

KNOWLEDGE WORK PRODUCTIVITY AND TEAM EFFECTIVENESS OF TEACHERS

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Abstract: This study aimed to determine which domain of knowledge work productivity best influences team effectiveness of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2021. Research instruments on knowledge work productivity and team effectiveness of teachers were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level knowledge work productivity is high, level of team effectiveness of teachers is high, there is a significance on the relationship between knowledge work productivity and team effectiveness of teachers, domains of knowledge work productivity that best influence team effectiveness of teachers is Organizational Input.

Keywords: Knowledge Work Productivity, Team Effectiveness of Teachers, Educational Management

1. Introduction

Team effectiveness is synonymous to team performance. It is the team's capacity to achieve its goals and objectives. This capacity to achieve goals and objectives leads to improved outcomes for the team members as well as outcomes produced or influenced by the team. In a school setting, team effectiveness is essential performing activities that require collaboration especially on bigger tasks (Erickson, Noonan, Carter, McGurn & Purifoy, 2015).

In order to increase team effectiveness in school level, teachers and school heads need to understand the dynamics in the school. Part of knowing the dynamics is embracing the concept of work productivity which is important in increasing team effectiveness. With a high level of understanding the concept of work productivity, teachers are guided on basic idea on how to foster team effectiveness in school level.

One key consideration in understanding team effectiveness is that it is inherently multi-level which means that it is composed of individuals, teams, including higher level of influences. As such, school heads and teachers must note that team effectiveness means bring all together these people in schools to uphold shared purpose of the school in which it can be difficult at times since there are teachers who do not commit to the vision the school (Benoliel & Somech, 2015).

In the local context, there are teachers who clearly do not understand their roles in schools. These teachers do not like to participate in school activities and if they do, they always complain and resist to take part of the activity. Similarly, there are also teachers who do not value what each teacher contributes to the school activity.

The problems presented are the experiences of the teachers on team effectiveness. The need to address this issue will ensure better learning opportunities for the students. Hence the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding the relationship between knowledge work productivity and team effectiveness of teachers as the researcher has rarely come across with the same study on the topic in the local setting.

Research Objectives

This study aims to find out which domain of knowledge work productivity best influences team effectiveness of teachers. Specifically, this study sought to answer the following objectives:

1. To describe the level of knowledge work productivity in terms of:
 - 1.1. Organizational input factors;
 - 1.2. Personal input factors;
 - 1.3. Process factors, and
 - 1.4. Output factors.
2. To ascertain the level of team effectiveness of teachers in terms of:
 - 2.1 Purpose and goals;
 - 2.2 Roles;
 - 2.3 Team processes, and
 - 2.4 Team relationships.
3. To determine the significant relationship between knowledge work productivity and team effectiveness of teachers.
4. To determine which domains of knowledge work productivity best influences team effectiveness of teachers.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between knowledge work productivity and team effectiveness of teachers.
2. No domains of knowledge work productivity best influences team effectiveness of teachers.

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables.

3. Results

Level of Knowledge Work Productivity

Presented in Table 1 is the level of *Knowledge Work Productivity* with the overall mean of 4.15 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, *Process Factors* obtained the highest mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows:

Table 1. Knowledge Work Productivity

Indicator	SD	Mean	Descriptive Level
Organizational Input Factors	0.57	4.13	High

Personal Input Factors	0.63	4.15	High
Process Factors	0.55	4.18	High
Output Factors	0.55	4.16	High
Overall	0.49	4.15	High

I know what is expected from me to other stages of work, I know who is responsible for certain stages of work, I know who makes decisions about my output, I know what is included in my colleague’s work, and Everyone in my team concentrate too deeply in performing their tasks

The indicator *Output Factors* obtained a mean score of 4.16 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I can make innovations, I am satisfied with the quality of my work, Outputs of my work are utilized in other projects, I outrun the time allocated to my work, and My colleagues are satisfied with what they derive from my work

Personal Input Factors obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I have motivation, and this helps my performance, I can rely on my personal connections in work affairs, I can concentrate on my work, I can see the meaning of my work, and I get internal satisfaction from my work.

The indicator *Organizational Input Factors* obtained a mean score of 4.13 with a descriptive value of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: My work includes tasks which I am confident I can perform, our school maintain standard in terms of work quality, I can perform as well as I want because I have enough time to work, The school information systems support my work, and I can find the information needed from the information systems when I work.

