A STUDY ON THE IMPACT OF TEAM LEARNING ON STUDENTS

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ABSTRACT

The study is focused mainly on the opinion of students and its impact regarding team learning. The study gives a clear idea that the overall personality can be improved/developed in a team. This study is conducted to understand the relationship between the increase in conflict level with respect to increase in members, age group factors in a team and to know whether experience play any role to lead and understand the mindset of the members in a team. The study explores the quality of work and decision making process in a team. For this study 50 respondents from different courses studying in Nitte were contacted for administering the questionnaire. The analysis is based on the questionnaire and the conclusion is drawn on the basis of the findings.

1.1 Introduction:

Team is a group of players forming one side to compete and work on the common goal. Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values and may involve synthesizing different types of information. Team learning refers to the process by which a collective individual who create a team act as a whole in terms of reflection on feedback and making changes for improvement.

There are many advantages of teamwork. We've all heard the phrase "two heads are better than one." Of course with more mind set on a specific goal, you have access for more ideas. Looking at things from the perspective of others, it can increase the likelihood of quality innovation. Teams create an environment of support and propel people towards implementation. A team environment can boost the confidence of individuals, allowing them to do their best work. Good teams make the most of individual talents.

For every advantage of working in a team, there is the flip side. Just as "two heads are better than one," we have all heard, "too many chefs spoil the soup." When people can't leave their egos behind, conflict and resentment arises. People become unwilling to open their minds to other perspectives and are intent on either forcing their point of view or not cooperating with others. The more conflict, the less innovation, the farther the team gets from implementation. Management education gives a good platform for the students to work in a team with different culture, nature, mindset of people and learning a skill to solve the conflict between the team members. This will help them when they join an organization and starts working with different people to achieve a common goal.

1.2 Objectives of the study:
- To study the impact of the team learning on students.
- To know whether team learning is more helpful than classroom learning.
- To analyze the factors causing conflict in the team.
- To study the quality of work in the team.
- To understand the level of conflict in the team.
- To know the impact of team learning.
- To study the level of conflict arising with the increase of member in a team.

1.3 Scope of the study:

- This study tries to know students interest to work in the team.
- It also tries to understand the relationship between the levels of conflict arising with the increase in the number of members in the team.
- The study tries to know the relationship between age group and conflict level in the team.
- This study tries to know the benefits of working in the team.
- The study tries to understand the impact of environment on the team.

1.4 Need for the study:

The need for conducting this study is to understand the impact of team learning amongst youth (college students).

1.5 Limitation of the study:

- The study is restricted to Nitte only.
- The time is limited for collecting the data.
- The information is collected through primary data may not be accurate.
- The respondent may not be serious in providing information.

1.6 Methodology:

The methodology of the study is based on the primary data and secondary data. The primary data is collected through a well framed and structured questionnaire. Through this questionnaire opinion of students towards the team learning is collected. Secondary data are collected through literature reviews and articles.

1.7 Sampling:

The study is limited to Nitte consisting of 50 respondents as a sample for the survey and convenient sampling technique is adopted in the study.

1.8 Data Analysis:

The information gathered through questionnaire is analyzed using tabular presentation. SPSS software has been used for the analysis of the study.

Hypothesis:

1) H0: Team learning helps individual to improve the communication skill.

    H1: Team learning does not help individual to improve the communication skill.

2) H0: Conflict level is more in a team. H1:

    Conflict level is less in a team.

3) H0: In a team decision making is slow. H1:

    In a team decision making is quick.

4) H0: Quality of work is more in a team. H1:

    Quality of work is less in a team.

5) H0: Students like to work in a team.

    H1: Students do not like to work in a team.

6) H0: Age groups do not have any influence in raising conflict among the team members.

    H1: Age groups have an influence in raising the conflict among the team members.

7) H0: Increase in number of team members will increases the conflict. H1:

    Increase in number of team members will not increase the conflict.

8) H0: Nature and functioning of a team will not affect the progress of organization. H1:

    Nature and functioning of a team will affect the progress of organization.

