IMPACT OF TEAMWORK ON THE ACHIEVEMENT OF TARGETS IN ORGANISATIONS IN KENYA. A CASE OF SOS CHILDREN'S VILLAGES, ELDORET

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DECLARATION

This project is my original work and has never been presented for a degree or any award in any other university.

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The project is dedicated to my late parents Joseph Owino and Penina Owino, my loving husband George Ooko and children for their patience and support they gave me.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

AMREF African Medical and Research Foundation

CDW Community Development worker

FBC Family Based Care

FR Fund Raising

FSP Family Support Programme

JD Job Description

SOS Social Societies

SPSS Statistical Package for Social Scientist

UK United Kingdom

USA United States of America

YCCW Youth Care Co-worker

ABSTRACT

Effective teamwork has a positive influence on the performance of organizations. Organizations worldwide are striving to improve the effectiveness of their teams in order to be globally competitive. The study was carried out in SOS Children's Villages in Eldoret, Uasin Gishu County. The purpose and objective of this study therefore was to establish the impact of teamwork on achievement of organizational targets in Kenya. The study was to evaluate the impact of organizational culture on formation of teams on employees, examine the various job descriptions of employees on achievement of organizational goals, to examine the impact of job satisfaction on team performance and to establish the impact of skills and qualification on performance of employees. The study was conducted in SOS Children's Village, Eldoret. This study adopted descriptive research design. The target population for this study was 111, comprising of management and all other employees of SOS Children's Village, Eldoret. Using the Morgan and Krejcie Table for determining Sample Sizes, a sample size of 92 respondents, representing 83% of the total population of SOS workers was drawn from each of the category of management and the general employees using stratified random sampling technique. Stratified random sampling was used to identify respondents. The researcher used questionnaires, interviews, document reviews and observation techniques to collect data. Statistical Package for Social Scientist (SPSS) was used to analyze the data. From the findings, the study established that there were more women than men in the number of employees at SOS Children's Villages in Eldoret. The study also established that the ages of employees at SOS were generally over 25 years and that the importance of teamwork was apparent to most employees. However, job descriptions were found to be ambiguous and that there was responsibility overlaps in most cases, creating confusion and disagreements between employees. The study also established also that job satisfaction was to be achieved through recognition of achievement, promotions, good working environments and fair rewards and remunerations. This was to impact team performance if it was done correctly. The study also established that the employees at SOS Children's Village in Eldoret were qualified for the various responsibilities assigned and that most had undergone extra training within and without SOS. In conclusion, there was no effective teamwork at SOS despite employees being aware of how much they can achieve by working together in teams. Clear job descriptions should be made at the point of employment and clear demarcations set for employees to know their boundaries and responsibilities. Managers of SOS equally noted that among the strategies they have in formation of teams, were to produce greater levels of performance, build reputation of the organization and offer quality services to customers in enhancing achievement of organizational targets. They felt that internal staff training on importance of teamwork, appraisal and remuneration should be conducted regularly to sensitize employees. The study suggests that research on employee – manager relationship should be carried out to verify its impact on performance. Also the study suggests research into the impact of managers' roles on career development of employees as a form of motivation.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter presents the background information, statement of the problem, purpose of the study, research objectives and questions, significance of the study, assumptions of the study, limitations and delimitations of the study and the organization of the study.

1.2 Background of the Study

Team work enhances organizational cohesion or integration consequently giving rise to synchronization of efforts among the employed resulting in higher productivity. The U.S. Climate Action Partnership, as it's known, is putting intense pressure on the federal government to reduce carbon emissions. Never before has there been such a compact between private companies and nongovernmental organizations. America's best leaders increasingly reflect this spirit of teamwork. Princeton University President Shirley Tilghman and Brown University President Ruth Simmons have not only achieved significant breakthroughs on their own campuses but also joined to lend a helping hand to Simmons's alma mater, Dillard University, after Hurricane Katrina.

Organizational culture, Job description, Job satisfaction, skills and qualifications of employees together with the organizational structure will help in the achieving of the targets of the organization. Higgs (1996). A simple definition of teamwork is people working together toward a common goal. Currently many organizational disciplines have adopted teamwork as essential in achieving success and their mission statements routinely allude to the importance of teamwork, utilizing such words as cooperation, coordination, collaboration, and Communication as key components. Although it is one thing for these organizations to write that they have these teamwork components in place,

it is another to measure the components by a defined set of attributes and then use the results of this measurement to pursue what might, in reality, be missing in the teamwork model within each organization. Events of mass effect require teamwork among the diverse multidiscipline

Organizations that are tasked with the SOS Children's Villages' mission do help the achievement of the goals. In July, 2003, 852representatives from local, federal, and state agencies from across the country met in Arlington, Virginia to discuss the lessons learned from the September, 2001 attack on the Pentagon. The three-day conference was sponsored by Arlington County and focused on the theme *Teamwork: A Model for the Nation*. Halverson and Tirmizi (2008).The barriers to teamwork are significant. The SOS Children's Villages mission is accomplished through the support of well-wishers and donors who help in the achievement of their goals. Finally, many organizational leaders define teamwork subjectively, making it difficult to delineate achievement.

According to Robbins (1996), teamwork can be instilled into organizational culture with time and focused leadership. However, many organizations lack both of these elements. Community leaders responsible for the SOS Children's Villages' mission often do not have organizational responsibility for those carrying out the tasks required.

In organization where team work has been embraced Higgs (1996) asserts that higher integration among employees in institutional objectives results in better organizational health. In Kenya, organizations such as Safaricom Ltd, National Bank of Kenya, Kenya Airways, and SOS Children's Villages among others have equally harnessed the power of

teamwork in achievement of goals and targets. Mbinya (2013) notes that most organizations have embraced teamwork so as to achieve their organizational target.

Recent study shows that employee working within the team can produce more output as compared to individual (Jones et al, 2007). In Africa, organizations such as AMREF and AAR have equally adopted team work in their core values as it easily enables them to achieve their objectives (Belbin, 2006). In West Africa, Alie et al, (1998) compared West African Organizations to those in the USA and UK and there was a significant difference in the approach used to form teams in the West African Countries. Working in a team empowers people and helps them develop autonomy, which is a source of profound job satisfaction and reduces stress (Hayes 2005).There are various ways that employees feel that they are satisfied with their jobs is through motivation factors like salary increment and recognition. In cases where there is no motivation and recognition of employees they fail to have strong team work and at the same fail to achieve their targets. Both in the UK and USA, researches done by psychologists have affirmed that teams can expand the outputs of individuals through collaboration and that employees who are working in teams become the standard for the organization's performance Flick (2006). Hartenian (2003) notes that teamwork is the most appropriate means of improving manpower utilization and potentially raising performance of individuals within and without the organization. With support from upper level management, an employee works confidently in team and increases productivity of the organization. Nowadays, in the new business world, managers are assigning more team projects to employees with opportunities to strengthen their knowledge and develop their skills (Hartenian, 2003). For teams to perform optimally, team members should also have

respect and trust for each other in two dimensions – as individuals and for the contribution each brings to team's results (Brooks 2006).

Individual Job Description should be adequate and precise. All tasks should be included in it to make all the workers feel satisfied after doing the day's work. An effective team can help the organization achieve credible results. If the organization does not have adequate Job Description there could be overlap and in some cases inadequate. Another view on team effectiveness is by Halverson and Tirmizi (2008), where they state that a team's effectiveness can be determined by its structure, membership and processes that relate to the level of trust, cohesion, efficacy and commitment. There are also several variables that influence teams in terms of organizational and societal contexts. Halverson and Tirmizi show some other criteria that can be used to measure team effectiveness when focusing on multicultural teams, which are productivity and performance, as well as team members' satisfaction and learning. Integration of these factors leads to understanding of team's effectiveness. Cultural norms in this case can have influence on team member's perception on processes and performance. Team member's individual criteria for the team's effectiveness will relate to their satisfaction of the performed task (Halverson &Tirmizi 2008).Individual skills acquired by the employee plays a big role in the achievement of teamwork in organization. An employee in organizations is expected to exhibit professionalism through a consistent commitment to the maintenance of excellent work relationships and development of teamwork. Mintzberg, H (1997). Without proper skills and qualification it is not easy to fit in teams and give diverse views and better approach.

1.3 Statement of the Problem

Poor implementation of team work in organizations has had an impact on the overall output of employees in organizations. Employees have, consequently, developed behavioral and attitudinal dispositions against the employer which has led to low team spirit, dissatisfaction and even mistrust in some cases, hence low output at the work place. Ethnocentrism has also weakened team spirit in most organizations in Kenya. Coupled with the previous factors mentioned, employees are no longer committed to achievement of organizational targets as such but rather interested in achieving their personal satisfaction. Attitude to work is said to be poor, there exist continuous and spiral demand for wage increase, better conditions of service and general workers welfare.

More often than not workers are at loggerheads with the management over one grievance or another (Lowes, 1973). Invariably, these behavioral patterns and dynamics world revolve around the employer-employee. One of the biggest problems faced by managers, organizations and institutions in general is getting workers to do what they need to do in order to achieve organizational targets, goals and objectives with the efficiency it deserves. Because of the complexity of human behavior and dynamics of organizational circumstances, much management goes about managing workers in such manners as could un-doubtably produce sub-optimal results, thereby jeopardizing the chances of the organizations realizing their set goals and objectives efficiently (Lowes, 1973). The reward system may be inappropriate, the knowledge of workers motivational corner-stone may be inadequate; management may be generally native or unable to apply powerful principles to bring our best people in, be they individuals, teams, units or the entire organization. There is a general feeling of workers low

productivity in both the public and private sectors of the economy. Organizations are increasingly becoming dynamic and unstable. This evolution has given rise to greater reliance on teams and increased complexity in terms of team composition, skills required, and degree of risk involved.

1.4 Purpose of the Study

The purpose of the study is to assess the impact of teamwork on the achievement of targets in organizations in Kenya.

1.5 Research Objectives

The study aims to achieve the following objectives:

1. To evaluate the impact of organizational culture on formation of teams on employees at SOS Children's Village in Uasin Gishu County
2. To examine the various job descriptions of employees on achievement of organizational goals at SOS Children's Village in Uasin Gishu County
3. To examine the impact of job satisfaction on team performance in SOS Children's Village in Uasin Gishu County
4. To establish the impact of skills and qualifications on performance of employees at SOS Children's Village in Uasin Gishu County

1.6 Research Questions

1. What is the impact of Organizational culture on the formation of teams at SOS Children's village in Uasin Gishu County?
2. What is the impact of the job description for employees in various departments on achievement of organizational objectives at SOS Children's village in Uasin Gishu County?
3. How does job satisfaction on team performance affect overall team output at SOS Children's village in Uasin Gishu County?
4. What is the impact of skills and qualifications of employees on performance of teams at SOS Children's village in Uasin Gishu County?

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1.7 Significance of the Study

This study sought to establish the impact of teamwork on the achievement of the organizational goals and as such, delved into identifying the challenges facing team formation, operation and overall performance. Consequently, the study exposed the link between the working environment of team members and the structure of the organization and what factors act to negatively affect this link. The findings of the study will be useful to managers of similar organizations.

