DEMONSTRATION OF TEAM POWER: ANALYSIS OF THE IMPACT OF TEAM OPERATION ON ORGANIZATIONAL PERFORMANCE OF ELEMENTARY SCHOOLS

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Abstract - The purpose of study was to investigate the relationship between team organization and school organizational performance. In order to achieve the purpose mentioned above, this study adopted literature analysis and research methods. With questionnaire survey, stratified random sampling is used for extracting 624 teachers of public elementary schools.There is a moderate positive correlation between elementary school team organization and school organizational performance.

Keywords - Team Management, School Organizational Performance, Elementary Schools.

I. INTRODUCTION

Morgan (1989) considered that, in a stable period, emphasis is on strict bureaucracy and a high-level management system, while the stress is on project organization and network organization patterns in the face of organizational change. Organization staff need to come together, discuss things among themselves and work together towards the realization of a common goal.

Teams are formed when individuals with a common taste, preference, liking, and attitude. Harris & Harris (1996) also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Team organization plays a very important role in the trend of public organizational innovation (Li, 1997; Forsyth, 1999). Successful teams are motivated, engaged and aim to achieve at the highest level.

In the educational organization, schools are facing environmental changes and challenges of innovation. In recent years, the concept of team organization has been introduced in school reform, which is intended to improve the quality of school education (Wu and Lin, 2002; Chang, 1997; Hadderman, 1998; Lieberman, 1988; Scott & Yenming, 2000).

Based on the above recognition, this study chose the relationship between team organization and school organizational performance as the research theme, and the objectives are, as follows:

(1) Investigate the current situation of team management and school organizational performance of elementary schools. (2) Analyze the relationship between team management and school organizational performance of elementary schools. (3) Analyze the differences in school organizational performance under the low, medium, and high team management levels of elementary schools.

II. LITERATURE REVIEW

2.1. Team Organization

Groups and teams are different (Chang, 1990; Quick, 1992) in nature and function. The significance of a team is different in terms of the various aspects of member interaction, psychological commitment, participation decision, and role-play. Robbins (1998) and Forsyth (1999) pointed out that teams should have the elements of human interaction, structure, cohesion, identity, and goal, and that teams are more suitable for the current administrative reform environment. To summarize the discussions of scholars (Li and Chung, 1999; Sun, 2001; Chen, 2000; Forsyth, 1999; Hadderman, 1998; Robbins, 1998)

2.2. School Organizational Performance

Yeh(1985)believed that organizational performance should include the achievement of goals or satisfy the needs of the organization and its members. Effectiveness means achieving the goals of the organization, while efficiency refers to satisfying the individual needs of members, thus, the performance of an organization should consider both aspects. If the behavior of individuals in an organization can achieve organizational goals, it has performance, and if organizational objectives can meet personal motives, then it has efficiency.

Effectiveness and efficiency rely on the functioning of the administrative director (Chang, 1991). To integrate the views of scholars (Lin, 1990; Chang, 1991; Climaco, 1992; Dimmock, 1990; Genck, 1983), there are four aspects of organizational performance: goal achievement, administrative efficiency, teachers' job satisfaction, and organizational resilience

2.3.

Regarding empirical research, Chen (2003) considered that the concept of "team" as the basic unit of the operation of an organization is getting increased attention. As the organization is aware that the work is currently facing both the complexity and

coordination of the division of labor, it cannot be completed by any individuals alone. Kuo (2001) found that team quality and a cost-oriented competition policy will have more effective performance results. Yang (2005) suggested that, the higher the awareness of elementary school educators during team operations, the better the performance of its administrative efficiency. In summary, it is worth exploring the relationship between school team organizational operation and organizational performance, and whether they are highly correlated.

III. RESEARCH DESIGN

Regarding Part 1 tool team organization operations, this study referred to the research tools of scholars (Li and Chung, 1999; Chen, 2000; Yeh, 2001; Jia, 1999). The questionnaire was divided into the aspects of jointly set goals, authorization and empowerment, communication and consultation, and trust and cooperation.

Part 2 of school organizational performance was based the questionnaire developed by Fan (2002) with a total of four aspects, namely, goal achievement, administrative efficiency, teachers' job satisfaction, and organizational resilience.