The very high level of Knowledge Work Productivity is due to the high level of rating given by the respondents to the indicators Organizational Input Factors, Personal Input Factors, Process Factors, and Output Factors.

The above practice of teachers is expected to increase their Knowledge Work Productivity as they congruent to the pronouncement of some authors who stated that work productivity is a mental attitude that has the spirit to make improvements. Kamuli (2012) states that work productivity is the effective and efficient utilization of human resources, the accuracy of the suitability of the use of methods or work methods compared to the available tools and time, in the context of achieving goals (Sedarmayanti, 2009).

Level of Team Effectiveness of Teachers

Presented in Table 2 is the level of *Team Effectiveness of Teachers*. Computations revealed an overall mean score of 4.13 or *high*, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Purpose and Goals* obtained a mean score of 4.18 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: have a meaningful and shared purpose, we are strongly committed to a shared mission, we focus on big-picture strategic issues as

much as on day-to-day activities, we set and meet challenging goals, and We consistently produce strong, measurable results.

The very high level of Team Effectiveness of Teachers is due to the very high level of rating given by the respondents to the indicators Purpose and Goals, Roles, Team Processes, and Team Relationships. The above practice is expected to increase their Team Effectiveness of Teachers as they congruent to the pronouncement of some authors who stated that team effectiveness refers to a group of people's ability to work together to achieve goals set out by a team's authority, members, or leaders (Azmy, 2012). The ability of a team to meet its goals and objectives over time is referred to as team effectiveness (Borrego, Karlin, McNair, & Beddoes, 2013).

Table 2. Team Effectiveness of Teachers

Indicator	SD	Mean	Descriptive Level
Purpose and Goals	0.84	4.18	High
Roles	0.81	4.11	High
Team Processes	0.74	4.15	High
Team Relationships	0.82	4.10	High
Overall	0.78	4.13	High

Team Processes obtained a mean score of 4.15 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: have effective solutions to problems address and resolve issues quickly, are rewarded for being team players, have meetings that are very productive, and have mechanisms in place to monitor its results.

The indicator *Roles* obtained a mean score of 4.11 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: clearly understand their roles, when an individual's role changes, an intentional effort is made to clarify it for everyone on the team, understand one another's roles, values what each member contributes to the team, and avoid duplication of effort and make sure they are clear about who is doing what.

Team Relationships obtained a mean score of 4.10 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: appreciate one another's unique capabilities, are effective listeners, have communication that is open and honest, trust each other, and help one another deal with problems or resolve issues.

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.426 with a probability value of 0.05 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Knowledge Work Productivity* and *Team Effectiveness of Teachers* revealed a computed r-values ranging from .128 to .405 with probability values of 0.01 which

is lesser than .05 level of significance.

Table 3. Significance of the Relationship between Knowledge Work Productivity and Team Effectiveness of Teachers

Knowledge Work Productivity	Team Effectiveness of Teachers		
	R	p-value	Remarks
Organizational Input Factors	.328	.002	Significant
Personal Input Factors	.128	.014	Significant
Process Factors	.326	.000	Significant
Output Factors	.405	.000	Significant
Overall	.426	.005	Significant

*Significant at 0.05 significance level.

The significant relationship between the two variables is an indication that the increase in the level of *Knowledge Work Productivity* led to the increase in *Team Effectiveness of Teachers*.

There is a significant relationship between *Knowledge Work Productivity* and *Team Effectiveness of Teachers*. The result of this study is aligned with the statement that says work productivity is a key factor at workplace for its direct benefaction on accomplishing organizational goals (Utami & Vioreza, 2021). Theoretically, the concept of work productivity is proposed by Meija, Luis, Gomez, Balkin, David B., and Cardy (2012). They view productivity as a measurement of value added by an employee to the goods or services.

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of knowledge work productivity is high, level of team effectiveness of teachers is high, there is a significance on the relationship between knowledge work productivity and team effectiveness of teachers, domains of knowledge work productivity that best influence team effectiveness of teachers is Organizational Input.

RECOMMENDATIONS

The results of this study revealed that the level of knowledge work productivity is high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of I Organizational Input Factors.

Meanwhile, the study revealed a high level of team effectiveness of teachers. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Team Relationships.

The study found a significant relationship between attitudes knowledge work productivity and team effectiveness of teachers. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that indicators of domains of Knowledge Work Productivity that best influence Team Effectiveness of Teachers is Organizational Input. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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