1.8 Basic Assumptions of the Study

The study assumed that there were adequate working resources for employees at SOS Children's village in Uasin Gishu County that can enable them perform optimally. It also assumed that there were no constraints on the available working resources at SOS Children's village in Uasin Gishu County that may affect employee performance. Finally, the study assumed that the organization structure of at SOS Children's village in Uasin Gishu County was adequate in managing the facility and resources available for optimum employee output.

1.9 Limitations of the Study

The study faced several challenges. Key of them all is the reluctance to divulge information to the researcher by the top managers of SOS Children's Villages, Eldoret. The junior staff of the study area were reluctant to give information freely for fear of victimization. The researcher ensured that the top level management and all the other respondents were made to be fully aware of the fact that the research is for academic purposes only and that the findings would not be disclosed to anyone. Top level managers were also requested to write a consent letter to the researcher to show

commitment in aiding the researcher collect data within the organization. This demystified fear of victimization.

1.10   Delimitations of the Study

For the purposes of this study, external group dynamics (out of work place dynamics) were not examined. The interest was rather focused on the overall impact of teamwork on organizational performance and quality of individual working life. Therefore, issues such as living conditions, living environment and external team member challenges would not be considered. Also, external factors such as politics, social status of employees among others were not considered in this study.

1.11 Definition of Significant Terms

Term	Definition
Employee	An individual who works part-time or full-time under a contract of employment, whether oral or written, express or implied, and has recognized rights and duties. Also called worker.
Job Description	A broad, general, and written statement of a specific job, based on the findings of a job analysis. It generally includes duties, purpose, responsibilities, scope, and working conditions of a job along with the job's title, and the name or designation of the person to whom the employee reports. Job description usually forms the basis of job specification
Job Satisfaction	Contentment (or lack of it) arising out of interplay of employee's positive and negative feelings toward his or her work.
Motivation	The free online business dictionary defines motivation as the reason or reasons one has for acting or behaving in a particular way. This study adopts this definition.
Performance	The free online business dictionary defines this as the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In this study, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.
Targets	The Free Merriam-Webster Dictionary defines a target as a goal to be achieved. In this study, a target refers to a set of goals assigned to and to be achieved by team(s).
Teamwork	The Free Online Dictionary defines teamwork as work done by a team. This study adopts the same definition

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviewed existing literature. Specifically, it highlights the underlying factors in teamwork and employee performance. There are a number of publications that shed light on the strategies adopted by companies to achieve the best effective teamwork results. Culture, job description and qualifications for employees are discussed. Further, the theories of teamwork are presented as well as the conceptual framework and the gap in the literature review.

2.2 Impact of organizational Culture as a concept of teamwork

Margerison& McCann (1995) postulates that the Organizational culture is the behavior of humans who are part of an organization and the meanings that the people attach to their actions. Revzan (1981) Organizational culture is a communicatively constructed, historically based system of assumptions, values, and interpretive frameworks that guide and constrain organizational members as they perform their organizational roles and confront the challenges of their environment. Organizational culture includes the organization values, visions, norms, working language, systems, symbols, beliefs and habits. Further, Margerison& McCann (1995) opine that it is the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling while within the organization. Organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. Cultural paradigm comprises various beliefs, values, rituals and symbols that govern the operating style of the people within a company.

It also looks at the vision and way of operation in the organization. Corporate culture binds the workforce together and provides a direction for the company. Teamwork can be positive if the organizational culture is well understood by employees in an organization. In times of change, the biggest challenge for any organization may be to change its culture, as the employees are already accustomed to a certain way of doing things. Organizational culture defines the way employees complete tasks and interact with each other in an organization. According to Wright and Glynn (2006), there are seven dimensions of organizational culture. However, this study will delve into the details of two that the researcher deems to be of importance to the study.

These are (i) Communication (ii) Coordination. According to Ingram (2000) teamwork is a strategy that has a potential to improve the performance of individuals and organizations, but it needs to be nurtured over time. Organizations need to look at strategies for improving performance in the light of increasingly competitive environments. Top managers need to have the vision to introduce teamwork activities within the organizations, the sensitivity to nourish it and the courage to permit teams to play an important part in decision making. Conti and Kleiner (2003) reported that teams offer greater participation, challenges and feelings of accomplishment. Organizations with teams will attract and retain the best people. This in turn will create a high performance organization that is flexible, efficient and most importantly, profitable. Profitability is the key factor that will allow organizations to continue to compete successfully in a tough, competitive and global business arena. According to Rabey (2003) recognition of culture are the primary focus of the individuals who are working in teams. Perceptive managers know and constantly capture the benefits of the team. The

theory concentrates on the influence of culture in discouraging significant strategic change in employee attitude (Mussel white, 2001).

Culture became a big issue in the United States and Europe after the impact of Japanese management was fully realized in the 1989's and it became clear that strategic advantage can be the product of unique and difficult to imitate cultural factors. Teams show the collective strength of the individuals and boost the motivation and morale of individual as well. Managers critically observe the team member's hidden working potential otherwise managers may lose them. According to (Staniforth, 2000) teamwork is the collective way of working which results in potential benefits and greater synergy. Managers must plan and design appropriate motivation strategies for the team members and encourage their participation in team projects.

2.2.1 Impact of Communication as a component of Organizational culture on teamwork

Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (Adler, 2008). Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the direct result of people failing to communicate. Studying the communication process is important because you coach, coordinate, counsel, evaluate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side to side. Gupta (2008) illustrates that communicating with others involves three primary steps:

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Thought: First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings. Encoding: Next, a message is sent to a receiver in words or other symbols. Decoding: Lastly, the receiver translates the words or symbols into a concept or information that he or she can understand. During the transmitting of the message, two elements will be received: content and context. Content are the actual words or symbols of the message that is known as *language* — the spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood.

Adler (2008). And many words have different meanings to confuse the issue even more. Context is the way the message is delivered and is known as *paralanguage* — it is the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often cause messages to be misunderstood as we believe what we see more than what we hear; they are powerful communicators that help us to understand each other. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors. Some leaders think they have communicated once they told someone to do something, "I don't know why it did not get done. I told Jim to do it." More than likely, Jim misunderstood the message. A message has NOT been communicated unless it is understood by the receiver (decoded). How do you know it has been properly received? By two-way communication or feedback.

This feedback tells the sender that the receiver understood the message, its level of importance and what must be done with it. Communication is an exchange, not a give, as all parties must participate to complete the information exchange. According to Pearce and Robbins (1997) Teams are groups of individuals who work together to accomplish a task/project. Team effectiveness is dependent upon team communication. The quality of the team's work, to a large extent, depends upon the quality of the information shared. The ability of team members to understand and communicate information enables them to work together collaboratively. Effective teamwork and communication are critical for ensuring high reliability and the safe delivery of care. Teamwork and communication techniques can improve quality and safety, decrease patient harm, promote cross-professional collaboration and the development of common goals, decrease workload issues, and improve staff and patient satisfaction. Building effective teams and improving communication through standardized tools will move effective teamwork forward in Canada and contribute to a culture of patient safety.

CPSI is developing a Canadian Framework for Teamwork and Communication to help healthcare providers and organizations integrate tools and resources into practice. According to Gupta, (2008) a team is formed when individuals with a common goal come together on a common platform. The team members must complement each other and avoid silly conflicts among themselves. Communication plays a very important role in team building and extracting the best out of the team members. A team member must clearly understand what his fellow team members are up to.

He should be very clear about his roles and responsibilities in the team. It is the duty of the team leader to delegate responsibilities as per the interest and specializations of the team members without imposing things on them. Never confuse any employee. Verbal communication sometimes may create misunderstandings and confusions, thus it is always better to rely on written communication for better clarity and transparency. Communication is effective when the information is passed on through emails. Emails are more reliable. Do not send the mails to individuals separately as they might assume that you want to hide something from them. This way they tend to interfere in each other's work, trying to find out what extra is written in their fellow member's mail. The mails should be sent with all the participants in loop. Also invite suggestions from them. It is not always that you are correct; your team members might come out with a brilliant idea as well. Ask them to participate in discussions, this way they feel motivated and indispensable for their team and as well as the organization. Organizational culture includes the organization values, visions, norms, working language, systems, symbols, beliefs and habits.

Further, Margerison& McCann (1995) opine that it is the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, and even thinking and feeling while within the organization. Organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. Cultural paradigm comprises various beliefs, values, rituals and symbols that govern the operating style of the people within a company. It also looks at the vision and way of operation in the organization. Corporate culture binds the workforce together and provides a direction for the company. Teamwork can be

positive if the organizational culture is well understood by employees in an organization. In times of change, the biggest challenge for any organization may be to change its culture, as the employees are already accustomed to a certain way of doing things. Organizational culture defines the way employees complete tasks and interact with each other in an organization. According to Wright and Glynn (2006), there are seven dimensions of organizational culture. However, this study will delve into the details of two that the researcher deems to be of importance to the study. These are (i) communication and; (ii) coordination.

2.2.2 Impact of Coordination as a component of Organizational Culture on teamwork

Coordination always involves a Coordinating of Project Actions and principles for doing the job well in an organization. Flick (2006) sometimes it also involves a Coordinating of Project People in a design team if you are a supervisor, or a team member who is serving as an unofficial leader. A basic coordinating of design-actions is similar for your own actions or a team's actions; Coordinating the design-actions of your team members can be done by direct decisions (if you decide what they should do and when) and indirect delegation (if you give them responsibility for some of their own action-decisions), in whatever balance you think will be most effective, when all things are considered, Babbie (2003).As described above, you use the two parts of a Teaching Strategy, appropriately adapted for the context of your project and people, by encouraging your team members to develop & use their own Strategies for Learning-and-Performance, for delegated responsibilities and by developing & using your own Supervising Strategies.

Producing Teamwork: When a group works on a design project, especially the leaders, official and unofficial — should consider the social aspects of the process. They should design strategies for optimizing their use of resources in a way that helps individuals enjoy their work and gain satisfaction from it, while building an "us" feeling in the group with good attitudes toward each other, as co-workers and as people. Doing this well requires skillful cognition plus aware "external met cognition" in the social context of their working environment. Those being supervised also play valuable roles by doing their jobs with skill, and being good team members. Overcoming Challenges:

A group may have to cope with the pressures of a difficult project when their work is constrained by the limitations of time deadlines and resource budgets. There might be interpersonal tensions between some people, or institutional structures that hinder teamwork. Hess (2001) any of these factors, and others, can put a strain on individuals, their relationships, and the teamwork; in addition to the harmful personal effects for the people involved, the practical effects for a business can be a decrease in the effectiveness of a design process and the quality of a resulting solution. Supervisors and other leaders, as part of their official or unofficial responsibilities, can try to develop strategies for achieving the best possible process-of-design and results-of-design, in ways that are also personally beneficial for the people on their team. Information and communication technology enables accomplishment of work to become independent of time and place. People now work at various locations and participate in the work of one or more organizations. Organizational forms are increasingly based on distributed working practices and localized decision-making.

