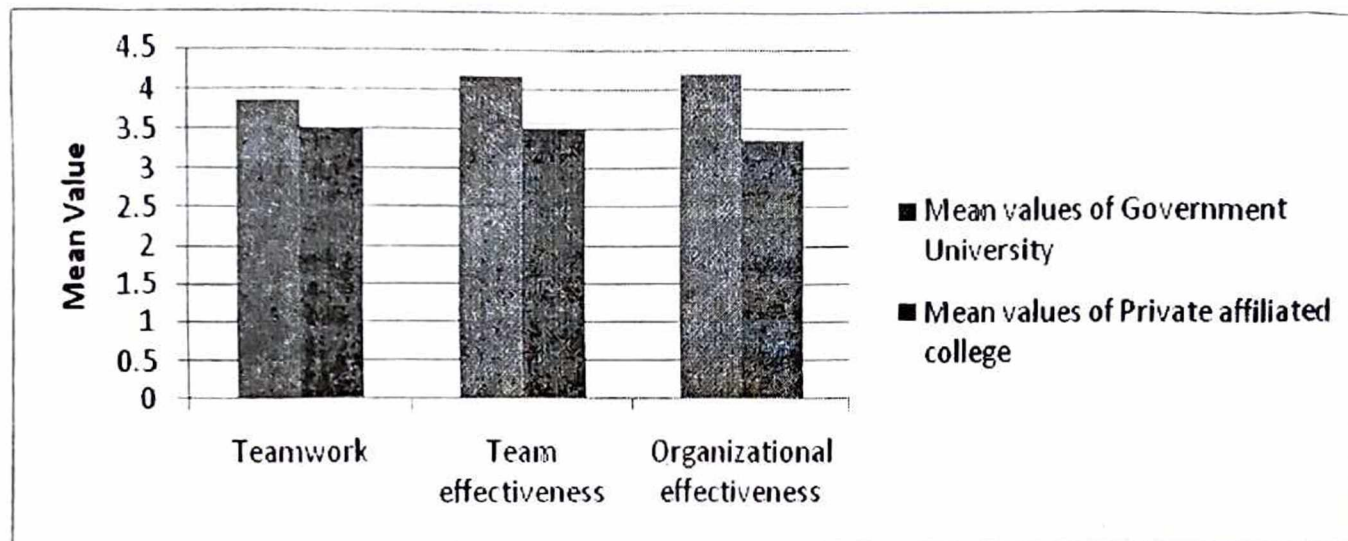
The mean values of Teamwork, Team Effectiveness and Organizational effectiveness for Government University and Private Affiliated College were compared.

Table 5
Comparison between Government University (G.U.) and Private Affiliated College (P.A.C.) for Teamwork, Team effectiveness and Organizational effectiveness.

Variable	Mean G.U.)	Mean (P.A.C.)	S.D(G.U.)	S.D.(P.A.C)	t value	p value
Teamwork	3.864	3.523	.893	.789	2.11	0.039*
Team effectiveness	4.194	3.528	.784	.957	3.00	0.004*
Organizational Effectiveness	4.219	3.379	.470	.161	16.22	0.000*

Source: Compile Data (*p is less than 0.05)

Table 2
Comparison between Government University (G.U.) and Private Affiliated College (P.A.C.) for Teamwork, Team effectiveness and Organizational effectiveness.



Source: Compile Data

Comparison between Private University and Private affiliated college

A comparison was also drawn between the mean values of Teamwork, Team effectiveness and Organizational effectiveness for Private University and Private Affiliated College.