With questionnaire survey, stratified random sampling is used for extracting 624 teachers of public elementary schools in Hualien County as the objects. The data are analyzed and tested with Descriptive Statistics, t-Test, One-way Analysis of Variance, Product Moment Correlation .The data gained was processed and analyzed with SPSS for Windows 12.0.

IV. RESEARCH RESULTS

4.1. Status quo of Team Organizational Operations and Organizational Performance

Regarding the aspect of "overall team organization operation", Table 1 shows that the average is 74.58. In terms of all aspects of team organization operations, the average of "jointly set goals" is 18.77, the average of "authorization and empowerment" is 18.42, the average of "communication and consultation" is 18.97, and the average of "trust and cooperation" is 18.46.

Regarding elementary school team organization operations, the average of the aspect of "overall team organization operation" is high. In terms of the various aspects of the organization team perspective, the order from high to low is "communication and consultation", "jointly set goals", "trust and cooperation", and "authorization and empowerment", which shows good team organization operations in elementary schools.

Table 1 Average, Standard Deviation, and Average Ranking of Completed "Team Organization Operation Scale"

Aspects	Number	Average	Standard deviation	Ranking by average
Jointly set goals	624	18.77	2.13	2
Authorization and empowerment	624	18.42	2.97	4
Communication and consultation	624	18.97	1.41	1
Trust and cooperation	624	18.46	1.72	3
Total	624	74.58	6.22	

Table 2 shows the elementary school organizational performance. Regarding the aspect of "overall school organizational performance", the average is 3.66. In terms of all aspects of school organizational performance, the average of "goal achievement" is 3.69, the average of "administrative efficiency" is 3.67, the average of "teachers' job satisfaction" is 3.71, and the average of "organizational resilience" is 3.59. The average for the aspect of "overall school organizational performance" is high. Regarding all aspects of school organizational performance, the order from high to low is "teachers' job satisfaction", "goal achievement", "administrative efficiency", and "organizational resilience", where the averages of both "teachers' job satisfaction" and "goal achievement" are slightly higher than the average of "overall school organizational performance ", and the averages of "administrative efficiency" and "organizational resilience" are slightly below that of "overall school organizational performance". The average of each aspect is higher than 3 points, which indicates elementary schools' good organizational performance.

Table 2 Average, Standard Deviation, and Average Ranking of Completed "School Organizational Performance Scale"

Aspects	Number	Average	Standard deviation	Ranking by average
Goal achievement	624	3.69	.60	2
Administrative efficiency	624	3.67	.51	3
Teacher job satisfaction	624	3.71	.55	1
Organizational resilience	624	3.59	.58	4
Total	624	3.66	.49	

As can be seen from Table 3, the product moment correlation of overall team organization operation and school organizational performance is 60%, thus, the two are positively correlated. Regarding all aspects, the jointly set goals, authorization and empowerment, communication and negotiation, and trust and cooperation of team organization operations are related to the overall school organizational performance, which are .407, .843, .373, and .277,

respectively, and are significantly positively related. As Yang (2005), Hsu (2006), Li and Chung (1999), and Chen (2000) pointed out, only by relying on employees to form a team, combining the abilities and strengths of each person in the team, and exerting team strength, can a team achieve its organizational goals.

Table 3 Summary Table of Elementary School Team Organization Operatio Organizational Performance

Items	Goal achievement	Administrative efficiency	Teacher satisfaction	job Organizational resilience	Total
Jointly set goals	.344**	.326**	.294**	.464**	.407**
Authorization and empowerment	.645**	.650**	.684**	.945**	.843**
Communication and consultation	.291**	.246**	.254**	.494**	.373**
Trust and cooperation	.236**	.151**	.188**	.376**	.277**
Total	.468**	.422**	.464**	.742**	.606**

**$p<.01$

V. CONCLUSIONS

The status of elementary school team organization and organizational performance.A higher level of team organization operations can result in higher school organizational performance.There is a moderate positive correlation between elementary school team organization and school organizational performance.According to the literature analysis, the results of the survey of this research, the researcher has formulated a number of recommendations to educational administration and schools.

Schools should improve the service quality attitude of administrative staff through continuous communication, as well as participation in decision-making and teamwork methods, and schools should trust teachers and develop partnerships. Organization leaders should delegate power to teams, share decision-making authority, and consider mutual responsibility to one another. This means that the principal should encourage members of the organization to cooperate, participate in communication, and make suggestions to jointly solve the problems of the organization.

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