This offers many advantages for both the workers and the organizations but induces considerable coordination costs. At the same time, traditional coordination mechanisms based on predefined organizational constructs such as formal structures, procedures, methods and plans, are no longer satisfactory in a business environment of globalization and rapid change. New mechanisms are needed and a large number of organizations adopt various forms of flexible and decentralized work management All coordination intensive organizations are characterized by local control over job allocation and day-to-day work planning and control. Examples of organizational forms of this type are All fieldwork at the customer service teams of a major UK telecommunications company is coordinated by their in-house operational support system (OSS).

The OSS is based on a combination of large monolithic applications, including a personnel database. The system processes the requests for work for the next day to produce a work schedule for the field engineer repair teams. A task is dispatched to a worker by sending a message to his or her hand-held terminal. Salas et al (2009). The basic assumption of dependency lends cohesion to the group by means of supporting the assumption that nourishment, protection, knowledge, and life can come only from the wisdom of a leader who is omnipotent and omniscient, akin to a magician. The basic assumption of fight/flight brings individuals together around the violent, excitation-saturated feeling that the salvation of the group and its individual members depends on the fact that their leader will enable them to identify, and then successfully fight or flee, a specific enemy either within or outside the group. The basic assumption of pairing enables the group to come together as such through the members' sharing of an implicit,

mysterious hope, sparked by the assumption that a couple will give birth to a messiah, a new guide, a new idea, or a new theory or ideology.

Hersey (2007) narrates that team work is essential in corporate for better output and a better bonding among employees. No organization runs for charity. Targets must be met and revenues have to be generated. Tasks must not be kept pending for a long time and ought to be completed within the desired timeframe. A single brain can't always come with solutions or take decisions alone. He needs someone with whom he can discuss his ideas. In a team, every team member has an equal contribution and each team member comes out with a solution best suited to the problem. All the alternatives can be explored to come out with the best possible solution. Higgs (1996) expresses that thoughts can be discussed among the team members and the pros and cons can be evaluated. Tasks are accomplished at a faster pace when it is done by a team rather than an individual. An individual will definitely take more time to perform if he is single handedly responsible for everything. When employees work together, they start helping each other and responsibilities are shared and thus it reduces the work load and work pressure.

Every team member is assigned one or the other responsibility according to his specialization, level of interest and thus the output is much more efficient and faster. Work never suffers or takes a backseat in a team. Mike was taking care of an important client and was the only one coordinating with them. Mike took a long leave and there was no one else who could handle the client in his absence. When he joined back after a long vacation, the organization had already lost the client. Had Mike worked in a team, others could have taken the charge when he was not there. In a team, the other team members

can perform and manage the work in the absence of any member and hence work is not affected much.

There is always a healthy competition among the team members. Competition is always good for the employee as well as the organization as every individual feels motivated to perform better than his other team member and in a way contributing to his team and the organization. Team work is also important to improve the relations among the employees. Individuals work in close coordination with each other and thus come to know each other better. Team work also reduces the chances of unnecessary conflicts among the employees and every individual tries his level best to support his team member. The level of bonding increases as a result of team work. Team members can also gain from each other. Every individual is different and has some qualities. One can always benefit something or the other from his team members which would help him in the long run. Everyone is hungry for recognitions and praises. One feels motivated to work hard in a team and to live up to the expectations of the other members. Each member is a critic of the other and can correct him whenever the other person is wrong. One always has someone to fall back on at the time of crisis. Team and team work must be encouraged at workplace as it strengthens the bond among the employees and the targets can be met at a faster pace. Workload is shared and individuals feel motivated to perform better than his team members.

2.3 Impact of individual job satisfaction as a concept of team performance

Teamwork theorists believe that if teams work well, have a common goal, are autonomous in their decision-making, and have responsibility and support, teamwork becomes a valuable experience for the workers involved. Working in a team empowers

people and helps them develop autonomy, which is a source of profound job satisfaction and reduces stress(Hayes 2005).The relationship between the nature of work, working conditions and satisfaction is explained most often by the cited theory of 'satisfactory' and 'dissatisfactors' drawn up by Herzberg (Herzberg et al, 1957). According to this model, three classes of factors influence job satisfaction. The first class of factors leading to job satisfaction corresponds to the salary appraisal. The second category of factors relate to promotions and the third relate to working conditions. All these classes or categories can be denoted as satisfactors/motivators or as dissatisfactors. The latter types of factors tend to be described as 'hygienic factors' in relation to the working environment. The promotion and increment of salary do not ensure that all of the employees are satisfied in an organization. The other major factors are the staff appraisal process and the dealing of the managers with individual staff. In some cases the managers fail to adopt a professional appraisal process and respond positively to it.

Beyond that, the managers cannot change their pre-occupied attitude or behaviour. Thus, they fail to take a fair appraisal process or fail to respond properly to the need of the employees. As the managers possess the authority to set the rules of the games, sometimes they are highly deviated or prejudiced for or against certain employees. Whatever, the result of the survey or appraisal say they take the decision on their own way. Sometimes the managers want to establish a power relationship to govern the organization and knowingly or unknowingly they use some trustee's information's for or against some employee. The trustees may not necessarily provide the right information as expected. Thomas (2008)

2.3.1 Impact of salary as a component of job satisfaction on team Performance

Pay refers to the amount of financial compensation that an individual receives as well as the extent to which such compensation is perceived to be equitable. According to Luthans (1998), salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people. Previous researches (Ojokuku and Sajuyigbe, 2009; Sajuyigbe, Olaoye and Adeyemi, 2013) discovered that pay is one of the most significant variables in explaining job performance and satisfaction. Frye (2004) also found that there is positive relationship between pay and performance. It was further concluded that pay plays vital role in human capital intensive firms to attract and retain expert workforce. In the research carried out by Sajuyigbe, Olaoye, and Adeyemi, (2013); Igalens and Roussel,(1999); Brudney and Coundry,(1993); and Tessema and Soeters, (2006) they found that pay has significant impact on job satisfaction and performance. Lambert, Hogan, Barton and Lubbock (2001) finding was in line with previous researchers who agreed that financial rewards have a significant impact on job satisfaction and performance.

They concluded that, the greater the financial reward, the less worry employees have concerning their financial state, thereby enhancing their impression of their self-worth to the organization. According to Robbins et al. (2003), employees seek pay systems that are perceived as just, unambiguous, and in line with their expectations. Instead of motivating a single individual there is need to focus on selecting team members, the attitude of them, how to train the members, a constant appreciation, provision of equal promotions, other incentives like car, laptop etc. Unfortunately there is a lack of knowledge about construction of a team and its collective effort. (Belbin,

2006).Pay must relate to the accomplishment of goals, the company mission and vision. Any system that offers an employee the "average" increase for their industry or length of service (usually 1-4 percent) is counter-productive to goal accomplishment. Even an above-average increase that differentiates one staff person from another can de-motivate.

Additionally, the pay system must help one create the work culture one desires. Paying an individual for his / her performance accomplishments alone, will not help them develop the team environment one wants. Thus, one must carefully define the work culture he/she wants to create, and aim their best salary increases at those contributing to the success of that culture. If you want your organization to change, define the change, and pay employees commensurate with their support of and contribution to the change. Finally, the salary strategy must align with one's human resources goals and strategies. If the HR function is charged with developing a highly skilled, outstanding workforce, one must pay above industry or regional averages to attract the quality employees one seeks. Paying less than comparable firms will bring mediocre employees and fail to fulfill the desire to create an outstanding workforce. If, on the other hand, the HR strategy is to get cheap labor in the door quickly with little regard for turnover, one can pay people less salary. Yvonne (2012) this will in fact not act as a motivation to staff and hence even achieving teamwork in the place might be a big challenge.

2.3.2 Impact of promotion as a component of job satisfaction on team performance

Robbins (2003) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. (Nguyen et al., 2003) concluded that job satisfaction is the result of promotion opportunities in the

organization. Teseema and Soeters (2006) also discovered that there is positive relationship between promotion practices and perceived performance of employee. The finding of Sajuyigbe et al (2013) agreed with other researchers that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment.

They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. If organizations want to accelerate performance of employees in the organization, fair promotional opportunities should be given to employees (Park et al., 2003).Spector, (2008) found that work environment is an important determinant of job satisfaction and performance of employees. Working condition was also found to be better determinant of job satisfaction and performance by the researchers (Reiner and Zhao, 1999; Carlan, 2007; Ellickson and Logsdon, 2001; Forsyth and Copes, 1994). Luthans, (1998) has the same view that working conditions has a moderate impact on the employee's job satisfaction and performance. Luthans, (1998) said that if working conditions are good, for instance – clean and attractive surroundings, employees will find it easier to carry out their jobs. On the other hand, if the working conditions are poor like hot and noisy surroundings, employees will find it difficult to get their work done and thereby experience dissatisfaction. Sajuyigbe et al (2013) also maintained that working conditions are only likely to have a significant impact on job satisfaction and performance when, for example, the working conditions are either extremely good or extremely poor. Similar result was reported by Okpara (2004) that supervision plays significant roles in job satisfaction and performance.

Ojokuku and Sajuyigbe, (2009) also noted that productivity and performance of the subordinates is significant toward the managerial actions and supervision of the workers. All researchers agreed that supervision has a significant impact on job satisfaction and performance except Roelen et al.,(2008) who have contrary view. Brunetto and Farr-Wharton (2002) concluded that supervision of the immediate manager increases the level of job satisfaction and performance. The productivity and performance of subordinates can be improved with managerial actions and supervision. Sajuyigbe, Olaoye and Adeyemi, (2013) noted that recognition of the achievements by the supervisors leads toward job satisfaction and performance. Employees with the desired skills and willingness to perform the job, who want to improve their skills and knowledge. To promote teamwork, you must address several critical issues. For starters, you should open the lines of communication within the team; have a proper dialogue with them to find out more about their concerns. You just might hear some important issues or learn about ideas that will be beneficial to all.

One must also engage their interest and cooperation by helping them understand what their roles are in the big picture; too many workers refuse to work as part of a team because they believe that their responsibilities are insignificant and that they are mere pawns in the company's operations. There must also be open communication among all of the team members in order to help them related better with one another, thus developing trust and cooperation, as well as a strong willingness to work together. Team building activities will help everyone get better acquainted outside of the workplace and learn how to work well together as a result of the shared experience. Teamwork is not something that can be quickly developed or enforced; it takes time for a real team to be created. Spend some time getting to know how your team operates and

you will get an idea how you can better foster teamwork. Job satisfaction is how content an individual is with his or her job. Scholars and human resource professionals generally make a distinction between affective job satisfaction and cognitive job satisfaction.[2] Affective job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs overall, and is different to cognitive job satisfaction which is the extent of individuals' satisfaction with particular facets of their jobs, such as pay, pension arrangements, working hours, and numerous other aspects of their jobs.

2.3.3   Impact of recognition as a component of Job satisfaction on team performance

This is managerial acknowledgement of employees' achievement that could result in improving achievement of targets. It could mean a manager giving an employee increased responsibilities which results to empowerment. This encourages the workers and can make them improve on production. Reward and recognition is defined as benefits such as; increased salary, bonus and employee promotion which are conferred as public acknowledgement of superior performance with respect to organizational goals (Juran and Gryna, 1993). Reward for quality efforts appear to have significantly positive relation to employee moral (Cooper and Schindler (2003). Recognition is one of the four motivators which can contribute to an employee commitment when it is present. Reward and recognition activities are valued by employees and therefore provide motivation and incentives.