2.1 Literature Review:

During this time shared understandings among team members are critical (Simons, 1991) as the focus is on interpretation and integration of knowledge to develop coherent and corrective action (Crossan et al, 1999). Such coordination within a team enables flexibility and yields team knowledge and skill competencies that enable effective team processes and achievements beyond those of individual team members (Day et al, 2004). During this time shared understandings among team members are critical (Simons, 1991) as the focus is on interpretation and integration of knowledge to develop coherent and corrective action. Crossan et al (1999) and Vera and Crossan (2004) identify two processes that constitute team learning: feedback learning (exploitation-type) and feed-forward learning (exploration-type). Feedback learning pertains to how institutionalized learning affects the individual. Thus, it begins with the institutionalized structure of the team and flows down to individual team members, who intuit and

interpret the learning process within the team context.

Feed-forward learning refers to the process by which a team member's intuition and interpretation become institutionalized parts of collective team learning. This process is characterized by individual perceptions. (He and Wong, 2004). Thus, team leaders must actively monitor team learning to maximize the expected payoffs from team performance and output. (Hough, 1992). Team members with an orientation toward teamwork may be more likely to support learning and this may be especially important for the success of virtual teams. Members who have a high teamwork orientation can create an environment that promotes individual team-source learning since they are willing to share information and work toward group goals. Individuals who believe that being part of a team is important and essential to success are less likely to withhold effort or give less than full effort (Kidwell and Bennett, 1993) and are more likely to collaborate in project work. Mixed motives or competing demands are less likely to result in withholding of effort when the dominant motivation is to assure the welfare of team members (Brickson, 2000). In virtual team settings where increased effort is often needed a positive attitude toward teamwork may be an antecedent to learning. This disposition provides a social cue that encourages cooperation among team members and might build interpersonal relationships in co-located teams.

Watson et al. (1998) contrasted team oriented behaviors (i.e. the individual recognizing the importance and unique nature of their contribution and managing their interdependence) with self-oriented behaviors. Team oriented behavior results from an appreciation of interdependence and an attitude or propensity to act to improve group functioning (Bell, 2007). Kirkman et al. (2004) acknowledged that the frequency of face-to-face meetings is a key process factor which affects features of task accomplishment that are fundamental to teamwork. Campion et al. (1993) demonstrated that member social interaction was related to effectiveness

2.2 Conceptual framework:

- Team- Teams represent fundamental learning units in an organization that carry out much of the organization's functions and tasks and deliver lessons and/or performance-related

  outcomes (Senge, 1990).

- Team learning- Team learning refers to the process by which a collective of individuals who create a team act as a whole in terms of reflection on feedback and making changes

  for improvement (Edmondson, 1999; Argote et al, 2000).

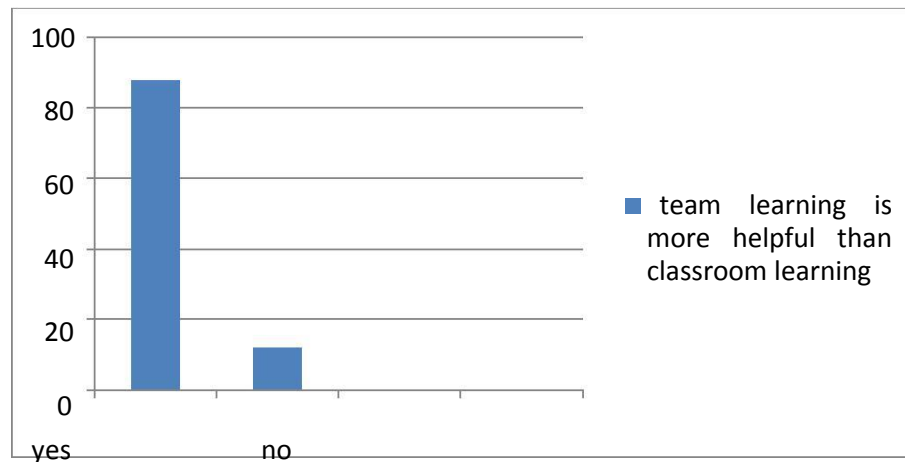- Classroom learning- Learning occur inside the classroom in the presence of a teacher/instructor

with certain environmental condition (Argote et al, 2000)

      Conflict- Conflict is an interpersonal problem that occurs between two or more members of a team, and affects results of teamwork (Mary Lewinson, 2010)

3.Data Analysis and Interpretation

Data analysis is a process used to transform and revise certain information with a view to reach to a certain conclusion for a given situation or problem. Data analysis helps a researcher to reach a conclusion. SPSS is software used for statistical analysis, including data access and preparation and analytical reporting. Which is widely used program in social sciences, including in healthcare, government, market research and surveying.