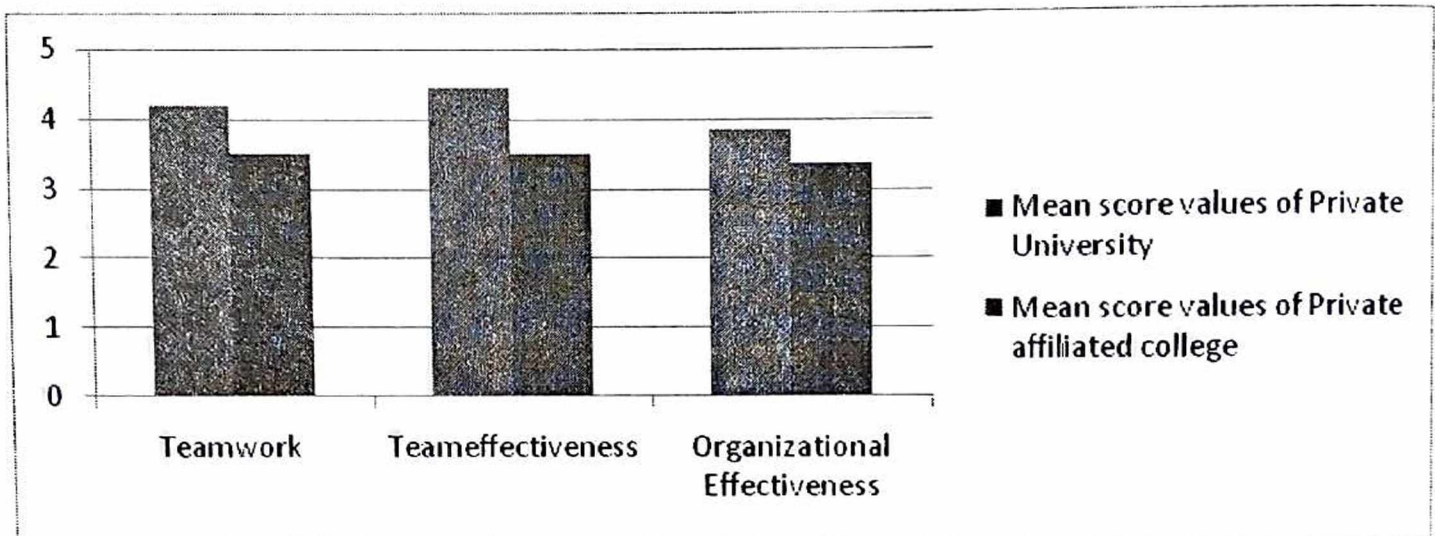
Table 6
Comparison between Private University and Private Affiliated College for Teamwork, Team effectiveness and Organizational effectiveness .

Variable	Mean G.U.)	Mean (P.A.C.)	S.D(G.U.)	S.D.(P.A.C)	t value	p value
Teamwork	4.215	3.523	.766	.789	4.59	.000*
Team effectiveness	4.486	3.528	.678	.957	5.17	.000*
Organizational Effectiveness	3.879	3.379	.166	.161	31.93	.000*

Source: Compile Data (*p is less than 0.05)

Figure 3

Comparison between Private University and Private Affiliated College for Teamwork, Team effectiveness and Organizational effectiveness .



Source: Compile Data

Summary of t Test Results

The t test results reveal that there are significant differences in Teamwork, Team effectiveness and Organizational effectiveness for Government and Private University, Private University and Private affiliated college, and Government University and Private affiliated college of management education under study, as p-values are smaller than 0.05.

6.2.2. Comparison of Teamwork, Team effectiveness and Organizational effectiveness in all the three categories under study

As it is observed that there are differences in the teamwork values of respondents in the three categories of institutions under study, one way ANOVA was computed to identify whether the differences between mean of different categories are significant or not.

Comparison of Teamwork in all the Three Categories Under Study

One way ANOVA was computed to identify whether teamwork differences between means of different categories of institutions are significant or not.

Table 7

Comparison of the Overall Teamwork of Three Categories Under

Teamwork	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.103	2	3.051	9.413	.000*
Within Groups	26.905	83	.324		
Total	33.007	85			

Source:Compile Data (*p is less than 0.05)

From the above table, it can be seen that there are significant differences in the mean Teamwork values of Educators in all the three categories of institutions, as $F=(9.413)$, $p=.000$.

Comparison of Team Effectiveness in all Three Categories under Study

One way ANOVA was computed to identify whether Team effectiveness differences between means of different categories of institutions are significant or not.

Table 8

Comparison of the overall Team Effectiveness of Three Categories under Study

Team effectiveness	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.848	2	4.424	13.086	.000*
Within Groups	28.060	83	.338		
Total	36.908	85			

Source: Compile Data (*p is less than 0.05)

From the above table, it can be seen that there are significant differences in the mean Team effectiveness values of Educators in the three job categories as $F = 13.086$, $p=.000$.

Comparison of Overall Organizational Effectiveness in all Three Categories

One way ANOVA was computed to identify whether organizational effectiveness differences between means of different categories are significant or not.

Table 15

Comparison of the overall Organizational Effectiveness of three Categories under Study.