If executed appropriately, these activities can, to a certain degree secure employees' commitment to their jobs and make their jobs more enjoyable thus creating an overall commitment within the organization Pearce and Robinson (1997)

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Margerison & McCann (1995) postulates that teamwork in the organization has a great significance for many reasons. Organizations that have embraced this concept have reported increased problem solving, employee autonomy and increased performance in work production stimulating new growth. According to the majority opinion of specialists in various fields, teamwork should help both to improve company performance and also to boost employees' well-being (Gulowsen, 1972; Hayes, 2005).

When managed well, this approach has increased input by improving employee morale. Teamwork is said to have benefits, which can make a positive impact in the organization. Changes in today's business world have made teamwork a reality in organizations, as knowledge sharing is crucial for success. Employees, managers, as well as executives have to share information. In addition, because of the complexity of operations as well as proliferation of knowledge in various fields, it is essential for employees at all levels to have the opportunity work as teams and learn from each other for them to generate innovative solutions to organizational, efficiency and operational issues (Margerison& McCann 1995).The key to increased company productivity should be increased employee satisfaction (Moldaschl and Weber, 1998). According to Nicky Hayes (2005), teamwork reduces fluctuations in performance and improves work morale. Leading researchers in the field of work organization, Katzenbach and Smith (1993), are convinced that people working in a team function more efficiently, are less prone to stress and make a greater effort in their work.

Furthermore, they spend less time incapacitated for work, come up with new ideas and try to improve their work. Many employees also adopted an even more negative view, complaining that teamwork was only introduced for effect, as a result of the company prioritizing the claims of shareholders over the interests of employees or as

a way of reducing the number of workers in the enterprise. On the other hand, data from the Quality of Work Life survey in Finland show the opposite trend, whereby the employees themselves believe that productivity improves when work is completed in groups. This belief is stronger in the private sector and in the public sector at local government level than in the public sector at central government level. The theory concentrates on the influence of culture in discouraging significant strategic change in employee attitude.

Culture became a big issue in the United States and Europe after the impact of Japanese management was fully realized in the 1989's and it became clear that strategic advantage can be the product of unique and difficult to imitate cultural factors. Teams show the collective strength of the individuals and boost the motivation and morale of individual as well. Managers critically observe the team member's hidden working potential otherwise managers may lose them.

2.4 Impact of Individual Job Description as a concept of Team work

Salas et al (2009) defines a job description is a concise statement of the duties, responsibilities, authorities, relationships and environment built into a job. The description outlines the requirements for performing the work, its frequency and scope. It is based on the nature of the work and not on the individual currently performing it. Salas et al (2009) also describe team performance as "a multilevel process arising as team members enact both their individual task work performance processes and individual and team-level teamwork processes". Katzenbach and Smith identifies the indicators of high-performance teams as interchangeable and complementary skills; a deeper sense of

purpose; more ambitious performance goals; more complete approaches to problem solving; and fuller mutual accountability than real teams (Matveev & Milter 2004).

Adler (2008) states that a job description for individual team members is necessary and should encompass a job title (accountability. These items identify the job and give it its unique characteristics), a job summary (This defines work to be performed. Two job descriptions with the same title and same level of pay may have differing duties, responsibilities, accountabilities and relationships), ones duties and responsibilities (This part of the job description describes the tasks to be performed), individual skill and educational requirements (Describe the skills needed, educational requirements, special training and amount of experience needed), interrelationships within the team members (This specifies the relationships between the job and other jobs in the organization and outside), working conditions (Describe any dangerous or unusual conditions, whether travel is required and how much, and unusual hours), needed individual attributes (The qualities, aptitude and temperament required for the job), and finally who prepares and approves the job description and when? (These are important when questions arise and for keeping the description up to date).

In SOS Children's Village in Uasin Gishu County, the existing job descriptions do not encompass the required information as postulated above. Job descriptions also have been seen as to overlap and in some cases inadequate. This has led to autonomy of officers who delegate responsibilities to junior officers whose mandate lies outside the scope. Team work has a dramatic effect on organizational performance. An effective team can help an organization achieve incredible results. A team that is not working can cause unnecessary disruption, failed delivery and strategic failure. However,

a UK paper, 'Worker responses to team working: Exploring employee attributions of managerial motives' (Bacon & Blyton, 2005), revealed that it is possible for the perception of employees on the introduction of team work in organizations to be negative. After two years of investigation, Bacon & Blyton noted that employees had the perception that managers benefited disproportionately from team working in comparison with other employees. Employees perceived the introduction of teamwork merely as a means for furthering the careers of managers who were successful in its implementation

A job description typically outlines the necessary skills, training and education needed by a potential employee. It will spell out duties and responsibilities of the job. Once a job description is prepared, it can serve a basis for interviewing candidates, orienting a new employee and finally in the evaluation of job performance. Using job descriptions is part of good management. Adler (2008) The Importance of Job Descriptions is that all employees like to know what is expected of them and how they will be evaluated. Job descriptions can also be a great value to employers. Creating a job description often results in a thought process that helps determine how critical the job is, how this particular job relates to others and identify the characteristics needed by a new employee filling the role.

2.4.1 Impact of Supervision as a component of Job Description on teamwork performance

According to Hess (2001) a supervisor needs to familiarize himself with : the current job descriptions of employees who report to him; employees' payroll titles, job classifications and personnel policies or bargaining unit agreements which govern the terms and conditions of employment for those employees; previous documentation about

job performance of each employee supervised; their job performance expectations of each employee; how to communicate expectations and manage employee performance and finally what employees expect from him as their supervisor. Should be aware of job descriptions and past performance appraisals may be referred to Taking actions, which do not comply with these laws, policies and guidelines may result in difficult and strained relationships with employees, complaints to unit managers, formal grievances and even lawsuits. Formal supervisory development workshops are available to help orient you to the parameters of these challenges. Determine the duties to be performed and select the best-qualified candidate.

Mullins (2005) states that supervisors should provide appropriate orientation for the employee addressing such topics as are listed on the new employee orientation checklist at the end of this document. Give employees the information, technology and reference materials necessary to perform their jobs. Training is an ongoing activity, crucial for new staff as well as for long-term staff who take on new responsibilities or who experience changes in the way their existing duties need to be performed. Flicks (2006). Those who take on new responsibilities or experience job changes typically need additional direction and guidance for a period of time until the new work becomes more familiar. Assign work: Assign certain duties to the employee, explaining how those duties are to be done (i.e. what level of performance will meet the supervisor's expectations) and communicate how the successful performance of those duties will be measured. Ensure that the employee is working under a current job description and in a classification appropriate to the duties. Update job description, and submit it to the main

office, as needed. Evaluate Performance: Employee should be familiar with the format of the appraisal form that will be used and should be clear about the evaluation process.

Proper attention to performance evaluation during the probationary period and carefully considered decisions as to whether the employee should pass probation can be critical. Reward Performance: Recommend performance awards and/or merit increases when appropriate. As merit increases and award programs are implemented, supervisors will receive information for their eligible employees. Approving Time Records and Requests for Time off: Sign monthly time and attendance records and approve requests for time off. The signature of the supervisor on a time record means he has concurred with the hours worked as recorded by the employee, including any overtime worked or time taken off. Level of approval prior to the overtime being assigned/worked. Supervisors are responsible for approving requests for a leave of absence or to use compensatory time off or vacation time; and for ensuring their employees' appropriate use of sick leave.

The supervisor needs to resolve conflict Discipline and Dismiss Employees: Address performance problems through corrective action and dismissal. Responsibilities: Additional responsibilities of supervisors include such activities as developing your staff, mentoring, and providing career coaching; motivating your staff, individually and as a group; understanding and supporting diversity; and establishing an effective team. General skills to build for effective supervision: Setting goals and objectives; Delegating ;Providing assistance and support ;Providing a climate for motivation ;Creating a supportive working relationship ;Emphasizing continuing development ;Providing opportunities for future growth and advancement.

Mullins (2005) states that a good supervisory should be reliant with the organizational behavior of the organization. This will help him in coordinating his work according to the behavior and patterns of structure in order to help improve Organizational performance and effectiveness. Cole (1998) states that good supervisory needs to have a systematic study of the behavior of individuals within work groups, including an analysis of the nature of groups, the development of structures between and within groups and the process of implementing change.

2.4.2 Impact of Staff appraisal as a component of Job Description on team work performance

According to Brown (2007) it is the responsibility of the organizations to evaluate the job-related performance of all staff members each fiscal year. A Staff Performance Appraisal Form is to be completed for each staff member by the immediate supervisor to evaluate job-related performance over the twelve-month rating period. The Staff Performance Appraisal Form is available in two separate appraisal forms, one to be used by the evaluator for staff employees who supervise others and one to be used by the evaluator for staff employees who do not supervise others. Staff Performance Appraisal Form (Supervisory Role) This form is to be used by the evaluator for staff employees who supervise other staff. The form includes performance standards, as well as performance standards specific to and applicable to those staff employees who are in a supervisory or managerial role. Staff Performance Appraisal Form (Non-Supervisory Role) This form is to be used by the evaluator for staff employees who do not supervise other staff. Staff Self-Appraisal Form:

The self-appraisal form is a separate form that is designed to provide an insightful and reflective review, and to encourage dialogue between the supervisor and employee. Ingram (2000). This performance appraisal process is designed to evaluate an employee's performance over a specified period of time. When the process works well, the employee and his/her supervisor plan together to build on strengths and develop those areas needing improvement. During the performance appraisal session, time is set aside to: Luthans (1998) restate expectations about job responsibilities and performance standards; Evaluate job performance against previous expectations; Discuss future development opportunities and relate them to organizational needs. In evaluating an employee's performance, the supervisor needs to identify strengths and areas of performance which require improvement. Examples based on your own observations work best.

However, second hand observations are permissible if one has verified the information. Such examples clarify the message. The more involved the employee is in the performance appraisal session, the more effective the process is likely to be. The appraisal form should be prepared by completing the self-appraisal form. Wilfred R. Bion (1961) uses the term basic assumption on appraisals to designate that which, fundamentally, the individual must assume in order to be part of a group. Basic assumptions come into play at the unconscious, pathic, and affective levels. Competing with the model of the work group, which is focused on a task and puts into effect the secondary processes of rational thought and "reality-testing," group activity is based on three basic assumptions that are discernible in the affective tone of the relations of group members among themselves and with their leader. With these assumptions the individuals

work together for a successful appraisal of their jobs and hence increase production of the organization. Hess (2001)

2.4 Impact of Individual skills and/or qualifications as a concept of team work performance

Individual skills acquired by the employee plays a big role in the achievement of teamwork in organizations. It is expected that the employees before recruitment should have the certain minimum qualifications and skills. Every employee in organizations is expected to exhibit professionalism through a consistent commitment to the maintenance of excellent work relationships and development of teamwork. Mintzberg, H (1997).

The members of a team may work on voluntary basis. People who are zealous, innovative and have a clear vision about certain things may unite together and pursue to achieve certain goals.