3.1 Shows analysis on classroom learning and team learning.

	Frequency	Percent	Valid Percent
Yes	44	88.0	88.0
No	6	12.0	12.0
Total	50	100.0	100.0

Analysis and Interpretation:

From the above table and graph, it is understood that 88% of the students believe that learning in a team is more helpful, and 12% of the students believe that classroom learning is more helpful than team learning. Hence it is clear that learning in a team is more helpful for an individual than classroom learning.

3.2 Shows analysis on team environment boosting the confidence of an individual.

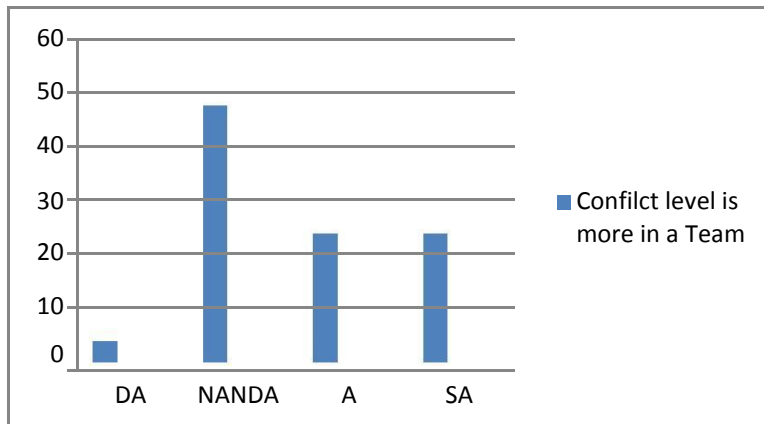|	Frequency	Percent	Valid Percent
Neither agree nor disagree	1	2.0	2.0
Strongly Agree	30	60.0	60.0
Agree	19	38.0	38.0
Total	50	100.0	100.0

Analysis and Interpretation:

It is known that 38% of the students strongly agree and 60% of them feel that the team environment will boost the confidence of an individual in a team. Hence it clearly shows that team environment boosting the confidence of an individual.

3.3 Shows analysis of individual in improving the communication skill in a team

	Frequency	Percent	Valid Percent
Neither agree nor disagree	4	8.0	8.0
Agree	17	34.0	34.0
Strongly Agree	29	58.0	58.0
Total	50	100.0	100.0

Analysis and Interpretation:

From the above table is clear that individual can improve the communication skill in a team. Of the total 58% of the respondent are strongly agreeing and 17% of only agree and only 8% of them neither agree nor disagree.

3.4 Analysis of conflict level in a team.

	Frequency	Percent	Valid Percent
Disagree	2	4.0	4.0
Neither agree nor disagree	24	48.0	48.0
Agree	12	24.0	24.0
Strongly Agree	12	24.0	24.0
Total	50	100.0	100.0

Analysis and Interpretation:

From the above table and graph, it is known that 24% of the respondent strongly agreeing that conflict level is more in a team, 24% of the respondent agreeing with the statement and 48% of them neither agreeing nor disagreeing, only 4% of them disagreeing with the given statement. Hence it's clear that conflict level is more in a team.

3.5 Shows analysis of decision making process in a team.

	Frequency	Percent	Valid Percent
Disagree	13	26.0	26.0
Neither agree nor disagree	22	44.0	44.0
Agree	9	18.0	18.0
Strongly Agree	6	12.0	12.0
Total	50	100.0	100.0

Analysis and Interpretation:

The above table shows that decision making process in a team is not quick. Which is supported strongly agreeing by 12% and 18% are agreed with the statement. But 26% of the respondents are disagreeing with the statement and 44% of them are neither agreeing nor disagreeing with the given statement. Therefore it can conclude that decision making process is not quick in a team.

3.6 Shows analysis of quality of work in a team.

	Frequency	Percent	Valid Percent
Strongly Disagree	1	2.0	2.0
Disagree	6	12.0	12.0
Neither agree nor disagree	22	44.0	44.0
Agree	21	42.0	42.0
Strongly Agree	50	100.0	100.0

Analysis and Interpretation:

From the above table 42% of the respondents are strongly agreeing and 44% of the respondents agree that the quality of work is more in a team. 12% of the respondents are neither agreeing nor disagreeing with the statement and only 2% of them are strongly disagree that the quality of work is more in a team. Hence we conclude that the quality of work is more in a team.
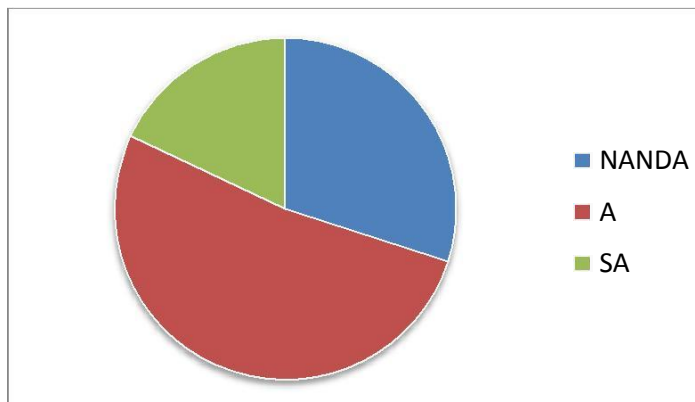
3.7 Analysis of the relationship between age group and conflict in a team.

	Frequency	Percent	Valid Percent
Disagree	3	6.0	6.0
Neither agree nor disagree	28	56.0	56.0

Agree	14	28.0	28.0
Strongly Agree	5	10.0	10.0
Total	50	100.0	100.0

Analysis and Interpretation:

From the above table it can be noted that 28% of the respondent agreeing and 10% are strongly agreeing that the age group in a team will cause conflict and 56% of them are neither agreeing nor disagreeing, around 6% of them disagreeing with the given statement. Hence it's clear that the age group of members will cause conflict.

3.8 Showing the relationship of increase in the number of member in a team and increase of conflict.

	Frequency	Percent	Valid Percent
Neither agree nor disagree	15	30.0	30.0
Agree	26	52.0	52.0
Strongly Agree	9	18.0	18.0
Total	50	100.0	100.0

Analysis and Interpretation:

It is clear from the above table that 52% of the respondents agreeing and 18% of the respondents Strongly agreeing that with the increase in the number of members in a team the scope for conflict is more. Around 30% of them are neither agreeing nor disagreeing on the given statement. Hence it can be concluded that conflict will increase with the increase in the number of members in a team.

3.9 Analysis about level of understanding the mindset of team members.

	Frequency	Percent	Valid Percent
Strongly Disagree	4	8.0	8.0
Disagree	11	22.0	22.0
Neither agree nor disagree	23	46.0	46.0
Agree	8	16.0	16.0
Strongly Agree	4	8.0	8.0
Total	50	100.0	100.0

Analysis and Interpretation:

From the above table were able to analyze that 16% of the respondents agreeing and 8% of them strongly agree that understanding the mindset of team member is easy. But 22% of them disagree and 8% of them strongly disagreeing with the given statement, and 46% of them are partially agreeing and partially not agreeing with the statement. Hence it can be concluded that understanding the mindset of members in a team is not an easy job.

3.10 Showing the team function effect on the progress of the organization.

	Frequency	Percent	Valid Percent
Yes	41	82.0	82.0
No	9	18.0	18.0
Total	50	100.0	100.0

Analysis and Interpretation:

The table analyzes that around 82% of the respondents agreeing with the given statement and only 18% of them are not agreeing. Hence we conclude that the nature and functioning of the team will affect the progress or work environment of the organization.

Findings:

The major findings of this study are:

- Students in Nitte like to work in a team.

- Team learning helps the individual to improve the communication skill.

- The study found that with the increase in the number of members in a team conflict level also gets increases.

- The study shows that the quality of work is more in a team.

- The study finds that in a team the decision making process will be slow.

- The study found that the age group is also one of the factor which cause for conflict between the team members.

- The study revealed that good communication skill help to build a good relationship with the team members.

- The study explores that the nature and functioning of a team will affect the progress/work environment of the organization.

Conclusion:

In the present scenario working in a team either in the organization or in the institution play an important role. By working in a team an individual can develop a communication skill, confidence and knowledge also; hence the quality of work will be improved in a team. In a team every individual have a different mindset, flexibility, nature to adopt change, culture; from this conflict can be a raised which will make the decision making process slow. The people of different age group will also cause conflict between the members, the team leader with experience will able to control the conflict between the team members and make them to work together. Management institute provides a platform for the students to work, learn and understand the behavior, nature and culture of students; the learner makes the best use of this and when they join an organization where they have to face a people of different nature, culture and mindset and working together to achieve an organizational goal.

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