Team work	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.028	2	5.014	154.311	.000*
Within Groups	2.697	83	.032		
Total	12.725	85			

Source: Compile Data (*p is less than 0.05)

From the above table, it can be seen that there are significant differences in the mean Organizational effectiveness values of Educators in the three categories of institutions, as $F = 154.311$, $p=.000$.

Summary of ANOVA Results

The ANOVA results reveal that there are significant differences among all the three categories under study with reference to Teamwork, Team effectiveness and Organizational effectiveness.

6.3. Teamwork, Team Effectiveness and Organizational Effectiveness Relationship

Pearson's product moment correlation was computed after identifying the areas of significant differences in the mean score of Teamwork, Team effectiveness and Organizational effectiveness, to understand the relationship among them in Governmental University, Private University and Private affiliated college under study.

6.3.1. Relationship between Teamwork and Team Effectiveness

Pearson's product moment correlation was computed to understand the relationship between Teamwork and Team effectiveness in different categories under study.

Table 9
Comparison of Coefficient of Correlations between Teamwork and Team Effectiveness

Correlations		Teamwork	Team effectiveness
Teamwork	Pearson Correlation	1	.750**
	Sig. (2-tailed)		.000
	N	86	86
Team effectiveness	Pearson Correlation	.750**	1
	Sig. (2-tailed)	.000	
	N	86	86

Source: Compile Data (**Correlation is significant at the 0.01 level).

From the above table of correlation, it was found that Teamwork has a significant and strong positive correlation ($r = 0.75$, $p < 0.01$) with Team effectiveness.

6.3.2. Relationship between Team effectiveness and Organizational effectiveness

Pearson's product moment correlation was computed to understand the relationship between Team effectiveness and Organizational effectiveness in different categories under study.

Table 10
Comparison of Coefficient of Correlations between Team Effectiveness and Organizational Effectiveness

Correlations		Team effectiveness	Organizational effectiveness
Team effectiveness	Pearson Correlation	1	.466**
	Sig. (2-tailed)		.000
	N	86	86
Organizational effectiveness	Pearson Correlation	.466**	1
	Sig. (2-tailed)	.000	
	N	86	86

Source : Compile Data (**Correlation is significant at the 0.01 level).

From the above table of correlation, it was found that Team effectiveness has a significant and moderate positive correlation ($r = 0.466$, $p < 0.01$) with Organizational effectiveness.

6.3.3. Relationship between Teamwork and Organizational Effectiveness

Pearson's product moment correlation was computed to understand the relationship between Teamwork and Organizational effectiveness in different categories under study.

Table 11
Comparison of Coefficient of Correlations between Team work and Organizational Effectiveness

Correlations		Team work	Organizational effectiveness
Teamwork	Pearson Correlation	1	.347**
	Sig. (2-tailed)		.001
	N	86	86
Organizational effectiveness	Pearson Correlation	.347**	1
	Sig. (2-tailed)	.001	
	N	86	86

Source: Compile Data (**Correlation is significant at the 0.01 level).

From the above table of correlation, it was found that Team work has a significant and weak positive correlation ($r = 0.347$, $p < 0.01$) with Organizational effectiveness.

Summary of Correlation Results

The Pearson's product moment correlation results reveal that there are positive relationships among Teamwork, Team effectiveness and Organizational effectiveness in Government University, Private University and Private affiliated college.

7. Discussion

This study is a comparative analysis carried out to compare the three categories of Management Educational Institutions- Government University, Private University and Private Affiliated College related to Teamwork, Team effectiveness and Organization effectiveness of the educators. The discussion is based on the quantitative findings presented in previous section.

7.1. Characteristics of Management Educators

The findings indicate a clear picture about the characteristics of management educators of Government University, Private University and Private affiliated college of North- Eastern region of India. The study revealed that they have the characteristics of team. Further it has been observed that the average mean of all the twenty two variables teamwork of management educators of all three categories are above 3.5. As in the five point Likert scale, the undecided has assigned the value 3; so mean value above 3 has been regarded as general agreement to the statements. Higher the mean value is, higher will be the degree of agreement. As average mean value of teamwork are 3.864, 4.215 and 3.523 for Government University, Private University and Private affiliated college respectively, this reflects that the management educators of all categories under study agree that they work as a team, not as a group, whereas the team characteristics is maximum in Private University followed by Government University and then Private affiliated college.