They understand the requirements of a task and the expectations from them and their own expectations from other team members. Many times, if the team members are passionate about their goal, they will meet employer's expectations easily. And they can perform well despite of circumstances. By the definition of teamwork, it is a group of individuals with different personality traits, who can contribute to diverse point of views and better approach to the problems at hand. The team members know the strengths and weaknesses and they understand how to work with each other. They know that in a group, competition may arise, but they can set that aside so that they can work together. The members know the weakness of others, so they offer the help to team mates that they can offer to them. "Coaches of athletic teams have long understood the importance of building teamwork. However, that hasn't necessarily been true for business firms. One

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reason of course, is that business organizations have traditionally been organized around the world.

That's no longer true. Teams have increasingly become the primary means for organizing work in contemporary business firms" (Robbins S.P. 1998). This enhances the individuals to bring on board their different skills and build strong teams to enable them be successful. Team work has been defined in general terms as a "group of employees, normally between 3 and 15 members, who meet regularly in order to work independently on fulfilling a specific task" (Mueller et al., 2000:1399). Every organization gives more importance to team work because they know this is the key to success. An increasing number of companies are using teams to respond quickly to changing conditions in an environment of intense global competition and increasing complexity. Changing an organization to compete in a highly unpredictable business environment usually requires multiple and continuous innovation. Achieving flexibility and innovation requires teamwork. Organizations which emphasize more on teams have results in increased employee performance, greater productivity and better problem solving at work (Cohen & Bailey, 1999).

One research study concluded that to teach individuals on how to work in teams is not an easy task because to teach individuals regarding to work in teams is inappropriate (Crosby, 1991).Bacon and Blyton (2006) highlighted the two important factors i.e. self-management team and interpersonal team skills. These factors enhance the communication as well as interpersonal relationship between team members and also boost the employee performances. Teamwork is a significant tool of new type of work organization. Teamwork is a precise organizational measure that shows many different features in all type of organizations including non-profit (Mulika, 2010). One research

study concluded that the good manager is the one who assigns the responsibilities to his/her employee in a form of group or team in order to take maximum output from employees (Ingram, 2000). Another study concluded that it should be possible to design a system of team building within every organization for employees in order to promote and distribute best practice and maximize output. The main emphasis for designing and implementing such a system is ultimately to improve employee learning (Washer, 2006).

2.5.1 Impact of Training as a component of Skills and Qualifications

In general, quantitative analysis is rarely done in organizations to ensure that training is effective (Carnevale and Schultz, 1990; Stephen *et al*., 1988). The same is true also of management training based on multi-rater or 360 feedback (Church, 1997). Thus, the with When quantitative analyses of management using one-time survey data has been done in the past, it has focused on the frequency of managerial behaviors and not the skill of those behaviors (Bernardin and Beatty, 1984; Schriesheim and Kerr, 1974; Shipper, 1991; Van Velsor and Leslie, 1991; Yukl, 1989, 1994).Recent work has placed an emphasis on managerial skill and not frequency of behavior (e.g. Cox and Cooper, 1988; Luthans *et al*., 1985; Shipper, 1991; Whitley,1989).

According to one review of 360 feedback instruments and research, skill and not frequency of managerial behaviors may be the important attribute concerning subunit performance (Van Velsor and Leslie, 1991). In addition, Porter and McKibbin (1988) have asserted that training in employee skills is lacking. The most common way that training has been evaluated, when it is done, is through the reaction of the participants to the training (Brown, 1980; Dunn and Thomas, 1985). This assumes that if the participants like the training, it must be effective. Such evaluations provide little substantive information regarding the value of the training. Obviously, a more rigorous assessment of

the effectiveness of the training is needed (Brown, 1980; Carnevale and Schultz, 1990; Dunn and Thomas, 1985).

Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention (Colarelli & Montei, 1996; Becker, 1993). Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success. A well-organized human resource development programme is a critical strategy for construction companies, as in the coming years, human capital will increasingly play a significant role in organizational success. Based on a combination of the literature appraisal and questionnaire survey, the study explores the correlation of HRD strategies in employee training and motivation practices with teamwork improvement and task efficiency in construction projects.

The research analysis was completed on a sample population of 107 individuals within nominated construction firms in Iran. The analysis methods in this research were mainly descriptive and regression-based analyses and the type of investigation was a co-relational study. The research found the relationship of training and motivation practices with teamwork improvement and task efficiency in the respondents' companies by exploring the two generated research models. The training industry as a whole has shown significant growth through the years. Statistics indicate that investment in training is continuing to grow as more and more companies realize its importance. In1995, $7.7 billion was spent on the wages and salaries of in-house company trainers and $2.8 billion

was spent on tuition reimbursement (Frazis, Gittleman, Horrigan, Joyce, 1998). The American Society for Training and Development found that in 2004, the average annual training expenditure per employee was$955, which is an increase of $135 per employee from the previous year. The number of formal learning hours per employee also rose from 26 hours in 2003, to 32 hours in 2004 (atsd.com, 2005). As the investment in various training programs continue to rise, it becomes even more imperative for employers to understand the impact that training has on their organization.

2.5.2 Impact of Acquired skills as a component of Skills and Qualifications

Crosby, (1991) indicates that skill acquisition refers to the process that athletes use to learn or acquire a new skill. A skill can be defined as an act or task such as typing or drawing, or in the instance of sport, catching, throwing, and running. Skill acquisition is a gradual developmental process that requires our cognitive (thinking) processes to work with our physical abilities to learn how to perform movements that we were previously unfamiliar with. For performers and coaches to produce peak performance, it is essential that they understand how the level of skill acquisition can affect performance.

This includes an understanding of the learning process, analysis of how well it is performed and identification of how the performance of this skill can be improved. Learning can occur in three ways: cognitive learning - learning by receiving knowledge and information; affective learning - learning on a social level (e.g. self-esteem and fair-play) motor learning - learning by acquiring physical motor skills. Skill learning is a continuous and dynamic process. When the learner acquires a skill certain changes can be seen in their performance as they move through stages of learning from a beginner through to a skilled performer. These changes can be analyzed in three stages, as

developed by Paul Fitts and Michael Posner in 1967,These stages are known as the cognitive, associative and autonomous stages of skill acquisition.

The learner should have the characteristics such as each individual brings unique qualities, characteristics and experiences to the learning environment. These experiences and characteristics influence the capacity of the learner to acquire skills. These include inherited, social and emotional factors, and are the reason why individuals develop skills at different rates even though they may be exposed to the same training. The learning environment should be an addition to the characteristics a learner brings to the situation, everything outside the learner needs to be considered in terms of the impact on the learning process. This includes the nature, or complexity of the skill to be learnt, the performance elements, the types of practice to be used, the surrounding environment and the nature of feedback. The ways in which the education and training of individuals affect their future lives and livelihoods are the focus of this study.

A set of papers examining the relationships between earnings, education and other individual and household characteristics are being produced, using our household surveys and comparable data sets from other countries. A separate enquiry, using primarily qualitative methods, examines how and under what conditions, the main long- and short-term skill training systems (both public and non-state) contribute to positive labour market outcomes for the poor. It also studies how trainees from poor backgrounds who successfully enter formal or self-employment learn the things that make them succeed.

The most important lesson we have learned is that teamwork is not optional. You cannot decide "whether to do teamwork or not." In the clinical arena where critically ill patients are in the care of a group of healthcare providers, where the performance of the group and therefore the quality of the patient outcome is interdependent, and no one member of the team can do it all then by this definition you have a team and teamwork is not optional. It is the quality of the teamwork that demands our attention for success. The most important lesson we have learned in our work with teams is to allot time for discussion of the process. It is easy to make assumptions that the others on your team will want to work in the same way or on the same task or even that they have the same goal.

In the long run, it is better to start with a check-in with everyone on the team to make sure expectations are much more explicit. We think just the simple team concept of looking at your process has worked particularly well in moving the work along. It has also probably been the most difficult to implement as people are not used to or always comfortable with having these discussions. Our ability to value and honor the interests and skill of each team member has vastly improved through the focus on teams and team functioning. This has, in turn, made our team much more productive and creative in addressing our task of first-year medical student "Doctoring" education.

2.6 Theoretical Framework

There are a number of models describing factors which influence team performance. For this study, Thompson's Model of teamwork will be adopted.

2.6.1 Thompson's model

This model came up in 2007 from L.L. Thompsons. He believed that team performance is influenced by the team context and essential conditions. These are Ability, motivation

and strategy used to help in the achievement of targets in organizations. Team context consists of the following:

Organizational context what is an organization with its reward system, informational system, and educational system; Team design refers to the structure of the team (roles, communication patterns, composition, and training); Team Culture consists from norms, roles, and patterns of behavior. As shown in the chart, the team performance depends on the team formation and design, and on the organization. According to Thompson (2007), for a team to achieve optimum performance, team members must have the ability to carry out assigned tasks together in order to achieve the organizational goals. be properly motivated and formulate a proper strategy on how to achieve their team targets hence performance. However, within an organization, a team's performance is affected equally affected by other factors within the organization such as job description, organizational culture, job satisfaction and organization's values among other factors. The table indicates as follows:

Thompson's model
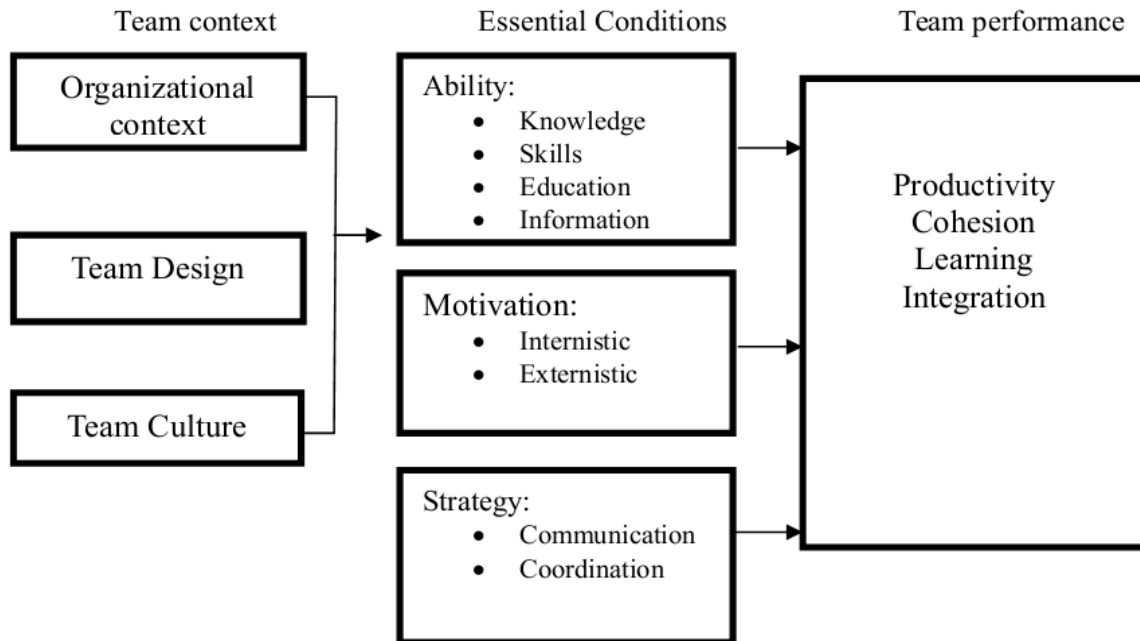
Figure 2.1: Integrated model of teamwork by Thompson

Source: L. L. Thompson, Making the team: A guide for managers, 2007.

According to Thompsons (2007), the rationality behind teamwork in organizations is based on three arguments: The team context must support organizational, team design and team; Essential conditions must support ability of employees, motivation and strategy While Team Performance supports the productivity, cohesion and integration of the teams. People must be encouraged to work together to be able to develop entirely new ideas, products, processes, and methods through creative approaches. This theory was relevant to this study in that it aims at stressing the importance of team work and achievement of targets of organization. The theory highlighted the need for teamwork of staff and thereby imparting useful knowledge and skills in teamwork management.

2.7Conceptual Framework

Based on the theoretical framework on teamwork and its relationship with achievement of targets, the study presents a conceptual framework. Authors have given diverse views on achievement of targets, the organizational culture, various job descriptions, job satisfaction and skills of the employees. From a theoretical point of view, it is notably hardly possible to integrate this existing variety of conceptual orientations, choices, and boundaries into a single conceptual framework. Therefore, we prefer to reposition a number of these variables and processes into a new conceptual framework, that serves as a guide to integrate theoretical perspectives that interlink these variables and processes and help to explain impact of team work in organizations, a case of SOS children's Villages Kenya. The framework will help understand the teamwork as necessary in achievement of targets. Especially with the fact that studies will reuse a number of research instruments that builds on this big variety in concepts, requires us to be on clear how the original concepts are repositioned within the conceptual framework for our studies. As such the study will adopt the following conceptual framework.

Moderating variables

- ILO
- Government Policy
- NGOS

Independent variable

Dependent variable

Organizational Culture

- Communication
- Coordination

Job Satisfaction
- Salary appraisal
- Promotions
- Recognition

Achievement of Organizational targets

- Values
- Vision
- Mission
- Goals/ obiectives

Job Description-

- Supervision
- Staff appraisal

Skills and Qualifications
- Training
- Acquired Skills

Intervening variables

- Working environment
- Working hours
- Terms of service

Figure 2.1 Conceptual Framework

Source: *Source: Author*

2.8 Gap in Literature Review

The analyzed literature indicated that for an individual to effectively participate in team activities, the necessary resources and conducive working environment should be availed. However, it was imperative also that the individual should be equipped with the necessary personal attributes to perform the group tasks. Such attributes include acquired and trained skills and academic qualifications among others. All these qualities of these individuals can be measured and quantified. It is also imperative that the individual possess attitudes, charisma, self-drive, good health and mental status to perform optimally. These latter qualities cannot be measured and can only be observed over time. However, it is also possible that a person may be having all these qualities but may fail to utilize them due to other impending internal organizational structures or operations and other de-motivating factors. Poor or incomplete job descriptions, poor rewards and appraisal strategies, misplacement of individuals in teams among other may lead to failure of teams. It is this observation that this study sought to assess and verify by documenting related literature.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains on the research methodology, procedures and modalities that were adopted by the study. It described the research design used, the target population, sample size and sampling design, the data collection instruments, data collection procedure, validity and reliability of the research instruments and methods used to analyze data.

3.2 Research Design

Since the study sought to assess the impact of teamwork on the achievement of organizational targets, the research design that was adopted was descriptive. Descriptive research design allowed the researcher to use various forms of data as well as incorporating human experience. It gave the researcher the ability to look at whatever they were studying in so many various aspects which provided a bigger overview as opposed to other forms of research. (Weiss (1998) and Mugenda and Mugenda (2003)). The purpose of the study was to determine the impact of team work on the achievement of targets in the organizations in Kenya. This was based on the assumption that both private and public institutions have similar systems therefore the findings can be generalized.

3.3 Target Population

The target population for this study was both the administrative and junior staff of SOS Children's Village in Uasin Gishu County. In total, there were 111 staff members within the facility. There were three main departments namely: The Village where the orphaned children are hosted and have about 38 staff members, The School where these orphaned children attend school with about 61 staff members and The Family Support

Centre (FSP) which has about 12 employees. The table below gives the summary of the departments and the number of staff in each department.

Table 3.1: Summary of Departments and their number of staff

Department	Number of Employees
The Village	38
The School	61
The Family Support Centre (FSP)	12
Total	**111**

3.4 Sample Size and Sample Selection

The ever increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population (Krejcie& Morgan, 1970). This study adopted Krejcie& Morgan's Table for Determining the Sample Size (See Appendix III). From the table, a population size of over 110 was required a sample size of not less than 92 respondents. As such, this study conducted the study on 92 respondents. Applying the population distribution percentage on the sample size, the following table was generated.

3.4.1   Sample Size

Table 3.2: Sample Size based on percentage of population distribution per department

SOS Department	Number of Employees	Percentage of Total Population	Sample Size per Department
The Village	38	34	31
The School	61	55	51
The Family Support Centre	12	11	10
Total	**111**	**100**	**92**

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Of the total, only 92 questionnaires were administered to the staff of SOS Children's Villages. Top management officials were interviewed on the set dates. These included five top managers which comprised of the heads of the three departments, 1 administrative assistant and 1 member of the Program Management Committee.

3.5 Data Collection Instruments

Questionnaires and Interview Schedules were used to collect data where qualitative and quantitative data were to be collected. Both closed and open ended questions were used. Open ended questions gave the respondents the opportunity to express themselves where the questions could not capture their diverse opinions. Likert scale type of questions was employed in some items in order to obtain the opinion of the respondents regarding the impact of teamwork on achievement of targets in organizations. Interview Schedules were administered to the management level of staff where information regarding impact of teamwork on achievement of organizational targets was sought. Kerlinger (1978) says that, Likert type of question are time saving and less expensive, whereas Kennedy (1989) argues that they are efficient as research tools because researchers were likely to obtain a personal view from the respondents.

3.5.1 Pilot Testing of the Instrument

Wiersama (1969) defined a pilot as a small scale trial which intended to assess the adequacy of the research design and instruments to be used for data collection. Piloting test the language used and highlights possible typographical errors. It helped devise a set of codes or responses categories for each question which cover the full range of questions given, for this to work effectively; the pilot sample must be a representative of the variety of the individuals that the main study covered.

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For the purpose of this study the pilot was carried out on both upper and lower level staff members of other organizations in similar activities to pre-test of the research instruments. This was done using a test-re-test method. F or the first test, the researcher administered20 questionnaires to the staff of Testimony school. The researcher also conducted an interview on at least 2 top level managers of the same school. The same questionnaires and interview guides were administered to the same staff after two weeks as a re-test strategy to verify validity. After the administration of the data collection instruments, they were coded and data analyzed. Adjustments were made where necessary. The second administration of the data collection instruments were done after two weeks. The two sets of coded and analyzed data were compared. Person moment coefficient was used to calculate the correlation of the two sets of data.

3.5.2   Validity of the Instruments

Validity was concerned with whether the instruments measured what they were supposed to. According to Frankel and Wallen (1993), validity had in the recent years been defined as appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect. Mugenda and Mugenda (1999) call it accuracy or meaningfulness of inferences which are based on the research results. It was the degree of which results obtained from analysis of data actually represent the phenomena under study. To validate the research instruments, the researcher sought the opinion of the supervisors after the pilot study. Proposed adjustments were captured.

3.5.3   Reliability of the Instrument

Mugenda and Mugenda (1999) defined reliability as the measures of the degree to which a research instruments yielded consistent results repeated trails. Frankel and Wallen (1993) say it was the degree to which scores obtained with instruments were

consistent. The reliability of the questionnaires and interview schedules were established through a test re-test method. This was accomplished by piloting the instruments before the actual study. Babbie (1973) says that instrument may be pre-tested on a sample of at least ten (10) respondents who do not have to be in the same representative sample during the main study.

3.6 Data Collection Procedure

McMillan and Schumacher, (1993) opine that it was prudent to acquire consent from relevant authorities before embarking on data collection exercise. As such, the researcher sought permission from the management of the SOS Children's village in Uasin Gishu. Prior, the University, in collaboration with the researcher they assisted the researcher acquire an introduction letter stating the reason for the study. The researcher did set an interview date with the relevant expected respondents as well as agree on the day to administer the questionnaires through the research assistants.

3.7 Data Analysis Procedure

Data was collected and analyzed using descriptive statistics. Descriptive statistics were used in the calculation of frequencies and percentages. Frequency table was used where they were required to describe findings.

3.8 Ethical Considerations

Mugenda and Mugenda, (2003) described ethics as a branch of philosophy which dealt with one's conduct and served as a guide to one's behavior; with the intention of protecting research participants from harm (Sieber and Stanley, 1988). All respondents participated in the study willingly and knowingly and was not be coerced into giving information of a particular nature whatsoever. Cohen and Manion (1994) suggested that

informed consent is an important issue that one has to consider. The purpose of the study was explained to the participants so that they could make their own informed choices. The study would fully disclose the findings of the study to the participants. Additionally, the study was guaranteed confidentiality and anonymity to the participants. For the interview schedules, the names of all informants were coded to conceal their identity and to maintain confidentiality.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter describes the impact of team work on achievement of targets of organizations a case of SOS Children's Villages Eldoret. The data was collected through questionnaire and interview schedule. The qualitative data was organized in broad themes that answered research objectives. Quantitative data was organized in frequency counts and converted to percentage for clear presentations.

4.2 Response Rate

A total of 92 questionnaires were issued to the SOS Children's Villages Eldoret and a response rate of 97% was recorded.

4.3 Demographic information

The preliminary section of this study was done through administering of questionnaires and interview schedule. The questionnaire captured background of members, in terms of gender, age bracket, years of experience, departments, position held and academic qualifications. Demographic characteristics such as age, gender, economic status, and educational level may also affect respondent knowledge and attitudes toward teamwork.

4.4 Gender of the Staff at SOS Children's Villages Eldoret

The study sought to find out the gender of the people charged with working to promote the objectives in various departments and the overall organizational values and objectives. Out of the respondents who participated in the study, 49 (56%) were female while 40 (44%) were male. This is illustrated in table 4.1.

Table 4.1 Gender distribution in SOS Children's Villages Eldoret

Section	Male	Female	Total
Village	10	20	30
School	25	24	49
FSP	5	5	10
Total	**40**	**49**	**89**

From the study it was confirmed that school was the highest in Female respondents with 48.97%, Village with 40.82 % while the FSP was the lowest with 10.22 %. It was also noted that female are many in the two departments that school and village other than FSP which had same number of both male and female.

4.4.1 The Age of staff in SOS Children's Villages Eldoret

The study also sought to know the age of the employees of SOS and it was established that there were no employees between age bracket 18 years and 20years. However, there were 18 (19.6%) of employees between the age bracket of 21 years and 25 years 28 (30.43%) between age bracket 26 years and 30 years and 46 (50.00%) who were above 30 years. Table 4.2 gives this summary.