7.2. Comparative Analysis of Teamwork, Team effectiveness and Organizational effectiveness dimensions

7.2.1. Comparative Analysis of Teamwork

On comparing the dimensions of teamwork, it is observed that in Government Universities, interactions among educators, complimentary skills, accountability and positive synergy are the few significant dimensions of teamwork; whereas factors like focus on achieving the objectives, collective work product and shaping work are less significant to teamwork in this category.

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In Private Universities, it has been observed that Interactions among Educators, Collaboration, and Expressing opinions are the most important dimensions of team work, whereas few less significant dimensions are Collective Work Product, Conflict Resolution, Focus on Objectives, Participation and Shared Leadership.

In Private Affiliated Colleges, dimensions like Interactions, Interdependence, Accountability and Mutual Support are very significant, but Collective Work Product, Shared Leadership and Focus on Objectives are less influential on Teamwork.

From the above discussion it can be concluded that factors like Interactions among Management Educators and Accountability are the common significant dimensions and Focus on Objectives and Collective Work Products are the common less significant dimensions of Teamwork in all three categories of Management Educators.

7.2.2. Comparative Analysis of Team effectiveness

On comparing the dimensions of Team effectiveness, it is observed that in Government Universities, Scheduling Classes and Organizing Events are the few significant dimensions of Team effectiveness; whereas factors like Objective Planning and Syllabus Making are less significant dimensions to Team effectiveness in this category.

In Private Universities, it has been observed that Departmental Performance and Objective Planning are the most important variables, whereas Event Organizing and Academic Outputs are few less significant factors in Team effectiveness.

In Private Affiliated Colleges, similar to Private University, dimensions like Departmental Performance and Objective Planning are very significant, but Syllabus Making, Academic Output and Satisfaction as a Teacher are less influential on Team effectiveness.

7.2.3. Comparative Analysis of Organizational effectiveness

On comparing the dimensions of Organizational effectiveness, it is observed that in Government Universities, Career Development, Personal Development and Applicants' number are the few significant dimensions of Organizational effectiveness; whereas factor like Liveliness is less significant to Organizational effectiveness in this category.

In Private Universities, it has been observed that Academic Development, Career Development, Personal Development, Liveliness and Applicants' Number are the most important variables that influence equally, whereas the least significant factor is Acquiring Resources on Organizational effectiveness here.

In Private Affiliated Colleges, dimensions like Academic Development and Career Development are equally and most significant, but Acquiring Resources, Applicants' Number and Assignment's Time Limit are equally less influential on Organizational effectiveness.

So, it can be concluded from the study that different Teamwork, Team effectiveness

and Organizational effectiveness dimensions have different level of importance and significance in these three categories of Management Institutions under study.

7.3. Relationship between Teamwork and Team effectiveness of Educators in Management Educational Institutions of North-Eastern region of India.

From the present research it has been found that Teamwork is correlated with Team effectiveness. Combined together all the twenty two dimensions of Teamwork are found to have strong positive and significant correlation with eight dimensions of Team effectiveness. It may lead to the conclusion that the management educators working in Teams are found to be more effective in their performance. Thus it can be stated that, Teamwork improves Team effectiveness.

7.4. Relationship between Teamwork and Team effectiveness with organizational effectiveness of Educators in Management Educational Institutions of North-Eastern region of India.

From the present research it has been found that Teamwork is correlated with Organizational effectiveness, but the relation is weak positive. It has been also found that the relationship between Team effectiveness with Organizational effectiveness is moderately positive. It is found that an increase level of Team effectiveness is not reflected adequately in Organizational effectiveness. There may be several other factors from the environment that can influence Organizational effectiveness other than team effectiveness. The presence or absence of these factors and the extent of their presence can be significant.

8. Conclusion

It can be concluded from the present study that the management educators/ teachers of North- Eastern region of India, irrespective of their category, have the characteristics of Team. The study brought to light that Teamwork is related to Team effectiveness and Organizational effectiveness. Though Teamwork and Team effectiveness is highest in Private University, but organizational effectiveness is found to be high in Government University in this region. The mean scores and standard deviations obtained in different dimensions can be carefully studied to improve Teamwork, Team effectiveness and Organizational effectiveness. Further the study revealed an important finding that though the strength of relationship between Team effectiveness and Organizational effectiveness is moderately positive, but the Management Institutions of Private sector scoring highest in Team effectiveness could not score the same as regards to Organizational effectiveness. As already indicated above the other factors from the environment that effect the latter should be explored and taken care of so that the organization can perform well, thus motivating the Teams.

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