Table 4.2: Age of staff in SOS Children's Villages Eldoret

Section	18 - 20	21 - 25	26 - 30	above 30 Years	Totals
Village	0	5	8	17	**30**
School	0	8	17	24	**49**
FSP	0	4	2	4	**10**
Total	**0**	**17**	**27**	**45**	**89**

The study observed that the number of older the employees is higher than that of younger employees. It was established that respondent from village have more people

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with 30 years and above, while only 29.41% are in the age bracket of $21 - 25$ years. School with majority being above 30 years. The FSP being a new project in the organization, have young employees at $21 - 25$ years. It is assumed that the reason why the number of older employees increase with age is because probably the kind of services offered by SOS, where younger orphaned children are nurtured while others from the surrounding community attend the school within SOS. This culturally, has been assumed to be the role of women in the society. Likewise, it is assumed that older and mature people have already established their objectives and goals in life and can work towards achieving them in a systematic way.

4.4.2 Level of Education of staff in SOS Children's Villages Eldoret

The study sought to know the level of education of the people charged with working to promote the objectives in various departments in SOS. The researcher asked the respondents about their level of education. This was because the level of education defines the level and extent to which an individual contributes in the teamwork of the organization. From the findings, 42 (45.6 %) are the majority with degree certificates, 16 (17.4 %) of the respondents were Diploma holders from tertiary institutions while 15 (16.3 %) hold post-secondary certificate. 10 (10.9 %) of the respondents who hold masters degrees were mainly found in the secondary school and the family support care center. The school principal holds the PhD degree and he is in charge of the schools. This is illustrated in figure 4.3 below.

Table 4.3 shows the level of education of the respondents

Section	Prim	Sec	Cert	Dip	Degree	Master	PHD	Total
Village	0	2	10	12	6	0	0	**30**
School	0	4	1	1	32	10	1	**49**
FSP	0	2	2	2	4	0	0	**10**
Total	**0**	**8**	**13**	**15**	**42**	**10**	**1**	**89**

The study revealed that there were no primary school leavers in all the departments. Village had most workers with Diploma certificates at 80%, School had majority in Degree certificates with 76.19 % while the FSP had the majority with degree certificates at 9.52 %. This is an indication that the organization is actually having highly qualified and resourceful people and that if teamwork is embraced and natured well the results could be marvelous. More so, the results in the table above indicates that most of the respondents are degree holders hence most strategies used by management and teams are well understood by them.

4.4.3 Work Experience of staff in SOS Children's Villages Eldoret

The study sought to know the level of education of the people charged with working to promote the objectives in various departments in SOS. The respondents were asked on how long they have been working in the organization. This was because team spirit develops with experience from working with the organization for many years. From the findings, most respondents were well experienced since they had worked in the organization for over seven years. 12 respondents, representing 13.48 % had an experience of 1-3 years, 33 (37.08%) had experience of 4-6years, 20 (22.47%) had experience of 7-9 years and 24 (26.97%) had work experience of 9 years and above.

Table 4.4 shows the working experience of the respondents

Section	1 – 3 years	4-6 years	7 -9 years	9 years & above	Total
Village	3	10	5	12	30
School	7	16	14	12	49
FSP	2	7	1	0	10
Total	**12**	**33**	**20**	**24**	**89**

It was established that a majority of the employees at SOS had been in employment for long, with about 86% having been in employment for over 4 years. From the village we find that most workers have worked for over 9 years which is 50% of the entire people who have work for more than 9 years and above. Same with the school which have also 50% of the workers with more than 9 Years. We find that FSP most workers have worked between 4 – 6 years with the 20%.This was elaborated further having known that the village and the school were started back in 1989 while the FSP was started in the year 2009. The Village also being a place where children are brought up cannot afford to replace mothers and coworkers on regular basis since upbringing of children is a continuous process. This explains the findings of the study.

4.5 Impact of Organizational Culture and teamwork

The study sought to examine the impact organizational culture on the formation of teams at SOS Children's Village in Uasin Gishu County. From the study 42 (47.19%) felt that communication contributed to the formation of teams, while 47 (52.81%) felt that the coordination of work for the employees contributed to the formation of team work.

Table 4.5 impact of culture and teamwork

Section	Communication	Coordination	Total
Village	14	16	**30**
School	23	26	**49**
FSP	5	5	**10**
Total	**42**	**47**	**89**

From the analysis of the components of organizational culture, it was determined that from the Village 14 (33.33%) believed that communication contributed to the formation of teams in the organization. 23 (54.76%) from the school believed that communication contributed to the same while FSP had 5(11.90%) who believed that the communication contributed to the team work. On the same note, majority of the employees felt that good coordination of work played a major role in the formation of teams. This is seen from the analysis of 16 (34.04%) from the village believed that Coordination played a key role in the formation of teams. School had 26 (55.32%) believed that good coordination played a role in formation of teams. FSP had 5(10.64%) believed that coordination played a role in formation of teams. This indicates that most of the employees in SOS Children's Villages believe that the good coordination of work majorly affects the formation of team work to a positive direction. The study therefore found out that for effective teamwork in the organization communication and coordination of work is key when it comes to the organizational culture of the organization as this was not embraced in the organization there before but now it can be felt in SOS Children's Villages, Eldoret.

4.6 Impact of Various Job Descriptions and teamwork

The study sought to know the impact of the various Job Descriptions for the employees in various departments on achievement of organizational goals in SOS Children's Villages Eldoret. It was established that 41 (44.6%) of the workers believed that job descriptions with good supervision help in healthy team work formation while51 (55.4%) believed that Staff appraisal properly done will boost the team work spirit.

Table 4.6 showing the quality of job description given to staff in SOS

Section	Supervision	Staff Appraisal	Total
Village	17	13	**30**
School	17	32	**49**
FSP	4	6	**10**
Total	38	51	**89**

From the analysis it reveals that from the village 17(44.73%) felt that supervision was done well, while 13 (25.49%) felt that staff appraisal was done well and helped in the team work. From the school had 17(44.73%) felt that supervision was done well, while 32 (62.74%) felt that staff appraisal were done well. FSP revealed that 4(10.53%) felt that supervision was done well while 6 (11.76%) felt that staff appraisal was done well and helped their formation of teams. This indicates that Job descriptions are inadequate as a guide to what people are actually expected to do. They are not exhaustive and hence bring conflict when it comes to doing some duties. It was further revealed that if the appraisal and supervision are done properly then the issue of people doing others jobs won't be there. Since it would show clearly what one is expected to do at the end of each day. Staff appraisals are done annually between the supervisor and the employee and hence encourage the effect of team work at the end of it all.

4.7 Impact of job satisfaction as a concept of teamwork

The study sought to examine the impact of job satisfaction on team performance in SOS Children's Villages Eldoret. It was established that 29 (32.58%) of the respondents were satisfied with Salary, 12 (13.48%) were satisfied with promotions while 48 (53.93%) were found to be satisfied with Recognition.

Table 4.7 Strategies used by the organization to achieve teamwork

Factors	Salary	Promotion	Recognition	Total
Village	6	2	22	30
School	20	8	21	49
FSP	3	2	5	10
Total	**29**	**12**	**48**	**89**

From the analysis it revealed that SOS Children's Villages Eldoret branch uses various strategies in achieving teamwork. From the village 6(20.67%) wanted more salary, 2 (16.66%) wanted promotion while 22 (45.83%) wanted recognition from the employer. They need recognition more from the findings. From the school, it was established that 20 (40.82%) wanted more salary as a motivation, 8 (66.66%) wanted promotion as a way of motivation while 21 (43.75%) wanted recognition as a way of promotion. This indicates that majority of them need salary increment as a motivation followed by recognition at 43.75%.In FSP they had 3 (10.34 %) who needed salary increment, 2 (16.6%) who needed promotion while 5(10.42%) who needed recognition. They also needed recognition more than any other mode of motivation. The study therefore established that more employees in SOS Children's Villages need recognition as a way of motivation followed by salary increment.

4.8 Impact of Skills and Qualifications on performance at SOS Children's villages Eldoret

The study sought to find out the impact of skills and qualifications on performance of employees in SOS Children's Villages Eldoret. It was established that 62 (69.66 %) of the staff are trained workers in various fields. 17 (19.10 %) of the other staff acquired their knowledge through experience. While 10 (11.23%) did not have any training.

Table 4.8 Distribution of qualifications of SOS workers on recruitment

Section	Training Acquired	skills	untrained workers	Total
Village	20	5	5	**30**
School	35	10	4	**49**
FSP	7	2	1	**10**
Total	**62**	**17**	**10**	**89**

It was revealed that 20 (32.26%) are trained workers, 5(29.41%) acquired skills from experience while 5 (50%) are not trained. From the School section, 35(56.45%) are trained, 10 (58.82%) are workers who acquired skills while 4 (40%) are not trained in the school. From the FSP section it was established that 7(11.29%) are trained workers, 2 (11.76%) are workers who have acquired skills while 1 (10%) are not trained in the FSP. This reveals that the employees in SOS Children's Villages Eldoret are trained workers with different skills. This is a very strong team that can do wonders if used well. The workers expressed their dire need to be able to work well with others in teams since they know the advantage of good team work but blame the managers of manipulation and not giving them opportunities to grow.

CHAPTER FIVE
SUMMARYOF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The organization of this chapter involves the discussion of the research finding covering the following research objectives: - to evaluate on formation of employees at SOS Children's Village in Eldoret, to examine the various job descriptions of employees and achievement of organizational goals at SOS Children's Villages Eldoret, to establish the impact of skills and qualifications on performance of employees at SOS Children's Village in Eldoret. This followed the conclusion made from the discussion, recommendations are then drawn and finally suggestion for further research is made.

5.2 Summary of the findings

This section describes the research findings on: - impact of teamwork on the achievement of targets in SOS Children's Villages Eldoret. The study established that the workers are not happy since they are not recognized and there is a lot of biasness when it comes to promotions. This shows that the teams are not effective as they should be. Teamwork has a negative impact on administering of targets in SOS children's villages Eldoret. On the Organizational culture it was found that it affects the way people and groups interact with each other, with clients, and with stakeholders. Cultural paradigm comprises various beliefs, values, rituals and symbols that govern the operating style of the people within a company. It also looks at the vision and way of operation in the organization. Corporate culture binds the workforce together and provides a direction for the company. Teamwork can be positive if the organizational culture is well understood by employees in an organization. In times of change, the biggest challenge for any

organization may be to change its culture, as the employees are already accustomed to a certain way of doing things. SOS Children's villages Eldoret has a problem of involving staff on the decisions made they are just told "this is what is going to happen, give us your input" yet decisions have already been made.

The study also found out that communication is a problem in SOS, yet effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. Many of the problems that occur in an organization are the direct result of people failing to communicate. Studying the communication process is important because you coach, coordinate, counsel, evaluate, and supervise throughout this process. It is the chain of understanding that integrates the members of an organization from top to bottom, bottom to top, and side to side. Without which effective performance of duty may lack.

5.3 Conclusion

The study sought to access the impact of teamwork on achievement of targets in organizations case of SOS Children's Villages Eldoret. From the data collected, analyzed and the findings got, this study has come to the following conclusions. Regarding the effect of culture on teamwork by SOS Children's Villages Eldoret, the study established that there are details that the employers should consider to maintain good team work. This study established that there should equity in job allocation to staff across all regions to enable people bring their diverse culture to the organization, acceptance and appreciation for diversity was highly recommended and fair treatment of each employee as well as respect for each employee's contribution to the organization. Regarding the Job Description and teamwork, this study established that adequate job descriptions are not

given to the workers and this makes them do duties outside their jurisdiction. This was done through the staff appraisals and supervision of the different tasks given to the employees.

Regarding the Job satisfaction of the workers, this study established that the organization is using strategies to achieve the best team work results. SOS children's villages Eldoret use employee recognition, good working conditions, good remuneration and employee promotion to achieve the best team work result. Regarding the Individual skills and qualification of employees the study established that the staff employed at SOS Children's villages are qualified staff that has gone through training in various colleges. A range of reasons were established as to why organizations form teams: the study established that, organizational objectives, building organizational reputation, producing greater level of performance, increasing employees' organizational commitment and to offer quality services to customers were the major reasons for the formation of teams in organizations.

5.4 Recommendation

From the study the following recommendation were made under the themes as follows: Regarding the effect of culture in SOS Children's villages, it should be noted that Culture as root metaphor sees the organization as its culture, created through communication and symbols, or competing metaphors.SOS Children's villages should strive for what is considered a "healthy" organizational culture in order to increase productivity, growth, efficiency and reduce counterproductive behavior and turnover of employees. They should have acceptance and appreciation for diversity. Regard for and fair treatment of each employee as well as respect for each employee's contribution.

Effective teams must have open lines of communication. Communication must be honest and flow between all team members equally. Team members who understand each other's unique communication styles, or who agree on a single style of communication from the outset, are more likely to move the team in a productive direction that everyone understands and supports. Team members must never be hesitant to communicate with other members about issues and concerns, as well as new ideas or personal observations. Coordination on the other hand is equally important to enable teams work well and achieve the organizational goals. Coordination always involves a Coordinating of Project Actions and principles for doing the job well in an organization. Flick (2006). This study established that job description for individual team members is necessary and should encompass a job title, a job summary or work to be performed.

Two job descriptions with the same title and same level of pay may have differing duties, responsibilities, accountabilities and relationships. This would help individuals do their duties without feeling oppressed by doing someone's work without any reward. Using job descriptions will help an organization better understand the experience and skill base needed to enhance the success of the company. They help in the hiring, evaluation and potentially terminating of employees. All too often, there is a misunderstanding of what a position entails and a well-prepared job description can help both sides share a common understanding. It is important for the organization to put in place adequate job description which typically outlines the necessary skills, training and education needed by a potential employee. It will spell out duties and responsibilities of the job. Once a job description is prepared, it can serve a basis for interviewing candidates, orienting a new employee and finally in the evaluation of job performance. Using job descriptions is part of good management. From the study it was established

that teamwork becomes a valuable experience for the workers involved. Regarding Job satisfaction it was realized that job satisfaction is the extent of pleasurable emotional feelings individuals have about their jobs.

The strategies used by the organization to achieve the best team work results were such as employee recognition, good working conditions, good remuneration and employee promotions. Working in a team empowers people and helps them develop autonomy, which is a source of profound job satisfaction. Teams that possess a wide range of professional competencies can be more fully equipped to meet a wide range of challenges. When building teams, take time to ensure that each team member possesses skills and strengths that complement the skills, strengths and weaknesses of other team members. Bringing together people with common skill-sets can lead to a great deal of discussion with little subsequent action. Ensuring that each team member possesses a unique specialty allows team members to trust each other for certain aspects of performance, while fully understanding what their own contribution is expected to be.

From this study, it was established that SOS Children's Villages employ staff with credible qualifications and thus they feel that they should be added more rewards on monetary depending with their qualification, since most of their colleagues in other NGO's are earning better than them. At the same time there is no progression on part of workers. Promotions are not given based on qualifications but based on loyalty. This should be discouraged and people should be rewarded based on their qualifications and experience. The managers interviewed confirmed to the fact that job distribution was not fair to some employees since they are given multiple tasks even those not assigned to them. They also reiterated that employees do not take team work positively and some of them have negative attitude towards working in teams.

They however confirmed that they believe that team work is the best way to go since it boosts moral and helps in efficient running of the Eldoret branch, this is by using staff from all the departments and ensuring that they all work as a team for the betterment of the child. From the above indication, there is need for the management to create an enabling environment in the workplace that encourages participation in teamwork, continuous learning and flexibility so as to build successful teams. Before a strategy is introduced the organization they should ensure that they have enough resources to make the work easier when implementing the new strategy.

The culture of the organization and the size of the organization matters when setting up teams. If an organization wants to improve its performance, it should improve the services offered and also train the managers and employees on how to improve on their performance. There is also need for Managers of SOS to equally note that among the strategies they have in formation of teams, they are to produce greater levels of performance, build reputation of the organization and offer quality services to customers in enhancing achievement of organizational targets. Internal staff training on importance of teamwork, appraisal and remuneration should be conducted regularly to sensitize employees.

5.5 Contribution to the body of Knowledge

Table 5.1 Contribution to the body of knowledge

Objective	Contribution
Effect of organizational culture	The organization to have continuous learning and flexibility so as to build successful teams
Job Description of employees	There should be adequate Job description that covers all the duties that an employee should do and be fair to that job description.
Job Satisfaction of employees	The organizations to improve on the services offered and reward their staff without biasness.
Skills / Qualifications of employees	Staff being recruited should be qualified to enable them fit well in their respective teams for efficient service provision

5.6 Suggestions for further research

1. Impact of managers' roles on career development of employees as a form of motivation
2. The impact of employee – manager relationship in the achievement of organizational targets in an organization

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APPENDICES

Appendix I: Transmittal letter

Dear respondent,

You are kindly requested to fill the questionnaire below with utmost honesty.

Information provided herein will not be used against you under whatsoever circumstances.

Please do not provide any form of identity on this questionnaire.

Thank you.

Appendix II: Questionnaire Guide for Staff of SOS Children's Village in Uasin Gishu County

Name of Department: _____

SECTION A: BACKGROUND INFORMATION				
1	Gender	Male Female	[ ] [ ]	Select the most appropriate
2	Age bracket	18 – 20 21 – 25 26 – 30 >30	[ ] [ ] [ ] [ ]	Select the most appropriate
3	How long have you been in this organization?	_____(months or years)		State the length of time taken so far
4	Position held	Top Level Management Administrative Staff Teacher Support Staff	[ ] [ ] [ ] [ ]	Select the most appropriate
5	Highest academic level attained	Primary O-Level Certificate Diploma Degree Masters PhD Any other	[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]	Select one

	SECTION B: CULTURE AND TEAMWORK			
1	Is communication efficient in SOS?	Yes No	[ ] [ ]	Select one
2	If yes to Question 1 above, do you think it contributes to effective teamwork?	Yes No	[ ] [ ]	Select one
3	Is coordination of work efficient in SOS?	Yes No	[ ] [ ]	Select one
4	If yes to Question3, state how?	i. _____ ii. _____ iii. _____		State all that apply
5	Does coordination of work help in team performance?	Yes No	[ ] [ ]	Select one
6	If yes to Question 5, does this affect your attitude	Yes No	[ ] [ ]	Select one

		towards teamwork?			
7	Are there independent working teams in your organization?	Yes No	[ ] [ ]	Select one
8	Compare working in teams with working as individuals to accomplish tasks. Which one of the two options would you prefer?	Working in teams Working as an individual Any other? (State all) _____ _____ _____ _____ _____	[ ] [ ] State all	Select one

SECTION C: JOB DESCRIPTION AND TEAMWORK

1	Does supervision affect your work in SOS?	Yes No	[ ] [ ]	Select one
2	If No to Question 1, how do you Do your work on daily basis based on your Job description?	Colleague Without supervision With Colleagues Through team work other:_____ _____	[ ] [ ] [ ] [ ]	Select the most appropriate
3	Does your organization do staff appraisal?	Yes No	[ ] [ ]	

				Select one
4	How often do the supervisor do appraisal for you?	Six months Yearly Not at all	[ ] [ ] [ ]	Select the most appropriate
5	Does your supervisor have your job description?	Yes No	[ ] [ ]	Select one
6	Would you agree that the ability to form working teams has been affected by the type of job description you have?	Yes No	[ ] [ ]	Select one
7	In your opinion, does the staff Appraisal affect the teamwork in your organization?	Yes No	[ ] [ ]	Select one
SECTION D: JOB SATISFACTION AND TEAMWORK				
1	After working in this organization for this long, how would you rate your job satisfaction?	High Average Low Dissatisfied	[ ] [ ] [ ] [ ]	Select one
2	What factors affect your job satisfaction?	Salary Promotions Allowances Recognition Amount of work	[ ] [ ] [ ] [ ]	Select the most appropriate

		Any other: _____ _____ _____		State all that apply
3	How would you rate the impact of job satisfaction on performance?	Very high High Average Little No Impact	[ ] [ ] [ ] [ ] [ ]	Select one
4	Does satisfaction impact team performance, in your opinion?	Yes No	[ ] [ ]	Select one
5	How frequently do you receive recognition and rewards for tasks accomplished successfully?	Always Very frequent Frequently Less Frequently Not at all	[ ] [ ] [ ] [ ] [ ]	Select one

SECTION E: SKILLS/QUALIFICATIONS AND TEAMWORK

1	Does your job require skills to carry out tasks?	Yes No	[ ] [ ]	Select one
2	If yes to Question 1, are these skills acquired or trained?	Acquired Trained	[ ] [ ] [ ]	Select the most appropriate
3	If trained, was the training done by the	Employer Personally	[ ] [ ]	Select one

	employer or you personally?			
4	How frequently do you apply your academic knowledge in accomplishing tasks within the organization?	Always Very frequent Frequently Less Frequently Not at all	[ ] [ ] [ ] [ ] [ ]	Select one
5	Are the tasks assigned corresponding to the skills possessed	Yes No Sometimes	[ ] [ ] [ ]	Select one

Appendix III: Interview Schedule for Top Level Administrative Staff of SOS Children's Village in Uasin Gishu County

This interview guide seeks your opinion on the impact of teamwork on the achievement of organizational tasks in your organizations. Your response will be kept confidential. Thank you.

1. What is the cultural/tribe composition of employees in your organization?
2. Would you agree that there is gender balance in all departments in your organization?
3. Are there specific roles that are meant for specific genders?
4. When assigning tasks and responsibilities, do you consider individual skills and academic qualifications?
5. Would you affirm that the skills possessed by the employees aid them in accomplishing tasks on time and successfully?
6. Does the organization provide a comprehensive job description to new employees upon recruitment?
7. Are there scenarios where employees are meant to perform tasks outside their job description?
8. From your observation, do employees perform better when working together as a team or when working individually?
9. What forms of motivation strategies does the organization employ on its employees?
10. As a senior officer in the organization, how do you tell that employees are satisfied with their jobs?
11. What do you feel about time usage between the trained worker and untrained worker?
12. Do achieve any goal by doing the appraisal to your staff? How often is it done?
13. How is communication and coordination of work done at the organization?

Appendix IV: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.